

About Your Instructor

Instructor: Marisa Mills, Lecturer

Pronouns: she/her

Contact Me: Contact me via Canvas messenger, via email at mmills@pensacolastate.edu, or call me at (850) 484-1190.

Office Hours:

MW 1-2 PM (Warrington)
TR 8-9 AM (Pensacola, Rm. 424)
Zoom by appointment

About the Course >>>

Location: Pensacola, Rm #0465;
TR 12:30—1:45 PM

Credit/Contact Hours: 3 credit hours, 3 contact hours

Department: English and Communications Department; Pensacola Campus, Building 4, Room 442, (850) 484-1400

Department Head: Tracy Peyton, Ed. D.
tpeyton@pensacolastate.edu

Assistant Department Head: Christine O'Donnell,
codonnell@pensacolastate.edu

Course Text >>>

The Writer's Mindset; Hoeffner, Lisa; 9781260526349; 1st; McGraw-Hill Education; 2022

Final Exam Date/Time >>>

The final exam time will be
Thursday, December 14th @ 10:30 AM—12:30 PM.

Add/Drop Dates >>>

Last Day to Add/Drop: August 25th

Last Day to Withdraw: November 7th

ENC1101 P1274: English Composition I

Course Description:

Teaches the fundamentals of effective expression with emphasis on expository writing and logical thinking. Meets AA General Education Core, Communications requirement. A writing emphasis course.

General Education Student Learning Outcomes:

- **Critical Thinking:** The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions.
- **Communication:** The student effectively communicates knowledge and ideas.
- **Information Literacy:** The student effectively locates, evaluates, and applies information from a variety of sources.

Course Learning Outcomes:

- Write essays with all parts – title, introduction, thesis, discussion, and conclusion – working together to communicate a single purpose to readers.
- Develop papers using a recognizable, effective, and consistent organizational plan (e.g., the rhetorical modes of development by example, process analysis, comparison/contrast, causal analysis and argumentation). Paragraphs should have easily recognizable topics developed through specific details, explanation, and/or illustration that support the purpose. Appropriate transitions guide readers through the paper.
- Develop college-level topics, with original content, and provide a depth of development beyond mere listing of paragraph sub-topics.
- Use sentence structure and diction that reflect the patterns of Standard American English rather than the patterns of oral language.
- Avoid errors that obscure meaning and cause readers to question the writer's credibility.
- Demonstrate in papers the ability to critically analyze writing for effectiveness.

Special Requirements:

- Student Expectations – Students enrolled in this course can expect the following: 1) clearly identified course objectives; 2) productive class meetings; 3) a positive learning environment; 4) opportunities for appropriate student participation; 5) effective instruction; 6) positive and appropriate interactions; 7) assistance with meeting course objectives during and beyond class hours; 8) evaluation of student performance and appropriate and timely feedback; 9) clear and well-organized instruction
- Writing that includes at least five multi-paragraph writing assignments, at least one of which may be written in class.
- At least one of the papers integrates meaningful outside sources and correct citations into its content.
- Other writing, which may include single-paragraph themes, journal assignments, and summaries of readings.
- Quizzes and tests to be given at the instructor's discretion.
- A final exam on grammar and rhetorical principles or an equivalent measure of ability.
- A final essay exam written in class and counting 20% of the final grade.
- Writing Emphasis Requirement: Instructors provide detailed feedback regarding the content, organization, and use of standard written English for each evaluated writing assignment before the submission of the next evaluated writing assignment.
- Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.
- Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the grade.

