

Engaging Identity, Voice and Audience  
Through Writing  
ENC1101-19, Summer Session C  
MTWR 8:00-9:30  
WMS 217

Instructor:

Molly E. Daniel

Email:

[med11g@my.fsu.edu](mailto:med11g@my.fsu.edu)

Office:

WMS 329

Office Hours:

TR 12:30-2:00



### First Year Composition Mission Statement

First-Year Composition courses at FSU teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both person and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communication, FYC teachers respond to the content of students' writing as well as to surface errors. Students should expect frequent written and oral response of the content of their writing from both teacher and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussion and workshops, and students are expected to be active participants of the classroom community. Learning from each other will be a larger part of the classroom experience. If you would like further information regarding

the First-Year Composition Program, feel free to contact the program director, Dr. Deborah Coxwell Teague ([dteague@fsu.edu](mailto:dteague@fsu.edu)).

### Course Goals

This course aims to help you improve your writing skills in all areas: discovering what you have to say, organizing your thoughts for a variety of audiences, and improving fluency and rhetorical sophistication. You will write and revise four papers, write sustained exploratory journals, devise your own purposes and structures for those papers, work directly with the audience of your peers to practice critical reading and response, and learn many new writing techniques.

### Course Outcomes

In ENC 1101 and ENC 1102, students work to develop their own thinking through writing. The First-Year Composition Program sees the aims--goals and objectives--of the courses as outcomes for students, and we share the position adopted by the Council of Writing Program Administrators (WPA) regarding "'outcomes,' or types of results, and not 'standards,' or precise levels of achievement... [that] we expect to find at the end of first-year composition" (from the WPA Outcomes Statement). The aim lies in several areas:

### Rhetorical Knowledge

By the end of first-year composition, students should:

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres

### Critical Thinking, Reading, and Writing

By the end of first-year composition, students should:

- Use writing and reading for inquiry, learning, thinking, and communicating

- ✓ Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- ✓ Integrate their own ideas with those of others
- ✓ Understand the relationship among language, knowledge, and power

### Processes

By the end of the first year-composition, students should:

- ✓ Be aware that it usually takes multiple drafts to create and complete a successful text
- ✓ Develop flexible strategies for generating, revising, editing, and proof reading
- ✓ Understand writing as an open process that permits writers to use later invention and rethinking to revise their work
- ✓ Understand the collaborative and social aspects of writing processes
- ✓ Learn to critique their own and others' works
- ✓ Learn to balance the advantages of relying on others with the responsibility of doing their part
- ✓ Use a variety of technologies to address a range of audiences

### Knowledge of Conventions

By the end of the first-year composition, students should:

- ✓ Learn common formats for different kinds of texts
- ✓ Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- ✓ Practice appropriate means of documenting their work
- ✓ Control such surface features as syntax, grammar, punctuation, and spelling

### Composing in Electronic Environments

By the end of the first-year composition, students should:

- ✓ Use electronic environments for drafting, revising, editing, and sharing texts
- ✓ Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly Library databases; other official databases (e.g. federal government databases); and informal electronic networks and internet sources

- ✓ Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts



### Required Textbooks and Course Materials

- ✓ On Writing: A Process Reader, FSU edition, by Wendy Bishop
- ✓ The McGraw-Hill Handbook, FSU edition, by Maimon, Peritz, and Yancey
- ✓ Access to a Computer (the university provides a number of computer labs and we are in a computer classroom)
- ✓ A secure, accessible way of storing class materials (i.e. pdf files, drafts etc)

### Requirements of Course

All of the formal written assignments below must be turned in to me in order to pass the course plus:

- ✓ Two individual conferences-- in lieu of class time, to work one-on-one on a draft, writing strategies etc.
- ✓ Thoughtful, active, and responsible participation and citizenship, including discussion, preparation for class, in-class informal writing as well as participation in online spaces

### Paper-by-Paper Evaluation: 500 Point Scale

Project	Percentage of Total Grade	Points
Theme Song	=15%	75
Literacy Narrative	=20%	100
Mini I-Search	=20%	100
Remediation (+ reflection)	=15%	75
Case Study of a Writer	=10%	50

Journal	=10%	50
Blog	= 5%	25
Participation	= 5%	25
Total	=100%	500

A 461-500 | A- 450-460 | B+ 435-449 | B 415-434 | B- 400-414 |  
 C+ 400-385 | C 384-365 | C- 364-350 | D+: 349-335 | D 334-315 |  
 F 0-314

