

ENC 1101-048,
COMPOSITION I, CRN
10371, 3 CREDITS
traditional, session one
FALL 2024

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Course Contact Information

- Professor: Kandice Mollitiam
- Email: mollitik@nwfsc.edu
- Phone: 850.295.5297
- Office Location: Niceville, Bldg. 500 annex, Rm. 214
- Office Hours: provided on first day of class
- Class Date Range: provided on first day of class
- Class Location:
- Online Classroom with Gradebook: [Canvas class shell](#)
- Final exam: last week of the semester

Florida Department of Education Course Detail

English Composition I, ENC 1101, 3 credit hours.

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

NWFSC Course Description

Instruction and intensive practice in expository and argumentative writing including a documented paper. This is a Gordon Rule writing course and is part of the college’s Writing-Across-the-Curriculum program. A minimum grade of “C” is required if used to meet Gordon Rule requirements for general education.

Course Prerequisite

A passing score on the standardized placement test measuring communications/verbal/reading achievement, successful completion of any required developmental English and Reading coursework with a grade of “C” or better, or exemption from placement testing.

Florida Department of Education Student Learning Outcomes

1. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
2. Students will employ critical thinking to analyze forms of communication.
3. Students will engage in writing processes that involve drafting, revising, and reflecting.

NWFSC Course-Level Student Learning Outcomes

1. Student composes formal assignments applying the conventions of Standard American English in written and/or oral communication.
 - What this means to you: You will improve your use of standard American English, which will help you succeed in other college courses and in your professional life after college.
 - How this will be achieved:
 - Discussion Boards, Reflective Writing assignments, Projects 1-4
2. Student understands and applies the concepts of purpose, audience, and rhetorical situation in written and/or oral communication.
 - What this means to you: You will consider who your audience is and what the writing situation calls for in order to communicate clearly and persuasively with your reader/audience. This is another skill essential to success in other college courses and in your professional life after college.
 - How this will be achieved:
 - Discussion Boards, Reflective Writing assignments, Projects 1-4
3. Student applies basic principles of logic and critical thinking as evidenced through written and/or oral communication.
 - What this means to you: Writing shows your thinking, so if your thinking is muddy and confused, your writing will be too. By learning to write clearly, you are pushing yourself to think more clearly, logically, and critically. These are skills that employers are demanding in their employees.
 - How this will be achieved:
 - Discussion Boards, Reflective Writing assignments, Projects 3-4
4. Student effectively integrates and appropriately documents selected ideas, themes, and concepts from a variety of print and/or electronic sources.
 - What this means to you: You will learn how to give credit to other people whose words and ideas you incorporate into your writing. This means you won't steal, and not stealing is essential to both ethical living and professional success.
 - How this will be achieved:
 - Discussion Boards, Projects 2 and 4

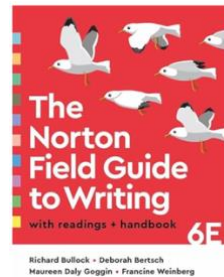
Course-Level Goals and Objectives

1. Students will engage with assigned readings to improve critical thinking and writing skills.
2. Students will respectfully collaborate with instructor and peers to communicate and construct knowledge, opinions, and writing skills.
3. Students will practice metacognitive techniques to reflect on and develop thought and writing processes.
4. Students will practice and reflect on rhetorical writing strategies to understand and apply appropriate communication techniques.
5. Students will develop various research skills, learning how to evaluate sources and integrate appropriate source material with proper documentation and MLA format.

A corny joke: A hungry African lion came across two men. One was sitting under a tree and reading a book; the other was typing away on his typewriter. The lion pounced on the man reading the book and devoured him. Even the king of the jungle knows that readers digest and writers cramp. 😊 (You'll do both this semester.)

Course Materials

Norton Field Guide to Writing with Readings and Handbook, 6th edition
ISBN 978-0-393-88413-5



Computer; internet access; notebook; pencil

Student Expectations of the Course

Class Attendance

Students who stop participating in class or are not able to pass the course due to participation expectations stated in the syllabus may receive a failing grade, which may impact the receipt of federal aid in subsequent courses.

This class involves frequent class discussions/group work; students will neither benefit from these activities nor contribute to the class as a whole if students do not participate or meet due dates.

You will not be allowed to make up any assignments, nor will you be allowed to turn in late work, unless the work was missed/late because of documented personal illness or family emergency and/or other compelling circumstances. I reserve the right to require documentation of these events.

