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 with writing about literature including short stories, plays, and poetry. ENC 1102 fulfills 6,000 words of the Gordon Rule writing requirement. Prerequisite: A grade of “C” 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 Gordon Rule course or to use this course as part of the general education requirement in English. 3 semester hours credit. [A]  

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

EFFECTIVE ACADEMIC YEAR:  
2014-15  

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:  


• Any basic grammar writing text (American).  

• English 1102 Syllabus, 2014-15  

• 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:
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 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 1102 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.

**LINGING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<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>C-1 C-2 C-3 C-5</td>
<td>W E DE</td>
<td>Drama Theme Analysis Documented Essay</td>
</tr>
<tr>
<td>Formulate a thesis statement that explores a literary technique.</td>
<td>C-1 C-2 C-3 C-5</td>
<td>W E DE</td>
<td></td>
</tr>
<tr>
<td>Develop the thesis by providing adequate support from the literature.</td>
<td>C-1 C-2 C-3 C-5</td>
<td>W E DE EX</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>C-1 C-2</td>
<td>W E DE EX</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>C-1 C-4</td>
<td>DE RP</td>
<td></td>
</tr>
<tr>
<td>Observe the conventions of the Modern Language Association style by correctly using direct quotations and paraphrases, avoiding plagiarism, creating a works cited page.</td>
<td>C-1 C-4</td>
<td>DE RP</td>
<td></td>
</tr>
<tr>
<td>Employ electronic resources for research.</td>
<td>C-1 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
- JP = Judged
- Performance/Exhibition
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 discussion posts, or 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.

Six 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

TEXTS: Backpack Literature (BL); Writing About Literature: Step By Step (SBS)

Week 1:
Reading:  
BL: Chapter 1: “Reading a Story,” 5-27  
Chapter 3: “Character,” 54-92  
Discussion stories:  
Katherine Anne Porter, “The Jilting of Granny Weatherall,” 56-84  
Alice Walker, “Everyday Use,” 69-77  
Additional Required Stories:  

SBS: Chapter 1: “The Elements of Literature,” 1-14

Writing: Introduce the Writing Lab and Canvas

Week 2:
Reading:  
BL: Chapter 29: “Writing About Literature,” 1083-1136  
Chapter 30: “Writing a Research Paper,” 1137-1154  
Discussion Stories:  
Katherine Mansfield, “Miss Brill,” 64-68  
Flannery O’Connor, “A Good Man is Hard to Find,” 352-364  
Additional Required Stories:  

Chapter 4: “Character Analysis,” 51-72

Writing: Assign out-of-class Short Story Character Analysis essay

Week 3:
Reading:  
BL: Chapter 2: “Point of View,” 28-53  
Discussion Stories:  
William Faulkner, “A Rose for Emily,” 33-41  
John Steinbeck, “Young Goodman Brown,” 304-314  
Additional Required Stories:  

Chapter 7: “Point of View Analysis,” 121-142

Writing: Work on out-of-class Short Story Character Analysis essay
Week 4:
Reading:  BL: Chapter 4: “Setting,” 93-137
Discussion Stories:
Kate Chopin, “The Storm,” 94-100
Jack London, “To Build a Fire,” 106-119
Additional Required Stories:

SBS: Chapter 5, “Setting Analysis,” 73-97

Writing: Out-of-class Short Story Character Analysis essay due
Assign out-of-class Short Story Theme Analysis essay

Week 5:
Reading:  BL: Chapter 6: “Theme,” 174-224
Discussion Stories:
Stephen Crane, “The Open Boat,” 194-215
Eudora Welty, “A Worn Path,” 365-376
Additional Required Stories:

SBS: Chapter 6, “Theme Analysis,” 99-120

Writing: Work on out-of-class Short Story Theme Analysis essay

Week 6:
Reading:  BL: Chapter 5: “Tone and Style,” 138-173
Chapter 7: “Symbol,” 225-268
Discussion Stories:
William Faulkner, “Barn Burning,” 147-162
John Steinbeck, “The Chrysanthemum,” 228-236
Shirley Jackson, “The Lottery,” 258-265
Additional Required Stories:

