

ENC1101: Freshman Composition and Rhetoric
Tuesdays and Thursdays 5:15 - 6:30, Williams 217
Instructor: Jeff Naftzinger
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Office & Hours: WMS222a; Tuesdays and Thursdays: 4:00 - 5:00

First Year Composition Mission Statement

First-Year Composition courses at FSU teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communicating, FYC teachers respond to the content of students' writing as well as to surface errors. Students should expect frequent written and oral response on the content of their writing from both teacher and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants of the classroom community. Learning from each other will be a large part of the classroom experience.

If you would like further information regarding the First-Year Composition Program, feel free to contact the program director, Dr. Deborah Coxwell-Teague (dteague@fsu.edu).

Overview of the Course

The overall purpose of this strand is to give you all an opportunity to explore and write about your personal experiences, ideas, and values in the first two compositions, and then begin moving towards including outside sources in their writing with the third composition. You will also complete either a radical revision multimedia final project that allows you to explore your identity through a combination of words and images.

You will begin the semester by writing about what you know and will explore your experiences, ideas, and values through writing. This strand encourages you to examine what you think and why you think that. By writing about your own interests, experiences, and identities, you have an opportunity to write with authority; with the confidence this builds, you should become more willing to explore what you think and feel about yourselves and the world around you and should likewise be more willing to take greater risks with your writing. By the time the last third of the semester arrives, you should be ready to move beyond writing about yourselves and ready to incorporate outside sources into their your compositions.

First-Year Composition Course Drop Policy Statement

This course is NOT eligible to be dropped in accordance with the "Drop Policy" adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student's control (e.g. death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated First-Year Composition courses from the University Drop Policy

because of the overriding requirement that First-Year Composition be completed during students' initial enrollment at FSU.

Outcomes

The First-Year Composition Program sees the aims—goals and objectives—of the courses as outcomes for students, and we share the position adopted by the Council of Writing Program Administrators (WPA). The aims lie in several areas:

- Rhetorical Knowledge
 - Focus on a purpose
 - Respond appropriately to different kinds of rhetorical situations
 - Use conventions of format and structure appropriate to the rhetorical situation
 - Adopt appropriate voice, tone, and level of formality
 - Write in several genres

- Critical Thinking, Reading, and Writing
 - Use writing and reading for inquiry, learning, thinking, and communicating
 - Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
 - Integrate their own ideas with those of others
 - Understand the relationships among language, knowledge, and power

- Processes
 - Be aware that it usually takes multiple drafts to create and complete a successful text
 - Develop flexible strategies for generating, revising, editing, and proof-reading
 - Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
 - Understand the collaborative and social aspects of writing processes
 - Learn to critique their own and others' works

- Knowledge of Conventions
 - Learn common formats for different kinds of texts
 - Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
 - Control such surface features as syntax, grammar, punctuation, and spelling

- Composing in Electronic Environments
 - Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
 - Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official

- databases (e.g., federal government databases); and informal electronic networks and internet sources
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

Required Textbooks and Materials

- *Required Textbooks and Materials*
- *On Writing, FSU edition, by Wendy Bishop*
- *The McGraw-Hill Handbook, FSU edition, by Maimon, Peritz, and Yancey*
- *Our Own Words available online*
- Access to a Computer (the university provides a number of computer labs)
- Pen/pencil and paper in class

Require Components of ENC1101

In order to achieve the objectives and goals above, you are expected to:

- Draft, revise, and polish three papers (about 20-25 pages of polished text) with several drafts of each paper
- Regularly write ungraded, extended, informal texts (usually a combination of journals and exploratory writing, in class or outside of class)
- Read and respond to a significant number of peers' drafts and papers
- Discuss in large and small groups the content, process, and other elements of writing such as audience, structure, purpose
- Attend at least two substantive conferences with the instructor
- Contribute meaningfully to our discussions.

Gordon Rule

The Gordon Rule is a university writing requirement which students meet by taking a combination of courses designated Gordon Rule courses. Some history, literature, and humanities classes carry a 3,000 word writing requirement. The Gordon Rule stipulates that students must write 7,000 words in ENC 1101 and ENC 1102 (about 3,500 per course). Any student who completes all the assignments will easily meet the required word count. Students must pass ENC 1102 with at least a C- in order to qualify for Gordon Rule credit. Students who receive a D for the final course grade will receive liberal studies credit but must make up the Gordon Rule words. These students should consult with their advisors, with the Office of Undergraduate Studies (3300 UCA), or with the First-Year Composition program assistant (Claire Smith) about their options in selecting courses to make up the Gordon Rule credit.