Attendance Confirmation

Active participation and academic engagement are expectations of enrollment in this course. Faculty confirm each student's attendance in class after the schedule adjustment period ends. Students who have not attended class or otherwise engaged academically in the course through the submission of an academic assignment or through participation in a curricular activity may be withdrawn from the course for nonattendance.

Students who are withdrawn for nonattendance or nonparticipation early in the course may request to be reinstated in the course by contacting their instructor by email. Reinstatement in the course is at the instructor's discretion during the first three weeks of class and is not guaranteed. Reinstatement requests occurring after this three-week period may be submitted to the instructor for consideration; however, additional administrative approval will be required to grant the reinstatement. If you are withdrawn from a course due to nonattendance and are not granted reinstatement in the course, please contact a Student Success Navigator for assistance.

Technical Skills and Specialized Technology

Students will be expected to search the Internet, use word processing software, and upload/download files. If you encounter any technology challenges using course resources in the Learning Management System, email the Center for Innovative Teaching and Learning at online@nwfsc.edu or call 850-729-6464.

Classroom Conduct

Please be respectful, kind, and courteous to your classmates and instructor at all times. Some of the things we read and discuss may challenge your beliefs; you may dissent but do so respectfully and constructively.

Remember: The content in college classes is designed to offer all students a challenging and growing experience in each class. Each class experience may include content that is more mature, wide-ranging, or different from that which is offered in a secondary education classroom. Students may be introduced to theories, topics, materials, discussions, or ideas that are different from those they have encountered before or that they do not agree with.

Northwest Florida State College complies with federal, state, and accreditation requirements. The curriculum, content, evaluation of performance, and selection of instructional material is the prerogative of the instructor in accordance with College-approved syllabi. The College Vice President of Academic Affairs, the College Curriculum Committee, and respective divisions or departments of the College monitor the instructional quality of all College courses per institutional guidelines.

If a student has a question or concern about course material or assignments, the student is expected to talk independently with their instructor to address any questions or concerns or, as needed, follow the College complaint process as stated in the College Student Handbook, or withdraw from a class.

Information for Dual Enrollment Students

As part of the NWFSC enrollment process, a dual-enrollment student understands and agrees to the following:

I am enrolling in a college-level, postsecondary class. Northwest Florida State College complies with federal, state, and accreditation requirements. The content in college classes is designed to offer me a challenging, growing experience. The class experience may include content more mature, wide-ranging, or different from that which is offered in a high school classroom. Curriculum is not modified for dual enrollment students, and dual enrollment students share classes with students of many ages, backgrounds, and beliefs. I may be introduced to theories, topics, materials, discussions, or ideas that are different from those I have encountered before or that I do not agree with; I will not at any time be forced to espouse, believe, or agree with any subject matter even if it may interact with or be required to complete assignments involving that subject matter in class. Every college student, including me, is expected to talk independently with the instructor to address any questions or concerns or, as needed, follow the college complaint process as stated in the College Student Handbook, or withdraw from a class.

Additional Class Policies

Meeting Deadlines

Many college students juggle school, work, family, and other life responsibilities all at the same time. If a serious life issue prevents you from staying current in your coursework, contact me as soon as possible and explain your circumstances; I am committed to your success and am aware that students face challenges. Often, I may be able to help you see a way to deal with your circumstances and still complete your courses.

However, plan ahead for the unexpected! You are accountable for staying on the semester schedule should personal technological or other problems arise. You should immediately communicate with me if an emergency may affect your ability to meet course deadlines.

Consult Canvas modules for assignments or other announcements. The deadlines in the modules supersede the schedule provided at the beginning of the semester, which is a tentative plan.

Should the college experience a campus-wide issue with Canvas, any deadlines during the outage will be adjusted accordingly.

Late/Make-up Work

You are responsible for submitting all assignments by their assigned due dates. Late work will not be accepted without proper documentation.

If proper documentation is provided/accepted, the student/instructor will agree on a new due date; if the new due date is missed, the assignment will be given a zero.

Originality

All work completed for this class should be unique to this class and uphold principles of academic integrity.

Generative AI

This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. Certain low-stakes assignments will require the use of generative AI to aid in idea development while higher-stakes assignments will require the use of generative AI for feedback as we learn how to ethically use such powerful tools. Find the full policy [here](#); a summary follows.

While generative AIs are allowed as learning aids, remember that they are not flawless. Expect some imperfections due to biases or limitations in the AI model's understanding. Always fact-check and verify the AI-generated content by cross-referencing it with reputable sources.

Additionally, exercise critical thinking to identify and address any inaccuracies that might arise.