SBS: Chapter 8, “Symbol Analysis,” 143-162
Chapter 12, “Tone Analysis,” 231-251

Writing: Out-of-class Short Story Theme Analysis essay due
Assign out-of-class Drama Setting Analysis essay
SHORT STORY EXAM

Week 7:
Reading:  BL: Chapter 23: “Reading a Play,” 657-671
Chapter 44: “Writing About a Play,” 1960-1971
Discussion Play:
Susan Glaspell, *Trifles*, 659-671
Additional Required Play:

*SBS:* Chapter 13: “Writing an Extended Literary Analysis Essay,” 253-269

**Writing:**
Work on out-of-class Drama Setting Analysis essay

**Week 8:**
**Reading:** *BL:* Chapter 27: “The Modern Theater,” 879-960
**Discussion Play:**
Henrik Ibsen, *A Doll’s House*, 880-941
**Additional Required Play:**

**Writing:**
Out-of-class Drama Setting Analysis essay due
Assign out-of-class Drama Symbolism Analysis essay

**Week 9:**
**Reading:** *BL:* Tennessee Williams, “A Glass Menagerie,” 969-1021
**Additional Required Play:**

**Writing:**
Work on out-of-class Drama Symbolism Analysis essay

**Week 10:**
**Reading:** *BL:* Chapter 24: “Modes of Drama,” 679-703
Christopher Marlowe, “Scene from Doctor Faustus (Act 2, Scene 1),” 682-687
**Additional Required Play:**

**Writing:**
Out-of-class Drama Symbolism Analysis essay due
DRAMA EXAM

**Week 11:**
**Reading:** *BL:* Chapter 9: “Reading a Poem,” 377-392
Chapter 10: “Listening to a Voice,” 393-416
Chapter 11: “Words,” 418-436
Chapter 12: “Saying and Suggesting,” 437-447
**Discussion Poems:**

**Additional Required Poems:**

*SBS:* Chapter 9, “Analyzing Poetry, 165-186
Week 12:
Reading: BL: Chapter 13: “Imagery,” 448-461
Chapter 14: “Figures of Speech,” 462-480
Chapter 19: “Symbol,” 548-560
Discussion Poems:

Additional Required Poems:


Writing: Assign first out-of-class Poetry Explication essay of an assigned poem for oral presentation

Week 13:
Reading: BL: Chapter 15: “Sound,” 481-495
Chapter 16: “Rhythm,” 496-511
Discussion Poems:

Additional Required Poems:

Writing: Assign second out-of-class Poetry Explication essay
Work on first out-of-class Poetry Explication essay of an assigned poem for oral presentation

Week 14:
Reading: BL: Chapter 17: “Closed Form,” 512-532
Chapter 18: “Open Form,” 533-547
Chapter 20: “Myth and Narrative,” 561-576
Discussion Poems:

Additional Required Poems:

SBS: Chapter 11, “Structural Analysis,” 209-228

Writing: First out-of-class Poetry Explication essay due

Week 15: Writing: POETRY EXAM – essay and short answer
Review for final exam

Week 16: Writing: 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>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</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>No.</th>
<th>Required No. of Words</th>
<th>Actual No. of Words</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short Story Character Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>2</td>
<td>Short Story Theme Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>3</td>
<td>Short Story exam</td>
<td>0</td>
<td>_______</td>
</tr>
<tr>
<td>4</td>
<td>Drama Setting Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>5</td>
<td>Drama Symbolism Analysis</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>6</td>
<td>Drama exam</td>
<td>0</td>
<td>_______</td>
</tr>
<tr>
<td>7</td>
<td>Poetry Explication/Oral Presentation</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>8</td>
<td>Second Poetry Explication Essay</td>
<td>1,000</td>
<td>_______</td>
</tr>
<tr>
<td>9</td>
<td>Poetry exam</td>
<td>0</td>
<td>_______</td>
</tr>
<tr>
<td>10</td>
<td>Final exam essay</td>
<td>500</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL/AVERAGE</strong></td>
<td><strong>6,500</strong></td>
<td>_______</td>
</tr>
</tbody>
</table>

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’s instructions.