COURSE TITLE: Communications Skills II  
COURSE NUMBER: ENC 1102

COURSE DESCRIPTION (with prerequisites):
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 successful completion of 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. Prerequisites: A grade of “C” in ENC 1101 and an acceptable placement score in reading or REA 1205. 4 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Sarah Clemmons, Ph.D.
Lindsay Boone
Ashli Boutwell, Ph.D.
Geraldine DeFelix
Richard Hinson
Luwana Locke
Amie Myers
Pam Rentz
David Williams

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
- Any basic grammar writing text (American).
- English 1102 Syllabus, 2011-12
- One (1) flash drive
**GRADING POLICY:**
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

- **A** – 90 – 100
- **B** – 80 – 89
- **C** – 70 – 79
- **D** – 60 – 69
- **F** – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**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.
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. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor 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 and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC 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 Demonstrate the writing process through various formats using the conventions of Standard American English.

C-2 Use rhetorical modes effectively in written and oral communication.
C-3 Illustrate critical thinking in writing or oral communication.

C-4 Construct a documented essay using research and technology skills.

C-5 Analyze universal human experiences in essays and literature.

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR ENC 1102</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Select a topic that lends itself to analysis of a literary technique.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Formulate a thesis statement that explores a literary technique.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop the thesis by providing adequate support from the literature.</td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Observe the conventions of the Modern Language Association style by correctly using direct quotations and paraphrase.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Observe the conventions of the Modern Language Association by avoiding plagiarism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Observe the conventions of the Modern Language Association by correctly creating a works cited page.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Employ electronic resources for research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-3 C-5</td>
<td>W E DE</td>
<td>Drama Theme Analysis Documented Essay</td>
<td></td>
</tr>
<tr>
<td>C-1 C-2 C-3 C-5</td>
<td>W E DE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-2 C-3 C-5</td>
<td>W E DE EX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-2</td>
<td>W E DE EX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-2</td>
<td>W E DE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-4</td>
<td>DE RP W E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-4</td>
<td>DE RP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1 C-4</td>
<td>RP DE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-4</td>
<td>RP DE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

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 departmental 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. 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 manner 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 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 ACE three hours each week for help sessions. Help session hours, as well as scheduled office hours, are posted on the instructor’s office door, when he/she is available to assist students. Students are encouraged to take advantage of these times and opportunities for conferences.

ASSIGNMENT AND/OR COURSE OUTLINE

Week 1:
Fiction: Chapter 1: “Reading a Story,” 5-24
Chapter 8: “Reading Long Stories and Novels,” 259-340
Step by Step (SBS): Chapter 1: “The Elements of Literature,” 1-14

Reading:
Fiction: John Updike, “A & P,” 16-21
Katherine Anne Porter, “The Jilting of Granny Weatherall,” 79-86
Alice Walker, “Everyday Use,” 455-461

Writing:
Introduction to Writing Lab and Word Processing; assign out-of-class Character Analysis essay

My LiteratureLab Exercise: ________________________________

Week 2:
Fiction: Chapter 3: “Character” 77-106
SBS: Chapter 2: “Writing about Literature,” 15-38
Chapter 3: “Using Quotations and Documentation in Your Essays,” 39-49
Chapter 4: “Character Analysis,” 51-72

Reading:
Fiction: Raymond Carver, “Cathedral,” 93-104
Katherine Mansfield, “Miss Brill,” 86-89
James Joyce, “Araby,” 538-542
Tobias Wolff, “The Rich Brother,” 613-624

Writing:
In-class character analysis

My LiteratureLab Exercise: ________________________________

Week 3:
Fiction: Chapter 2: “Point of View,” 25-76
SBS: Chapter 7: “Point of View Analysis,” 121-142

Reading:
Eudora Welty, “Why I Live at the P.O.,” 42-51
Ambrose Bierce, “An Occurrence at Owl Creek Bridge,” 485-491
Edgar Allan Poe, “The Tell-Tale Heart,” 36-40
Tim O’Brien, “The Things They Carried,” 595-607
James Baldwin, “Sonny’s Blues,” 51-73

Additional Stories:_______________________________________
Writing: Out-of-class Character Analysis essay due; assign out-of-class Point of View essay

Week 4: Fiction: Chapter 4: “Setting,” 107-147

Reading: Fiction: Kate Chopin, “The Storm,” 110-114
Jack London, “To Build a Fire,” 114-124
Sandra Cisneros, “The House on Mango Street,” 518-519
Charlotte Perkins Gilman, “The Yellow Wallpaper,” 436-448

Additional Stories: ________________________________

Writing: My LiteratureLab Exercise: ________________________________

Week 5: Fiction: Chapter 6: “Theme,” 183-222

Reading: Fiction: Stephen Crane, “The Open Boat,” 185-202
Alice Munro, “How I Met My Husband,” 202-214
Kurt Vonnegut, Jr., “Harrison Bergeron,” 215-220