**\*\*NB: ALL FORMAL PAPERS AND THEIR DRAFTS MUST BE COMPLETED AND TURNED IN TO EARN A PASSING GRADE IN THIS COURSE. \*\***

### Attendance

The First-Year Composition program maintains a strict attendance policy to which this course adheres: an excess of three absences in a Summer Session class is grounds for failure. You should always inform me, ahead of time when possible, about why you miss class. Save your absences for when you get sick or for family emergencies. Not showing up for a conference counts as an absence as well. Remember part of your grade relies upon class participation--if you are not here you cannot participate! When unable to attend class, if possible, have a strong voice in our online spaces to keep up with your coursework. Please see me if you have questions.



### First-Year Composition Course Drop Policy

This course is not eligible to be dropped in accordance with the "Drop Policy" adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student's control (i.e. death of a parent or sibling, illness requiring hospitalization, etc). The Faculty Senate specifically eliminated First-Year Composition from the University Drop Policy because of the overriding requirement that First-Year Composition be completed during students' initial enrollment at FSU.

### Civility

This classroom will function as a safe zone for all students and instructors. We will explore potentially controversial topics and push

beyond your comfort zones while sharing personal experiences through our journals and formal writing. This space will help you shape your voice in writing for your collegiate career. Be mindful of words you choose to speak and remember that you may not be aware of each of our histories and connections to certain issues and topics. I expect you to be respectful of one another's opinions and refrain from derogatory language of any kind; instead, you will learn how to cultivate the ability to respectfully disagree and negotiate conversation. No one view will be valued more than another in this classroom. Also be mindful of how you present yourself in the classroom. There is not a "no cell phone" rule; however, texting in class suggests that you are ignoring and disrespecting the instructor/other students in the class. Remember, **I can see you** (this also applies to Facebooking instead of working on the computers). Bottom line: Treat others the way you wish to be treated. I reserve the right to dismiss any student for inappropriate classroom behavior if necessary...every student in this class room has an important voice that needs to be heard.

### Journals

Journaling provides a space for you to explore your understanding of reading, your position on a topic and your experiences both inside and outside of the classroom. Informal writing allows you to explore your voice and take risks in thought and style without penalty. Your journals should be thoughtful and show the depth of your thinking process; you might tell stories to illustrate your ideas, you might end up contradicting yourself, you might write things you aren't certain are true or not--these are a few ways you can "explore" in your journals. We will regularly share journals in class, so be sure to write things you are comfortable discussing with others. Journals are 100% you and 100% yours.

### Drafts, Revisions, and Final Papers

You will need to make copies of your drafts and revisions (not final papers) before you come to class on days we workshop. The number of drafts needed will be provided to you prior to each workshop. I require that all drafts and revisions be typed (MLA format, 1-inch margins, double spacing). You have access to a number of computer labs around campus, so if you don't have your own computer take advantage of one of FSU's. Final papers do not need covers or title pages. All your written work must have your name, my name and the date at the top of the first page. You will be



responsible for some photocopying expenses for this class on occasion, in order to share your writing with your peers. You will generally be choosing your own topics and structures for the drafts and papers in this class. You will be required to share your work with your classmates so take care in what you choose to write about. Your writing for this class is nearly always public in the sense that others will be reading, hearing

and commenting on it.

### Reading Writing Center (RWC)

The Reading/Writing Center, located in Williams 222-C and Johnston Grounds, is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels from all majors. Its clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multi-lingual students mastering English, and a variety of others. The RWC serves mostly walk-in tutoring appointments; however, it also offers three different courses for credit that specifically target reading, undergraduate writing, and graduate level writing.

### Strozier Satellite Location

The Strozier location serves students where its most convenient for them and alongside the research and advising services the Library offers. Only walk-in appointments are available at this RWC location, on a first-come first-serve basis, but students can sign up in advance the day of an appointment at the tutoring area. Hours vary by semester, but are updated on both the RWC website and the Strozier Library website at the start of each semester.



## Digital Studio

The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, 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. Tutors who staff the Digital Studio can help students brainstorm essay ideas, provide feedback on the content and design of a digital project, or facilitate collaboration for group projects and presentations. Students can use the Digital Studio to work on their own to complete class assignments or to improve overall capabilities in digital communication without a tutoring appointment if a work station is available. However, tutor availability and workspace are limited so appointments are recommended. To make an appointment email us at [fsudigitalstudio@gmail.com](mailto:fsudigitalstudio@gmail.com) or visit the Digital Studio in Williams 222-B/Johnston Grounds. Hours vary by semester and are updated on the website.

