COURSE TITLE: Communication Skills I
COURSE NUMBER: ENC 1101

COURSE DESCRIPTION (with prerequisites):
This course in English composition is designed to prepare a student to write successfully throughout the 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 0025) and reading (or a grade of “C” or higher in REA 0017). 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 requirement in English. 4 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Lindsay Boone
Sarah Clemmons, Ph.D.
Sue Colombo
Geraldine DeFelix
Richard Hinson
Luwana Locke
Amie Myers
Pam Rentz
Rachel West, Ph.D.

EFFECTIVE ACADEMIC YEAR:
2012-13

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
- English 1101 Syllabus, 2012-13
- One set headphones/earbuds used with MyCompLab/MyLitLab
- 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 effect 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](http://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 1101 is a General Education core course in Area 4—Communication

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

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 when reading and writing.
**COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR ENC 1101**

- Select an appropriate topic for the length of the assignment.
- Formulate a thesis that focuses the essay.
- Demonstrate the ability to write essays employing various rhetorical models.
- Develop the thesis by providing clear organization and detailed support.
- Demonstrate the ability to write using correct sentence structure, grammar, word usage, and diction.
- Revise, edit, and proof units of discourse to ensure clarity, consistency, and conformity to the conventions of Standard American English.
- Demonstrate the conventions of Modern Language Association documentation.
- Present and respond to text orally to peers and instructor.
- Demonstrate the ability to analyze a reading selection.
- Demonstrate the ability to use library and electronic resources.

**DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES**

| C-1 | W, E, DE, |
| C-1 | W, E, DE, EX |
| C-1, C-2 | W, E, DE, EX |
| C-1 | W, E, DE, EX |
| C-1 | W, E, H, EX |
| C-4 | DE, RP |
| C-3, C-5 | RPT, Proj |
| C-3, C-5 | Q, RPT, W, H, DB |
| C-4 | DE, RP |

**ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES**

A compilation of student essays and writing assignments

**LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT**

**Assessment Codes**

MEANS OF ACCOMPLISHING STUDENT LEARNING 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.

6. 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 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

First Week: INTRODUCTION to the course, Writing Center, and text, Strategies for Successful Writing

Reading: Rhetoric section: Chapter 1, “Writing: A First Look,” pp. 3-14

Chapter 2, “Strategies for Successful Reading,” pp. 15-29


Editing Symbols, p. 760

MyCompLab assignment: Exercises on invention

Writing: In-class Diagnostic essay due

Second Week: THE WRITING PROCESS

Reading: Rhetoric section: Chapter 3, “Planning and Drafting Your Paper,” pp. 30-53

Chapter 4, “Revising and Editing Your Paper,” pp. 54-77


MyCompLab assignment:


Third Week: DESCRIPTION

Reading: Chapter 5, “Paragraphs,” pp. 78-99

Rhetoric section: Chapter 9, “Description: Presenting Impressions,” pp. 152-153


MyCompLab assignment: exercises on thesis and organization

Writing: Description essay due. Formal thesis statement and outline required. Grading emphasis on outlining and structure, clarity, completeness, avoiding fragments, run-ons, and commas splices.

Fourth Week: ILLUSTRATION


MyCompLab assignment:

Writing: Illustration essay due for peer review. Grading emphasis on essay structure, grammar, substantial content, and specificity.
Fifth Week:  ILLUSTRATION (Continued)

Reading:  Rhetoric section: Chapter 6, “Effective Sentences,” pp. 100-113
          Chapter 7, “Diction, Tone, Style,” pp. 114-135

          MyCompLab assignment: ___________________________________________

Writing:  Illustration essay revision due. Grading emphasis on essay structure,
          grammar, substantial content, and specificity.

Sixth Week:  COMPARISON AND CONTRAST

Reading:  Rhetoric section: Chapter 13, “Comparison: Showing Relationships,”
          pp. 211-223

          MyCompLab assignment: ___________________________________________

Writing:  Comparison/Contrast In-Class essay due.

