

# ENC 1102 Syllabus Spring 2005-02 Florida International University

Class: ENC 1102 Hours 3.0 January 09-April 29, 2006 Ref 18987 4J MW 2-3:15 PM; Ref 18997 4M MW 3:30-4:45 PM

Instructor: PROFESSOR LYNN [lynnj@fiu.edu](mailto:lynnj@fiu.edu) Office Hours: By Appointment 1:00-2 PM MW Web Enhanced <http://webct.fiu.edu>

<b>Required Texts:</b>		<i>Bedford Introduction to Literature</i> 7 <sup>th</sup> edition, Michael Meyer <i>The Everyday Writer</i> 3 <sup>rd</sup> Edition, Andrea A. Lunsford			
<b>Materials:</b>		Notebook 8 x 11 (college-ruled); Pens: blue or black ink; small stapler; highlighter			
Percent	Week	Essay #	Assignment	Words	Date Due:
	January 9		Review Exemplification, Persuasion, Cause-Effect Read Chapter 51 Reading and Writing (2063-2095)		
	January 16	Journal #1	Literary Interpretation: Formalist, Archetypal, Biographical, Historical/Cultural (King, Walker, Hemingway, Faulkner, Gilman, Weineke, Mahfouz)	400InClass	W Jan 18
	January 23			Group Portfolio	
10%	January 30	Essay #1	Audience Purpose (Walker, King)	700	M Jan 30
	February 6		Continue Short Story Literary Analysis		
15%	February 13	Essay # 2	Literary Interpretation-Short Story Mode: Persuasion	800	Feb 13-15
			Library Research (Read 2096-2114 in <i>Bedford Intro</i> ; 137-179 and 365-412 in <i>Everyday Writer</i> )	Rm 280	M Feb 20
	February 20		Transcendentalism and the relationship to Nature in Emerson, Thoreau, Wordsworth, Keats, Dillard, Plato	Group Portfolio	
	February 27				
	March 6	Research I	Introduction, Thesis, Outline, Bibliography Research I		M Mar 6
20%	March 13	*Research I	3-page, 3-source Transcendentalism and Nature	1000	Mar 13-15*
		<b>Monday, March 13 Last Day to drop a course with a DR grade</b>			
J	<b>March 20-25 Spring Break</b>		Journal Transcendentalism and Nature		
	March 27	Research II	Research II Critical Approach & Topic Selection (Read 2029-2062)		M Mar 27
	March 27		Literary Interpretation Poetry and Drama (Frost, Momaday, Harjo, Rose; Sophocles' <i>Antigone</i> )	Group Portfolio	
	April 3	Research II	Introduction, Thesis & Outline Research II Due		M Mar 27
25%	April 10	**Research II	5-Page, 5-Source Research Paper Due		1600-2000 Apr 10-12**
10%	April 17	Final Exam		400InClass	TBA
20%		Portfolio	Group Presentations: Poetry, Fiction, Drama In-Class	500	Bi-weekly
		Freewriting	Freewriting Portfolio	500	
<b>April 20, 2006: Last Day of Classes</b>				<b>Final Exam TBA</b>	
<b>100%</b>				<b>Gordon Requirement 6000 words TOTAL</b>	

**Essay Assignments:** To receive a passing grade in English 1102 requires writing in-class and out-of-class essays at an acceptable college level (grade C, 75 or higher) and participating in group assignments related to the written essays compiled in a portfolio and presented for oral and written group presentations. Both essays and group oral presentations are submitted to Turnitin.com.

- *Out-of-class essays* must be typed and double-spaced using the spell/grammar check so that essays are free of mechanical spelling and grammatical errors in an 11-12 point font in MLA format.
- *In-class essays* must be written legibly *in ink* on one side of the page in large enough print that your instructor can easily read.

**Late- or Missed Work Penalty.** Completion of In- and Out-of-Class Assignments **on the due date** is mandatory.

- Late out-of-class assignments will receive a one-letter grade drop. Late essays are accepted *one week* from the *due date only with instructor approval*. No make-up is accepted for missed in-class work or out-of-class work due on an assigned date.
- Your final evaluation is based on completion of *all* assigned coursework. Expository essays will be averaged as one grade; failure to submit any of the major essay assignments will result in a full grade drop (10 points) in the final essay grade average.

**Attendance** Absences without penalty: **2-day a week classes—3 absences Holidays: M January 16 Martin Luther King**

- Each absence thereafter will result in a *one-point deduction* from your final grade.. Accumulating double the allowed absences will result in a failing grade. Repeated tardiness to class will be counted as an absence (3 late classes = 1 absence)
- Perfect attendance and class participation that promotes the group learning process count as extra credit; conversely, unacceptable academic conduct counts against the overall grade. Attendance is included in the Group Assignment Grade.

