COURSE TITLE: Communications Skills II

COURSE NUMBER: ENC 1102

COURSE DESCRIPTION:
This course in English composition is the second half of the sequence begun with ENC 1101. This second semester is concerned primarily with themes about literature, based on reading of short stories, plays, and poetry. Brief oral presentations are required. ENC 1102 fulfills 8,000 words of the Gordon Rule requirement. Prerequisite: A “C” grade or higher in ENC 1101 and an acceptable placement score in reading or REA 1205. A grade of “C” or higher must be earned to advance to a higher level English or other Gordon Rule course or to use this course as part of the general education requirement in English. 4 semester hours credit. [A]

PREREQUISITES:
A grade of “C” in ENC 1101 and an acceptable placement score in reading or REA 1205.

NAMES OF INSTRUCTORS:
Sarah Clemmons, Ph.D.
Geraldine DeFelix
Robert Dunkle, Ph.D.
Richard Hinson
Bruce White
Pam Rentz
David Saffo, Ph.D.
David Williams

DATE OF LATEST REVISION: 2006-07

REQUIRED TEXTBOOKS:
3. One (1) floppy disk or flash drive
GRADING POLICIES:

GRADING
(Staple this sheet to each student’s folder.)

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>83-92</td>
</tr>
<tr>
<td>C</td>
<td>70-82</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Under 60</td>
</tr>
</tbody>
</table>

Extra credit work will not be given.

Below is the chart which teachers will use to record student grades in the course. Divide the number of grades into the sum of the grades to get the average grade.

### ASSIGNMENTS

<table>
<thead>
<tr>
<th>Required No. of Words</th>
<th>Actual No. of Words</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short Story Point of View Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>2. Short Story in-class Character Analysis</td>
<td>500</td>
<td>_______</td>
</tr>
<tr>
<td>3. Short Story Character Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>4. Short Story exam</td>
<td>0</td>
<td>_______</td>
</tr>
<tr>
<td>5. Drama in-class Setting Analysis</td>
<td>500</td>
<td>_______</td>
</tr>
<tr>
<td>6. Drama in-class Symbolism Analysis</td>
<td>500</td>
<td>_______</td>
</tr>
<tr>
<td>7. Drama Theme Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>8. Drama exam</td>
<td>0</td>
<td>_______</td>
</tr>
<tr>
<td>9. Poetry in-class Imagery Analysis</td>
<td>500</td>
<td>_______</td>
</tr>
<tr>
<td>10. Poetry in-class Tone Analysis</td>
<td>500</td>
<td>_______</td>
</tr>
<tr>
<td>11. Poetry Explication/Presentation</td>
<td>1,500</td>
<td>_______</td>
</tr>
<tr>
<td>12. Poetry exam</td>
<td>0</td>
<td>_______</td>
</tr>
<tr>
<td>13. Writing Center grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Final exam essay</td>
<td>500</td>
<td>_______</td>
</tr>
</tbody>
</table>

TOTAL/AVERAGE 7,500+

All assignments listed above must be kept in individual student folders and turned in to the Division Office at the completion of each semester. Computer disks should accompany the student folders.
DISCIPLINE-SPECIFIC COMMUNICATION COMPETENCIES / LEARNING OUTCOMES:
ENC 1102 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 1102:
See chart, last page.

MEANS OF ACCOMPLISHING OUTCOMES:
The student will

1. read all material assigned in the syllabus.
2. examine the techniques of writing and style found in the literature: imagery, figurative language, denotation, connotation, allusion, etc.
3. analyze and discuss the content and themes of the literature.
4. practice writing about the ideas, incidents, and quality of the literature in essay quizzes, essay tests, and themes. Each instructor will assign essays dealing with various topics discussed in the study of the literature. Some instructors will give daily quizzes on the reading, some will give pop quizzes, and some will give weekly quizzes. The usual testing procedure is to give a major test on each of the genres. The final test of the course is a department essay examination.
5. attend fall theatre production and complete required writing assignment.
Nine essays, including documented essays, must be written by each student. Short writing exercises may be used to teach specific objectives. Preliminary and 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 Policy.”

Plagiarism is academic dishonesty and may be defined as submitting another’s work as the student’s 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 an essay 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 matter and for 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 and skills of the course and is further expected to assist the student in mastering content and skills. 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](http://www.linccweb.org) and [www.netlibrary.com](http://www.netlibrary.com). Library hours are posted each semester at the building entrance.