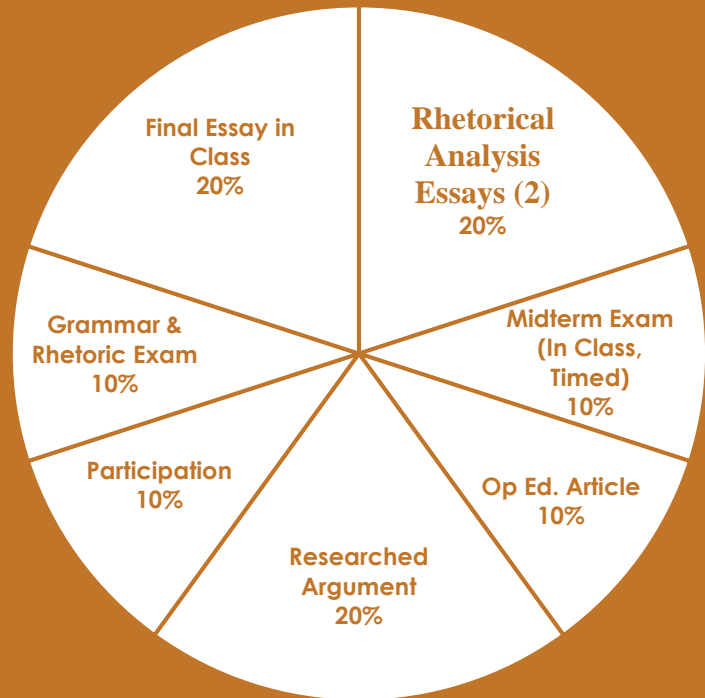
Grading & Assignments >>>

Grading Scale

A	90-100%
B+	88-89%
B	80-87%
C+	78-79%
C	70-77%
D+	68-69%
D	60-67%
F	0-59%



ASSIGNMENTS & THEIR WEIGHTS



Assignment Descriptions >>>

Please, note that these are *abridged* descriptions of the assignments; the major writing assignments have more detailed prompts in the Course Documents module on Canvas.

Rhetorical Analysis Essays x2 (20%):

For your first two writing assignments this term, you will write two **500-word rhetorical analysis essays** which provide an in-depth, thoughtful analysis of rhetorical strategies from a specific argument. (You will be provided with a list of options to choose from.) As with all essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, an arguable thesis evaluating the effectiveness of the speech writer's rhetoric, several body paragraphs, and a conclusion. These essays **should not** include outside sources. You should **use only** your chosen argumentative piece and your own knowledge of rhetorical strategies.

Midterm Exam (10%):

Approximately halfway through the term, you will **write a timed, in-class essay**, testing your knowledge of rhetorical strategies, essay structure, MLA formatting, and in-text citations.

Grammar & Rhetoric Exam (10%):

Towards the end of the semester, you will take an in-class exam, which will test your knowledge of grammatical and rhetorical concepts and principles. This exam will be a combination of multiple choice and short answer questions.



Participation (10%):

With in-person classes, things go more smoothly if everyone participates. However, I realize that not all students feel comfortable speaking in class. While I do ask that all students try their best to contribute to conversations regarding the readings, this should not come at the expense of your own comfort. Therefore, participation also factors in group work, journaling, free writing, quizzes (3-6), in-class writing activities, and homework.

Op. Ed. Essay (10%):

For the fourth writing assignment, you will write a **750-word op. ed essay**. An op. ed (or op-ed), as defined by the *Oxford English Dictionary*, is “[t]he page of a newspaper facing the editorial page, typically devoted to personal comment and feature articles.” After we look at a variety of op. ed articles and approaches, you will write your own op. ed, expressing an argument about some season-related topic. (I will have a list of options to choose from.) As with all essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, an arguable thesis which clearly expresses your perspective, several body paragraphs, and a conclusion. For this essay, you **may use 1-2 outside sources** (if you like), provided they are from either academic, peer-reviewed journals or publications by a university press.

Researched Argument (20%):

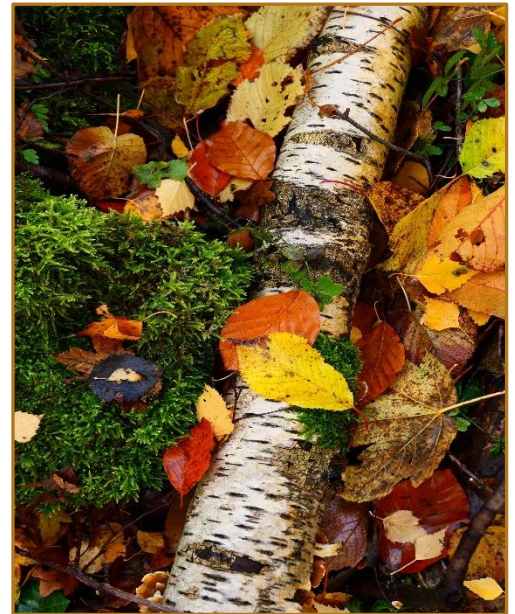
For your final major writing assignment of the term, you will choose from a list of potential questions involving the seasons, and you will answer this question by creating a **1000-word** researched argument which makes use of appropriate, credible sources. You must use a **minimum of 4 sources**, at least **2** of which should be either from peer-reviewed journals or publications by a university press. For this assignment, you may use non-academic sources *provided those sources are reasonably credible and make sense within the context of the paper*. We will discuss credible sources as we approach the due date of this assignment. Like the other essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, a clear central idea which provides a definitive, arguable answer to your chosen question, several body paragraphs, and a conclusion.

