

ENC 1930

A COURSE DESCRIPTION

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WHY, OH WHY, AM I IN 1930 ???

This just may be the number 1 question asked when students are assigned to this class. When you applied to F.I.U. the Admissions Committee, based on your high school transcripts and SAT scores, made the decision that you needed stronger and more focused writing and rhetorical skills. This class is designed to do just that. (Note: there are those who are convinced that really what was consulted were apocalyptic runes, ancient pyramidal scrolls, *entrails*, and, H.P. Lovecraft; no matter, the result is the same.)

DO I GET ANY ACADEMIC CREDIT FOR 1930 ?

Yes. You get 3 credits, but, these do NOT count towards the completion of the core, writing course requirements for graduation.

REQUIRED BOOKS:

Choices: A Basic Guide With Readings (latest edition) Manglesdorf & Posey

Everyday Writer by Andrea Lundsford

AND: DOWNLOADED MLA MATERIAL FROM DR. CLAUS

General Overview

Snap Shot: We'll write 4 essays and have a minimum 5 quizzes on grammar and readings that are examples of the types of essays you'll be writing. We'll also learn how to "build" an essay.

**Essay Assignment
Ideas & Brainstorming
Scratch Outline
First and Second Paragraph
(Thesis and Transition)
Rough Draft
Final Draft**

The class will engage in interactive peer evaluation and "workshop" engagement on a regular, almost daily, basis. Grade: 80% essays; 20% quizzes.

Specific Overview:

ENC 1930 will help you to examine the different purposes of writing, to learn to analyze your audience, to understand the importance of standard, written English and to explore the composing process. Our class is structured as a writing workshop. The only way to really learn writing is by—writing. And for that reason you will be asked to write several essays and in the process learn how to brainstorm, draft, write, revise and revise again. That's what writing is.

Sharing work with others, either in peer-response sessions or collaborate efforts, promotes learning about writing by widening the response writers get to their work. These sessions give you the opportunity to see how other students have handled writing assignments, to practice peer editing skills by helping other students edit their own work, and, to draft writing assignments.

Finally, we will spend some time on reviewing grammar and mechanics - hence the infamous TOP 13. We are bound by certain rules in writing and without them writing becomes disorganized, hard to understand and comprehend and that in the long run helps no one.

THE BOTTOM LINE: Communication skills are essential in both your personal and professional life. Without such skills, you will be seriously disadvantaged in both. ENC 1930 helps you begin the journey in perfecting one part of these skills—writing.

GRADING:

10	=	A
9	=	A-
8	=	B+
7	=	B
6	=	B-
5	=	C+
4	=	C
3	=	C-
2	=	D
0	=	F

The goal of grading is to give each student a fair, accurate and meaningful evaluation for essays during the term, and, along with the quizzes a final evaluation for the whole semester.

ESSAYS AND STUDENT ASSIGNMENT SHEETS:

There will be at least 4 essays written in this class. Altogether each essay will consist of at least 1,000 words. Each essay will have a theme and each essay will have a Student Assignment Sheet that will explain *in detail* what the essay is about, what is required and how it will be evaluated. All essays will involve a scratch outline, a first and second paragraph rough draft, an over all

rough draft and a final draft. When the essay is finished, all of these will be stapled together, in that order, with the final draft on top. This will show how the essay was "built." The essays are worth 80% of your grade.

QUIZZES:

There will be at least 5 quizzes. Four of these will be on essays that are examples of the types of essays you will be writing. At least one quiz will be on college writing from the text book. Quizzes are worth 20% of your grade.

Each essay is due at the beginning of the due date, which is assigned on the *DATES & THINGS* handout given to each student the first day of class. This is always in a distinctively obnoxious color—not to be missed in your book bag, folders, etc. Quizzes begin no later than 5 minutes after the class starts.

PORTFOLIO: Each student should have a folder that has ALL the work the student has done in the class, plus, handouts, notes, downloads, etc.

ATTENDANCE: In summer a student is allowed to miss 3 classes; in the winter/spring 6. Missing more than one allowed class results in the drop of a *full letter grade* (4 in summer, 7 in winter/spring). Missing more than 2 allowed classes results in a FAILURE of the class (5 in summer; 8 in winter/spring).

EXCUSED ABSENCES: There are any number of legitimate reasons why a student can miss class. A doctor's appointment, a court date, hospitalization, and the like. I need "*paper*" NOT VERBAL verification as to why you should receive an Excused Absence. If there are a number of these, and they interfere with the class learning objectives, then we will need to conference to see whether or not the class can be completed.

EMAILS: CHECK EMAILS DAILY ! THIS IS A COURSE REQUIREMENT. Whether we like it or not, the world seems to run on email communication. College is to prepare you for the real world. I will be sending emails regularly with class reminders, student assignment sheets, and helps for the essays.

EMAILING YOUR COMPLETED ESSAYS: The English Department policy is that no essays may be emailed to instructors. Hard copies only. No exceptions!

FORMATTING: All essay work will be typed or computer printed on plain, white paper, number 12 font, one inch margins, double spaced, EXCEPT on rough drafts, which will require triple spacing – so peers can write in comments and evaluation. For the heading: www.fiu.edu/~clausk , click on W&R One, go to last page of The Basic Stuff.

LATE PAPERS: Will only be accepted by permission of the instructor.

CELL PHONES: **ABSOLUTLY NO CELL PHONE USAGE DURING CLASS.**

THE STUDENT DECLARATION SHEET:

A student is not legally required to sign the Student Declaration Sheet, but, to stay in my class they must. This sheet is a statement that each student has read this course description, knows what the class entails and what each student's responsibility is, as well as, knowing that PLAGIARISM is at the university, and, what the consequences are for plagiarism.

GOALS AND OUTCOMES RECAP:

- > will write several essays, each totaling 1,000 words that address meaningful issues, support a central view with evidence that engages reads....
- > learn appropriate format, structure, and tone for different writing tasks and situations....
- > produce focused and logically organized paragraphs and essays....
- > produce writing that demonstrates basic proficiency in standard edited English; clarity should not be obscured by mechanical or grammatical errors...
- > learn that writing is a flexible process involving multiple drafts..
- > learn to respond critically to written texts, including those of peers...
- > begin gaining a rhetorical vocabulary for talking and writing.