## Plagiarism

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism



must be reported to the Director of First-Year Composition and the Director of Undergraduate Studies. Plagiarism is a counter productive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic

Honor Code, section b), paragraph 2 as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work of any part thereof, be it published or unpublished, as one's own." A plagiarism education assignment that further explains this issue will be administered during the second week of class. Each student will be responsible for completing the assignment and asking questions.

### Gordon Rule

In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" or better on the required writing assignments for the course. If the student does not earn a "C-" or better on the required assignments for the course, 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. The University stipulates that students must write 7,000 words in ENC1101 and 1102 (at least 3,500 polished words per course).

### ADA

Students with disabilities needing academic accommodations should in the first week of class 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

### Descriptions of Coursework (assignment sheets)

#### Theme Song Set List:

Parameters: 5-6 pages w/ word count bracketed: [1500]

This paper gives you the opportunity to select three songs that work together as a "theme song set list"

for you. This does not have to represent your favorite music artists or even your favorite music, but the three songs must connect to you in some way. Each song on the list may fit a certain situation, a location, or a mood for you.

Once you have created the set list, you will then write a paper that explains how each song fits you with a citation from the section of the song that is most defining as

well as an explanation of how these songs work together to show a



complete theme set list as opposed to selecting just one song. This is not as easy as it sounds. Cite the lyrics from each song as best you know how; these citations function to give me a starting point for citation instruction later in the session.

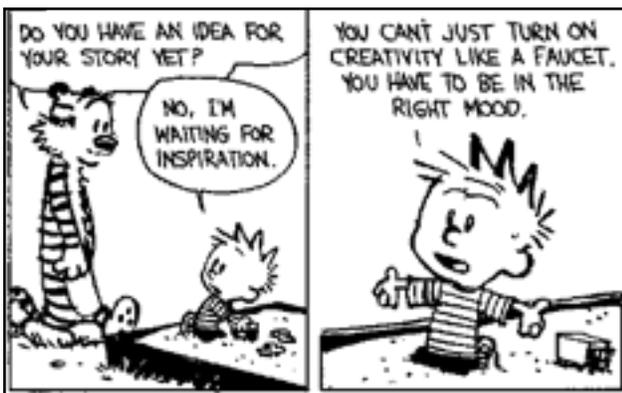
So the paper should go a little something like this: intro--introduces all the songs and situates your theme set list; body--each song is explored individually and some lines are quoted from each and you explain how the specific song "defines" you; conclusion--explains how the songs work together as a set list and how that defines you as much as possible. You may also explain throughout shortcomings the songs may have in truly defining you.

Keep in Mind:

- 1) Selecting songs is harder than you think
- 2) Each song must have a line or two quoted from it; you will not be penalized for incorrect citations in this paper.
- 3) You should be able to show how this song helps represent you
- 4) Create a fun title
- 5) Make a works cited page that includes each song (see the handbook for how to make a citation for music)
- 6) GUMP (Grammar, Usage, Mechanics, Punctuation) is important, but will be addressed in the editing workshop.
- 7) Let yourself enter this paper. Use 'I' and start cultivating the voice you want to have in your writing

Literacy Narrative:

Parameters: 6-8 pages w/ word count bracketed: [1500]



This assignment is two-fold. First, select a moment in your educational history that sticks out in your mind that had long term effects on you as a student. Explain the scene in as much detail as you possibly can: the location, the people, the event, how you felt at that moment, etc. Second, reflect on what happened. How has it affect

