

This is a sample syllabus for ENC1101. Students should reference the section syllabus provided at the beginning of the semester for specifics regarding assignments and grade assignments.

ENC 1101: First-Year Composition and Rhetoric
Composing for Advocacy
Section
Class time and location
Term

Instructor:
Office:
Office Hours:
Email:

COURSE DESCRIPTION

ENC 1101 fulfills the first of two required composition courses at Florida State University. Adhering to Florida State University's College Composition Program's first-year composition course objectives, this course stresses the importance of critical reading, writing, and thinking skills, as well as the importance of using writing as a recursive process involving invention, drafting, collaboration, revision, rereading, and editing to clearly and effectively communicate ideas for specific purposes, occasions, and audiences.

In addition to these objectives, this course emphasizes composing for advocacy in order to help students understand the importance of identifying purpose, audience, and effective rhetorical strategies when crafting a written text.

The focus on composing for advocacy emphasizes that writing is an adaptive—rather than an immutable—means of communication that seeks to promote action (of thought or behavior). This course offers concepts and vocabulary to help students make thoughtful composing choices for texts that combine writing with other forms of multimodal communication. These rhetorical composing concepts include **rhetor, audience, purpose, context, strategies, medium, and arrangement**. Students learn about these concepts recursively throughout the course and are given opportunities to apply their knowledge of these concepts in the crafting of four major projects.

The first project asks students to rhetorically analyze an advocacy text to learn about the rhetorical composing strategies employed by other authors. The second project asks students to develop a research proposal, statement of purpose, and design plan to have them apply rhetorical concepts while they begin researching a local issue. The third project asks students to develop a multimodal advocacy webpage that builds on their research project to promote a response to a local issue. The fourth project asks students to critically reflect on their learning in the course and has them articulate how this learning will impact their future writing situations. In all four projects, students consider modes of rhetorical composing that are in keeping with particular audiences and purposes.

COURSE OBJECTIVES

This course has been approved to meet FSU's Liberal Studies English Composition requirements and helps you become a critical reader and a clear, creative, and convincing communicator.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C–" or higher in the course, and earn at least a "C–" average on the required writing assignments. If the student does not earn a "C–" average or better on the required writing assignments, the student will not earn an overall grade of "C–" or better in the course, no matter how well the student performs in the remaining portion of the course.

By the end of the course, students will be able to:

1. convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience;

2. compose texts using a full process involving practice, drafting, revision, and editing;
3. analyze and interpret complex texts and representations of meaning in a variety of formats;
4. recognize and employ rhetorical composing strategies that characterize effective writing practices.

REQUIRED TEXTS AND MATERIALS

- *Compose, Design, Advocate: A Rhetoric for Multimodal Communication* 3rd edition, by Anne Frances Wysocki and Dennis A. Lynch. Pearson, 2018 (E-book ISBN: 9780134423142; Print ISBN: 9780134122748)
- *A Writer's Resource: A Handbook for Writing and Research*, Elaine P. Maimon and Kathleen Blake Yancey. McGraw-Hill, 2020 (E-book ISBN: 9781264308170; Print ISBN: 9781264309979)
- Other texts (PDFs and weblinks) available through Canvas

ASSIGNMENT DESCRIPTIONS

Project 1: Rhetorical Analysis (*Minimum of 1,500 typed, polished words*) **and Reflection** (*500 words*) [Objectives 1, 2, 4]

This project helps students understand how the choices a composer makes in composing a text relate to the functions the text is intended to perform. Students examine a completed text to figure out its rhetorical composing strategies, its audience, context, and purpose. By investigating and interrogating how other composers consider audience, purpose, and context to choose strategies, media, and arrangements, students expand their awareness of elements that may enhance their own compositions. After completing the rhetorical analysis, students will write a reflection in which they look backwards on their learning and look forward to how their learning can be adapted for future writing contexts.

Project 2: Research Proposal (*Minimum of 1,000 typed, polished words*) **with Statement of Purpose and Design Plan** (*Minimum of 1,200 typed, polished words*) [Objectives 1, 3, 4]

This project requires that students identify an issue that impacts their current or future lives. The issue may apply to their academic, workplace, or community domains. With an understanding of *rhetor, purpose, audience, context, strategies, medium, and arrangement*, students fashion a proposal that reflects their thinking on *how* to conduct research. The proposal calls for a Statement of Purpose that establishes the aim of the research endeavor. Students not only identify a topic but also an issue—a point of debate or concern—relating to that topic in order to reach an audience involved or affected by the issue. The proposal also calls for a Design Plan that establishes the types of information, rhetorical strategies, media, and textual features needed to craft an effective composition. Given that every component of Project 2 is intended to support the completion of Project 3, the multimodal advocacy project, students should be aware that the topic they choose for Project 2 will stay the same for Project 3.