Papers

Over the the course of the semester, you will write three papers of three or more drafts each (and a final project). You will also learn to develop and improve a paper through revision. Your drafts will be graded on their completeness and their potential; your final papers will be graded on audience awareness, organization, coherence, supporting

evidence, thorough analysis, and editing. All other written and oral work will be graded on meaning or content, and appropriateness to the assignment.

Remember, you must complete all formal writing assignments to pass the course, and you must take your papers through multiple drafts to receive a passing grade on major assignments.

Late Work Policy

All major assignments may be turned in for late credit; however, late projects will be penalized. For each day the project is late, five points (the equivalent of one-half letter grade) will be deducted. If you think that you won't be able to hand a paper in on time, you can, and should, ask for an extension. Extensions must be requested **at least 48 hours in advance**. Note: requests for an extension do not guarantee that you will get one. Instructor may accept late minor projects at his discretion. Please submit your work on time to receive a grade that best reflects your ability, rather than a grade that reflects lateness. Five points will be deducted from your assignment grade each time that you do not bring a draft of your paper to class on a workshop day.

Revisions

Any paper that receives a grade below an A is eligible for revision, within the time frame of the course. You are allowed two weeks (from the time they receive their original graded paper) to make your revision. The revision process must include a trip to the Reading and Writing Center, and a process memo detailing the changes you've made, and your rationale for making those changes. If you would like to talk about your revisions, feel free to make an appointment with me.

Attendance

The First-Year Composition program maintains a strict attendance policy: missing more than two weeks of class (four absences) is grounds for failure. **There is no difference between "excused" and "unexcused" absences.** All absences count as an absence. If there is a specific reason why you may need to miss more than four classes, please contact me.

Tardies

Three tardies is equal to one absence. Class will begin at 12:30 PM. If you are more than 10 minutes late, you will be counted absent.

Conferences

You are required to sign up, and show up, for a minimum of two 15-minute conferences with me. Non-attendance to these conferences counts as *two* absences.

Participation

Your participation in this class makes up 10% (a full letter grade) of your final grade. Here's how your participation grade will be determined:

- Be In Class- You can't participate if you're not in class.

- **Be on time**- If you're late to class, you're missing out on time when you could be participating, and you're distracting your classmates.
- **Be Prepared**- Read what you need to read, write what you need to write, bring what you need to bring, do what you need to do, etc.
- **Be Involved**- Don't sit at your desk with your head down, don't spend the whole time on your cell phone, don't distract your fellow classmates. Listen and contribute to the discussion.

Civility Clause

You each have the right to your own opinion, and in almost every case, I will give you the opportunity to express that opinion, but your classmates, and you, have the right to not be offended in class. Comments that criticize or mock race, gender, sexuality, appearance and/or disability are inappropriate and will not be tolerated in my classroom.

You should also be civil to your classmates, and to me. This means not talking when other people are talking, not using your cellphone, and not doing other things that distract me, or your classmates, from what's going on in class.

Plagiarism

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of First-Year Composition and the Director of Undergraduate Studies.

Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows:

"Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own. A plagiarism education assignment that further explains this issue will be administered in all First-Year Composition courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

ADA

Students with disabilities needing academic accommodations should in the FIRST WEEK OF CLASS 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

Grading/Evaluation

• PORTFOLIO EVALUATION HYBRID

A portfolio of your work will be submitted at the end of the semester containing all your major projects and journals. Your final grade will be based on this portfolio AND your final drafts handed in throughout the semester. This type of evaluation gives you the opportunity to revise your essays until you submit your portfolio at the end of the

semester, but also encourages you to take each draft seriously throughout the semester.

I will give you an “as-is” grade for each final draft—that grade will be worth 50% of your final grade for that major project. The other 50% will be determined after you revised. In other words, each of your major projects will be assessed twice and then averaged.

- **GRADE BREAKDOWN**

Journals 10%

Participation 20%

 Attendance: 50% (5% overall)

 Presentations: 50% (5% overall)

Portfolio 70%

 Project 1: 20%

 Project 2: 20%

 Project 3: 30%

 Project 4: 10%

- **DRAFTS, REVISIONS, AND FINAL PAPERS**

You will need to make copies of your drafts and revisions before you come to class on days we workshop. The number of drafts needed will be provided to you prior to each workshop. You have access to a number of computer labs around campus; so, if you don't have your own computer, take advantage of one of FSU's. Final papers do not need covers or title pages. You will be responsible for some photocopying and/or printing expenses for this class in order to share your writing with your peers. You will generally be choosing your own topics and structures for the drafts and papers in this class. You will be required to share your work with your classmates so take care in what you choose to write about. Your writing for this class is nearly always public writing in the sense that others will be reading, hearing, and commenting on it.

