COURSE TITLE: Communications 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. A documented essay is required. ENC 1101 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisite: Acceptable placement scores in writing (or a grade of “C” or higher in ENC 0022 or ENC 0056) and reading (or a grade of “C” or higher in REA 0017 or REA 0056). 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. 3 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Lindsay Boone
Sarah Clemmons, Ph.D.
Carolyn Cruce, Ph.D.
Richard Hinson
Luwana Locke
Kurt McInnis
Amie Myers
Pam Rentz, Ph.D.
Rachel West, Ph.D.

EFFECTIVE ACADEMIC YEAR:
2014-15

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
• English 1101 Syllabus, 2014-15
• One set headphones/earbuds used with MyWritingLab in computer labs on campus
• 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 college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. 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.

TUTORING RESOURCES:
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

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.
## Linking Course-Level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts

### Course-Level Student Learning Outcomes for ENC 1101

<table>
<thead>
<tr>
<th>Course-Level Student Learning Outcomes</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 an appropriate topic for the length of the assignment.</td>
<td>C-1</td>
<td>W, E, DE,</td>
<td>A compilation of student essays and writing assignments</td>
</tr>
<tr>
<td>- Formulate a thesis that focuses the essay.</td>
<td>C-1</td>
<td>W, E, DE, EX</td>
<td></td>
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<tr>
<td>- Demonstrate the ability to write essays employing various rhetorical models.</td>
<td>C-1, C-2</td>
<td>W, E, DE, EX</td>
<td></td>
</tr>
<tr>
<td>- Develop the thesis by providing clear organization and detailed support.</td>
<td>C-1</td>
<td>W, E, DE, EX</td>
<td></td>
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<tr>
<td>- Demonstrate the ability to write using correct sentence structure, grammar, word usage, and diction.</td>
<td>C-1</td>
<td>W, E, H, EX</td>
<td></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, C-4</td>
<td>W, E, H, EX</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the conventions of Modern Language Association documentation.</td>
<td>C-4</td>
<td>DE, RP</td>
<td></td>
</tr>
<tr>
<td>- Present and respond to text orally to peers and instructor.</td>
<td>C-3, C-5</td>
<td>RPT, Proj</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the ability to analyze a reading selection.</td>
<td>C-3, C-5</td>
<td>Q, RPT, W, H, DB</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the ability to use library and electronic resources.</td>
<td>C-4</td>
<td>DE, RP</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat’l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks** = Curriculum Frameworks
- **JP** = Judged
- **Performance/Exhibition**
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 6,000 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. 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.
**MyWritingLab**

MyWritingLab will be the primary grammar component for the course. At the beginning of the semester, all students will first take the Path Builder to serve as a baseline. All students will then take a Grammar Mastery Exam at the end of the semester to compare with the Path Builder score. The Mastery Exam will be part of the final exam.

Thirteen grammar modules will be assigned, one per week, to be completed by Friday night. MyWritingLab will lock out the students after the due date, so it is imperative that students stay on-track.

The only grade that counts for each module is the Post-Test, but students must complete the Overview, Recall #1, and Apply prior to taking the Post-Test. Students will have three attempts at the Post-Tests to improve their scores.

**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.2-17

Chapter 2, “Strategies for Successful Reading,” pp. 19-34

**Grammar:**

*Handbook* section: Reference pp. 607-740

Editing Symbols, p. 730

**MyWritingLab** assignment: Diagnostic test

**Writing:**

In-class Diagnostic essay due

**Second Week:**

**THE WRITING PROCESS**

**Reading:**

*Rhetoric* section: Chapter 3, “Planning and Drafting Your Paper,” pp. 35-56

**Grammar:**

Grammar Module: Path Builder (due Friday, January 16)


**MyWritingLab** assignment: Use Diagnostic test to plan personal MyWritingLab schedule.

**Writing:**

Revise Diagnostic essay. Formal thesis statement and outline required.

Grading emphasis will be on outlining and structure.

**Third Week:**

**REVISION, EDITING, AND PEER REVIEW**

**Reading:**

Chapter 5, “Paragraphs,” pp. 82-103

*Rhetoric* section: Chapter 4, “Revising and Editing Your Paper,” pp. 57-81


**Grammar:**

Grammar Module: Building Sentences with Subordination and Coordination (due Friday, January 23)


**MyWritingLab** assignment: exercises on thesis and organization

Fourth Week: ILLUSTRATION


Grammar: Grammar Module: Commas (due Friday, January 30)
MyWritingLab assignment:

Writing: Illustration draft essay due for peer review. Formal thesis statement and outline required. Grading emphasis on essay structure, grammar, substantial content, and specificity.