Seventh Week:  COMPARISON AND CONTRAST (Continued)

Reading:  Reader section: “Grant and Lee,” pp. 526-528; “Conversational Ballgames,”
          pp. 529-531; “Barbie Doesn’t Live Here Anymore,” pp. 532-534;
          “Private Language, Public Language,” pp. 534-539; “Art Form
          for the Digital,” pp. 539-543

Grammar:  Handbook section: Comprehensive review of grammar in proofreading exercises
          MyCompLab assignment: ___________________________________________

Writing:  Comparison/Contrast essay revision. Grading emphasis on structure, grammar,
          substantial content, specificity, conciseness, and diction.

Eighth Week:  CAUSE AND EFFECT


Grammar:  Handbook section: Comprehensive review of grammar in editing exercises
          MyCompLab assignment: ___________________________________________

Writing:  Cause/Effect essay, rough draft. Grading emphases on
          structure, grammar, substantial content, specificity, conciseness, diction,
          punctuation, and capitalization.

Ninth Week:  CAUSE AND EFFECT (Continued)

Reading:  Reader section: “Old Father Time Becomes a Terror,” pp. 544-548; “Why
          We Keep Stuff...,” 548-551; “Why Marriages Fail,” pp. 551-554; “Why We
          Flirt,” 554-558
Grammar: **Handbook section**: Comprehensive review of grammar in locating and correcting errors.  
**MyCompLab** assignment: ____________________________

Writing: Cause and Effect essay revision due. Grading emphasis on logical structure, substantial content, and grammar

**Tenth Week**: ARGUMENTATION

**Reading**:  

**MyCompLab** assignment: ____________________________

Writing: Argumentation In-class essay on an assigned topic due.

**Eleventh Week**: USING SOURCES

**Reading**:  
**Chapter 21**, “Documenting Sources,” pp. 407-414


Grammar: Compile a history of grammatical errors in all your ENC 1101 essays.  
**MyCompLab** assignment: ____________________________

Writing: Take a paragraph from the In-Class Argumentation essay and use a quote and a paraphrase from two sources as supporting documentation. Grade for introducing borrowed material, accurate wording and punctuation, and citation of sources.

**Twelfth Week**: ARGUMENTATION (Continued)

**Reading**: Reading sources for Argumentative Documented Essay  
**Grammar**: Editing your Argumentative Documented Essay  
**MyCompLab** assignment: ____________________________

**Writing**: Composing an outline, Argumentative Documented essay, and Works Cited page according to MLA

**Thirteenth Week**: CLASSIFICATION

**Reading**:  
**Rhetoric** section: Chapter 12, “Classification: Grouping into Categories,” pp. 195-209

Grammar: MyCompLab assignment: ___________________________________________

Writing: Classification In-class essay on assigned topic, and peer review.

Fourteenth Week: CLASSIFICATION (Continued)

Reading: Chapter 17, “Mixing the Writing Strategies,” pp. 293-300

Grammar: Review grammar student learning outcomes in the syllabus
MyCompLab assignment: ___________________________________________

Writing: Revised Classification essay due. Grading emphasis on structure, grammar, substantial content, specificity, conciseness, diction, punctuation and capitalization.

Fifteenth Week: PREPARING FOR THE FINAL

Reading: Chapter 18, “The Essay Examination,” pp. 301-307

Grammar: Review grammar student learning outcomes in the syllabus
MyCompLab assignment: ___________________________________________

Writing: Review and write practice essays for department final examination essay.
**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.........................90-100
- B..........................80-89
- C..........................70-79
- 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>
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<tbody>
<tr>
<td>1. Diagnostic Essay revision</td>
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<td>2. Description essay</td>
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<td>3. Illustration essay revision</td>
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<td>4. Comparison/Contrast in-class essay</td>
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<tr>
<td>5. Comparison/Contrast essay revision</td>
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<td>6. Cause/Effect essay rough draft</td>
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<td>7. Cause/Effect essay revision</td>
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<td>8. Argumentative in-class essay</td>
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<tr>
<td>9. Argumentative essay documented</td>
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<tr>
<td>10. Classification essay rough draft</td>
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<tr>
<td>11. Classification essay revision</td>
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<tr>
<td>12. Departmental Final Exam essay</td>
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<tr>
<td>13. Misc. average (quizzes, oral presentation, short writing assignments)</td>
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</tr>
<tr>
<td>14. MyCompLab (50% completion, 50% final Diagnostic Exam Score)</td>
<td></td>
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</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 Department Office at the end of each semester.*

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