

**ENC 1102-for All Sections
Department of English
Florida A & M University
Tallahassee, FL 32307-4800**



Administrative Offices

**446 Tucker Hall
(850) 599-3737**

Writing Resource Center

**124 Tucker Hall
(850)599-8391**

Web Address

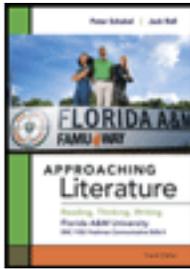
<http://www.famu.edu/DepartmentofEnglish>

ENC 1102: Freshman Communicative Skills II
Department of English
Florida A & M University

Course Description:

ENC 1102 is the second of two 3-credit mandatory composition courses. Its purpose is to improve students' oral and written communication skills as well as their research and critical thinking abilities through narration, exposition, and argumentation.

Required Text:



Ridl, Jack and Peter Schakel. *Approaching Literature Reading, Thinking, Writing*. 4th ed. Boston: Bedford St Martin's, 2017. Print

WEC: This course is a designated *Writing Enhanced Course (WEC)* in the Writing Across the Curriculum (WAC) program at FAMU. You will receive substantive instruction in the writing process (e.g., enhancing general academic writing mechanics, using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and using references). You will also have multiple opportunities to practice writing as a means of acquiring the knowledge and skills specific to this course. Writing assignments will comprise 20-40% of the course grade. For additional information regarding this institutional initiative and supporting resources, visit www.famu.edu/QEP or contact wac@famu.edu.

Performance Goals:

In order to complete ENC 1102 with a grade of “C” or higher, the student must satisfy the following requirements:

1. Students must make a passing score of 3 or higher on a diagnostic essay that will be completed during the first week of the semester. If the student does not score at least a 3 on this pre-assessment essay, then he/she must attend the Writing Center, as partial fulfillment of ENC 1102.
2. Students must participate in class (homework, quizzes, exercises, discussions, etc.)
3. Students must write two out-of-class documented essays on a literary topic.
4. Students must write one research paper on an assigned/approved novel.
5. Students must satisfactorily complete all writing skills/grammar activities.
6. Students must complete a final graded in-class essay during the final week of class that will also be assessed by **using the University's uniform critical thinking rubric.**

Course Objectives:

Students will:

1. Read with literal comprehension
 - identify main ideas

- list supporting details
 - explain the contextual meaning of words
- 1.2 Read with critical comprehension
- state author's purpose
 - describe author's tone
 - detect bias in text
 - draw logical inferences and conclusions
2. Write expository essays
- 2.1 Write critical/analytical essays
- write position papers
 - provide impromptu written responses to questions about literary works
 - analyze various elements of literature, such as character analysis, theme, imagery, symbolism
 - write critical evaluation of non-literary texts and other genres (film, for example)
- 2.2 Transmit ideas and information which conform to conventional standards of written English

In addition to the ENC 1102 Course Objectives described above, this course also has expected critical thinking learning outcomes.

FAMU's Critical Thinking Definition: *the ability to understand, apply, analyze, and solve problems, develop new knowledge, and think creatively.*

Specific Critical Thinking Learning Outcomes based on revised Bloom's Taxonomy:

1. **Remembering:** Students will demonstrate the ability to recall previously learned material, specific facts, and theories.
2. **Understanding:** Students will demonstrate an awareness of what the material means; demonstrate an understanding of work based on one's knowledge of it.
3. **Applying:** Students will demonstrate the ability to use data, principles, theories learned to answer questions in a new environment; demonstrate the ability to apply what is learned and understood.
4. **Analyzing:** Students will demonstrate the ability to break down material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. **Evaluating:** Students will demonstrate the ability to make judgments based on criteria and standards through checking and critiquing.
6. **Creating:** Students will demonstrate the ability to put elements together to form a coherent or functional whole; demonstrate the ability to reorganize elements into a new pattern or structure through generating, planning, or producing.

As the Quality Enhancement Plan changes, updates will be found on the FAMU University Website

Additional Learning Outcomes For ENC 1102:

The student must show mastery of grammar editing skills on an objective test and must write an essay showing evidence of the following skills:

1. Selecting a subject which lends itself to development.
2. Determining the purpose and the audience for writing.
3. Limiting the subject to a topic that can be developed within the requirement of time, purpose, and audience.

