



# PENSACOLA STATE COLLEGE

English Composition I - Section Syllabus

ENC1101 P1236

Fall 2025, Session A

**Instructor:** Sara Smith

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**Office Hours:** MW 9:30-11 & 12:30-2:30; TR 8-9:30 or by appointment

**English and Communications Department:** Pensacola campus, Building 4, Room 442

**Phone:** 850-484-1400

**Department Head:** Mike Will

**Department Head Email:** mwill@pensacolastate.edu

**Final Exam Date and Time:** TBD

**Last Date of Drop/Add:** August 22, 2025

**Last Date for Student to Withdraw:** November 4, 2025

**Course Description:** 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.

**Class Meeting Time:** Tuesday - Thursday 9:30 a.m.-10:45 a.m.

**Class Location:** Building 4, Room 465, Pensacola Campus

**Credits:** 3 credit hours

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

**Semester Offered:** Fall, Spring, Summer.

**Course Designations:** College Transfer. Meets AA General Education Core, Communications requirement. A writing emphasis course.

**General Education Core Course Standard:** Per Florida Statute 1007.25, "Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking."

**Required Textbooks and Instructional Materials:** None. Course materials will be provided in Canvas.

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

**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.

**Course Specific Requirements:**

1. Writing that includes at least five multi-paragraph writing assignments, at least one of which may be written in class.
2. At least one of the papers integrates meaningful outside sources and correct citations into its content.
3. Other writing, which may include single-paragraph themes, journal assignments, and summaries of readings.
4. Quizzes and tests to be given at the instructor's discretion.
5. A final exam on grammar and rhetorical principles or an equivalent measure of ability.
6. A final essay exam written in class and counting 20% of the final grade.

**General Education Writing Emphasis Course Requirements:**

1. All writing used to fulfill the writing emphasis requirement must possess the five characteristics of college-level writing: 1) have a clearly identified central idea or thesis; 2) provide adequate support for the idea; 3) be organized clearly and logically; 4) show awareness of the conventions of standard written English; and 5) be formatted in an appropriate fashion for the assignment.
2. A minimum of four (4) evaluated assignments, which may include the final exam, is required. Because an extensive amount of writing is intended by Rule 6A-10.030, F.A.C., additional writing assignments may be used to satisfy this requirement.
3. The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.
4. All sections of a course must meet all requirements.
5. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement.
6. Instructors return each evaluated writing assignment to a student before the submission of the next evaluated writing assignment, with the exception of a final exam used to satisfy the requirement.
7. Only individual, original student work counts toward the extensive writing requirement; AI or machine-written content is not accepted.

8. The grading rubrics used for each writing assignment will be shared with students and will be uniformly applied as the assessment instrument in all sections of a course.

**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:

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

Grading Calculation	
Journal entries (15)	10%
Quizzes (10)	10%
Essay 1 (written in class)	5%
Essay 2	15%
Essay 3 (written in class)	5%
Essay 4	15%
Documented paper	20%
Final essay exam(written in class)	20%
Total	100%

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.

**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://catalog.pensacolastate.edu/content.php?catoid=2&navoid=47#academic-honesty>

**Student Email Accounts:** Pensacola State College provides an institutional email account to all students enrolled in courses for credit. This institutional email account is the official method of communication, and students must use this account 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 qualifies under the American with Disabilities Act Amendments Act of 2008 (ADAAA) must self-identify with the Student Resource Center for ADA Services (SRC/ADA). Disabilities covered by the ADAAA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact SRC/ADA if they are not certain whether a medical condition/disability qualifies. SRC/ADA is located on the Pensacola campus in building 6, room 603, ADA-services@pensacolastate.edu, 850-484-1637. Students may also complete the online intake form in the ADA Services app within the PSC apps dashboard.

**Equity Statement:** Pensacola State College does not discriminate against any person on the basis of race, ethnicity, national origin, color, gender/sex, age, religion, marital status, pregnancy, disability, sexual orientation, gender identity, or genetic information in its educational programs, activities, or employment. For inquiries regarding Title IX and the College's nondiscrimination policies, contact the Dean of Students at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.

**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.