Researching the World: You are the Researcher
ENC 1102--35
TR 2:00-3:15
WMS 310

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                        W 1:30-2:30 & appt.

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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).

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:

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- ★ 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
*Beyond Words by Ruszkiewicz, Anderson and Friend (Pearson, 2009)
*The CuriousResearcher by Bruce Ballenger (Pearson, 2009)
*The New McGraw-Hill Handbook by Maimon, Peritz, and Yancey (McGraw-Hill, 2010)
* Access to a Computer (the university provides a number of computer labs)
* 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.
* Three papers, edited and polished
* Three drafts and revisions of each of the three papers
* Informal journals
* One final project and reflection
* Two individual conferences-- scheduled by you and your instructor, 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 (Assessment)
Annotated Bibliography	=10%
Exploratory Essay	=20%
Research Project	=25%
PSA Group Video	=15%
Case Study of a Writer	=10%
Research Journals	=10%
Current Events Blogs	= 5%
Participation	= 5%

A 500 Point Scale is Used

**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 4 absences in a MW or TR class is grounds for failure (this is two weeks of the course). 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

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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.

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 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). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones, pagers or any other form of electronic communication during the class session (email, web browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions of the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility. This classroom is a community and will function as a safe environment for all members. Remember that you will send me an email confirming that you have both read the entire syllabus and understand this policy.

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 for each group member. 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). 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 you 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-

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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 or visit the Digital Studio in Williams 222-B. 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 counterproductive, 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 words per course).

ADA
Students with disabilities needing academic accommodations should in the firt 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.

Papers and Projects

Participation (5%):
Class participation will be based upon contributions to class discussions that stem from readings and the group mini-presentations of *The Curious Research* as well as using class time wisely for drafting, workshopping and group collaboration. Weekly class readings will help us carry on conversation, explore current events and potentially shed light on different areas of research that you will pursue over the semester. Readings from McGraw Hill are paired with weeks wherein we are focusing on specific concepts/practices/techniques. For all GUMP (grammar, usage, mechanics and punctuation) questions refer to your handbook first as well as for citation questions.

Current Event Blogs (5%):
There will be 8 current event blogs submitted over the course of the semester (approximately 1 every other week). To complete this, you will find a current events story from a major magazine or newspaper: think New York Times, Time Magazine, Newsweek, The Washington Post. These blogs will be summary/opinion. First you will summarize the article (and provide the link to it); second you will react to it: do you agree? why or why not? what is most interesting? why? etc. These blogs will be public. In addition to posting, you should at least read each other's articles. It is important to know what is going on in the world around us. In addition to posting, you will also comment on at least 2 other blogs each time. Again, post directly in the blog spaces as opposed to attaching a document because technology sometimes gets in the way of opening documents. Course readings in *Beyond Words* will potentially spark different interests for you and give you direction in your search of current events throughout the semester.   **All Blogs must be submitted by Wednesday @midnight the week they are due and all comments must be posted by Friday @midnight.**

Summary: 150 words, Opinion 150 words, Commentary: 75 words per comment

Research Journals (10%):
Over the course of the semester, you will journal about your research process. There are 16 weeks in the semester, and you must journal at least once a week (16 journals total) about your research experience. You can chronicle how you reach a topic, frustrations about source acquisition, really interesting ideas you interact with, things that make finding time to research difficult, how you come to your thesis, what your original ideas are about the topic and how it is reinforced or altered as you gain more knowledge, talk about the group project... etc. Each journal must be at **least 300 words**. Please do not attach word documents to the journal, simply

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write inside your journal space. This allows for easier feedback from me. These journals are private: only you and I can see them. **All research journals must be posted by Friday at noon each week.**

Annotated Bibliography (10%):
You will select a topic that falls under one of the following umbrella categories: Health/Science, Arts/Humanities, Public Relations/Politics, Athletics, and Business. Prior to finding sources, you will submit a research proposal that includes: the umbrella category, the topic, and 3 inquiries (questions) that you can used to find sources. Remember, you are not searching for sources to prove a stance; instead, you are search for sources that will help you formulate a position on a topic. Research your topic and select at least 8 scholarly (and reputable) sources—using Ebsco and other library offerings is a good plan. After source #8, you can have other "non-scholarly" sources if needed--remember 8 is a minimum. Then create a running works cited page of sources with correct MLA format. Once you have your list of sources, you will annotate 8 of them. The annotations will represent the following information about each source:

✓ What is the source about? Summarize the contents

✓ Who is the author of this source, why are they experts?

✓ What is the credibility of this source? Why?

✓ How will you use the source?

✓ Why is this source valuable, informative etc.?

✓ What is an interesting fact from this source?

Your annotations should be between 4 and 7 sentences. The summaries are brief. Remember, these annotations will be there to help you know what is source has to offer as your progress through the rest of the semester. As the semester continues, you may realize that you need more and/or different sources; this is simply a starting point.