COMPONENTS OF FINAL GRADE		EXPOSITORY ESSAYS 70%	
Literary Analysis: Exemplification, Persuasion, Cause-Effect			25%
Research (Documentation in MLA format submitted through Turnitin.com database*)			45%
Group/Collaborative Assignments Freewriting Portfolio			20%
Exams			10%

All out-of-class essays will be submitted to Turnitin.com to identify unoriginal documentation from their database of published works. Students will have a 48-hour window to revise incorrectly documented text and sources in research-based essays\*.

Draft and final essays are due in both hard copy and electronic versions to turnitin.com on the corresponding dates on the syllabus. Essays that are not submitted to turnitin.com on the due date will not be evaluated and will receive a grade of 0.

**Course Objectives:** In English 1101 and 1102 students write essays that address the chosen topic by supporting a central idea with evidence and targeting a specific audience. Students write in several rhetorical genres (including expository, argumentative, reflective, and narrative writing) and learn to adapt conventions of structure and style appropriately for the genre. Reading selections enable students to gain practice in critical, analytically active reading, and show evidence of the ability to respond critically to written texts, including those of their peers by engaging in a full writing process (invention, drafting, revising, and editing). Students analyze literary texts, focusing on rhetorical strategy and understanding how the writer responded to his/her historical/cultural context. Students learn to write research essays that exhibit information literacy by effectively incorporating sources that synthesize the ideas of others to support the essay's central idea as well as learn scholarly research to access information and to formulate criteria for evaluating sources and to properly document sources.

GRADING CRITERIA	Description of Letter and Numerical Grades Assigned to Writing Assignments
A 90-100	The A paper (excellent) contains no mechanical, stylistic, or structural weaknesses. The content is organized and very well developed; main and supportive ideas are focused clearly. Ideas are clear and logical. The writing contains concrete, specific, and vivid examples that support the central idea. There is a clear sense of purpose and audience.
B 80-89	The B paper (very good) has a clearly recognizable main idea that is developed consistently throughout. The content is developed in detail; the paper demonstrates, for the most part, the use of concrete, specific and vivid supporting language and examples. The paper is relatively free of mechanical, stylistic, or structural weaknesses; it is generally correct, organized and easy to read. Although competently written, the B paper may contain structural flaws and lacks the overall strengths of the A paper.
C 70-79	The C paper (good/average) has a clear main idea and organizational pattern. The C paper is normally free of serious errors in standard written English; however, it may contain some mechanical, stylistic, or structural weaknesses. The content is adequately developed, but the writing lacks the coherence to warrant an above average grade.
D 60-69	The D paper (below average/marginal) lacks development of the central idea. The writing does not demonstrate sustained, coherent, and unified ideas and thought. The paper indicates below average achievement in expressing ideas correctly, clearly, and effectively. The paper contains errors in the use of standard written English, along with mechanical, stylistic, or structural weaknesses that prevent the reader from understanding ideas clearly and easily.
F 60-below	The F paper (failure) may not meet the requirements of the assignment. If it does, the paper fails to state and develop a central idea. The F paper continually fails to avoid errors in grammar, spelling and punctuation. The writing is convoluted, unclear.

**Note:** All writing is evaluated on both style and content. Error-free writing has little effect if it does not contain sufficient detail and if the writer does not use clear and effective language. Similarly, a paper that is well developed and expressive can fail if it is marred by mechanical, stylistic, and structural weaknesses. A paper that contains a grade of 89/90, 79/80, or 69/70 means that the essay contains the strengths of the higher grade but is too flawed in one of the areas required to warrant the higher grade. However, the overall improvement of essays written throughout the semester and other factors such as constructive classroom participation and understanding of course content may result in the higher grade as a determining factor in the final grade average for the student.

**Plagiarism.** Intentional plagiarism occurs when someone submits work written by someone else, or submits work, part or all of which is taken from a printed or Internet source, with no documentation of the source. **An essay that does not attribute the use of external sources is an automatic failure.** Unintentional plagiarism may occur when students are not sure of when or how to acknowledge sources. **The rule is that if you include any information from an outside source in your essay either indirectly or directly, *whether you paraphrase, summarize, or directly quote the information*, it must be acknowledged as a parenthetical reference in the text and included with a list of Works Cited at the end of the paper.** The most serious consequence of plagiarism at the college level may be failure and expulsion.

**Documentation.** In English and in some humanities classes, you will be asked to use the Modern Language Association system for documenting sources, using in-text citations that refer readers to a list of Works Cited at the end of the paper (*MLA Handbook for Writers of Research Papers*, 6th ed., 2003). Research-based essays will be submitted to Turnitin.com to identify unoriginal documentation from their database of published works. Only scholarly, critical reviews will be accepted as external sources. **Sources that cite summaries of literary works will be rejected, and the use of such summaries without documentation in place of the student's original ideas constitutes plagiarism.**

Definition of Academic Trust

Academic trust is the assurance that teacher and student will faithfully abide by the rules of intellectual engagement established between them. This trust can exist only when students adhere to the standards of academic honesty and when faculty test and evaluate students in a manner that presumes that students are acting with academic integrity.

(Ad Hoc Committee on Academic Honesty, Proposal for an Academic Honor code)