



NORTHWEST FLORIDA STATE COLLEGE

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INSTRUCTOR INFORMATION

- Professor: Kandice Mollitiam
- Email: mollitik@nwfsc.edu
- Phone: 850-729-5297
- Office Hours: TBA
- Office Location (Campus/Building/Room): Zoom

INSTRUCTOR COMMUNICATION

Your NWFSC email is the official communication medium of the College. Please check your College email regularly for any class and College notifications. Emails will be answered within one business day.

CLASSROOM CONDUCT

Please be respectful, kind, and courteous to your classmates and instructor at all times. Some of the things we read and discuss may challenge your beliefs; you may dissent but do so respectfully and constructively.

Remember: The content in college classes is designed to offer all students a challenging and growing experience in each class. Each class experience may include content that is more mature, wide-ranging, or different from that which is offered in a secondary education classroom. Students may be introduced to theories, topics, materials, discussions, or ideas that are different from those they have encountered before or that they do not agree with.

Northwest Florida State College complies with federal, state, and accreditation requirements. The curriculum, content, evaluation of performance, and selection of instructional material is the prerogative of the instructor in accordance with College-approved syllabi. The College Vice President of Academic Affairs, the College Curriculum Committee, and respective divisions or departments of the College monitor the instructional quality of all College courses per institutional guidelines.

If a student has a question or concern about course material or assignments, the student is expected to talk independently with their instructor to address any questions or concerns or, as needed, follow the College complaint process as stated in the College Student Handbook, or withdraw from a class.

INFORMATION FOR DUAL ENROLLMENT STUDENTS

As part of the NWFSC enrollment process, a dual-enrollment student understands and agrees to the following:

I am enrolling in a college-level, postsecondary class. Northwest Florida State College complies with federal, state, and accreditation requirements. The content in college classes is designed to offer me a challenging, growing experience. The class experience may include content more mature, wide-ranging, or different from that which is offered in a high school classroom. Curriculum is not modified for dual enrollment students, and dual enrollment students share classes with students of many ages, backgrounds, and beliefs. I may be introduced to theories, topics, materials, discussions, or ideas that are different from those I have encountered before or that I do not agree with; I will not at any time be forced to espouse, believe, or agree with any subject matter even if it may interact with or be required to complete assignments involving that subject matter in class. Every college student, including me, is expected to talk independently with the instructor to address any questions or concerns or, as needed, follow the college complaint process as stated in the College Student Handbook, or withdraw from a class.

MEETING DEADLINES

Many college students juggle school, work, family, and other life responsibilities all at the same time. If a serious life issue prevents you from staying current in your coursework, contact me as soon as possible and explain your circumstances; I am committed to your success and am aware that students face challenges. Often, I may be able to help you see a way to deal with your circumstances and still complete your courses.

However, plan ahead for the unexpected! You are accountable for staying on the semester schedule should personal technological or other problems arise. You should immediately communicate with me if an emergency may affect your ability to meet course deadlines.

Consult Canvas modules for assignments or other announcements. The deadlines in the modules supersede the schedule provided at the beginning of the semester, which is a tentative plan.

Should the college experience a campus-wide issue with Canvas, any deadlines during the outage will be adjusted accordingly.

LATE/MAKE-UP WORK

You are responsible for submitting all assignments by their assigned due dates. Late work will not be accepted without proper documentation.

If proper documentation is provided/accepted, the student/instructor will agree on a new due date; if the new due date is missed, the assignment will be given a zero.

ORIGINALITY

All work completed for this class should be unique to this class and uphold principles of academic integrity.

GENERATIVE AI

This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. Certain low-stakes assignments will require the use of generative AI to aid in idea development while higher-stakes assignments will require the use of generative AI for feedback as we learn how to ethically use such powerful tools. Find the full policy [here](#); a summary follows.

While generative AIs are allowed as learning aids, remember that they are not flawless. Expect some imperfections due to biases or limitations in the AI model's understanding. Always fact-check and verify the AI-generated content by cross-referencing it with reputable sources.