Requirements: 1300-1600 words, format can vary, 12-pt font, 1" margins, word count bracketed at the end-- [1300]

Exploratory Essay (20%):
This project is an opportunity to really understand the information your sources provide. This is **NOT** a research paper. There is no thesis statement; instead, you will base your entire essay on inquiry questions that may lead to your focus or potential thesis statement in the conclusion. At this point in the process, you will realize whether or not your sources are usable and most likely begin to add/remove sources (remember that throughout your research you must have at least 8 sources). Exploratory essays chronicle your research actions and the thinking that results from those actions; they address both content-oriented questions and rhetorical questions about possible responses to the problem under consideration. They also regularly consider the strengths and weaknesses of various different solutions to a perplexing problem (helping you find exactly what you want to write about). This essay does not ask for in-text citations, specifically like a research paper (you will do that later); however, you will discuss each of your sources. Here you will begin to place your sources into conversation with each other. Therefore,

your works cited will be connected to summary and paraphrase not direct quotations--we are focusing on themes and concept connections.

Requirements: 1500-1750 words, double spacing, 12-pt font, 1" margins, bracket word count at the end--[1500]

Research Project (25%):
This assignment is a formal research paper. The purpose of the research project is to work on academic prose, practice citations, synthesis/analysis of sources, and explore your academic voice in writing. It will represent extensive work with all of your sources. At least 8 scholarly sources will be cited throughout (not simply one representative quotes from each), and any other pertinent sources can be added. This project builds from the knowledge you have been cultivating through your annotated bibliography as well as your exploratory essay. This is where you can become specifically connected to sources through direct quotations, summary and paraphrase. You will select a position (your thesis) and your paper will support your cause/argument. Keep the following things in mind:

- ☺ Quotes, summaries, paraphrases are conversation starters—they do not end paragraphs or discussions of points.

- ☺ Put yourself in conversation with your sources: you are the researcher; therefore, you have valid things to say as well as a educated perspective on the topic.

- ☺ Be direct with your thesis statement because your entire paper supports it

- ☺ Thesis statements are only one sentence.

- ☺ Do no use phrases like "I think, I believe, or I feel"

- ☺ The formality of this paper relies on the conventions of MLA/APA methods. Make sure you fulfill this by looking at examples on the OWL or in your text.

Requirements: 2000+ words, double spaced, 12-pt font, 1" margins, word counted bracketed at the end-- [2000]

PSA Group Video (15%):
This assignment involves the incorporation of your personal research for a bigger cause in combination with your group members' research. You will look at the collection of research and decide how to approach your PSA. A PSA is a public service announcement, which means you should have some sort of message—not simply a mass amount of research piled into a video. We will look at examples; however, think no-smoking ads, animal abuse, tourism etc. Your video will culminate in a collection of research that would service the public in some way. This is not an informational video. Think about your purpose and your audience as you write your script. Although you are roughly grouped by topic, this will work because of the concept of constructivism: everything can be linked everything else (six degrees of separation?). Everyone's research will be used equally, and every group member will participate fully. You may use any movie maker that you wish, FSU computers have Windows Movie maker (which I know well) and Adobe. Audio programs and file formatters are available free online if they are not on the computer (audacity etc).This assignment allows you to work together in a group to

create a piece through a different medium. As technology continues to advance, it is possible that "white papers" will become a thing of the past. Plus, in the real world, you will be much more likely to have to create a video, power point or other technology based piece as a member of a group than writing an essay. This assignment also makes you become aware of your purpose and audience in a very public way—we will be posting these videos on YouTube (through my account).

This assignment is assessed at three different points. The first is the script; it is worth 5% of your total grade. The second is the video; it is worth 5% of your total grade. The third is your participation, which is assessed in two different ways; participation is also worth 5% of the total grade. Participation is assessed in two ways: my perception of your group work as well as your fellow group members. I will look at the quantity of your research in the video as well as noticing your on-task work in class and in the online space. Your group members will also grade you—they can FAIL you for not working in the group: Don't forget the group contract you will sign.

Things to Consider:

☺ How much out of class time will my group need? Schedule EARLY

☺ How does our research fit together?

☺ Who is responsible for what? Delegate the work

☺ Why is our cause important?

☺ How long do I get to check out the video camera?

☺ Save everything to the SAME place. This makes it easier for your program to find it. Do not publish your video or audio until you are done making all the changes. Remember videos can be a combination of videography and photography with music and audio added.

☺ DO NOT PROCRASTINATE. THIS WILL NOT BE SAVABLE IF YOU DO

Case Study of a Writer (10%):
This reflective piece examines the growth you have made as writer over the course of the semester. It will discuss your strengths and weaknesses; things you have learned; things you have added to your tool box as a writer; your writing process; your research process; each major assignment submitted. Be proud of the work you have done--it is a lot. Revisit each piece as you write this so you can see the successes you have accomplished over the semester. What did you learn from your journals (both types)? How will this course help you be successful throughout your collegiate career and in the real world?

Requirements: This piece is personal. Make it personal. It must be more than 2 pages, but it should probably be less than 6 (of text or comparable minutes in a video). You may also do this digitally or creatively (talk with me if you choose a "non-traditional" approach the day we discuss this assignment)

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