ENC 2304: College Writing for Transfer Students | Fall 2017

Class Location: GC 271B  
Days | Time: MWF 11-1150am
Instructor: Dr. Kendra N. Bryant  
E-Mail Address: kebryant@fiu.edu
Office Location: GL 471  
@DrKendraNBryant
Office Hours: MW 8-9 | 10-11 & by online appt
drknbryant.com

Course Description
ENC 2304 introduces transfer students to various kinds of writing they will encounter at the University. Students will compose essays for a variety of purposes and audiences, and learn the conventions of academic research. Reflection about writing and writing processes is also a key component of the course. The skills taught in this class will help students in any major or career path they might choose. For transfer students, ENC 2304 is a prerequisite for upper-division ENC core writing classes.

Course Outcomes
Through class meetings and out-of-class preparation, students should expect to do the following:

- Compose texts that have a clear rhetorical purpose and appropriate audience;
- Develop an effective thesis and support it with evidence;
- Read and respond critically to various texts, including those of their peers;
- Develop effective writing processes for completion of writing projects;
- Use reflective writing to gauge strengths, weaknesses, and growth as writers;
- Understand and apply rhetorical strategies and persuasive appeals;
- Choose and incorporate citations according to academic conventions;
- Exhibit appropriate syntax, grammar, punctuation, and spelling.

Required Textbook

Major Writing Projects with Learning Outcomes

Project One | Professional Writing w/ WordPress

At the end of the unit, students should:

- Complete a resume, personal statement, and bio that showcases their marketability;
- Define their professional self through business-like documents;
• Develop a *WordPress* account that maintains student personal response writing and serves as an online employment portfolio;
• Identify an audience or discipline to whom they market their professional self.

*Additionally, WordPress accounts should*

• Employ an effective document design using appropriate layout, clear headings, and visuals;
• Employ editing strategies appropriate to the audience and purpose.

**Project Two | Literacy Narrative**

*At the end of the unit, students should:*

• Produce a final written project that indicates a clear rhetorical purpose and that is appropriate for a diverse audience of peers;
• Use conventions of open-form prose;
• Show engagement with issues of language, literacy, rhetoric, or cultures;
• Apply knowledge of the following persuasive appeals and rhetorical concepts: ethos, pathos, logos, angle of vision;
• Use specific language (descriptive, figurative, with attention paid to word choice);
• Produce a final draft that shows evidence of a thoughtful writing process, including invention, revision, and proof-reading;
• Use syntax, punctuation, and spelling effectively in service of rhetorical purpose.

**Project Three | Writing an Annotated Bibliography**

*At the end of the unit, students should:*

• Engage with sources related to a hypothetical research project and illustrate a feasible approach to research;
• Pose a timely research question that is likely to engage a chosen audience;
• Conduct relevant research (taking detailed notes while rhetorically locating, evaluating and analyzing sources);
• Choose sources purposefully and reflectively, rather than randomly;
• Effectively summarize, analyze, and synthesize the ideas of others;
• Read sources with attention to their rhetorical context;
• Employ dialectic thinking using thesis, antithesis, and synthesis;
• Demonstrate engagement with sources and wrestling with ideas to explore the research question;
• Document the evolution of the writer’s thinking by recounting the research process and subsequent analysis;
• Employ editing strategies appropriate to the audience and purpose to cultivate a convincing scholarly ethos.

**Project Four | Analyzing and Synthesizing Ideas w/Poetry**

*At the end of the unit, students should:*

• Interact with a group of texts, explore alternative perspectives, and present a new perspective of their own;
• Summarize multiple complex texts indicating understanding of the authors’ arguments and rhetorical strategies;
• Develop a focused thesis that indicates their analysis and synthesis of assigned readings to arrive at their own perspective;
• Use textual evidence effectively to support claims;
• Cite sources appropriately using MLA or other assigned style manual;
• Use syntax, punctuation, and spelling effectively in service of rhetorical purpose.

Method of Instruction
• Students will be assigned chapter readings from their required texts to understand and engage college writing as well as grammar and mechanical skills. Students will explicate the ideas of assigned chapters and/or apply the methods of each chapter via class discussions and writing assignments per the instructor’s directives.
• As necessary, students will be given quizzes to ensure they are reading and comprehending their assigned texts. Such quizzes will be given at the start of class.
• When appropriate, students will participate in collaborative work, including peer review; teacher will also lecture and facilitate class discussion.
• When necessary, students will be given practices in grammar, mechanics, and sentence structure using student assignments.