Fifth Week: ILLUSTRATION (Continued)

Reading: Rhetoric section: Chapter 6, “Effective Sentences,” pp. 104-116
Chapter 7, “Achieving Effective Style and Tone Through Word Choice,” pp. 117-140

Grammar: Grammar Module: Run-Ons: Commas Splices and Fused Sentences (due Friday, February 6)
MyWritingLab assignment:

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

Sixth Week: COMPARISON

Reading: Rhetoric section: Chapter 13, “Comparison: Showing Relationships,” pp. 219-231

Grammar: Grammar Module: Fragments (due Friday, February 13)
MyWritingLab assignment:

Writing: Comparison In-Class essay due. Grading emphasis on correct comparison structure and organization.
Seventh Week:  COMPARISON (Continued)


Grammar:  Grammar Module: Subject-Verb Agreement (due Friday, February 20)

Handbook section: “Creating Subject-Verb Agreement, p. 645
Comprehensive review of grammar in proofreading exercises
MyWritingLab assignment:

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

Eighth Week:  CAUSE AND EFFECT


Grammar:  Grammar Module: Verb Tense, Voice, and Mood (due Friday, February 27)
Handbook section: Comprehensive review of grammar in editing exercises
MyWritingLab assignment:

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

Ninth Week:  CAUSE AND EFFECT (Continued)


Grammar:  Grammar Module: Pronoun Case (due Friday, March 6)
Handbook section: “Using the Right Pronoun Case,” pp. 64-656
Comprehensive review of grammar in locating and correcting errors.
MyWritingLab assignment:

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

Tenth Week:  ARGUMENT

Reading:  Rhetoric section: Chapter 16, “Argument: Convincing Others,” pp. 263-301
Grammar: **Grammar Module: Pronoun Reference, Point of View (due Friday, March 13)**


MyWritingLab assignment:

Writing: In-class essay

Work on Argument essay.

Eleventh Week: Argument (Continued)

Reading: **Reader** section: "Immigration Policy Gone Loco," pp. 586-588; "I Have a Dream," pp. 588-592

Grammar: **Grammar Module: Pronoun Agreement (due Friday, March 20)**


Compile a history of grammatical errors in all your ENC 1101 essays.

MyWritingLab assignment:

Writing: Argument essay due. Grade for argument structure, accurate wording, and punctuation.

Twelfth Week: Documented Essay


Chapter 21, “Documenting Sources: Using MLA Style,” pp. 394-421

Grammar: **Grammar Module: Semicolons and Colons (due Friday, March 27)**


Editing your Argument Documented essay

MyWritingLab assignment:

Writing: Outline Argument Documented essay and Works Cited page according to MLA due

Thirteenth Week: Documented Essay (Continued)

Reading: Reading sources for Argument Documented essay

Grammar: **Grammar Module: Apostrophes (due Friday, April 3)**


MyWritingLab assignment:

Writing: Write a paragraph for documented essay and use a quotation and a paraphrase from two sources as supporting documentation. Grade for introducing borrowed material, accurate wording and punctuation, and citation of sources.

Fourteenth Week: Documented Essay (Continued)

Reading: Review Argument Documented essay
Grammar:  Grammar Module: Parallelism (due Friday, April 10)
Review grammar student learning outcomes in the syllabus
MyWritingLab assignment:

Writing:  Argument Documented essay due. Grade for proper MLA documentation and Works Cited.

Fifteenth Week:  PREPARING FOR THE FINAL
Reading:  Chapter 18, “The Essay Examination,” pp. 311-317
Grammar:  Grammar Module: Misplaced or Dangling Modifiers (due Friday, April 17)
Review grammar student learning outcomes in the syllabus
MyWritingLab assignment: Post Test

Writing:  Write practice essay for department final examination essay.

Sixteen Week:  ENC 1101 Grammar Mastery Exam and Departmental Essay Final Exam
(Exams are scheduled in the Student Handbook/Planner and on Canvas)
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>No. of words</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
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</tbody>
</table>

1. Diagnostic essay revision
2. Illustration essay Peer Review
3. Illustration essay revision
4. Comparison in-class essay
5. Comparison essay revision
6. Cause/Effect essay revision
7. Argument essay
8. Argument Documented essay
9. In-Class essay
10. ENC 1101 Grammar Mastery Exam
11. Departmental Final Exam essay
12. Misc. average (quizzes, oral presentation, short writing assignments)
13. MyWritingLab (average of assigned exercises)

TOTAL WORDS: Approximately 6,000+

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.