Final Exam (20%):

At the end of the term, you will write a timed, in-class essay, testing your knowledge of rhetorical strategies, essay structure, MLA formatting, and in-text citations.

Extra Credit/Student Perception Surveys—EvaluationKit:

During the term, you will receive a notification in PirateMail with a link to EvaluationKit, the online evaluation system used by Pensacola State College. Please take advantage of this opportunity to provide anonymous feedback to your instructors about their courses. Your opinions are valuable, and your evaluations enable instructors to assess their teaching style and help them decide what changes to consider in curriculum, textbooks, or assignments. If you complete the student perception survey through EvaluationKit at the end of the term, I will add an additional 3 points to your final exam score.



Course Regulations >>>

This class will be conducted under the regulations defined in the Code of Student Conduct in the **Pensacola State College Catalog**. Please, note the following:

1. Regular, punctual attendance is required, per the Pensacola State College Catalog. Tardies (and/or leaving class early) will be converted to absences. For the attendance policy for my course specifically, see the Attendance Policy heading below.

2. Class disruptions, including but not limited to persistent talking while the instructor or another student is speaking, could result in your being asked to leave the class.

3. College policy disallows visitors during class sessions.

4. If you are asked to leave class for violating class policies, you will be counted absent from class and may not be allowed to make up work from that day. Before returning to class, you must meet with the instructor.

Attendance Policy >>>

I expect you to come to class whenever you are able. If you can't come to class in person, please send me a courtesy note to let me know. I **do not differentiate between excused and unexcused absences**. Rather, I assume that if you are missing my class, you must have a valid reason, and I respect your choices! However, if you end up missing **more than four classes**, we'll need to meet to work out a plan for you to continue in the class. If you do not meet with me or else do not stick to the plan we work out for you, I may deduct **3 pts.** from your final letter grade for each additional absence.

Late Work Policy & Due Dates >>>

<i>So I Missed...</i>	Can I Make It Up?
<i>An in-class participation activity (group work, journaling, free writing, quizzes, and other in-class writing activities, or homework)</i>	No. Except on exam days, all class meetings will have some kind of participatory activity/credit. These cannot be made up, but I will drop your lowest four scores.
<i>A major writing assignment that isn't an exam (rhetorical analyses, op. ed essay, researched argument)</i>	Yes! If you can't submit a major writing assignment on time, just ask for an extension. When you request an extension, provide me with your proposed extended date. If it is reasonable, I will enter it into Canvas, and you may submit the assignment then. If not, we will negotiate an agreeable extended due date. Extensions will not be granted if the request for an extension is made more than 24 hours after the original due date/time .
<i>The midterm, grammar & rhetoric exam, or final exam</i>	Maybe. If you let me know ahead of your absence, you may make up the midterm, grammar & rhetoric exam, or final exam at the Testing Center within 5 business days of the original due date, <i>provided</i> there is time left in the term. I will not accept any exams after the last official day of the term (December 15 th).

Other Policies >>>

Cheating & Plagiarism

Plagiarism is the use of anyone else's ideas or words without giving proper credit. Cheating includes, among other things, copying someone else's work, using AI-written material, turning in work done by someone else, or turning in work that has been submitted in another class by you or anyone else. The consequences of either plagiarism or cheating are an automatic zero (0) on the work in question and possible failure of the course or discipline by the college. Please refer to the College Catalog for the college policy regarding cheating and plagiarism.

Turnitin

Your writing assignments will be submitted via Turnitin. Some of you might be familiar with this program. Turnitin is often used as a plagiarism checker. Although it is commonly used to catch plagiarism after the fact, I prefer to use Turnitin as a teaching tool. If you submit drafts of your papers **BEFORE** they are due, you will have the opportunity to revise areas of your paper where you might be unintentionally plagiarizing sources and/or not citing them correctly.

