COURSE SYLLABUS
ENC 1101 Composition 1 Online
Study Abroad – Berlin, Spring 2018

Syllabus Addendum of College Policies: http://www.spcollege.edu/addendum/

INSTRUCTOR

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Phone: (727) 791-2663
Office and Online Chat Hours: TBD after discussion polling first week of course
Office Location: UP 337-D, SEMINOLE CAMPUS

COMMUNICATIONS ACADEMIC DEPARTMENT CONTACTS:

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COURSE INFORMATION

COURSE DESCRIPTION:

This course is designed to develop your composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization, and development of topics. It also offers you opportunities to improve your proficiency with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for your own writing. This course partially satisfies the writing requirements outlined in the General Education Requirements. 3 credit hours, transferable general education credits. 47 contact hours.

LEARNING OUTCOMES AND OBJECTIVES:

1. The student will develop compositions that effectively demonstrate organization, development, unity and coherence by:
   a. constructing essays that modify a topic from general to specific based on purpose and audience
   b. creating comprehensive introductions that present a narrowed topic and a focused thesis statement
   c. composing detailed supporting paragraphs which logically and sufficiently support the thesis statement with illustrations and examples
   d. writing concluding paragraphs that reinforce the thesis statement, summarize the essay topic, and appraise the value of the essay

2. The student will employ critical thinking skills in the writing process by:
   a. constructing outlines and distinguish logically the intended topic, thesis statement, summarize the essay topic, and appraise the value of the essay
   b. selecting and analyzing details to support the thesis statement
   c. arranging details in a consistent and logical order to support the thesis statement
   d. using appropriate transitions to show relationships between ideas

3. The student will employ Standard American English that supports the academic content by:
   a. using diction appropriate to the purpose and audience
   b. demonstrating principles of grammar and usage to form correct and effective sentences
   c. composing a variety of sentence types
4. The student will apply rhetorical criticism techniques to essays written by student and professional authors by:
   a. identifying the thesis and arguments
   b. making inferences
   c. discerning facts and opinions
   d. determining rhetorical patterns
   e. writing critiques

5. The student will effectively locate sources, including digital content, appropriate to the essay's topics and scope by:
   a. constructing search strategies to select sources appropriate for the topic and academic content (including online college library databases)
   b. assessing credibility of sources
   c. analyzing the relevance of the information to the essay’s thesis

6. The student will ethically evaluate sources, including digital content, by:
   a. summarizing the main idea and supporting details extracted from the information
   b. examining the accuracy and currency of the source
   c. paraphrasing and citing digital and other source content using Modern Language Association or American Psychological Association guidelines

Study Abroad Qualifications

Approval for participation in the program is subject to the following. Each participant must:
- Be a college student with a high school diploma, to participate in a traditional Study Abroad program or be registered as dual enrolled (*) to participate in a high school Study Abroad program.
- Be in good academic standing at the time of application (cannot be on academic warning, probation or suspension).
- Be enrolled for credit in an approved Study Abroad program course.
- Meet with an academic advisor to
  - Ensure any or all prerequisites needed to enroll in the course have been met
  - To complete a My Learning Plan
- Submit all required forms and documentation
- Interview with and be approved by program’s lead faculty member.
- Be approved by the Center for International Programs.

REQUIRED TEXTBOOK & OTHER RESOURCE INFORMATION

The Little, Brown Handbook (13th edition) with MyWritingLab access key OR access code and handbook purchased separately (rentals also available for handbook)
Required Course Software

For this course, students should use Microsoft Word or other compatible software for their assignments. Students should submit papers in .doc, .docx or .rtf formats. Other formats will not be accepted. The library, Writing Studio, and Learning Commons at the various campuses all provide computers with Microsoft Office 2013. Also, the college makes Microsoft Office 2013 available FOR FREE to degree-seeking students. See: http://www.spcollege.edu/microsoft

MyCourses – Learning Management System: A stable Internet connection is required for this course. Students will be required to access MyCourses, through an online connection, for course-related documents, such as lecture notes, quizzes, and discussion boards. All drafts of papers are required to be submitted to the appropriate drop boxes in MyCourses. Access to MyCourses is available at https://mycourses.spcollege.edu/. To log on, type your student number in the Username text box and password information for your account in the Password text box. When you’ve completed those entries, click on the Log On button.

MyCourses tutorials and information about online courses for students are available at http://mycoursessupport.spcollege.edu/ecampus. Help with MyCourses is also available at the SPC Helpdesk at 727-341-4357 (HELP).

Prerequisites

In order to perform well in this course, the student MUST have knowledge of paragraph structure and standard English grammar and usage.

Learner Support

Accessibility: http://www.spcollege.edu/dr

Academic Support Services: www.spcollege.edu/support

On-Campus Support: www.spcollege.edu/tutoring/#tab=2

Online Support: www.spcollege.edu/tutoring/#tab=3
IMPORTANT DATES

ACADEMIC CALENDAR:  http://www.spcollege.edu/calendar/

Financial Aid Dates:  www.spcollege.edu/pages/dynamic.aspx?id=800

ATTENDANCE/ACTIVE PARTICIPATION:

The college-wide attendance policy is included in the Syllabus Addendum http://www.spcollege.edu/addendum/

As this is an online course, your active participation is the only way I may assess your writing abilities. Active participation involves and includes

- regular responses in discussion, submitted on time (due dates are twice a week-- Thursdays and Mondays)
- regular submissions of course work (due dates are twice a week-- Thursdays and Mondays)
- civil responses to peers in discussion and peer review
- practice in the grammar/usage activities (as assigned by diagnostic)

A lack of regular participation will result in withdrawal from the course, or a failing grade.