If you use generative AI to help with a title, research question, thesis, or other parts of the writing process, you must disclose this in an AI-disclosure statement at the end of the assignment to maintain academic integrity. You can do so by adding "Generative AI Disclosure:" at the bottom of your assignment. **Your disclosure should share what program you used, how you used it and provide the link to your AI sessions with the chatbot.** Properly citing the AI-generated content allows me to understand your process better and gives credit to the assistance received from these tools.

- For example, at the end of your assignment:
'Generative AI Disclosure: This assignment was supported by use of the AI platform, ChatGPT. Specifically, I used GPT 3.5 to assist in the title creation (link here), although the final title was modified slightly. I also used ChatGPT to give me grammar feedback (link here). I implemented the chatbot's recommendations.'

Every platform has its own terms of use and will approach data privacy and security differently. Please be mindful of these platforms' terms. AI platforms we will likely be using include QuillBot, ChatGPT, and/or Claude (and potentially others as the number of platforms continues to rapidly increase); I encourage you to access their terms of use. If you have any questions or concerns about data privacy and security, please contact me via email as soon as possible.

If a student is suspected of using AI inappropriately without proper disclosure, I will conduct a fair and transparent investigation into the matter. It is essential for students to be open and honest about their use of AI in assignments. If the suspicion is confirmed and the student failed to disclose the AI use, the appropriate course of action will be taken. This may involve discussing the issue with the student, providing guidance on proper AI usage, potentially a revision of the assignment with proper disclosure, to more severe penalties such as grade reductions and assignment failures. **Any work that is generated mostly by AI tools like ChatGPT and turned in as the student's original work without proper acknowledgement/documentation will be given a zero with no chance to resubmit (including advisory drafts).**

How Student Performance Will be Measured

Your grade this semester will reflect the effort you put forth in your writing, course readings, participation, and class discussions.

Grades will be earned for:

- Writing Projects: You will write/compose four original projects in this course, each of which will be given a final grade after you receive feedback from your peers as well as myself; then, you are given the choice to revise accordingly for each and turn in a final draft the final week of class.

You will be given project descriptions prior to writing the drafts. Reading the directions and criteria provided in these project descriptions are necessary to understand what you are expected to write and ultimately how will you be graded. Following these directions is your key to doing well in the course.

Peer review drafts should be revised before turning in the advisory draft; advisory drafts will be turned in to me via Canvas. These drafts be assigned letter grades and given feedback so that you can further improve the pieces, if you so choose, for more successful final drafts at the time of the final.

Project 4, a six-eight page researched argument paper in which you determine your topic for, will carry the most weight of the projects. This project and at least one other must be revised and resubmitted at final time.

If you do not turn in peer review or advisory drafts for a project, you will receive zeros for peer review and advisory drafts as well as 5% off your final grade.

In the final week of class, you will be given a prompt to write a final essay due at the time of the final that will not be peer reviewed or reviewed by me prior to submission.

- Reflective Writing: We will have reflective writing prompts about once a week. You should write thoughtful responses of at least 150-250 words (depending on prompt) with academic

language appropriate for our discourse community that are free from structure, spelling, and mechanical errors.

Five points will be earned for a response that fully and thoughtfully addresses the prompt with nearly no errors; three points will be earned for a response that mostly addresses the prompt but may lack some formal language, have several grammar/mechanical errors, or do not reach the word count; one point will be earned for responses that do not fully address the prompt or lack most academic discourse writing conventions; less than one point will be earned for non-responses or those that ignore academic discourse conventions.

- Canvas Discussions: Each discussion will be based on a posted reading/video (which will be posted on Canvas). I will provide a prompt, and you are to provide a thoughtful response of at least 200 words to that prompt. Beyond the 200 words, you may pose additional questions to your classmates as well as discuss anything from the reading you found to be thought provoking.

Additionally, you must intelligently respond to my response post and one of your peers' response post for each reading. These responses have no required length; rather, they will be evaluated solely on thoughtfulness. Your responses must go beyond simply agreeing with your peer to receive more than .5 point for your response.

Your posts and responses should be written with conventions appropriate for academic discourse and free from structure, spelling, and mechanical errors.

- Participation: There will be a variety of assignments given throughout the course. You will be evaluated based upon your participation and completion.

In a moment of emotional distress, I contemplated getting rid of my dog during my undergrad studies because he destroyed pieces of a group project that were saved to a flash drive the day before it was due. Be glad you are in school at a time when the cloud is available for file storage – a far superior method in terms of durability in comparison to a flash drive.