Project 3: Multimodal Advocacy Project (*Minimum of 1,000 typed, polished words*) [Objectives 1, 4]

Students are tasked with creating a multimodal webpage (or other approved multimodal text) to reach an intended audience. Rather than write an academic essay for an insular audience, students compose a message in a medium that is public facing. Students apply their knowledge of *purpose, audience, context, strategies, medium, and arrangement* in this project.

Project 4: Course Reflection (*Minimum 800 typed, polished words*) [Objectives 2, 4]

Students are tasked with writing a reflective statement in which they rhetorically analyze their own composing choices, articulating all that was learned about rhetorical composing by completing the major projects they crafted in the course. Students will define the key terms of the course (e.g. rhetor, audience, purpose, context, strategies, medium, and arrangement) and will speak to how they will use/apply/adapt these writing concepts in their future writing situations.

EVALUATION

Assignment	Weight
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Project 1: Rhetorical Analysis	20%
Project 2: Research Proposal with Statement of Purpose & Design Plan	25%
Project 3: Multimodal Advocacy Project & Reflective Statement	20%
Project 4: Course Reflection	15%
In Class Writing and Activities	20%

Course Grade Scale: This is the scale that will be used to determine student grades for this course. To satisfy the General Education Core curriculum requirements for English Composition, students must earn a C- or higher in this course (https://registrar.fsu.edu/bulletin/undergraduate/information/undergraduate_degree/).

Grade	Range	Grade	Range
A	93.33—100.0	C	73.33—76.66
A-	90.00—93.32	C-	70.00—73.32
B+	86.67—89.99	D+	66.67—69.99
B	83.33—86.66	D	63.33—66.66
B-	80.00—83.32	D-	60.00—63.32
C+	76.67—79.99	F	00.01—59.99

Incomplete assignments earn no grade points.

COURSE POLICIES

University Attendance Policy Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Late Work: Students are responsible for keeping up with assignment due dates. Assignments submitted after the deadline will be penalized a half letter grade for up to 6 days after the assignment's due date. Late assignments will not be accepted after this time. The extension of deadlines in the case of extreme circumstances will be determined at the instructor's discretion.

Academic Honor Policy The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Academic Success Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Americans With Disabilities Act Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential campus resources Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A
Room 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services
Askew Student Life Center
2nd Floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services,
Health and Wellness Center,
(850) 644-6230
<https://uhs.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Canvas: Assignments and other links to class information may be accessed through the Canvas online course portal. The class will rely on the Canvas portal for submission of drafts and final projects. It will also be used to communicate with students via the “Announcements” and “Inbox” features. Students are expected to check Canvas and their FSU email frequently for updates and information. Students who have tablets or smartphones should consider downloading the Canvas Student App to receive on-the-go updates and notifications about the course. To resolve problems of access to Canvas or to receive help using any of its features, students should visit the Canvas help website: <https://canvas.campus.fsu.edu/>

Technology: Students will need access to a computer and the internet to complete this course. The course requires access to email, Canvas, and other internet applications. The use of the Canvas portal will be explained during class time, but students may see the instructor for additional assistance if necessary. *Problems with the technology are not an excuse for missed or late work.* If a personal computer and Internet access are unreliable or unavailable at home, students should contact Information Technology Services for support: <https://its.fsu.edu>.

Personal Electronic Devices: Regardless of the classroom setting, students must be mindful that (1) they are here to learn, (2) their classmates are here to learn, and (3) real, meaningful learning is hard work. Classroom behavior and the use of technology should reflect these three considerations. The use of personal electronic devices for purposes other than learning (e.g., checking personal email, browsing social media, playing games) is inappropriate and may lead the instructor to impose a grade penalty for the unauthorized use of such devices during class time. Students will be duly notified of the implementation of such a class policy should the instructor consider it warranted.

Civility: This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Disruptive behavior includes the use of cell phones or any other electronic device to distract from the class lesson. Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation. This classroom functions on the premise of respect. Any student who violates any part of this statement on civility will be asked to leave the classroom and reported to the Dean of Students.

Video and Audio Recording: Students may ask instructor permission to audio or video record the class lecture. Consent for such recording will be premised on the student’s promise to make the lecture and instructor the exclusive object of the recording, to limit the recording use for studying or completing course requirements, and to keep the recording from being disseminated. The instructor will announce to the class when the session is being recorded. When the lecture portion of the class shifts to open discussion, the instructor will suspend permission to continue recording.

Office Hours: Outside of conferences, students may discuss course-related matters during office hours. As there is simply not enough time during class to discuss individual student progress in the course, such visits are not only expected but also encouraged.

