COURSE TITLE: COMMUNICATIONS SKILLS I  
COURSE NUMBER: ENC 1101

COURSE DESCRIPTION:
This course in English composition is designed to prepare a student to write successfully throughout a four-year college career. Theme assignments deal with narrative, descriptive, expository, and argumentative writing. Brief oral presentations are required. A documented essay is required. ENC 1101 fulfills 8,000 words of the Gordon Rule writing requirement. Prerequisite: Acceptable placement scores in writing (or a grade of “C” or higher in ENC 0004) and reading (or a grade of “C” or higher in REA 0004). A grade of “C” or higher must be earned to enroll in ENC 1102 or to use this course as part of the general education requirements in English. 4 semester hours credit. [A]  

PREREQUISITES:
Acceptable placement scores in writing (or a grade of “C” or higher in ENC 0004 or ENC 0005) and reading (or a grade of “C” or higher in REA 0004).  

NAMES OF INSTRUCTORS:
Sarah Clemmons, Ph.D.
Geraldine DeFelix
Richard Hinson
Amie Myers
Pam Rentz
David Saffo, Ph.D.
Sharon Smart
Rachel West
Bruce White  

DATE OF LATEST REVISION:  2006-2007  

REQUIRED TEXTBOOKS:


4. One (1) floppy disk or flash drive
GRADING POLICIES:

**GRADING**
(Staple this sheet inside each student’s portfolio.)

The Chipola College grading scale, which **must** be used, is as follows:
Extra points will not be added to assignments or averages to achieve these grades.

A.................................93-100
B.................................83-92
C.................................70-82
D.................................60-69
F.................................Under 60

**Bonus assignments and points will not be given.**

Below is the chart which teachers will use to record student grades in the course. Divide the possible score into student score to get the grade.

**PORTFOLIO ORGANIZATION**

**MEANS OF ASSESSMENT FOR LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Actual No. of words</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diagnostic Essay</td>
<td></td>
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<tr>
<td>2. Example essay rough draft</td>
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<tr>
<td>3. Example essay revised draft</td>
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<tr>
<td>4. Comparison/Contrast essay rough draft</td>
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<tr>
<td>5. Comparison/Contrast essay revised draft</td>
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<tr>
<td>6. Cause/Effect essay rough draft</td>
<td></td>
</tr>
<tr>
<td>7. Cause/Effect essay revised draft</td>
<td></td>
</tr>
<tr>
<td>8. Argumentative essay rough draft</td>
<td></td>
</tr>
<tr>
<td>9. Argumentative essay documented</td>
<td></td>
</tr>
<tr>
<td>10. Division/Classification essay rough draft</td>
<td></td>
</tr>
<tr>
<td>11. Division/Classification essay revised draft</td>
<td></td>
</tr>
<tr>
<td>12. Departmental Final examination</td>
<td></td>
</tr>
<tr>
<td>13. Misc. average (quizzes, oral presentation, short writing assignments)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL WORDS:** Approximately 8,000+

Drafts and revisions are at the discretion of the instructor.

All assignments must be kept in student portfolios and submitted to the Division Office at the end of each semester.
DISCIPLINE SPECIFIC COMMUNICATION COMPETENCIES / LEARNING OUTCOMES:

ENC 1101 is a General Education core course in Area 4—Communication

The purpose of a communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct prose.

C-1 Understand and demonstrate the writing process through prewriting, drafting, revising, and presenting.
C-2 Understand and utilize conventions of Standard American English.
C-3 Read, understand, and appropriately apply modes of expression, i.e. description, exposition, narration, and self-expression, in written and oral communication.
C-4 Read, understand, and apply basic principles of critical thinking and problem solving in the development of exposition and argumentation.
C-5 Develop the ability to research and write a documented paper.
C-6 Understand and apply critical reading skills in responding to and discussing written text.
C-7 Read about and identify intercultural experiences in essays and literature.
C-8 Develop computer and/or library research skills

STUDENT LEARNING OUTCOMES/OBJECTIVES FOR ENC 1101:
See chart, last page

MEANS OF ACCOMPLISHING OUTCOMES:

1. Each student will be expected to read all material assigned in the syllabus.

2. Each student will be responsible for working on his/her areas of weakness. The instructor may assign remediation work and make an appointment with the student in the writing center during scheduled hours.

3. Pop quizzes, and/or weekly quizzes, may be used by the instructor to assess student progress and assign grades as indicated under Grading Policies.

4. Impromptu class essays, assigned class essays, and/or out-of-class essays will be required and graded on a regular basis.

Approximately 8,000 words will be required in order for any student to receive a satisfactory grade of at least a “C.” Multiple essays, including a documented essay (research paper), must be written by each student. Short writing exercises may be used to teach specific objectives. Final drafts will be prepared on a computer, under the supervision of the instructor. Each essay is expected to be neat, edited for careless errors, and turned in on time. Each instructor may specify other requirements. Make-up work is the responsibility of the student, as covered elsewhere under Attendance and Withdrawal Policies.

