ENC 1101: English Composition I – Expository and Argumentative Writing
Fall 2025 – 3.0 Credits

Instructor Information

Instructor: Varies

Office:

Office Hours:

Contact Information**:**

Course Details

Credit Hours: 3.0

Course ID: ENC1101

Section: 006

Modality: Face to Face

Class Meeting Times and Days:

Location:

Course Catalog Description: This course focuses on the principal elements of writing clearly, efficiently, and effectively. Logical arguments, building research skills, and developing critical thinking through reading, writing, and discussion are also presented. This course meets communication/writing-intensive requirements. This course meets the Communication/Computation Skills Requirement (6A-10.030) and is designated (W).

Specialized Description: ENC1101 aims to help students become familiar with the rhetorical implications of the STEM writing they will face as academics and professionals, including the audiences STEM students will encounter, the genres they will write in, and the rhetorical strategies they will need to consider. There is a global misconception in the STEM fields that "data speaks for itself," and rhetoric (the art of persuasion and meaning-making) does not have a place in the STEM writer's toolbox. On the contrary, all STEM professionals use rhetoric to influence decision-making processes and communicate the importance of their work. Communication and writing

play an enormous role in the STEM professional's work life and cannot be ignored or undervalued.

How the STEM academic and professional adds meaning to their data helps those in power, such as stakeholders, investors, managers, government officials, and even the general voting population, make decisions. Without a strong understanding of rhetoric and the use of rhetorical processes, STEM students and professionals risk dangerous outcomes for their research, findings, and designs. Through argument, persuasion, and meaning-making, STEM communities strive to find the best solutions and safe design.

In this course, we explore different genres that help STEM students learn and understand rhetoric's place in STEM writing. Students will also develop and hone their own rhetorical strategies, building a solid foundation of writing skills and rhetorical strategies for the STEM writer that will help them transition to ENC2210: Technical Writing, where they will focus on the types of documents they will most commonly use in their professions. This course will also help build collaboration and presentation skills, two essential elements of the ideal STEM professional.

Course Pre and/or Co-Requisites: none

Required Texts & Materials:

- Primary Open-Source (i.e. "free to you") Textbook: Successful College Composition (SCC), Crowther et al., 2016
  - Access via:https://oer.galileo.usg.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1007&context=english-textbooksLinks to an external site.
- Secondary Open Source ("free to you") Textbook: A Guide to Rhetoric, Genre, and Success in First-Year Writing (GRGS), Gagich and Zickel
  - The website where each chapter is its own page/link: https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/Links to an external site.

Additional supplemental materials will be provided on Canvas

Course Objectives:

In this course, we will learn to:

- identify rhetorical purposes and methods of organization appropriate to topic, thesis, and audience;
- collect, read, analyze, and use information from a wide range of sources;
- write a clear, coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;

- write competently in the expository and argumentative modes;
- evaluate, edit, and revise at all stages of the writing process

Course Outcomes

AHSS Outcomes

This course supports the learning outcomes for the Arts, Humanities, and Social Sciences Certificate. For more information, see the academic catalog. Students completing the AHSS Certificate program will demonstrate aptitude in the following areas:

1. Communication–Students completing the certificate program will demonstrate the ability to deliver highly polished verbal communication appropriate to the audience and context.
2. Analysis and Interpretation–Students will demonstrate familiarity with various analytical frameworks associated with humanities and social science disciplines and thoughtfully apply them to social, historical, and other human phenomena.
3. Conceptual Translation–Students will demonstrate the ability to create connections between concepts in one area of human experience and adapt and apply them to another.
4. Epistemic Awareness–Students will recognize and describe different frameworks for constructing knowledge in the disciplines and the underlying assumptions, methods, and applications of that knowledge.
5. Reflective Learning and Responsibility–Students will demonstrate strategic and reflective learning through course content and develop a healthy critical analysis of their own responses.

General Education Competency -- Communication

Students will demonstrate the ability to communicate effectively and to analyze communication critically in both oral and written mediums. Students who complete the communication skills requirement will be able to:

1. Analyze, interpret, evaluate, and synthesize information to support an argument or conclusion.
2. Choose a topic and develop it for a specific audience, purpose, and context.
3. Employ the conventions of standard American English.
4. Identify and apply standards of academic integrity, including the use, attribution, and documentation of source material in an appropriate style.