GRADING

- Course letter grades will be determined based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
- Total course grade points will consist of an aggregate of points from the following areas:

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Assignments</td>
<td></td>
</tr>
<tr>
<td>Writing in the Humanities Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Writing in the Social Sciences</td>
<td>20%</td>
</tr>
<tr>
<td>Writing in the Sciences</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Remix</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes, Activities, and Discussions</td>
<td>25%</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS AND LATE POLICY**

The main focus of this course is writing. As such, you should enter this with a mindset of improving your writing skills. There is a writing requirement that we will work on through online discussions and drafts of essays, as well as final essays. The college essay is a standard form of assessment across many disciplines, and writing is a way to show your thoughts about a subject. Essays are thoughts put the the page in an organized fashion, supported with facts and and objectivity. They are meant to reveal your knowledge on a subject.

Our focus is writing within various disciplines. You’re on track to take courses in the humanities, social sciences, and sciences as part of your general education requirements. Each of these areas requires a lot of reading and expanding your knowledge base, a specialized vocabulary, and an understanding of the work already being done in the fields and subfields. Our final project will be a remix of one of your major essays for a specific audience, using additional modes of communication.

We will also get to know the Online Library, which is used in many, many courses beyond ENC1101. Your other instructors will expect you to have learned about it already! So, this is the course where you'll get that exposure.

Due dates are twice a week-- Thursdays and Mondays. The twice-weekly due date schedule is standard for 8-week courses, especially in upper division programs, which I would imagine many of you are hoping to enroll in down the road.

Late work will receive 50% of the grade earned. I have several dozen students, and while I like knowing something about each of you, I can't manage everyone's time, requests, and excuses. Therefore I am not in a position to decide whose emergencies,
personal issues, and outside circumstances are more worth of excuses than everyone else's. What I can tell you is that every semester I have many, many students juggling work, school, and family issues, and it never gets easier! I wish it did, but it doesn't you just learn to get better at managing things. There are support systems and services available at the College, and it is up to you to use them to your advantage.

**STUDENTS’ EXPECTATIONS AND INSTRUCTOR’S EXPECTATIONS**

- **Your participation in this class is critical for the learning process.** Here is what I expect from you:
  - You should come to class and the online environment ready to engage yourself and others in a meaningful, substantive activity.
  - You should treat others' opinions with respect and tolerance.
  - You should complete all assignments **on time** and with thoughtfulness. You should not expect time extensions for late assignments.
  - You should practice **academic honesty** in all your work. You should only submit work that is your own. You should expect disciplinary measures if any work that you submit is determined not to be your own work.
  - You should contact the instructor promptly if a problem arises that needs my attention.
  - You should be prepared to take the initiative on assignments and questions, and when in doubt, go beyond the basics.
  - You should be conscious of managing your time.

- **Here is what you can expect from me:**
  - I will provide meaningful course activities to develop your composition skills.
  - I will be available to you if you have questions or concerns.
  - I will respond thoughtfully and critically to your comments, questions, and written assignments.
  - I will evaluate your coursework in a timely manner. I am to get grades submitted/posted within a week of due dates, barring unforeseen circumstances.
  - I will aim to be fair to those who complete their work on time and up to standards, since such work should be rewarded. (It's not that I want to be unfair to those who turn in late work or work that is not up to standards; it's just that students who turn in late work or unfinished, unpolished work should not expect a passing grade or the same merit as those who worked for high marks.)

*Online Student Participation and Conduct Guidelines:*
When communicating, you should always:

- Treat everyone with respect in every communication
- Always use your professor’s proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Use clear and concise language
- Remember that all college level communication should use correct grammar, whether written or spoken. Avoid slang.
- When communicating online, use correct spelling and avoid texting abbreviations such as “u” instead of “you”
- Just as you wouldn’t yell in the classroom, avoid using the caps lock feature as it can be interpreted as yelling
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be taken seriously or offensively
- Be cautious with personal information (both yours and others’)

When you send an email to your instructor, department chair, dean, or classmates, you should:

- Use a descriptive subject line
- Avoid attachments unless you are sure your recipients can open them
- Be clear, concise, and courteous
- Sign your message with the name you prefer

When posting to a discussion board, you should:

- Write posts that are on-topic and within the scope of the course material
- Take your posts seriously; review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Avoid repeating someone else’s post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others’ opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues.

Academic Honesty: http://www.spcollege.edu/addendum/
The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. The Turnitin Usage Agreement can be reviewed at: http://turnitin.com/en_us/privacy-center/usage-policy Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

STUDENT SURVEY OF INSTRUCTION

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Technology

Minimum Technology Requirements: http://mycoursesupport.spcollege.edu/technical-requirements-for-mycourses

Technical Support: www.spcollege.edu/helpdesk

Accessibility of Technologies:MyCourses(Brightspace by D2L)Accessibility Statement: www.brightspace.com/about/accessibility

Privacy: MyCourses (Brightspace by D2L) Privacy Statement: www.brightspace.com/legal/privacy