Drafts: To encourage a process-approach to writing, students will complete several drafts of each project before submitting a final one for evaluation. Early drafts may be graded on a complete/incomplete basis, and they will receive feedback from the instructor and students in the course. Failure to submit a draft on time will forfeit the opportunity to receive feedback. All drafts must be completed in order to earn a passing grade on the assignment.

Conferences: This course requires that students meet twice with their instructor to receive individual feedback on early drafts of their projects. Twice during the semester, the instructor will schedule individual conferences with each student in lieu of the usual class schedule. The goal of these conferences is to discuss

strategies for improving a particular draft, improving general writing skills, and/or addressing any concerns regarding progress in the course. Failure to attend each conference will count as [number] unexcused absences.

Peer Workshops: Peer Workshops are required for each major assignment in this course. Each workshop will have a specific set of directions for students to follow, but all will involve exchanging drafts with peers and offering feedback on each other's work. Students must be ready to share their writing drafts in print or digital format with their peers on days reserved for this activity. Failure to participate in the peer workshop will count as [number] unexcused absences.

ADDITIONAL RESOURCES

Reading/Writing Center (RWC): The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas. RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit <http://fsu.mywconline.com/>

The Digital Studio: The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The Digital Studio currently offers consultation at two locations, Williams 222B and Johnston G0062. Students who attend the Digital Studio may choose to work on their projects or to improve their overall digital communication skills without the help of a consultant. However, the availability of consultants and of workspace is limited, so appointments are recommended. Digital Studio hours vary by semester. To view the schedule or make an appointment at the Johnston Digital Studio, please visit <http://fsu.mywconline.com>. To view the schedule or make an appointment at the Williams Digital Studio, please visit <http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment>.

FSU Libraries: In addition to providing access to extensive collections of academic material, [Florida State University Libraries](#) offers lendable technology, individual and group study spaces, tutoring in multiple subjects, and various forms of research support. Students seeking assistance with their research endeavors can utilize the Libraries' research guides for different topics and courses to access curated lists of subject-specific resources, connect with the Ask a Librarian live chat service for immediate help with quick questions, or schedule a consultation with their subject librarian for in-depth assistance on their assignments. For more information on how to access these services, please see the Libraries' [Help & Support page](#). Additionally, ENC 1101 & ENC 2135 students can drop by the Libraries' ENC Virtual Office Hours, linked on the Libraries' [Workshops & Events page](#), for research help catered to their course assignments.

Purdue Owl Online Writing Laboratory: This free, online resource offers tips and guides for MLA formatting and citation, as well as style and grammar instructions. To access the Purdue OWL, visit <https://owl.english.purdue.edu/owl/>

COURSE CALENDAR

This class activity calendar is subject to change. Students are responsible for keeping up with changes as announced by the instructor and the sharing of updated versions of this document via Canvas.

Note: CDA refers to the textbook *Compose Design Advocate*; AWR refers to the textbook *A Writer's Resource*.

ENC 1101 15-Week Schedule

Week 1

Class Activities	Homework
<ul style="list-style-type: none"> • Introduction to Course • Writing Diagnostic (2) • Defining Key Terms • Introduce Project 1 • Rhetorical Analysis Activities 	<ul style="list-style-type: none"> - Read <i>CDA</i> “Introduction” pp. 1-10 - Read “Composition as a Write of Passage” by Nathalie Singh-Corcoran - Read <i>CDA</i> “Analyzing the Arguments of Others” pp. 326-329 - Read <i>AWR</i> “Learning across the Curriculum” pp. 10-15, & Chapter 3 “Audience and Academic English” pp. 24-28

Week 2

Class Activities	Homework
<ul style="list-style-type: none"> • Rhetorical Analysis Activity (continued) • <i>CDA</i> pp. 332-338 • <i>CDA</i> pp. 348-355 Rhetorically Analyzing Posters: Identification, Cultural Knowledge, Bodily Experience 	<ul style="list-style-type: none"> - Read <i>CDA</i> pp. 96-102. As you’re reading, think about your own experiences with writing and your own writing process. - Compose Draft 1 of your Rhetorical Analysis (use <i>CDA</i> pp. 332-333 for help).