Maximum Attempts

Any student still on the official class roll after the drop period will be counted as having attempted the course whether or not he or she finishes the class. The third attempt to take a college course will cost three (3) times the cost of the first two (2) attempts.

Extra Support & Resources >>>

Instructor during office hours and by appointment: Please, feel free to reach out to me via Canvas or by email. My goal is to see you succeed in my class and by extension, in your future endeavors at PSC. I'd love to meet with you to discuss any aspect of my class!

Library home page:
<http://library.pensacolastate.edu/>

The **Writing Lab** offers free tutoring in writing and grammar to all PSC students on a virtual basis:
<https://pensacolastate.instructure.com/courses/1325752>.

Course Companion Site: The course companion website is in Canvas (eLearning) at <https://pensacolastate.instructure.com/>. You will submit **all major writing assignments** through Canvas, and between class meetings, we will communicate using the Canvas messaging system. Additionally, this is where I will keep extra copies of assignment directions, rubrics, and handouts. It is also where I will leave feedback on your major writing assignments and exams.

Microsoft Office Suite: Available for free through your Pirate Mail account. Go to <https://www.pensacolastate.edu/piratemail/> to log in. Then click on the app launcher button in the upper left corner to access the cloud-based program.

The **Student Support Services Lab** is located on the Pensacola Campus, Building 6, Room 620. It provides free tutoring to students who apply to the program and meet eligibility requirements. (850-484-2028)

The **Student Resource Center for ADA Services** office is located on the Pensacola Campus, Building 6, Room 603. It assists students who have any type of special situation that impacts their learning. (850-484-1637).

Student HelpDesk for tech support: 850-471-4534

Canvas (eLearning) Support Hotline: 855-534-1843

Tentative Course Schedule

All unit schedules are tentative and subject to change in order to better meet the needs of the class. If I choose to move dates or readings, I shall give everyone sufficient notice.

Texts from your textbook *The Writer's Mindset* are indicated with the abbreviation *WM*. All other texts may be accessed either through following the links in the digital copy of the syllabus (found in the Course Documents module) or via the Non-Textbook Readings module in our Canvas course.

Week 1: Syllabus & Introductions

August 22nd

During Class, We Will: Go over the syllabus; Do some icebreaker activities

After Class, You Should: Make sure you get a copy of the textbook if you haven't already!

August 24th

During Class, We Will: In-class Diagnostic Essay

After Class, You Should: Read *WM*, pp. 200-221.

Week 2: The Rhetorical Appeals

August 29th

During Class, We Will: Introduce Rhetorical Analysis Essay; Discuss rhetorical appeals

After Class, You Should: Read "[Did Nature Heal during the Anthropause?](#)"

August 31st

During Class, We Will: Discuss "Did Nature Heal during the Anthropause?"

After Class, You Should: Read "[Nature didn't really bounce back](#)"

Week 3: The Writing Process

September 5th

During Class, We Will: Discuss "Nature didn't really bounce back"

After Class, You Should: Read *WM*, pp. 349-364.

September 7th

During Class, We Will: Brainstorm essay ideas; discuss thesis statements and peer review expectations

After Class, You Should: Submit a rough draft for peer review by September 11th @ 11:59 PM.

Week 4: Rhetorical Analysis #1 Essay

September 12th

During Class, We Will: Peer review Rhetorical Analysis #1

After Class, You Should: Work on your Rhetorical Analysis #1

September 14th

During Class, We Will: Write and submit letter of changes for the Rhetorical Analysis #1 before the end of class

After Class, You Should: Work on your Rhetorical Analysis #1 for submission by the deadline; Read *WM*, pp. 383-404.

Major Assignment Due: Rhetorical Analysis #1 (9/17 @ 11:59 PM via Canvas)

Week 5: Argument I & Fallacies

September 19th

During Class, We Will: Write reflections on Rhetorical Analysis #1; Discuss different types of argument and fallacies

After Class, You Should: Read *WM*, pp. 365-382.

September 21st

During Class, We Will: Discuss fallacies

After Class, You Should: Read *WM* (“The Dog Delusion”), pp. 506-512

Week 6: The Rhetorical Appeals II

September 26th

During Class, We Will: Discuss “The Dog Delusion”

After Class, You Should: Read *WM* (“The Cruelty of Kindness”), pp. 513-522.