JOURNAL ASSIGNMENTS

Journal assignments for this course are projects on a much smaller scale. Each week that you have a journal assignment, I will first ask you to create a special text that you will consider critically a rhetorical medium. For those weeks, I will assign the medium you will be composing with.

After you've created the text, you will be required to compose a 300-500 word reflection on creating, producing, circulating the text. You will discuss your rhetorical choices, process, and connections to other texts, concepts, people, etc. Also, for each journal assignment, you must respond to at least one other student's journal in 100-200 words. Blogs and responses will be due by 10pm of the night before class the next day (for example, if journal responses are due by Thursday, your response must be posted by 10pm on Wednesday night).

Responses do not need to be formal, but should offer snap shots into what you're thinking at that moment of creating that text. I will most likely incorporate many of your responses into class discussions. Journal assignments and reflections will be hosted on your personal blog space so that others can respond to your post, but all journal

assignments should be put in your WIX portfolio by the end of the term. Many—if not all—of these texts that I assign will be in a medium that may not be easily placed on a computer screen; nonetheless, you should find a way to post something that shows me your assignment (either scanning it, taking a picture of it, or a blueprint of some kind).

Major Assignment Descriptions

All essay drafts will be in typical MLA style. This includes:

1 inch margins

Double spacing

12 point font

Last name and page number in the top right hand of the page

Your name, my name, the class name, and the date in the upper left hand side of the page

A title, centered and in 12 point font

Proper documentation with a works cited page and in-text citations throughout the essay

• Composition #1: Significant Experiences that Make You Who You Are

This paper will seem strange to you; you've probably never written anything like it before. We're going to write using snapshots—a flash, a segment, a chunk, a fragment. Snapshots don't use transitions, and they are creatively written. I want this paper to be life flashes—significant experiences in your life that make you who you are. The essay will function as a mosaic—three, four, five, or more snapshots (depending on individual length), cobbled together to construct a whole vision of who you are. These reflections can be from childhood, adolescence, your high school careers, first impressions of college and people whom you've met or would like to meet, and/or visions of your future. In high school, you probably wrote five paragraph essays, and most of those essays were likely about topics which you were not invested. In this paper, I want your life experiences. This is your biography.

One of the major aims of this paper is to help you get used to writing something other than 5-paragraph themes. I want you to learn that the structure a composition takes should depend on the ideas you are trying to communicate to a reader. Here's our plan. Together and apart, we will write short scenes. They could be as long as 500 words or as short as 100. You'll need enough snapshots to fill at least 4 pages, the minimum for this paper. We'll sketch people and places and ourselves using vivid detail. Write prose.

Write poetry. Write a short, short story. Write a song. Write an exposition. Imitate a style. Parody something. Adopt different voices. When your scenes are done, we'll arrange them to form a narrative.

The purpose: what will this paper actually do for you? It's my aim to show you that creativity and writing in college can go together. It's my aim to show you that a worthwhile and interesting piece of writing does not need to follow a prescribed structure. My aim is to show you that using vivid detail enhances your writing immeasurably. My aim is for you to realize something important about yourself and your writing. My aim is for you to actually enjoy this.

Paper Length: 4-6 pages (plus 1-2 page process memo/reflection)

Font: Whatever best captures what you're writing (but keep it 12-point for small fonts like Times New Roman, 10-point for large fonts like Courier and Arial – and you can mix-and-match them if doing so adds to the effectiveness and style of your composition).

• **Composition #2: The Position Shift Essay**

This essay asks you to focus on a single experience or set of experiences in your life. The focus of the essay should revolve around a personal experience that altered how you thought or felt about an issue, idea, belief, etc. **Reflection** on the experience(s) and what it/they mean(s) to you should play as strong a role as memory. By focusing on one event or one group of related events, you can begin to acclimate yourself to examining your life through writing. You should write about some time in your life when you had a “shift” (change in position or way of thinking) about a certain issue that is very important to you. For example, you might write about how your attitude regarding a specific issue or subject (homophobia, racism, prejudice, immigration policies, the importance of education, your relationship with a particular individual or organization, your attitude towards your involvement in a particular sport, your priorities in life, etc.) changed as a result of a personal experience.