Chipola’s website is located at [www.chipola.edu](http://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:

| Week 1: | Fiction: Chapter 1: “Reading a Story,” 2-22 (including story examples)  
Chapter 8: “Evaluating a Story,” 284-287 |
|---------|--------------------------------------------------------------------------------|
| Reading:| Kate Chopin, “The Story of an Hour,” 552-554  
Tim O’Brien, “The Things They Carried,” 667-680 |
| Writing:| Introduction to Writing Lab and Word Processing; assign out-of-class Point of View essay; on-line exercises TBA |

| Week 2: | Fiction: Chapter 2: “Point of View,” 23-29  
Chapter 41: “Writing About a Story,” 2130-2143 |
|---------|--------------------------------------------------------------------------------|
| Reading:| William Faulkner, “A Rose for Emily,” 29-37  
Eudora Welty, “Why I Live at the P.O.,” 77-86  
Ambrose Bierce, “An Occurrence at Owl Creek Bridge,” 501-507  
Edgar Allan Poe, “The Tell-Tale Heart,” 382-385 |
| Writing:| On-line exercises TBA |

|---------|--------------------------------------------------------------------------------|
| Reading:| Katherine Anne Porter, “The Jilting of Granny Weatherall,” 94-101  
Alice Walker, “Everyday Use,” 102-109  
Raymond Carver, “Cathedral,” 109-121  
Katherine Mansfield, “Miss Brill,” 639-643  
James Joyce, “Araby,” 612-617 |
| Writing:| Out-of-class Point of View Analysis essay due; in-class Character Analysis essay; assign out-of-class Character Analysis essay |
Week 4:  **Fiction:** Chapter 4: “Setting,” 124-126

**Reading:**
Kate Chopin, “The Storm,” 127-131
Jack London, “To Build a Fire,” 132-143
Sandra Cisneros, “The House on Mango Street,” 554-555
Charlotte Perkins Gilman, “The Yellow Wallpaper,” 571-584

Additional Stories: ___________________________________________

**Writing:**
On-line exercises TBA

Week 5:  **Fiction:** Chapter 6: “Theme,” 212-214

**Reading:**
Stephen Crane, “The Open Boat,” 215-233
Alice Munro, “Day of the Butterfly,” 234-241
Kurt Vonnegut, Jr., “Harrison Bergeron,” 242-248

Additional Stories: ___________________________________________

**Writing:**
Out-of-class Character Analysis due; on-line exercises TBA

Week 6:  **Fiction:** Chapter 5: “Tone and Style,” 170-174

**Reading:**
Ernest Hemingway, “A Clean, Well-Lighted Place,” 174-178
William Faulkner, “Barn Burning,” 178-191
Guy de Maupassant, “The Necklace,” 193-200

Additional Stories: ___________________________________________

**Writing:**
UNIT TEST ON SHORT STORY

Week 7:  **Drama:** Chapter 33: “Reading a Play,” 1300-1330
Chapter 43: “Writing About a Play,” 2167-2176

**Reading:**
Susan Glaspell, *Trifles*, 1305-1321
John Millington Synge, *Riders to the Sea*, 1321-1331

Additional Plays: ____________________________________________

**Writing:**
On-line exercises TBA
Week 8: Drama: Chapter 36: “The Modern Theater,” 1806-1808

Reading: Henrik Ibsen, A Doll’s House, 1809-1867

Additional Plays: _________________________________________

Writing: In-class Setting Analysis essay; assign out-of-class Theme Analysis essay; on-line exercises TBA

Week 9: Drama:

Reading: Arthur Miller, Death of a Salesman, 1897-1969
David Henry Hwang, The Sound of a Voice, 2044-2058

Additional Plays:__________________________________________

Writing: On-line exercises TBA

Week 10: Drama:

Reading: Tennessee Williams, The Glass Menagerie, 1972-2022
August Wilson, Joe Turner’s Come and Gone, 2064-2113

Additional Plays:__________________________________________

Writing: In-class Symbolism Analysis essay; out-of-class Theme essay due
UNIT TEST ON DRAMA

Week 11: Poetry: Chapter 12: “Reading a Poem,” 698-716
Reading: Chapter 42: “Writing About a Poem,” 2147-2166
Chapter 14: “Words,” 749-775
Chapter 15: “Saying and Suggesting,” 776-789

