



# PENSACOLA STATE COLLEGE

English Composition I - Section Syllabus

ENC1101 D9213

Spring 2024, Session A

**Instructor:** Dr. Debby Meyer

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**Final Exam Date and Time:** TBD

**Last Date of Drop/Add:** January 18, 2024

**Last Date for Student to Withdraw:** April 8, 2024

**Course Description:** Teaches the fundamentals of effective expression with emphasis on expository writing and logical thinking.

**Class Meeting Time:** Asynchronous online

**Class Location:** Canvas

**Credits:** 3 cc

**Prerequisites:** Placement at the college level or completion of the appropriate exit-level developmental course(s) with a grade of C or better.

**Offered:** FA, SP, SU.

**Distribution:** Meets AA General Education Core, Communications requirement. A writing emphasis course.

**Required Textbooks and Instructional Materials:** *The Writer's Mindset*; Hoeffner, Lisa; 9781260526349; 1st; McGraw-Hill Education; 2022.

**Supplemental Textbooks and Instructional Materials:** None.

**Special Requirements:**

- Writing that includes at least five multi-paragraph writing assignments, at least one of which may be written in class.
- At least one paper integrates meaningful outside sources and correct citation 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.

**Methods of Evaluation:**

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

<b>Grading Scale:</b>	
90% - 100%	A
87% - 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

<b>Grading Calculation</b>	
Discussion Participation	10%
Tests	20%
Essay 1	10%
Essay 2	10%
Essay 3	10%
Essay 4	10%
Documented paper	10%
Final essay exam	20%
<b>Total</b>	<b>100%</b>

Evaluation of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the expanded syllabus developed by the instructor for each section being taught.

**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; and
9. clear and well-organized instruction.

**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:**

1. Write essays with all parts – title, introduction, thesis, discussion, and conclusion – working together to communicate a single purpose to readers.
2. 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.
3. Develop college-level topics, with original content, and provide a depth of development beyond mere listing of paragraph sub-topics.
4. Use sentence structure and diction that reflect the patterns of Standard American English rather than the patterns of oral language.
5. Avoid errors that obscure meaning and cause readers to question the writer's credibility.
6. Demonstrate in papers the ability to critically analyze writing for effectiveness.

**Academic Dishonesty Statement:**

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details: <https://pensacolastate.smartcatalogiq.com/en/2023-2024/Catalog/Student-Handbook/Student-Responsibilities/Plagiarism-and-Academic-Cheating>

**Student Email Accounts:**

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

**Flexibility:**

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

**ADA Statement:**

Students with a disability that falls under the Americans with Disability Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Student Resource Center for ADA Services to discuss any special needs or equipment necessary to accomplish the requirements for this course. Upon completion of registration with the Student Resource Center for ADA Services office, specific arrangements can be discussed with the instructor.

**Equity Statement:**

Pensacola State College does not discriminate against any person on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, marital status, pregnancy, sexual orientation, gender identity or genetic information in its programs, activities, and employment. For inquiries regarding the College's nondiscrimination policies, contact the Executive Director of Institutional Equity and Student Conduct, 1000 College Blvd., Building 5, Pensacola, Florida 32504, (850) 484-1759.

**Security Statement:**

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

**Emergency Statement:**

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.