Additional Stories: ________________________________

Writing: Out-of-class Point of View essay due

My LiteratureLab Exercise: ________________________________

Week 6: Fiction: Chapter 5: “Tone and Style,” 148-182
Chapter 7: “Symbol,” 223-258

Reading: Fiction: Ernest Hemingway, “A Clean, Well-Lighted Place,” 152-155
William Faulkner, “Barn Burning,” 155-167

Additional Stories: ________________________________

Writing: UNIT TEST ON SHORT STORY

Week 7: Drama: Chapter 34: “Reading a Play,” 1109-1132
Writing: Chapter 44: “Writing About a Play,” 1960-1971
SBS: Chapter 5: “Setting Analysis,” 73-98

Reading: Drama: Susan Glaspell, Trifles, 1111-1122

Additional Plays: ________________________________
Writing: My LiteratureLab Exercise: ________________________________

Week 8: Drama: Chapter 38: “The Modern Theater,” 1553-1676
SBS: Chapter 6: “Theme Analysis,” 99-120

Reading: Drama: Henrik Ibsen, A Doll’s House, 1558-1610

Additional Plays: ________________________________________

Writing: In-class Setting Analysis essay; assign out-of-class Theme Analysis essay

My LiteratureLab Exercise: ________________________________

Week 9: Drama: Chapter 35: “Modes of Drama,” 1133-1156
SBS: Chapter 8: “Symbolism Analysis,” 143-164

Reading: Drama: Arthur Miller, Death of a Salesman, 1772-1836
David Henry Hwang, The Sound of a Voice, 1751-1765

Additional Plays:________________________________________

Writing: My LiteratureLab Exercise: ________________________________

Week 10: Drama

Reading: Drama: Tennessee Williams, The Glass Menagerie, 1612-1658
August Wilson, Fences, 1839-1887

Additional Plays:__________________________________________

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

Week 11: Poetry: Chapter 13: “Reading a Poem,” 631-644

Reading: Writing: Chapter 43: “Writing About a Poem,” 1937-1959
Poetry: Chapter 15: “Words,” 674-697
Chapter 16: “Saying and Suggesting,” 698-709
SBS: Chapter 9: “Analyzing Poetry,” 165-186

Additional Poems:________________________________________

Writing: Assign Explication of an assigned poem for Oral Presentation
My LiteratureLab Exercise: ________________________________

**Week 12:**  
**Poetry:** Chapter 17: “Imagery,” 710-729  
**Reading:**  
**Poetry:** Chapter 18: “Figures of Speech,” 730-749  
**Chapter 24:** “Symbol,” 852-865  
**SBS:** Chapter 10: “Imagery Analysis,” 187-208  
**Additional Poems:**_______________________________________

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

**Week 13:**  
**Poetry:** Chapter 14: “Listening to a Voice,” 645-673  
**Reading:**  
**Poetry:** Chapter 19: “Song,” 750-769  
**Chapter 20:** “Sound,” 770-788  
**Chapter 21:** “Rhythm,” 789-808  
**SBS:** Chapter 12: “Tone Analysis,” 231-252  
**Additional Poems:**_______________________________________

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

**Week 14:**  
**Poetry:** Chapter 22: “Closed Form,” 809-829  
**Reading:**  
**Poetry:** Chapter 23: “Open Form,” 830-851  
**Chapter 25:** “Myth and Narrative,” 866-886  
**Chapter 26:** “Poetry and Personal Identity,” 887-904  
**Additional Poems:**_______________________________________

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

**Week 15:**  
**Poetry:** Chapter 29: “Recognizing Excellence,” 931-952  
**Writing:**  
Oral Presentation Paper due  
UNIT TEST ON POETRY  
DEPARTMENTAL FINAL EXAM ESSAY
GRADED ASSIGNMENTS
(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>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>79</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>69</td>
</tr>
<tr>
<td>F</td>
<td>Under 60</td>
<td></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 in-class Character Analysis 500</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>2. Short Story Character Analysis 1,000</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>3. Short Story Point of View Analysis 1,000</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>4. Short Story exam 0</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>5. Drama in-class Setting Analysis 500</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>6. Drama in-class Symbolism Analysis 500</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>7. Drama Theme Analysis 1,000</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>8. Drama exam 0</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>9. Poetry in-class Imagery Analysis 500</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>10. Poetry in-class Tone Analysis 500</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>11. Poetry Explication/Presentation 1,500</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>12. Poetry exam 0</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>13. MyLiteratureLab (50% completion, 50% final Diagnostic Exam Score)</td>
<td>_________</td>
<td>______</td>
</tr>
<tr>
<td>14. Final exam essay 500</td>
<td>_________</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 Department Office at the completion of each semester.

See your Instructor First Day Handout for individual instructor assignment schedule.