For example, one student wrote about how her attitude towards gays and lesbians changed after she realized that one of her best friends was gay. Another wrote about how his idea that racism was a thing of the past changed when he witnessed first-hand the way his friend was discriminated against because of the color of his skin. Another wrote about how her relationship with her younger brother changed as the result of a series of experiences. Still another wrote about how his disdain for school and studying changed when he failed tenth grade and realized what his future was likely to hold if he didn't earn a good education. The possibilities for this topic are as wide as your experiences. Just make certain that you choose to write about something that is important to you and that has played a major role in shaping who you are and how you think.

Page Length: 5-7 pages (plus 1-2 page process memo/reflection)

• **Composition #3: Writing Beyond the Personal—Moving Outward**

This paper serves as a segue to the type of researched writing you'll be focusing on in your second required composition course that you'll take before the end of your first year at FSU. The ideas you bring to this paper will extend beyond your personal experience. At this point in the semester you should be ready to talk about something other than where you've already been. Topics will be negotiated with each of you and should focus on a topic of personal interest that you truly want to explore. For example:

- You might write about your choice of a college major or career and the possibilities for advancement, employment, fulfillment, etc. in your chosen area.
- You might decide to write a family history paper about a particularly interesting family member. For example, one student wrote her paper about a great aunt who had died before the student was born. As the student was growing up, she

frequently heard stories about this great aunt who had been in her twenties during the Roaring '20s and had raised a family during the Great Depression. The student had always wanted to know even more about her interesting aunt and did so as she interviewed family members and did research on the time period in which her great aunt had lived.

- You may also choose to write about a place you would like to go. One student who had dreamed for years of traveling to Italy wrote her paper on the places she would visit and what she would be sure to see when she actually made the trip.

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You will be expected to use 2-3 outside sources that could include a combination of personal interviews, questionnaires, on-line sources, and/or print sources. You should strongly consider including images to enhance your print text.

Page Length: 6-8 pages (plus 2-page process memo/reflection)

- **Final Project: Radical Revision Multi-Media**

Radical Revision pulls in all of the tools you have used throughout the semester. It allows you the freedom to “start over” with an earlier paper and revamp it using the knowledge you have gained throughout the semester. The multimedia element allows you to consider a piece you may have thought was finished in a new way and opens up new possibilities. Decide what you want to do for your radical revision. You can change any of your three compositions into another type of art/media. You can do any of the following or make up your own: create a painting, poem, song, skit, drawing, or video, or rewrite one of your three papers from someone else’s point of view.

You need to write a one-page proposal for what you think you will be doing your radical revision on, with detailed description. If you are thinking of creating a painting, describe why you have chosen that project and what it will look like; if you think you’re going to write a song, tell us why you’ve chosen that project, give us a few lines, and describe the tune; if you are turning an essay into a poem, tell us why you’ve chosen that project and give us a rough draft; if you are rewriting one of your essays from another point of view, tell us why you’ve chosen that project and give us a rough draft of the direction you are taking. Make sure to say which composition you are going to revise—your first composition, the Position Shift, or the Writing Beyond the Personal Essay. After you complete your radical revision, you’ll need to complete a 2- page process memo/reflection in which you reflect on your project, how you went about completing it, and what you learned from doing it.

Reading/Writing Center

The Reading/Writing Center, located in Williams 222-C, Johnston Ground, or Strozier, is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Its clients include a cross-section of the campus: first-year students writing for composition class, upper level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others. The RWC

serves mostly walk-in tutoring appointments, however it also offers three different courses for credit that specifically target reading, undergraduate-level writing, and graduate-level writing.

The tutors in the RWC, all graduate students in English with training and experience in teaching composition, use a process-centered approach to help students at any stage of writing: from generating ideas, to drafting, organizing and revising. While the RWC does not provide editing or proofreading services, its tutors can help writers build their own editing and proofreading strategies. Our approach to tutoring is to help students grow as writers, readers and critical thinkers by developing strategies for writing in a variety of situations.

Visit the RWC web site fsu.mywconline.com or call 644- 6495 for information.

Digital Studio

The digital studio can be a great tool for your blogging project and future assignments you may encounter in other courses. The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. Tutors who staff the Digital Studio can help students brainstorm essay ideas, provide feedback on the content and design of a digital project, or facilitate collaboration for group projects and presentations.

Students can use the Digital Studio to work on their own to complete class assignments or to improve overall capabilities in digital communication without a tutoring appointment if a workstation is available. However, tutor availability and workspace are limited so appointments are recommended.

To make an appointment, visit the website fsu.mywconline.com or visit the Digital Studio in Williams 222-B or in Johnston Ground. Hours vary by semester.