Additionally, exercise critical thinking to identify and address any inaccuracies that might arise.

If you use generative AI to help with a title, research question, thesis, or other parts of the writing process, you must disclose this in an AI-disclosure statement at the end of the assignment to maintain academic integrity. You can do so by adding "Generative AI Disclosure:" at the bottom of your assignment. **Your disclosure should share what program you used, how you used it and provide the link to your AI sessions with the chatbot.** Properly citing the AI-generated content allows me to understand your process better and gives credit to the assistance received from these tools.

- For example, at the end of your assignment:

'Generative AI Disclosure: This assignment was supported by use of the AI platform, Grammarly/ChatGPT. Specifically, I used GPT 4.0 to assist in the title creation (link here), although the final title was modified slightly. I also used ChatGPT to give me grammar feedback (link here). I implemented the chatbot's recommendations.'

Every platform has its own terms of use and will approach data privacy and security differently. Please be mindful of these platforms' terms. AI platforms we will likely be using include QuillBot, ChatGPT, and/or Claude (and potentially others as the number of platforms continues to rapidly increase); I encourage you to access their terms of use. If you have any questions or concerns about data privacy and security, please contact me via email as soon as possible.

If a student is suspected of using AI inappropriately without proper disclosure, I will conduct a fair and transparent investigation into the matter. It is essential for students to be open and honest about their use of AI in assignments. If the suspicion is confirmed and the student failed to disclose the AI use, the appropriate course of action will be taken. This may involve discussing the issue with the student, providing guidance on proper AI usage, potentially a revision of the assignment with proper disclosure, to more severe penalties such as grade reductions and assignment failures. **Any work that is generated mostly by AI tools like ChatGPT and turned in as the student's original work without proper acknowledgement/documentation will be given a zero with no chance to resubmit (including advisory drafts).**

COURSE INFORMATION

- Course Name and Number: ENC 1101-L12; CRN 10222
- Class Location (Campus/Building/Room): online
- Class Modality: online
- Class Days: online
- Class Times: session one
- Online Classroom with Gradebook: [Canvas class shell](#)
- Final Exam: LDC

COURSE DESCRIPTION

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

COURSE-LEVEL STUDENT LEARNING OUTCOMES

FLORIDA DEPARTMENT OF EDUCATION STUDENT LEARNING OUTCOMES

1. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
2. Students will employ critical thinking to analyze forms of communication.
3. Students will engage in writing processes that involve drafting, revising, and reflecting.

NWFSC COURSE-LEVEL STUDENT LEARNING OUTCOMES

1. Student composes formal assignments applying the conventions of Standard American English in written and/or oral communication.
 - What this means to you: You will improve your use of standard American English, which will help you succeed in other college courses and in your professional life after college.
 - How this will be achieved:
 - Discussion Boards, Reflective Writing assignments, Projects 1-4
2. Student understands and applies the concepts of purpose, audience, and rhetorical situation in written and/or oral communication.
 - What this means to you: You will consider who your audience is and what the writing situation calls for in order to communicate clearly and persuasively with your reader/audience. This is another skill essential to success in other college courses and in your professional life after college.
 - How this will be achieved:
 - Discussion Boards, Reflective Writing assignments, Projects 1-4
3. Student applies basic principles of logic and critical thinking as evidenced through written and/or oral communication.