Additional Poems:__________________________________________

Writing: Assign Explication of an assigned poem for Oral Presentation; on-line exercises TBA

Week 12: Poetry: Chapter 16: “Imagery,” 790-813
Reading: Chapter 17: “Figures of Speech,” 814-836
Chapter 23: “Symbol,” 955-973

Additional Poems:__________________________________________

Writing: In-class Imagery Analysis essay; continue working on Explication
Week 13:  
**Poetry:** Chapter 13: “Listening to a Voice,” 717-748  
  Reading:  
  Chapter 18: “Song,” 837-860  
  Chapter 19: “Sound,” 861-882  
  Chapter 20: “Rhythm,” 884-907  

Additional Poems:________________________________________

**Writing:**  
In-class Tone Analysis essay; continue working on Explication

Week 14:  
**Poetry:** Chapter 21: “Closed Form,” 908-932  
  Reading:  
  Chapter 22: “Open Form,” 933-954  
  Chapter 24: “Myth and Narrative,” 974-996  
  Chapter 25: “Poetry and Personal Identity,” 1002-1023

Additional Poems:________________________________________

**Writing:**  
Continue working on Explication of Oral Presentation Poem

Week 15:  
**Poetry:** Chapter 28: “Recognizing Excellence,” 1066-1091  
  Reading:  
  Chapter 29: “What is Poetry?” 1092-1096

**Writing:**  
Oral Presentation Paper due  
UNIT TEST ON POETRY

Week 16:  
DEPARTMENTAL FINAL EXAM ESSAY

See your First Day Handout for individual instructor assignment schedule.

**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 1102</th>
<th>DISCIPLINE-SPECIFIC EDUCATION COMPETENCIES</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a topic that lends itself to analysis of a literary technique.</td>
<td>C-1, 6, 7</td>
<td>C</td>
</tr>
<tr>
<td>Formulate a thesis statement that explores a literary technique.</td>
<td>C-1, 6, 7</td>
<td>C</td>
</tr>
<tr>
<td>Develop the thesis by providing adequate support from the literature.</td>
<td>C-1, 3, 5, 7 SS-5, 11 H-3</td>
<td>C, SS, H</td>
</tr>
<tr>
<td>Develop the thesis by arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus.</td>
<td>C-1, 3</td>
<td>C</td>
</tr>
<tr>
<td>Develop the thesis by writing coherent prose and providing effective transitional devices that clearly reflect the organizational pattern and relationships of parts.</td>
<td>C-1, 3</td>
<td>C</td>
</tr>
<tr>
<td>Observe the conventions of the Modern Language Association style by correctly using direct quotations and paraphrase.</td>
<td>C-5</td>
<td>C</td>
</tr>
<tr>
<td>Observe the conventions of the Modern Language Association by avoiding plagiarism.</td>
<td>C-5</td>
<td>C</td>
</tr>
<tr>
<td>Observe the conventions of the Modern Language Association by correctly creating a works cited page.</td>
<td>C-5</td>
<td>C</td>
</tr>
<tr>
<td>Employ electronic resources for research.</td>
<td>C-5, 8 T-3</td>
<td>C, T</td>
</tr>
<tr>
<td>Employ technology to create essays.</td>
<td>C-8 T-1</td>
<td>C, T</td>
</tr>
<tr>
<td>Present written text orally to peers and instructor.</td>
<td>C-6, 7 H-3</td>
<td>C, H</td>
</tr>
<tr>
<td>Respond orally to written text and discussions.</td>
<td>C-6, 7 H-3</td>
<td>C, H</td>
</tr>
<tr>
<td>Develop critical reading skills for literary genres.</td>
<td>C-6, 7 SS-5, 11 H-2</td>
<td>C, SS, H</td>
</tr>
<tr>
<td>Develop literary analysis skills for literary genres.</td>
<td>C-6, 7 SS-5, 11 H-2</td>
<td>C, SS, H</td>
</tr>
<tr>
<td>Attend Chipola theatre performances as required.</td>
<td>C-7 H-5</td>
<td>C, H</td>
</tr>
<tr>
<td>Employ conventional outline format.</td>
<td>C-2</td>
<td>C</td>
</tr>
<tr>
<td>Employ Standard American English in essays.</td>
<td>C-2</td>
<td>C</td>
</tr>
</tbody>
</table>