Alignment with Program Outcomes

Course Learning Outcome	ThinkWell/Learn-Well Diagram	General Education Competency	AHSS Certificate Outcomes
Analyze rhetorical elements in a wide range of texts	Analyzing	1	1
Compose thesis-driven academic essays	Creating	2,3,4	1, 2
Practice grammatical, mechanical, and stylistic conventions of academic writing	Applying	3	1
Summarize and synthesize information from a variety of sources	Evaluating	1,2,4	3
Integrate sources into original academic writing	Creating	4	1-5

Academic Support Resources

- **Library**: Students can access the Florida Polytechnic University Library through the University website and [Canvas](), on and off campus. Students may direct questions to [library@floridapoly.edu]().
- **Tutoring and Learning Center**: The Tutoring and Learning Center (The TLC) provides tutoring to all FloridaPoly students who may need additional academic support. The TLC is staffed by students who have excelled in the courses they tutor. They offer support by reviewing concepts and materials from class, clarifying points of confusion and providing assistance with learning strategies. While the focus of TLC is to provide support to students in freshman-level courses, upper-level courses are also tutored at the Center. The TLC is located in IST 1019 (on the first floor in the center hallway of the IST building).
  - **Knack Tutoring**: Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. Florida Polytechnic University has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit [floridapoly.joinknack.com]() and sign in with your student account.
- **Academic Success Coaches**: All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.
- **Writing Center**: Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit [https://floridapoly.edu/writingcenter]().

Civility and Collegiality

Faculty and students come to the university for the same reason, which is to participate in a highly professional educational environment. To that end, both students and faculty are expected to treat each other with mutual regard and civility. Communication, written, oral and behavioral, between faculty and students must remain respectful. Within and outside of the classroom, students must refrain from derogatory comments toward the faculty member and their fellow students, and faculty as well must refrain from derogatory comments toward their students. Faculty and students should address each other with respect, in accordance with the wishes of the faculty and the students: for example, no one should be addressed by their last name alone.

Faculty from the outset of a course can and should specify what constitutes activities and behavior that take away from, that diminish, the educational environment. An individual student's distracting behavior impedes the education of fellow students, which itself is a form of disrespect. Civility and collegiality also include respecting each other's time: for example, neither students nor faculty should arrive late to class (unless unforeseen, pressing circumstances prevail); faculty should be present at the posted office hours; and students and faculty should be punctual when meeting times are scheduled. In more general terms, collegiality means respecting the right of both faculty and students to participate fully and fairly in the educational enterprise.

Course Policies

Attendance

Students in face-to-face courses are expected "to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor" (University Policy, FPU-5.0010AP). Students who are experiencing an emergency situation that aligns with an academic exercise of consequence (e.g., a common exam) should work with CARE Services at [care@floridapoly.edu.](mailto:care@floridapoly.edu)

Attendance is vital for success in this class. Attendance will be taken at every class meeting, and you will lose points for being absent and missing in-class activities. This is an active writing classroom. Each day is important; we write, share, discuss, and work together in small groups. Some days are workshops where we collaborate and work on our large projects. Missing class is the key to failure. You will succeed if you attend class, ask questions when confused, and do the work.

Participation

Students are expected to participate in the classroom experience. The use of earbuds/headphones during class is specifically not allowed and students who engage in this behavior may be asked to leave the class for the day (noting exceptions for authorized accommodations). In addition, students who routinely do not bring materials to class that are required for participation, will not be given credit for class attendance, and if this becomes a pattern of behavior, may be asked to leave the class for the day. Persistent problems with participation may result in a code of conduct referral.

Students may miss four (4) class meetings this semester without penalty. Unless I receive notification from CARE concerning a long-term illness or emergency, I do not distinguish between excused and unexcused absences. Therefore, I recommend saving your days to be used when absolutely necessary. For each subsequent unexcused absence, the student's final grade will drop one letter. Exceptions may be made on a case-by-case basis.

Technology Use

Since this is an active writing classroom, expect to write and/or conduct online research daily. A laptop, tablet, or smartphone is highly encouraged at every class meeting. You can also check out a loaner laptop at the IT/library on the second floor of the IST building or the main floor of the ARC building.

It is also recommended that you have daily access to Canvas to check for daily announcements and any changes to the course. I use the announcement feature to alert the class to new information, class cancelations, and important reminders. It

should be checked daily and viewed in "full site" mode. Checking Canvas through individual features (i.e. Calendar, To-Do List ,or Assignments) will mean that you miss vital information you need to complete this course.

Late Work/Make-Up Work

Late work makes life hard for all of us, so I generally don't accept it. Assignments must be submitted on Canvas by the due date given to be graded and receive credit. You are responsible for keeping track of assignment due dates, which are posted in Canvas. If you know of an upcoming absence, complete and turn in your work early. I will not pursue you to track down late work, and I will not grade assignments emailed to me after the due date.

