COURSE TITLE: English Composition 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 6,000 words of the Gordon Rule writing requirement. Prerequisite: A grade of “C” or higher in ENC 1101. 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. 3 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Kenley Byrd
Sarah Clemmons, Ph.D.
Geraldine DeFelix
Richard Hinson
Kurt McInnis
Amie Myers
Pam Rentz, Ph.D.
Ashli H. Wilkins, Ph.D.
David Williams

EFFECTIVE ACADEMIC YEAR:
2018-2019

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
- Any basic grammar writing text (American).
- English 1102 Syllabus, 2018-19
- 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
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, and all instructors record attendance daily. 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.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.
Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@chipola.edu.

**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 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.

**FREE TUTORING RESOURCES:**
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. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**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.

**LINGKING 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-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</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>W E</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**

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 literary analysis 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 and submitted to Turn It In through Canvas. 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 for 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
TENTATIVE WEEKLY SCHEDULE

Required Text: *The Norton Introduction to Literature (NIL)*

**SHORT STORY UNIT**

**WEEK 1**

Course Introduction (Official Course Syllabus, First Day Handout, Canvas)

*NIL:*  
Ch. 18, “The Literature Essay” (p. 1255)  
Ch. 20, “The Literature Research Essay” (p. 1295)  
Ch. 21, “Quotation, Citation, & Documentation” (p. 1308)  
Ch. 1, “Plot” (p. 57)  
“Sonny’s Blues,” by James Baldwin (p. 66)

Additional required stories:  
1) Instructor’s Choice  
2) Instructor’s Choice

**WEEK 2**

*NIL:*  
Ch. 3, “Character” (p. 130)  
“Good People,” by David Foster Wallace (p. 156)  

Additional required stories:  
1) Instructor’s Choice  
2) Instructor’s Choice

Writing: SHORT STORY CHARACTER ANALYSIS ESSAY assigned

**WEEK 3**

*NIL:*  
Ch. 2, “Narration and Point of View” (p. 110)  
“The Cask of Amontillado,” by Edgar Allan Poe (p. 115)

Additional required stories:  
1) Instructor’s Choice  
2) Instructor’s Choice

Ch. 4, “Setting” (p. 164)
"The Lady with the Dog," by Anton Chekov (p. 171)

Alternate or additional required stories:
1) Instructor’s Choice
2) Instructor’s Choice

Writing: SHORT STORY CHARACTER ANALYSIS ESSAY due

WEEK 4

NIL: Ch. 6, “Theme” (p. 249)
“The Open Boat,” by Stephen Crane (p. 254)

Additional required stories:
1) Instructor’s Choice
2) Instructor’s Choice

Writing: SHORT STORY THEME ANALYSIS ESSAY assigned

WEEK 5

NIL: Ch. 5, “Symbol and Figurative Language” (p. 213)
“The Birth-Mark,” by Nathaniel Hawthorne (p. 219)

Additional required stories:
1) Instructor’s Choice
2) Instructor’s Choice

Writing: SHORT STORY THEME ANALYSIS ESSAY due

WEEK 6

NIL: Selections from “Reading More Fiction” (p. 279)
1) Instructor’s Choice
2) Instructor’s Choice
3) Instructor’s Choice

Writing: SHORT STORY EXAM
POETRY UNIT

WEEK 7

NIL: "Poetry: Reading, Responding, Writing" (p. 476)
Ch. 7, “Speaker” (p. 509)
Ch. 8, “Situation and Setting” (p. 524)

Poems to be discussed:
1) “Richard Cory”
2) “The Ruined Maid”
3) “I Wandered Lonely as a Cloud”

Alternate or Additional Poems:
1) Instructor’s Choice
2) Instructor’s Choice

Writing: FIRST POETRY EXPLICATION ESSAY assigned

WEEK 8

NIL: Ch. 9, “Theme and Tone” (p. 546)
Ch. 10, “Language: Word Choice and Order” (p. 566)
Ch. 11, “Picturing: Visual Imagery & Figures of Speech” (p. 577)

Poems to be discussed:
1) “Those Winter Sundays”
2) “A Red, Red Rose”

Alternate or Additional Poems:
1) Instructor’s Choice
2) Instructor’s Choice

Writing: FIRST POETRY EXPLICATION ESSAY due
SECOND POETRY EXPLICATION ESSAY assigned

WEEK 9

NIL: Ch. 12, “Symbol” (p. 592)
Ch. 13, “The Sounds of Poetry” (p. 609)
Poems to be discussed:
1) “The Perfect Rose”
2) “Dulce et Decorum Est”

Alternate or Additional Poems:
1) Instructor’s Choice________________________
2) Instructor’s Choice________________________

Writing: SECOND POETRY EXPLICATION ESSAY due

WEEK 10

NIL: Ch. 14, “Internal Structure” (p. 633)
Ch. 15, “External Form” (p. 655)

Poems to be discussed:
1) “I Hear America Singing”

Alternate or Additional Poems:
1) Instructor’s Choice________________________
2) Instructor’s Choice________________________
3) Instructor’s Choice________________________

Writing: POETRY EXAM

DRAMA UNIT

WEEK 11

NIL: “Drama: Reading, Responding, Writing” (p. 768)
Ch. 16, “Elements of Drama” (p. 800)
Trifles, by Susan Glaspell (p. 771)

Writing: DRAMA SETTING ANALYSIS ESSAY assigned

WEEK 12

NIL: A Doll’s House, by Henrik Ibsen (p. 812)

Writing: DRAMA SETTING ANALYSIS ESSAY due
WEEK 13

NIL: Antigone, by Sophocles (p. 1211)

Writing: DRAMA SYMBOLISM ANALYSIS ESSAY assigned

WEEK 14

NIL: Additional dramatic reading(s):
    Instructor's Choice________________________

Writing: DRAMA SYMBOLISM ANALYSIS ESSAY due

WEEK 15

Writing: DRAMA EXAM

FINALS WEEK

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.

A ............... 90 - 100
B ................ 80 - 89
C ................ 70 - 79
D ................ 60 - 69
F ............... Under 60

Extra credit work will not be given.

Below is the chart that teachers will use to record student word count in the course.
ASSIGNMENTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Assignment Description</th>
<th>Required No. of Words</th>
<th>Actual No. of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Short Story Character Analysis</td>
<td>800</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>900</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Second Poetry Explication Essay</td>
<td>800</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>
</tbody>
</table>

**TOTAL/AVERAGE**

|                                  | 6,000 |

All assignments listed above must be kept in individual student folders and turned in to the Department Office at the completion of each semester or submitted in Canvas for an electronic collection of writings, depending on the instructor’s preference.

See your Instructor First Day Handout for individual instructor’s instructions.