Accountability Groups
Students will be placed in groups of three of four that will mainly serve as their accountability groups. In these groups, students will be their “brothers/sisters keeper,” if you will. Students should call on the members of their groups to maintain their studies and assignments. Students will also engage in peer exercises and small in-class discussions with group members.

Blackboard
Students are strongly encouraged to check Blackboard daily. Here, students will find the class syllabus, memorandums and handouts, as well as assignment instructions. I will also use Blackboard to inform students of any unforeseen class cancellations and updates.

Grading
Final grades will be based on the following weights (and are subject to change):

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Project 1</td>
<td>25%</td>
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<tr>
<td>Project 2</td>
<td>25%</td>
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<tr>
<td>Project 3</td>
<td>25%</td>
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<tr>
<td>Project 4</td>
<td>25%</td>
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</tbody>
</table>

Grading Criteria
Directions for each writing assignment will be distributed and discussed in class. While final projects and quizzes will receive letter grades, drafts of each essay, as well as homework and classwork practice, will be given teacher comments and feedback. Please note that I will be using FIU’s grading scale: Grade Points Per Credit Hour: A 4.00 | A- 3.67 | B+ 3.33 | B 3.00 | B- 2.67 | C+ 2.33 | C 2.00 | D 1.00 | F 0.00. Reminder: Students must earn a C or better in ENC 2304 to be considered passing.

Disabilities
Florida International University is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. (Disabilities include but are not limited to: learning barriers, medical concerns, or mobility concerns). Students who require accommodations and services must register with the Disability Resource Center (MMC GC190 and BCC WUC131) and submit supporting documentation. Students who suspect they may need accommodations may also want to follow up with the office. Student Disability Services provides accommodation notifications for eligible students to give to their instructors. Students are responsible for providing the "Accommodations Letter" to the instructors and must give reasonable

Deadlines
Deadlines for submitting written work will be strictly observed. I do not accept late homework and classwork assignments (including drafts), and students cannot make up quizzes if they are late to class. However, final graded projects can be submitted with appropriate documentation (see attendance policy) on the day an absent student returns to class. Quizzes can also be made up in my office during scheduled office hours upon a student’s return to class. In other words, if a student is absent Monday, and a quiz was given, s/he must make up that quiz the following scheduled office hour, Wednesday between 7-8:45 am. Students are responsible for retrieving missed assignments and homework/classwork practice by way of Blackboard and/or their accountability groups. Note: I do not accept any work via email submissions.

Religious Holidays
Students are excused from class for major observances of religion, which need to be brought to my attention by the second week of class.

Plagiarism
Students should see http://integrity.fiu.edu/misconducts.html for FIU’s standards on Academic Integrity re: plagiarism and consult with me if they have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

Notes and Tapes of Lectures
Selling notes or tapes of class lectures is not permitted.

Classroom Policies
- Disruptive behavior will not be tolerated. What does that mean? Basically, please respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness.

- All cell phones must be turned to vibrate or silent. I expect the same etiquette one might use at a business meeting. If students must use their cell phones, please step outside. Similarly, be wise about laptop/tablet use. While I don’t mind if students bring their laptops/tablets to class, I expect students to pay attention during class lecture or class discussion.

- Attendance is mandatory; however, students are permitted seven absences, which cover sickness, special holidays, and documented emergencies. Students who are absent more than seven times will automatically fail the course. Note: If you are more than 15 minutes late for class, you will be considered absent. Students are encouraged to email or phone their classmates to find out what happened in class on the days that they are absent. Note: I do not reteach lessons just because a student is absent. In addition, I do not respond to emails that ask that I do so. Finally, an email explaining student absences is unnecessary. Class is a mere 50 minutes long. Be on time.

- Preparation: Please come prepared for class. Have something to write with and write on. Bring required texts and resources DAILY. Bring any due assignments. Bring your voice—your opinions, your confusions, your questions, your successes. Be awake. Be present.

- Participation: There are individual and group tasks that must be done. There are no “spectator” roles—at least not all the time. Students are expected to be active participants in all their work, which include actively reading and actively listening.
• **Timely Completion:** Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me to resolve the problem before it is too late to do anything about it.
  
  o Students **SHOULD NOT** attempt to argue for or submit late work that ignores the required deadlines and late submission procedures.
  
  o Students **SHOULD NOT** attempt to conference with me about their grades two weeks before the semester ends.

• **Emails:** I am not available to receive emails 24/7. However, I will respond to them Monday through Thursday until 5 p.m. I will not respond to emails over the weekend. **Also, all emails should be formally and thoroughly written to include a greeting, a body, as well as a proper closing.** Emails that are not professionally written—which include following the rules to standard American grammar, punctuation, and capitalization—will not receive my response.