September 28th

During Class, We Will: Discuss “The Cruelty of Kindness”

After Class, You Should: Read *WM*, (“The Fracking of Rachel Carson: *Silent Spring*’s Lost Legacy, Told in Fifty Parts”), pp. 489-499.

Week 7: Argument II

October 3rd

During Class, We Will: Read and analyze “The Fracking of Rachel Carson: *Silent Spring*’s Lost Legacy, Told in Fifty Parts” together for its rhetorical strategies; Discuss tips for timed essays

After Class, You Should: N/A

October 5th

During Class, We Will: Review for the Midterm Exam; Practice outlining essays

After Class, You Should: Study for the Midterm Exam!

Week 8: Midterm Exam

October 10th

During Class, We Will: Take the Midterm Exam

After Class, You Should: Submit a rough draft for peer review by October 11th @ 11:59 PM.

October 12th

During Class, We Will: Peer review Rhetorical Analysis #2

After Class, You Should: Work on your Rhetorical Analysis #2 Essay for submission by the deadline

Week 9: The Rhetorical Appeals III

October 17th

During Class, We Will: Write and submit letter of changes for the Rhetorical Analysis #2 before the end of class.

After Class, You Should: Keep working on your Rhetorical Analysis #2 Paper; Read *WM*, pp. 423-436.

October 19th

During Class, We Will: Write reflections on Rhetorical Analysis #2; Practice argument and counter-arguments

After Class, You Should: Work on your Rhetorical Analysis #2 Paper for submission by the deadline; Read *WM*, pp. 634-650.

Major Assignment Due: Rhetorical Analysis #2 Paper (10/22 @ 11:59 PM via Canvas)

Week 10: Argument III

October 24th

During Class, We Will: Discuss Op. Ed. Essay; Review grammar; Practice revision strategies

After Class, You Should: Read *WM*, pp. 440-450.

October 26th

During Class, We Will: Discuss topics and practice outlining arguments

After Class, You Should: N/A

Week 12: Figurative Language & Counter-Arguments

October 31st

During Class, We Will: Practice tone and figurative language

After Class, You Should: Read *WM*, pp. 453-460.

November 2nd

During Class, We Will: Practice addressing counter-arguments

After Class, You Should: Work on writing your Op. Ed. Paper; Submit a rough draft for peer review by November 6th @ 11:59 PM.

Week 13: Op. Ed. Paper

November 7th

During Class, We Will: Do peer review; Go over assignment expectations and discuss making revisions.

After Class, You Should: Continue working on your Op. Ed. Paper

November 9th

During Class, We Will: Write and submit letter of changes for the Op. Ed. Paper before the end of class.

After Class, You Should: Work on your Op. Ed. Paper for submission by the deadline

Major Assignment Due: Op. Ed. Paper (11/12 @ 11:59 PM via Canvas)

Week 14: Research Strategies & Documentation

November 14th

During Class, We Will: Discuss the library databases; Introduce Researched Argument Paper assignment

After Class, You Should: Read *WM*, pp. 261-285.

November 16th

During Class, We Will (Meet in the Library!): Review MLA and grammar for Grammar & Rhetoric Exam

After Class, You Should: N/A

Week 15: Research & Writing I

November 21st

During Class, We Will: Have one-on-one feedback for me to discuss your research paper ideas!

After Class, You Should: Submit a rough draft for peer review by November 27th @ 11:59 PM.

November 23rd –FALL BREAK, NO CLASS

Week 16: Research & Writing II

November 28th

During Class, We Will: Do peer review.

After Class, You Should: Continue working on your Researched Argument Paper.

November 30th

During Class, We Will: Write and submit letter of changes for the Researched Argument Paper before the end of class.

After Class, You Should: Revise your Researched Argument Paper for submission

Major Assignment Due: Researched Argument Paper (12/3 @ 11:59 PM via Canvas)

Week 17: Final Exam Review

December 5th

During Class, We Will: Review the Final Exam.

After Class, You Should: Study for the Final Exam.

December 7th

During Class, We Will: Take Grammar & Rhetoric Exam

After Class, You Should: Study for the Final Exam.

Final Exam: Thursday, December 14th @ 10:30 AM—12:30 PM.