- What this means to you: Writing shows your thinking, so if your thinking is muddy and confused, your writing will be too. By learning to write clearly, you are pushing yourself to think more clearly, logically, and critically. These are skills that employers are demanding in their employees.
 - How this will be achieved:
 - Discussion Boards, Reflective Writing assignments, Projects 3-4
4. Student effectively integrates and appropriately documents selected ideas, themes, and concepts from a variety of print and/or electronic sources.
- What this means to you: You will learn how to give credit to other people whose words and ideas you incorporate into your writing. This means you won't steal, and not stealing is essential to both ethical living and professional success.
 - How this will be achieved:
 - Discussion Boards, Projects 2 and 4

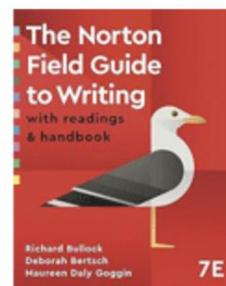
COURSE-LEVEL GOALS AND OBJECTIVES

1. Students will engage with assigned readings to improve critical thinking and writing skills.
2. Students will respectfully collaborate with instructor and peers to communicate and construct knowledge, opinions, and writing skills.
3. Students will practice metacognitive techniques to reflect on and develop thought and writing processes.
4. Students will practice and reflect on rhetorical writing strategies to understand and apply appropriate communication techniques.
5. Students will develop various research skills, learning how to evaluate sources and integrate appropriate source material with proper documentation and MLA format.

A corny joke: A hungry African lion came across two men. One was sitting under a tree and reading a book; the other was typing away on his typewriter. The lion pounced on the man reading the book and devoured him. Even the king of the jungle knows that readers digest and writers cramp. 😊 (You'll do both this semester.)

COURSE MATERIALS

Norton Field Guide to Writing with Readings and Handbook, 6th edition
 ISBN10: 1324087633
 ISBN 13: 9781324087632



Computer; internet access; notebook; pencil

STUDENT EXPECTATIONS AND RESOURCES

NWFSC aims for excellence in education and scholarly pursuits. Campus policies and procedures support this goal by protecting the health, safety, welfare, and property of the College and its students. To view all campus policies, please see the [college catalog](#). Several essential policies are provided below.

NWFSC POLICY	DESCRIPTION
Academic Integrity	Students are expected to behave responsibly as members of the College community and be honest and forthright in their academic endeavors. They are also expected to behave professionally and refrain from disrupting other students' learning environments.
Accommodations	The Accommodation Resource Center at Northwest Florida State College is committed to providing equal access and opportunities for educational success to all students with disabilities as guided by the American Disabilities Act and other disability-related laws.
Attendance	Regular attendance and participation in the course is expected.
Tutoring Services	Tutoring services are available in person and online.
Counseling Services	All actively enrolled students can receive an initial assessment and up to five therapeutic sessions with a Behavioral Health provider at no cost to the student.
Student Code of Conduct	Students are expected to adhere to the rules, regulations, and policies outlined in the Student Code of Conduct.
Student Complaints	NWFSC desires to resolve student grievances, complaints, and concerns expeditiously, fairly, and in an amicable manner. A student who desires to resolve a grievance may initiate the resolution process using the information in the link provided to the left.
Student Rights and Responsibilities	Understanding your role as a student.

MAKE-UP WORK

Students who stop participating in class or are not able to pass the course due to participation expectations stated in the syllabus may receive a failing grade, which may impact the receipt of federal aid in subsequent courses.

This class involves frequent class discussions/group work; students will neither benefit from these activities nor contribute to the class as a whole if students do not participate or meet due dates.

You will not be allowed to make up any assignments, nor will you be allowed to turn in late work, unless the work was missed/late because of documented personal illness or family emergency and/or other compelling circumstances. I reserve the right to require documentation of these events.

ASSIGNMENTS, GRADING SCHEME AND PROCEDURES

Your grade this semester will reflect the effort you put forth in your writing, course readings, participation, and class discussions.

Grades will be earned for:

Writing Projects || You will write/compose four original projects in this course, each of which will be given a final grade after you receive feedback from your peers as well as myself; then, you are given the choice to revise accordingly for each and turn in a final draft the final week of class.

You will be given project descriptions prior to writing the drafts. Reading the directions and criteria provided in these project descriptions is necessary to understand what you are expected to write and ultimately how you will be graded. Following these directions is your key to doing well in the course.

