

## About Your Instructor >>>

**Instructor:** Marisa Mills, Lecturer

**Pronouns:** she/her

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

**Office Hours:** MW 1-2 PM (Warrington)  
TR 8-9 AM (Pensacola)  
Zoom by appointment

## About the Course >>>

**Location:** Warrington, Rm #3142J;  
MW 11:00 AM-12:15 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](mailto:tpeyton@pensacolastate.edu)

**Assistant Department Head:**  
Christine O'Donnell,  
[codonnell@pensacolastate.edu](mailto:codonnell@pensacolastate.edu)

## Final Exam Date/Time >>>

The final exam time and date will be announced once PSC finalizes the Final Exam Schedule for Spring 2023.

## Add/Drop Dates >>>

**Last Day to Add/Drop:** January 13<sup>th</sup>

**Last Day to Withdraw:** April 5<sup>th</sup>



## ENC1101 W1014: 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.

**Course Theme:** Our class will revolve around “Changing Seasons.” While seasons are commonly thought of as simply changing weather patterns and temperatures, based upon the Earth’s rotation, seasons are deceptively complete. Culturally, our society also has certain aesthetics, views, and attitudes towards seasons. And our cultural relationships with seasons may differ significantly from another culture’s. Seasons, then, offer us an opportunity to consider the ways in which the changing natural world (seasons) interacts with us. Broadly, we will write essays that stem from the interaction of seasons/culture.

**General Education & Course Learning Outcomes:** For the General Education (GenEd) Student Learning Outcomes and Course Learning Outcomes, refer to the district course syllabus located in the Canvas modules or on the Pensacola State website.

## What You’ll Need

**Course Text:** *Read, Reason, Write*; Seyler, Dorothy;  
9781265743130; 12th;  
McGraw-Hill Education; 2019.

### 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.

**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.

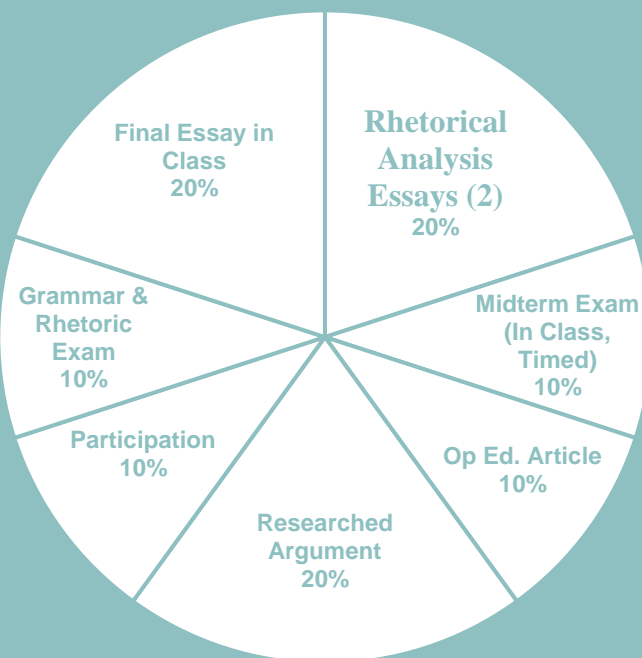
## Grading & Assignments >>>

### 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



### 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.

## Assignment Descriptions >>>

Please, note that these are *abridged* descriptions of the assignments; the major writing assignments (rhetorical analysis essays (x2), midterm exam, op.ed article, final exam, and researched argument) 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.

## Op. Ed Article (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.



## 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.

## 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

I offer one extra credit opportunity. 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, <b>but</b> 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 <b>will not</b> be granted if the request for an extension is made <b>more than 24 hours after the original due date/time</b> .
<i>The midterm, grammar &amp; 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 <b>5 business days</b> 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 (May 9 <sup>th</sup> ).

## 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, 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.

### 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.



## Extra Support >>>

**Instructor during office hours 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>.

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