5. PLAGIARISM is academic dishonesty and may be defined as submitting another’s work as your own. It includes failure to use quotation marks or other conventional marking
around material quoted from any printed or electronic source. Plagiarism shall also include paraphrasing a specific source without indicating accurately what the source is. Plagiarism shall further include downloading essays or letting another person compose or rewrite a student's written assignment. **Plagiarism will result in a zero (0) for the assignment.**

Each instructor is responsible for conducting class in an orderly, efficient, professional manner and following this syllabus. All of each class period will be composed of a recognizable part of the subject matter of the course and syllabus, relating to one or more of the above objectives. The instructor is expected to be the expert, the authority, on the content of the course and is further expected to assist the student in mastering this content. In order to do this the instructor will discuss the assigned reading and will carefully evaluate all written or oral work used in determining grades as specified in the syllabus.

**Each instructor will be scheduled in the Writing Center three hours each week for help sessions. Help session hours are posted outside the Writing Center door. Each instructor also has scheduled office hours, which are posted on office doors, when he/she is available to assist students. Students are encouraged to take advantage of these times and opportunities for conferences.**

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**

The library is a comprehensive, learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. In addition to print media, online catalogs and resources can be accessed through www.linccweb.org and www.netlibrary.com. Library hours are posted each semester at the building entrance.

Chipola’s website is located at www.chipola.edu

**See your First Day Handout for individual instructor recommendations and resources.**

**TECHNOLOGY RESOURCES:**

The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance.
ASSIGNMENT SCHEDULE:

**First Week:**
- **INTRODUCTION** to the course and Writing Center

  **Reading:**
  - *Patterns for College Writing* (PCW)
    - "Introduction: Reading to Write,” pp. 1-12.
  - *A Writer’s Reference* (WR)
    - "Evaluating Arguments,” pp. 46-54.

  **Writing:**
  - Diagnostic Essay

**Second and Third Weeks:**
- **THE WRITING PROCESS**

  **Reading:**
  - 3. “Drafting and Revising,” pp. 51-65
  - WR, “Composing and Revising”
    - 1. “Planning,” pp. 3-12

  **Writing:**
  - Revise Diagnostic Essay and review basic sentence structure. Formal thesis statement and outline required (examples, pp. 11-12 WR and pp. 48-50 PCW.) Grading emphasis on outlining and structure.

  **Grammar:**
  - Assign and discuss three style/correctness/basic grammar sections from *A Writer’s Reference* and/or from the website, www.dianahacker.com/writersref

**Fourth Week:**
- **REVISION**

  **Reading:**
  - WR, “Drafting,” pp. 17-23

  **Writing:**
  - Revise Diagnostic Essay. Work with peer groups. Grading emphasis on student revisions.

  **Grammar:**
  - Assign and discuss three style/correctness/basic grammar sections from *A Writer’s Reference* and/or from the website, www.dianahacker.com/writersref

**Fifth and Sixth Weeks:**
- **EXEMPLIFICATION**

  **Reading:**
  - PCW, “Exemplification,” (Ch 8, pp. 203-217), assign at least four essays from the Exemplification section for analysis

  **Writing:**
  - Exemplification Essays, rough and revised drafts. Grading emphasis on structure, grammar, substantial content, and specificity.

  **Grammar:**
  - Assign and discuss three style/correctness/basic grammar sections from *A Writer’s Reference* and/or from the website, www.dianahacker.com/writersref
Seventh and
Eighth Weeks: COMPARISON AND CONTRAST

Reading: PCW, “Comparison and Contrast,” (Ch 11, pp. 387-406), assign at least four essays from the Comparison and Contrast section for analysis.

Writing: Comparison/Contrast Essays, rough and revised drafts. Grading emphasis on structure, grammar, substantial content, specificity, conciseness, and diction.

Grammar: Assign and discuss three style/correctness/basic grammar sections from A Writer’s Reference and/or from the website, www.dianahacker.com/writersref

Ninth and
Tenth Weeks: CAUSE AND EFFECT

Reading: PCW, “Cause and Effect,” (CH 10, pp. 327-343), assign at least four essays from the Cause and Effect section for analysis.

Writing: Cause/Effect Essays, rough and revised drafts. Grading emphasis on structure, grammar, substantial content, specificity, conciseness, diction, punctuation, and capitalization.

Grammar: Assign and discuss three style/correctness/basic grammar sections from A Writer’s Reference and/or from the website, www.dianahacker.com/writersref

Eleventh through
Thirteenth Weeks: ARGUMENTATION

Reading: PCW, “Argumentation,” (CH 14, pp. 555-581), assign at least four essays from the Argumentation section for analysis.