Assignment Types & Weights

Papers & Presentations: 80%

> Project #1: Popular Science Article: 20%
>
> Project #2: STEM Rhetorical Analysis: 20%
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> Project #3: Proposal Argument: 30%
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> Project #4: Multimodal Project Presentation: 10%

Short Assignments: 10%

Collaboration & Participation: 10%

Grading Scale

A = 93 and above	A- = 92.9-90	
B+ = 87-89.9	B = 83-86.9	B- = 80-82.9
C+ = 77-79.9	C = 73-76.9	C- = 70-72.9
D += 67-69.9	D = 60-66.9	F = 59.9 and Below

Assignment/Evaluation Methods:

Students will receive written feedback in Canvas on all graded assignments and collective feedback on all major assignment drafts. Students can request individualized feedback on major assignment drafts via email or coming by office hours. Students will be provided with rubrics in Canvas demonstrating evaluative criteria.

University Policies

Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the ODS student portal and communicate with your instructor about your approved accommodations as soon as possible. Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive.

If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863) 874-8770

The Access Point

ODS website: www.floridapoly.edy/disability

Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See University Policy.)

Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. Resources are available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. Please know, however, that your information will be

kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University Ombuds Office, BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at Peace River Center, 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment. The Title IX Coordinator is available for any questions to discussion resources and options available.

Academic Integrity

The faculty and administration take academic integrity very seriously. Violations of academic integrity regulation include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties.

Recording Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidently, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is prohibited.

Tentative Course Schedule & Topics: Includes Major Assignments

Week #1:

- Weekly Topic: Introduction to Composition & Rhetoric
    - Day 1: Syllabus review & Canvas Overview
    - First Day Attendance Assignment: What is Good Writing?
    - Syllabus Quiz
    -
- Readings:
    - Chapters 1.1 and 1.2 found here: <u>Successful College Composition</u>

Week #2:

- Weekly Topic: Exploring Rhetoric and Good Writing Skills
    - Day 1: Discussion & Exploration Rhetorical Modes of Writing
    - Day 2: Discussion & Exploration Good Writers Are Good Readers

- Readings:
    - Project 1 Assignment Sheet
    - Project 1: Popular Science Article Resource Page
    - Successful College Composition Sections 1.1 and 1.2

- Work Due:
    - Project 1 Overview Quiz
    - Project 1 Research Log
    - Project 1 Thinking Critically #1
    - In Class Collaborative Assignment: Rhetorical Activity Assignment 1

Weeks #3 - 5: Project 1: An Informative and Surprising Essay (3 -5 pgs): This essay asks you to inform your audience on a STEM subject with information that will be new and surprising to the audience. Consider the audience's knowledge base and what new information would engage and surprise them.

- Popular Science Topic Selection
- Project 1 Drafting Assignment
- Peer Review Quiz
- Project 1 Rough Draft
- Project 1 Peer Review
- Project 1 Revision Plan
- Project 1 Final Draft
- Project 1 Reflection

<u>Weeks #6- 8</u>: Project 2: STEM Rhetorical Analysis (4-6 pgs) – This project requires students to analyze how a particular text uses details suited to the writer's purpose and pattern to achieve his/her goal.

- Project 2 Thinking Critically
- Project 2 Article Selection
- Project 2 Reading Log
- Project 2 Rough Draft
- Project 2 Peer Review
- Project 2 Collective Feedback Self Review and Game Plan
- Project 2 Final Draft

<u>Weeks #9 – 12</u>**:** Project #3: Proposal Argument (5-8 pgs)– This project requires students to investigate a contemporary problem and argue (1) that the problem exists and matters, (2) how to solve the problem, (3) the feasibility of the solution, and (4) that the benefits of the solution reach the appropriate parties. For this essay assignment, students must use at least four sources of scholarly merit.

- Project 3 Finding an Issue
- Project 3 Drafting Assignment
- Project 3 Research Log
- Project 3 Rough Draft
- Project 3 Peer Review
- Project 3 Final Draft
- Project Reflection

<u>Week #13 – 16</u>**:** Project 4: Multimodal Presentation: For this project, student teams will present their proposal findings in a modality of their choosing. Options include a PowerPoint presentation, a video, a poster presentation, or an Infographic presentation, but all presentations must also include an oral component.

- Team Minutes and Agenda
- Communication and Collaboration Plans
- Project 4 Pre-drafting Assignment
- Presentation
- Project Reflection
- Project Evaluations