Breakdown of Points:

Project 1 rough drafts	25 points (15 peer draft, 10 advisory draft)
Project 2 rough drafts	25 points (15 peer draft, 10 advisory draft)
Project 3 rough drafts	25 points (15 peer draft, 10 advisory draft)
Project 4 rough drafts	40 points (25 peer drafts, 15 advisory draft)
Reflective writing	60 points (5 points per prompt)
Canvas discussions	60 points (3 points per post, 1 point per comment)
Group/individual assignment participation	40 points
Final drafts	175 points <ul style="list-style-type: none">• Projects 1, 2, and 3: 75 points (25 points each)• Project 4: 100 points

Final essay	50 points
TOTAL	500 points

Grading scale

A= 100%-90% (>447.5 points); B=89%-80% (447-397.5 points); C=79%-70% (397.4-347.5 points); D=69%-60% (347-297.5 points); F=Less than 60% (<297.4 points)

Incomplete Grades

At the discretion of the instructor, an incomplete grade (“I”) may be awarded when the student is unable to finish the required work because of unforeseen extenuating circumstances such as illness or TDY assignment. To receive an “I” grade, the student must have successfully completed a significant portion of the required coursework and be able to finish the remaining work without attending class. An “I” grade will automatically convert to a grade of “F” if the student does not complete the remainder of the coursework by the established deadline.

Instructor Communication

Your NWFSC email is the official communication medium of the College. Please check College email regularly for any class and College notifications (such as cancelations). Communication that originates from your College email address will receive a reply with one business day. You may also message me through Canvas. However, do not use BOTH modes of communication for the same message.

Assignment Schedule (subject to change)

Week 1: Setting Standards	
<i>Day One</i>	<i>Day Two</i>
<ul style="list-style-type: none"> Syllabus 	<ul style="list-style-type: none"> Discussion 1 due
Week 2: Finding Your Story	
<i>Day One</i>	<i>Day Two</i>
<ul style="list-style-type: none"> Discussion 2 due 	
Week 3: Finding Your Story	
<i>Day One</i>	<i>Day Two</i>
	<ul style="list-style-type: none"> Discussion 3 due
Week 4: Sharing and Collaborating	
<i>Day One</i>	<i>Day Two</i>
<ul style="list-style-type: none"> Discussion 4 due Project 1 peer review 	<ul style="list-style-type: none"> Project 1 advisory draft
Week 5: Considering Perspectives and Ideas	
<i>Day One</i>	<i>Day Two</i>

• Discussion 5 due	
Week 6: Researching, Summarizing, and Paraphrasing	
<i>Day One</i> • Discussion 6 due	<i>Day Two</i>
Week 7: Informing and Evaluating Without Bias	
<i>Day One</i> • Project 2 peer review	<i>Day Two</i> • Project 2 advisory draft
Week 8: Crafting a Research Question	
<i>Day One</i>	<i>Day Two</i>
Week 9: Evaluating Ethos	
<i>Day One</i> • Discussion 7 due	<i>Day Two</i> • Discussion 8 due
Week 10: Establishing Ethos	
<i>Day One</i> • Project 3 peer review	<i>Day Two</i> • Project 3 advisory draft
Week 11: (De)Constructing Arguments	
<i>Day One</i>	<i>Day Two</i> • Discussion 9 due
Week 12: Evaluating Arguments	
<i>Day One</i>	<i>Day Two</i> • Discussion 10 due
Week 13: Connecting Ideas and Integrating Research	
<i>Day One</i> • Project 4-1 peer review	<i>Day Two</i> • Discussion 11 due • Project 4-2 full peer review
Week 14: Showcasing Ethos, Logos, and Pathos	
<i>Day One</i> • Project 4 advisory draft	<i>Day Two</i>
Week 15: Reflecting and Revising	
<i>Day One</i> • Discussion 12 due	<i>Day Two</i>
Week 16: Making a Plan	
<i>Day One</i>	<i>Day Two</i>
Finals Week – Final Drafts due	

Lecture Recordings

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a College course intended to present information or teach about a particular subject. Recording class activities other than class lectures is not permitted. Except as detailed in the Catalog, recordings may not be published or

shared without the written consent of the faculty member. To read and fully understand your rights and responsibilities when recording, visit the Catalog.

Emergency College Closure

In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. If the College closes for inclement weather or other emergency, any exams, presentations, or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college re-opens. If changes to graded activities are required, students will not be penalized as a result of the adjustments but will be responsible for meeting revised deadlines and course requirements.