You are expected to use Word Online though your NWFSC OneDrive account to create your drafts. Peer review drafts should be revised before turning in the advisory draft; advisory drafts will be turned in to me via Canvas. These drafts be assigned letter grades and given feedback so that you can further improve the pieces, if you so choose, for more successful final drafts at the time of the final.

Project 4, a six-eight page researched argument paper in which you determine your topic for, will carry the most weight of the projects.

If you do not turn in peer review and/or advisory drafts for a project, you will receive zeros for peer review and advisory draft assignments as well as 5% off your final grade.

In the final week of class, you will be given a prompt to write a final essay due at the time of the final that will not be peer reviewed or reviewed by me prior to submission.

Reflective Writing || We will have reflective writing prompts about once a week. You should write thoughtful responses of at least 150-250 words (depending on prompt) with academic language appropriate for our discourse community that are free from structure, spelling, and mechanical errors.

Five points will be earned for a response that fully and thoughtfully addresses the prompt with nearly no errors; three points will be earned for a response that mostly addresses the prompt but may lack some formal language, have several grammar/mechanical errors, or do not reach the word count; one point will be earned for responses that do not fully address the

prompt or lack most academic discourse writing conventions; less than one point will be earned for non-responses or those that ignore academic discourse conventions.

Canvas Discussions // Each discussion will be based on a posted reading/video (which will be posted on Canvas). I will provide a prompt, and you are to provide a thoughtful response of at least 200 words to that prompt. Beyond the 200 words, you may pose additional questions to your classmates as well as discuss anything from the reading you found to be thought provoking.

Additionally, you must intelligently respond to my response post and one of your peers' response post for each reading. These responses have no required length; rather, they will be evaluated solely on thoughtfulness. Your responses must go beyond simply agreeing with your peer to receive more than .5 point for your response.

Your posts and responses should be written with conventions appropriate for academic discourse and free from structure, spelling, and mechanical errors.

Other assignments // There will be a variety of other assignments given throughout the course. These assignments will be evaluated based on completion.

In a moment of emotional distress, I contemplated getting rid of my dog during my undergrad studies because he destroyed pieces of a group project that were saved to a flash drive the day before it was due. Be glad you are in school at a time when the cloud is available for file storage – a far superior method in terms of durability in comparison to a flash drive.

BREAKDOWN OF POINTS:

Project 1 rough drafts	25 points (15 peer draft, 10 advisory draft)
Project 2 rough drafts	25 points (15 peer draft, 10 advisory draft)
Project 3 rough drafts	25 points (15 peer draft, 10 advisory draft)
Project 4 rough drafts	40 points (25 peer drafts, 15 advisory draft)
Reflective writing	60 points (5 points per prompt)
Canvas discussions	60 points (3 points per post, 1 point per comment)
Other assignments	40 points
Final drafts	175 points <ul style="list-style-type: none">• Projects 1, 2, and 3: 75 points (25 points each)• Project 4: 100 points
Final essay	50 points
TOTAL	500 points

Grading scale

A= 100%-90% (>447.5 points); B=89%-80% (447-397.5 points); C=79%-70% (397.4-347.5 points); D=69%-60% (347-297.5 points); F=Less than 60% (<297.4 points)

MAJOR ASSIGNMENTS SCHEDULE (subject to change)