• **FINANCIAL AID, TRANSPORTATION & PARKING, JOBS, and TECHNOLOGY:** “Excuses are the tools of the incompetent used to build monuments of nothing; those who dwell upon them seldom amount to anything.” Student financial aid, transportation, job, and technology issues are not my issues. Students will be graded on their performance. The End. So please, take responsibility and accountability.

**The Center for Excellence in Writing**

The Center for Excellence in Writing offers individual consultations to students about writing assignments such as: papers, reports, projects for any course in any department, honors theses, master’s theses, dissertations, proposals, resumes and applications for fellowships and employment, personal statements, group projects, PowerPoint presentations, and other non-print projects. Students who struggle with writing skills may be referred to this center for personalized attention from trained peer consultants. Locations are at MMC in GL 125, at BBC in Glenn Hubert Library 2nd floor, and at the Engineering Center in EC 2780.

**Emergency Plans**

In the event of an emergency, it may be necessary for FIU to suspend normal operations. During this time, FIU may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Skype, and email messaging and/or an alternate schedule. It’s student responsibility to monitor FIU Alert for important general information re: emergencies.

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*Please detach this portion of your class syllabus, and submit it to your instructor.*

I have read and understood my syllabus for ENC 2304, Fall 2017. My initials placed at each section of the syllabus serves as my confirmation that I have read and am agreeing to its terms.

Print & Sign Name_________________________________________ Date_________________________________________
Weekly Assignments
*(Students should annotate their assignments as they are distributed in class. Note: Chapter readings and assignments are subject to change.)*

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<thead>
<tr>
<th>WEEK</th>
<th>Chapter Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 28 – September 1</td>
<td><em>WordPress</em></td>
<td>Bio + headshot</td>
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<tr>
<td>September 6 &amp; 8 (Sept 4, Labor Day</td>
<td><em>WordPress</em></td>
<td>Personal Statement: Draft One</td>
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<tr>
<td>(classes suspended)</td>
<td></td>
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<tr>
<td>September 11-15</td>
<td><em>WordPress</em></td>
<td>Resume</td>
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<tr>
<td>September 18-22</td>
<td><em>WordPress</em> (blog discussion)</td>
<td>Personal Statement: Draft Two</td>
</tr>
<tr>
<td>September 25-29</td>
<td>Literacy Narrative, *Gloria Anzaldúa: &quot;How to Tame a Wild Tongue&quot;</td>
<td>Project One Due: <em>WordPress Part 1</em> Class discussion &amp; feedback re: Project OneBlog 1</td>
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<tr>
<td>October 2-6</td>
<td>Literacy Narrative, *James Baldwin: &quot;Notes of a Native Son&quot;</td>
<td>Blog 2</td>
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<tr>
<td>October 9-13</td>
<td>Literacy Narrative, *Amy Tan: &quot;Mother Tongue&quot;</td>
<td>Blog 3</td>
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<td>October 16-20</td>
<td>Literacy Narrative</td>
<td>In-class writings from Natalie Goldberg’s <em>Old Friend from Far Away</em></td>
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<td>October 23-27</td>
<td>Annotated Bibliography: Social Action</td>
<td>Project Two Due: Literacy Narrative + <em>WordPress Part 2</em> Class discussion &amp; feedback re: Project Two</td>
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<tr>
<td>October 30-November 3</td>
<td>Annotated Bibliography: Social Action</td>
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<tr>
<td>November 6 &amp; 8 (Nov 10, Veteran’s Day</td>
<td>Annotated Bibliography: Social Action</td>
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<td>(classes suspended)</td>
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<tr>
<td>November 13-17</td>
<td>Analyzing and Synthesizing Ideas: Poetry Inaugural Poems</td>
<td>Project Three Due: Annotated Bibliography Blog 5</td>
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Class discussion & feedback re: Project Three

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>November 20 &amp; 22</td>
<td>Analyzing and Synthesizing</td>
<td>Blog 6</td>
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<tr>
<td>(Nov 23 &amp; 24, Thanksgiving</td>
<td>Ideas: Haikus</td>
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<tr>
<td>classes suspended)</td>
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<td>November 27-December 1</td>
<td>Analyzing and Synthesizing</td>
<td>Blog 7</td>
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<td>(Last Week of Class)</td>
<td>Ideas: Sonnet</td>
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<td>December 4-8</td>
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<td>Project Four Due: Poetry Essay</td>
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<td>(Finals Week)</td>
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**Note:** Specific details for most assignments will be placed on Blackboard and/or distributed in class via memorandums and email. However, it will behoove students to come to class everyday so that they can receive personal direction and instruction.