Week 3

Class Activities	Homework
<ul style="list-style-type: none"> • Project 1 Conferences • Rhetorically Analyzing written texts: editorials and opinion pieces (<i>CDA</i> pp. 381-403) 	<ul style="list-style-type: none"> - Review <i>CDA</i> pp. 332-333 - Consider the six steps for Rhetorical Analysis on <i>CDA</i> pp. 332-333: revise your rhetorical analysis draft using these six steps as a guide. - Compose full draft 2 of your Rhetorical Analysis. - Read “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” by Laura Bolin Carroll

Week 4

Class Activities	Homework
<ul style="list-style-type: none"> • Peer Review Project 1 drafts • How to write reflections: looking back <i>and</i> looking forward 	<ul style="list-style-type: none"> - Revise your drafts and complete draft 3 - Compose Project 1 reflection

Week 5

Class Activities	Homework
<ul style="list-style-type: none"> • Introduce Project 2: Research Proposal with Statement of Purpose and Design Plan • Introduce and Define Key Terms: Strategies, Medium, Arrangement (see <i>CDA</i> pp. 18-23) • Identifying Local Issues Activity <i>CDA</i> pp. 100-102 	<ul style="list-style-type: none"> - Read <i>CDA</i> pp. 103-109 - Brainstorm Project 2 (and Project 3) ideas - Read <i>CDA</i> pp. 121-139. This will help you begin to use research strategies in productive ways. - Locate, read, and summarize articles on your topic.

<ul style="list-style-type: none"> • Introduction to Popular Research: credibility, audience, and purpose of popular texts 	<ul style="list-style-type: none"> - Continue to conduct research (review <i>AWR</i> for help with in-text citation and Works Cited formatting) - Read <i>AWR</i> Chapter 18
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Week 6

Class Activities	Homework
<ul style="list-style-type: none"> • Continue researching sources • Analyze sources for credibility, information, purpose, audience, and rhetor • Understanding plagiarism: <i>AWR</i> Chapters 23 	<ul style="list-style-type: none"> - Continue to conduct research (review <i>AWR</i> for help with in-text citation and Works Cited formatting) - Continue to research and compose research proposal - Read <i>AWR</i> Chapter 21

Week 7

Class Activities	Homework
<ul style="list-style-type: none"> • Integrating sources into writing: paraphrasing, quoting, citing • Reviewing Research Proposal Drafts: questions, concerns, strategies for moving forward 	<ul style="list-style-type: none"> - Integrating Sources: Read <i>AWR</i> Chapters 24 - Finish composing your Research Proposal

Week 8

Class Activities	Homework
<ul style="list-style-type: none"> • Project 2 Conferences via Zoom • Transitioning from research to Statement of Purpose 	<ul style="list-style-type: none"> - Read <i>CDA</i> pp. 55-87 - Begin drafting Statement of Purpose

Week 9

Class Activities	Homework
<ul style="list-style-type: none"> • Connecting Statement of Purpose to Design Plan (<i>CDA</i> pp. 55-87) • Explore website examples. Identify purpose, audience, context, medium, design, strategies. • Project 2 Peer Review 	<ul style="list-style-type: none"> - Continue drafting Statement of Purpose and Design Plan - Compose Final Draft of Project 2

Week 10

Class Activities	Homework
<ul style="list-style-type: none"> • (Re)Introduce Project 3 • Introduce Wix/Weebly/Wordpress • Begin building shell of website 	<ul style="list-style-type: none"> - Read <i>CDA</i> pp. 164-167 and pp. 305-310 - Start writing sections of your advocacy website--think about your message you're trying to convey to your chosen audience. What action do you want them to take after

	viewing your website? Try to aim for 2-3 rough draft sections
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Week 11

Class Activities	Homework
<ul style="list-style-type: none"> • Ethos, Logos, and Pathos in composing • Using your sources and research to give credibility and evidence • <i>CDA</i> pp. 168-189 	<ul style="list-style-type: none"> - Read <i>CDA</i> pp. 311-317. These pages will give you insight as to how to use different modes (e.g., written text, images, music, videos) on your website. - Continue composing your multimodal advocacy website.

Week 12

Class Activities	Homework
<ul style="list-style-type: none"> • Digital Studio Presentation on Rhetorical Design for Websites • Group Conferences 	<ul style="list-style-type: none"> - Continue composing your multimodal advocacy website.

Week 13

Class Activities	Homework
<ul style="list-style-type: none"> • Testing our Compositions—<i>CDA</i> pp. 88-91 • Conducting more research to better focus your writing on your website 	<ul style="list-style-type: none"> - Test your website with a member from your target audience - Continue composing

Week 14

Class Activities	Homework
<ul style="list-style-type: none"> • Connecting Key Terms: rhetor, audience, purpose, context, strategies, medium, and arrangement • Course reflection activities 	<ul style="list-style-type: none"> - Begin composing Course Reflection - Multimodal Advocacy Website final draft due

Week 15

Class Activities	Homework
<ul style="list-style-type: none"> • Peer Review Course Reflections • Provide overview of ENC 2135 	<ul style="list-style-type: none"> - Finish composing Course Reflection - Complete course evaluation