Writing: Argumentation draft and Documented Argumentation. Grading emphasis on structure, grammar, substantial content, specificity, conciseness, diction, punctuation, capitalization, and documentation.


Fourteenth and
Fifteenth Weeks: CLASSIFICATION AND DIVISION

Reading: PCW, “Classification and Division,” (CH 12, pp. 451-463), assign at least four essays from the Classification and Division section for analysis.

Writing: Division/Classification Essays, rough and revised drafts. Grading emphasis on structure, grammar, substantial content, specificity, conciseness, diction, punctuation and capitalization.

Sixteenth Week: Review for department final examination essay
ATTENDANCE AND WITHDRAWAL POLICIES:

Regular attendance is expected of all students. Each student is accountable to the instructor for all class absences. There are three acceptable excuses for absences: (1) severe illness, (2) death in the immediate family, and (3) official college activity (approved by Student Services). Any questionable excuse shall be verified by the office of Student Services when requested by the instructor.

When any absence occurs, it is the responsibility of the student to contact the instructor as soon as possible and make arrangements about making up work. Work must be made up within one week following the absence or within the time specified by the instructor in case of extended absence. A ten-point penalty is assessed for late work. Except as noted above, make-up work will not be permitted after the one-week deadline, and the instructor will record a grade of “0” for each assignment not submitted.

Tardiness to class is disruptive to learning and is unacceptable. If the student is tardy, the student shall see his/her instructor at the end of the class period, and the instructor will determine if the tardiness is excusable. Excessive tardiness may be counted as absences at the discretion of the instructor.

WITHDRAWAL POLICY

A student may withdraw from a course prior to the deadline for withdrawing which is listed in the college catalog and the college class schedule. A student who has missed too many classes or who is making unsatisfactory progress in the course can withdraw and receive a “W” mark for the course. It is the student’s responsibility to obtain the necessary request form from the Registrar’s Office for withdrawing from a class, to obtain signatures for completing it, and to turn it in to the Registrar’s Office before the deadline. It is advisable to check later to ensure that the withdrawal has been processed.

NOTE: In 1997, the Florida Legislature passed House Bill 1545 which requires that students who have enrolled more than two times in the same college credit course must pay tuition fees at 100% of the full cost of instruction. The full cost of instruction is the same as the non-resident tuition fee. All Florida community colleges and state universities are required to begin “counting” attempts beginning in the Fall term 1997. An “attempt” is any course which remains on the student’s class schedule past the published drop/add date for any academic term. When a student withdraws from a course, the withdrawal counts as an attempt. A student is allowed to repeat a course a maximum of three (3) times. On the third attempt, a student cannot withdraw; he must receive a grade. No additional attempts will be allowed without prior approval from the Admissions Committee; approvals may be granted for extenuating circumstances only.

MAKE-UP POLICY:

See Attendance Policy (above).

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to
1) uphold the highest standards of academic honesty in his/her own work;
2) refuse to tolerate academic dishonesty in the college community; and
3) foster a high sense of honor and social responsibility on the part of students.

Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.
STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LINKING COURSE, DISCIPLINE, AND GENERAL EDUCATION COMPETENCIES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR ENC 1101</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will learn the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select an appropriate topic for the length of the assignment.</td>
<td>C-1</td>
<td>C</td>
</tr>
<tr>
<td>Formulate a thesis that focuses the essay.</td>
<td>C-1</td>
<td>C</td>
</tr>
<tr>
<td>Demonstrate the ability to write essays employing various rhetorical models.</td>
<td>C-1, 3, 4</td>
<td>C</td>
</tr>
<tr>
<td>Develop the thesis by providing clear organization and detailed support.</td>
<td>C-1, 3</td>
<td>C</td>
</tr>
<tr>
<td>Demonstrate the ability to write using correct sentence structure, grammar, word usage, and diction.</td>
<td>C-1, 2</td>
<td>C</td>
</tr>
<tr>
<td>Revise, edit, and proof units of discourse to ensure clarity, consistency, and conformity to the conventions of Standard American English.</td>
<td>C-1, 2</td>
<td>C</td>
</tr>
<tr>
<td>Demonstrate the conventions of Modern Language Association documentation.</td>
<td>C-5</td>
<td>C</td>
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<tr>
<td>Present and respond to text orally to peers and instructor.</td>
<td>C-3, 6, 7</td>
<td>C</td>
</tr>
<tr>
<td>Demonstrate the ability to analyze a reading selection.</td>
<td>C-3, 4, 6, 7 SS-3, 8 H-2</td>
<td>C, SS, H</td>
</tr>
<tr>
<td>Demonstrate the ability to use library and electronic resources.</td>
<td>C-5, 8 T-3</td>
<td>C, T</td>
</tr>
</tbody>
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