Academic Continuity Plan

Northwest Florida State College is dedicated to protecting the health and wellbeing of its students, staff, and faculty. The College is dedicated to working with faculty and students to ensure timely course and program completion during emergencies. In the event of a College closure, the format of this course may be modified to enable completion of the course through other means, including but not limited to online course delivery through online classrooms. Check your RaiderNet College email and LMS classroom online for any updates.

Student Rights, Responsibilities, and Academic Integrity

Students are responsible for adherence to all college policies and procedures, including those related to academic freedom, cheating, classroom conduct, computer/network/email use and other items included in the Northwest Florida State College Catalog and Student Handbook. Students should be familiar with the rights and responsibilities detailed in the current Northwest Florida State College Catalog and Student Handbook. Plagiarism, cheating, or any other form of academic dishonesty is a serious breach of student responsibilities and may trigger consequences which range from a failing grade to formal disciplinary action. NWFSC prohibits the use of AI tools, such as ChatGPT, to generate text that students represent as their own independent creation.

Academic Integrity Tools

Northwest Florida State College subscribes to **Turnitin**, an online plagiarism detection and prevention service. By enrolling in this class, students are consenting to upload their papers to **Turnitin**, where they will be checked for plagiarism. Papers submitted to **Turnitin** may be saved as source documents within these databases solely for the purpose of detecting plagiarism in other papers. Please note: All assignments submitted in this course are analyzed for plagiarism and originality.

Student Dispute Resolution

NWFSC aims to deliver high-quality instructional experiences. In the event of a concern regarding a class, students should first attempt to resolve the matter with the instructor. If a resolution cannot be reached following a reasonable effort to resolve the dispute informally, students may seek out additional counsel in Academic Leadership through a formal process by submitting a Formal Grievance/Appeal form. Students seeking to file a Final Grade Grievance must do so within 30 days of the final grade being posted.

Campus Resources

The College is committed to offering quality resources to aid in your success as a student. Review your LMS online classroom for information on these resources such as the library, tutoring, testing, military and veteran services, etc.

Accommodation Resources

To obtain disability-related academic accommodations, students with disabilities must contact the Accommodation Resource Center at arc@nwfsc.edu or call 850-729-6014. Upon request of accommodations, students will be asked to provide medical documentation that supports their disability request. If students are concerned that they may have an undiagnosed, disability-related condition that impacts their academic progress, it is recommended that they see a licensed medical professional for a diagnosis. Please contact the Accommodation Resource Center with any questions or concerns relating to permanent or temporary student disabilities.

Students who have been approved for accommodations through the ARC are encouraged to work with their professor on facilitation. All inquiries and discussions will remain confidential.

Student Counseling Services

Northwest Florida State College has partnered with Bridgeway Center, Inc. to provide mental health resources and counseling services to all actively enrolled students. All actively enrolled students are eligible to receive an initial assessment and up to five therapeutic sessions with a Behavioral Health provider at no cost to the student. A menu of services and resources is available at www.nwfsc.edu/studentcounselingservices. Bridgeway Center Confidential Helpline: (850) 833-7500, Select Option 1 - Open 24 hours/day

Children in the Classroom

Minor children are not permitted in labs, shops, construction/repair sites, classrooms, offices, labs, or other areas where potential hazards exist, unless enrolled in classes or activities scheduled at the site. In an emergency or other compelling situation, students or staff may bring children to class or the workplace on an incidental, individual basis, provided the

instructor receives advance approval from the department chair or program director. In such cases, the children must be directly supervised at all times by the parent/adult and must not disrupt or distract the flow of college work, services or instruction. The full [Children on Campus](#) policy statement appears in the College Catalog.

Student Handbook

The complete NWFSC Student Handbook can be found at <https://catalog.nwfsc.edu/>

Welcome to Class

Thank you for choosing NWFSC for your education—and welcome to class!

This class is likely to be challenging; I am here to help you! We will be reading – a lot. These readings will inspire thought-provoking discussions and serve as the basis for multiple types of analytical assignments and projects this semester. All material you produce for this class should be unique to this class and written by only you.

We will treat everyone in our classroom with respect and dignity; I want to foster an environment where even the most anxious introvert (that was me in school!) can feel comfortable in sharing their ideas with others. We all have something to contribute and learn in this class – and in our grander lives.

I'm excited to see what ideas and perspectives you bring to the class; I cannot wait to see you develop as a writer this semester!

If you've made it this far in the syllabus, send me an email or Canvas message with an image of a baby elephant for extra credit. --Kandice Mollitiam

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