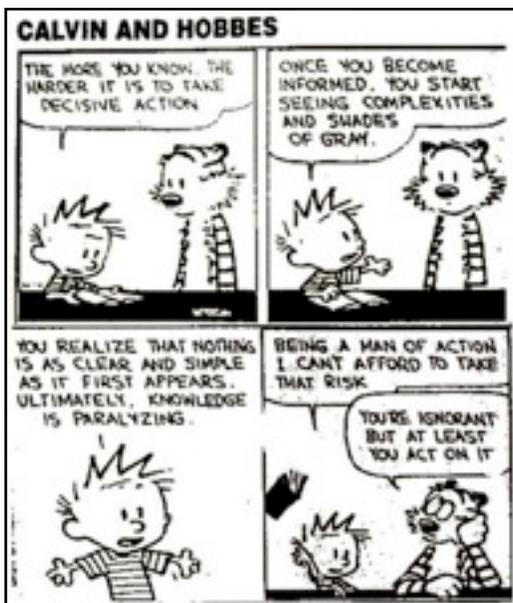
you since? What is important about it (beyond being memorable)? Does it define ways you interact with school events today? Did it boost your self-esteem? Did it negatively affect you? Were all the outcomes positive? In retrospect, how important was this event in your life...you have now made it to college. The literacy event does not have to be a positive experience; sometimes we learn more from our negative experiences. Also think about how this literacy event has affected you as a student, as a learner, as a meaning maker, and as a communicator.

### Keep in Mind:

- 1) You are writing about one specific instance, but you may use other smaller examples throughout your education to show how this moment shaped you (or examples prior to it to show how monumental the event was).
- 2) This is about you. So make sure you are in the paper; once again, use 'I'.
- 3) Be careful as you switch back and forth from the past to the present in your writing. You may write in the "literary" present to make your paper as active as possible (active voice vs. passive voice).
- 4) There should be a clear switch from the description of the event to the reflection
- 5) There should be a very clear "learning" process that occurs from the event and through your reflection on the event.
- 6) Remember to check your GUMP before you make a final copy
- 7) There are no citations in this paper; it is a form of a personal narrative

### Mini-I Search:

Parameters: 6-8 pages w word count bracketed: [1500]



This project encourages you to push beyond your comfort zone and research a topic that challenges you in some way. You will then find 3 sources that examine it from multiple perspectives (pro/con and potentially in the middle). The purpose of this assignment is to help you shape and educated opinion about this topic. You will read the articles and position yourself on the topic. Do not simply find sources that reinforce your preconceived notions about

the topic--that does not foster learning. You are doing inquiry based research: What do you want to know? You will balance your paper with support from each article as well as showing how and why the sources helped shaped your position. You should explore ethos, pathos and logos as well as purpose, audience and angle of vision to support why you have positioned yourself in this manner. When you talk about the sources, in addition to content, explore how these terms surface, especially in the article that you align with the most. No topic is off limits; however, keep in mind our discussions of logical fallacies as you formulate your position so that you do not fall back into conversations that are "because I do not believe in it" or simply stating "it is wrong". Support is always necessary. Remember that a thesis statement establishes an argument that your paper will support. This paper will also introduce you to MLA citations and source incorporation. All sources you use for this paper will be "scholarly" or "peer reviewed". If you feel that "non-scholarly sources will help your argument you may have up to two beyond your required 3 scholarly sources.

### Remediation:

Parameters: non-traditional, 2 page reflection

This project takes one of the three previously written papers and turns them into a "non-traditional" assignment. Through the new medium, you must address the same purpose as your original paper. Remediation (aka Radical Revision) takes a piece and makes it new through medium, and sometimes audience. Your options are endless, which can be scary--the only thing your remediation project can't be is a traditional paper (you already did that). ABOVE ALL ELSE, BE CREATIVE AND USE YOUR IMAGINATION!



Here are some possibilities:

video, collage, digital essay, poetry, facebook page, comic strip PSA, map, newsletter, magazine (mock up of a major article), podcast, scrapbook,