Week 1: Setting Standards
<i>August 18-22</i> <ul style="list-style-type: none">• Syllabus• Discussion 1 due
Week 2: Finding Your Story
<i>August 25-29</i> <ul style="list-style-type: none">• Discussion 2 due
Week 3: Finding Your Story
<i>September 1-5</i> <ul style="list-style-type: none">• Discussion 3 due
Week 4: Sharing and Collaborating
<i>September 8-12</i> <ul style="list-style-type: none">• Discussion 4 due• Project 1 peer review• Project 1 advisory draft
Week 5: Considering Perspectives and Ideas
<i>September 15-19</i> <ul style="list-style-type: none">• Discussion 5 due
Week 6: Researching, Summarizing, and Paraphrasing
<i>September 22-26</i> <ul style="list-style-type: none">• Discussion 6 due
Week 7: Informing and Evaluating Without Bias
<i>September 29-October 3</i> <ul style="list-style-type: none">• Project 2 peer review• Project 2 advisory draft
Week 8: Crafting a Research Question
<i>October 6-10</i> <ul style="list-style-type: none">• Discussion 7 due
Week 9: Evaluating Ethos
<i>October 13-17</i> <ul style="list-style-type: none">• Discussion 8 due
Week 10: Establishing Ethos
<i>October 20-24</i> <ul style="list-style-type: none">• Project 3 peer review• Project 3 advisory draft
Week 11: (De)Constructing Arguments
<i>October 27-31</i> <ul style="list-style-type: none">• Discussion 9 due
Week 12: Evaluating Arguments
<i>November 3-7</i> <ul style="list-style-type: none">• Discussion 10 due

Week 13: Connecting Ideas and Integrating Research
<i>November 10-14</i> <ul style="list-style-type: none"> • Project 4-1 peer review • Discussion 11 due • Project 4-2 full peer review
Week 14: Showcasing Ethos, Logos, and Pathos
<i>November 17-21</i> <ul style="list-style-type: none"> • Project 4 advisory draft
Week 15: Reflecting and Revising
<i>November 24-26</i> <ul style="list-style-type: none"> • Discussion 12 due
Week 16: Making a Plan
<i>December 1-5</i>
Finals Week – Final Drafts due

OTHER IMPORTANT INFORMATION

TECHNICAL SKILLS AND SPECIALIZED TECHNOLOGY

Students must provide their device(s) to access and complete online assignments and research. In addition to baseline word processing skills and sending/receiving emails with attachments, students will be expected to search the Internet and upload/download files. If you encounter technology challenges using course resources in the Learning Management System, email the Center for Innovative Teaching and Learning at online@nwfsc.edu or call 850-729-6464.

EMERGENCY COLLEGE CLOSURE

This course's schedule, requirements, and procedures are subject to change in the event of unusual or extraordinary circumstances. If the College closes for inclement weather or another emergency, any exams, presentations, or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college reopens. If changes to graded activities are required, students will not be penalized due to the adjustments but will be responsible for meeting revised deadlines and course requirements.

ACADEMIC INTEGRITY TOOLS

Northwest Florida State College subscribes to Turnitin, an online plagiarism detection and prevention service. By enrolling in this class, students consent to upload their papers to Turnitin, where they will be checked for plagiarism. Papers submitted to Turnitin may be saved as source documents within these databases to detect plagiarism in other papers. Please note: All assignments submitted in this course are analyzed for plagiarism and originality.

ACADEMIC CONTINUITY PLAN

NWFSC is dedicated to protecting the health and well-being of its students, staff, and faculty. The College is dedicated to working with faculty and students to ensure timely course and program completion during emergencies. In the event of a College closure, the format of this course may be modified to enable completion of the course through other means, including but not limited to online course delivery through online classrooms. Check your RaiderNet College email and LMS classroom online for any updates.

WELCOME TO CLASS

Thank you for choosing NWFSC for your education—and welcome to class!

This class is likely to be challenging; I am here to help you! We will be reading – a lot. These readings will inspire thought-provoking discussions and serve as the basis for multiple types of analytical assignments and projects this semester. All material you produce for this class should be unique to this class and written by only you.

We will treat everyone in our classroom with respect and dignity; I want to foster an environment where even the most anxious introvert (that was me in school!) can feel comfortable in sharing their ideas with others. We all have something to contribute and learn in this class – and in our grander lives.

I'm excited to see what ideas and perspectives you bring to the class; I cannot wait to see you develop as a writer this semester!

If you've made it this far in the syllabus, send me an email or Canvas message with the course number in the subject line and an image of a baby penguin for extra credit. --Kandice Mollitiam