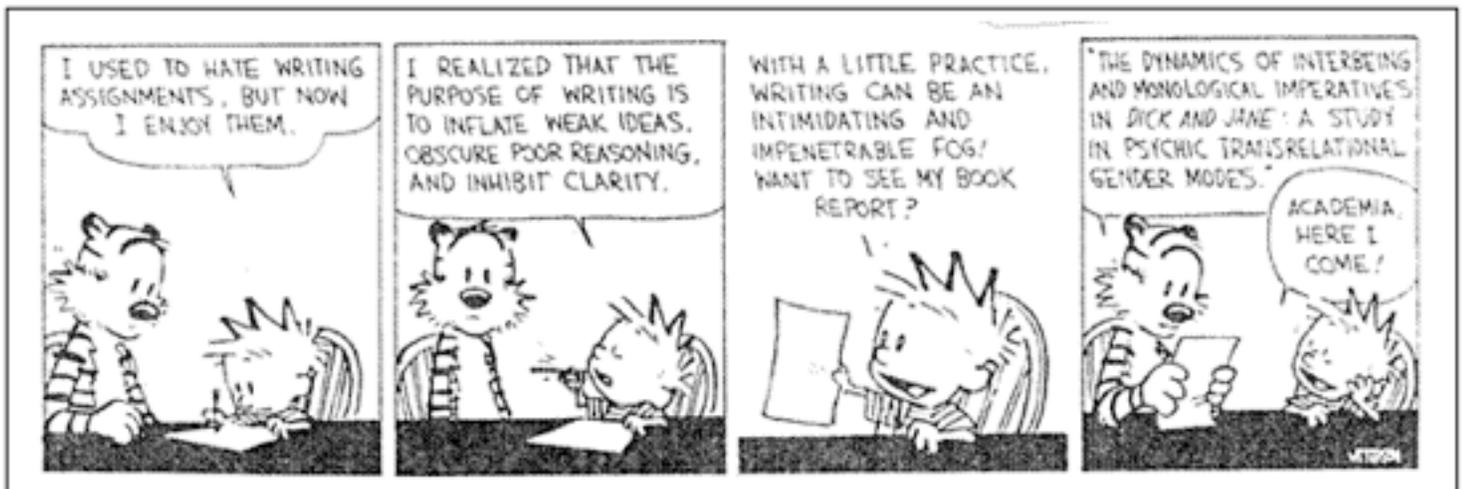
game, etc. There are so many ways to do this project. The digital studio will most likely be a great resource for you. During class, we will discuss ideas so that I know what your potential plans are.

In addition to the remediation, you will write a 2 page reflection on the process of remediation. Why did you select the medium/genre you did? How does it support the original assignment's purpose? What (aside from medium) is different? What was hard about it? What was easy? What was enjoyable? What did you learn by remediating?

### Case Study of a Writer:

Parameters: 3-4 pages w/word count bracketed: [1500]

So, what have you learned over the course of this class? The case study of a writer explores how you have grown as a writer, the successes you have had, the less successful attempts and reflects on the projects you have completed. What is your writing process? How would you define your voice in writing? How does it change depending on the assignment? What are you going to do to continue cultivating it? Read through your work, what do you hear? What do you wish you did hear? Everyone has made progress, so



talk about what you think you have accomplished over these past six weeks. Hopefully you do not feel exactly how Calvin does in this comic strip...

### Journal:

Parameters: 2 Journal Entries per week of 300+ words

Journals are an extension of class and the work you are doing. They also help you muddle through your ideas so you have a clearer understanding of your work and writing process. The best way to improve your writing is to write. Further directions are available on the Week-by-Week (day-by-day) schedule.

### Current Event Blog:

Parameters: 1 Blog Post every other week of 150 words (75 summary, 75 opinion) + 2 comments (on other blogs) of 75 words each time.

As a member of society, it is important to know what is going on around you, but as a student (myself included) we tend to forget to read/watch the news. Every other week (each even week of the session), you will post a blog that contains the link to an article you have read. Then you will also summarize the article and react to the contents (the opinion section). Each blog will be due by Tuesday the week it is due, and you will provide commentary on two other blogs by Thursday of that week. The range of articles will help you become informed on topics that are affecting the US and the world. While you have free reign on article selection, please select articles that come from "news based" sources (NY TIMES, The Washington Post, etc) instead of entertainment sites (E news! etc). You can access many "news based" sources through their websites.

### Participation:

Your participation grade will reflect your active participation during class discussion, in-class workshopping, in-class "work days", and completion of discussion leader (for which you will sign up on day one) and the Group Comic Strip Project. Active participation is reflected during both in-class time and in online spaces; therefore, you have the ability to participate in ways that are most comfortable to you. This course relies heavily on class discussion as opposed to lecture. Participation is vital.

### Final Thoughts...

I approach the composition classroom as a community wherein all members are exchanging knowledge and discovering our writing processes. As we all grow as writers, that process changes. By exploring our understanding of our own voices in writing, we make ourselves able to successfully communicate with each other both verbally and in writing because we can also explore how to interact with different audiences. This course focuses heavily on both voice and audience because awareness of both helps us present the best version of ourselves as we write for different purposes and audiences, be it in college or the workplace. You will notice that I do not lecture frequently because I believe that we gain a great deal from conversation and discussion of topics, ideas, and terminology. I value what you think and know as well as how you apply what you learn. Composition is an adventure and an exploration through writing, discussion and presentation. Oh the things we will learn!