4. Formulating a thesis statement that focuses the essay.
5. Developing the thesis or main idea statement by
 - a. providing adequate support that reflects the ability to distinguish between generalized and specific evidence,
 - b. arranging the ideas and supporting details in logical pattern appropriate to the purpose and focus,
 - c. writing unified prose in which all supporting material is relevant to the thesis or main idea statement, and
 - d. writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.
6. Demonstrating effective word choice by
 - a. using words that convey the denotative and connotative meanings required by context.
 - b. avoiding inappropriate use of slang, jargon, clichés, pretentious expressions, and avoiding wordiness;
7. Employing conventional sentence structure by
 - a. placing modifiers correctly,
 - b. coordinating and subordinating sentence elements according to their relative importance,
 - c. using parallel expressions for parallel ideas, and
 - d. avoiding fragments, comma splices, and fused sentences.
8. Employing effective sentence structure by
 - a. using a variety of sentence patterns and
 - b. avoiding overuse of passive constructions.
9. Observing the conventions of standard American English grammar and usage by
 - a. using standard verb forms,
 - b. maintaining agreement between subject, verb, pronoun and antecedent,
 - c. avoiding inappropriate shifts in tense,
 - d. using proper case forms,
 - e. maintaining a consistent point of view,
 - f. using adjective and adverbs correctly, and
 - g. making logical comparisons.
10. Using standard practices for spelling, punctuation, and capitalization. revising, editing, and proofreading units of discourse to ensure clarity, consistency, and conformity to the conventions of standard written American English.

*SEE YOUR INSTRUCTOR FOR SPECIFIC WRITING CENTER REQUIREMENTS.

Grade Computation: SEE INSTRUCTOR FOR SPECIFIC GRADE PERCENTAGES
 Students will receive *75% for graded essays, 25% for miscellaneous activities (class participation, exercises, and other assignments).

Grade Chart: All essays and tests will be calculated according to the following chart:

100-90 = A	4.00 – 3.50
89-80 = B	3.33 – 2.27
79-70 = C	2.33 – 1.75
69-60 = D	1.33 – 0.75
59-0 = F	0.00 – 0.00

Essay Format: Essays; All final drafts of Essays must be typed in black ink on white 8 1/2x11 paper. The font size should be 12. You should place the following information, on separate lines, against the left margin of your first page: your name, the instructor's name (Dr. _____), the course prefix and section number (ENC 1102-section), and the submission date. Center the title of the paper. Double-space between lines and set your margins at one inch on all sides of the page. Do not justify the right margin. **FINAL DRAFTS THAT ARE EMAILED WILL NOT BE ACCEPTED.** All invention material and preliminary drafts should be stapled behind each final draft. Your essays will be graded according to the English Department's "**Rubric for MLA Documented Essays.**" **SPECIAL NOTE: UNDOCUMENTED OR PLAGIARIZED PAPERS WILL RECEIVE A FAILING GRADE.** TIMED/IN-CLASS ESSAYS: The Pre-Assessment Essay, Timed Essay 1, and Timed Essay 2 must be written in a large Examination Booklet (Blue Book). One letter grade will be deducted from essays that are not written in blue books. Each handwritten, in-class essay should be approximately 500 words in length. Timed/In-class Essays will be graded holistically according to the English Department's "**Rubric for Holistically Graded Essays:**" (Please see the departmental syllabus for a more detailed explanation of the holistic grading criteria) You may also be required to submit your work on CANVAS and the instructor may choose to require essays to be evaluated using Plagiarism software (SafeAssign, TurnItIn, etc.)

Conferences

Instructors' office hours have been established to provide students with assistance, and students are encouraged to use them. Instructors also will inform students of any mandatory conferences that are required during the semester.

Attendance

Attendance is mandatory. For students who have Monday, Wednesday, Friday classes, four unexcused absences may result in failure of the course. For students who have Tuesday and Thursday classes, three unexcused absences may result in failure of the course. Excuses for absence must be submitted within _____ day(s) of the absence. An instructor may decide to count several tardies as an absence; thus, students are encouraged to arrive to class on time.

American with Disabilities Act (ADA) Policy

Students with disabilities needing academic accommodations should, during the first week of class: (1) Register with and provide documentation to the Center for Disability, Access and Resources (850-599-3180). (2) Bring a letter to the instructor from the center, indicating the need for academic accommodations. All class materials are available in alternative format upon request.

Homework Format: All homework assignments should clearly indicate the student's name submission date, and page number(s) of the assignment (if applicable). Unless noted otherwise, homework must be typed and will be graded on a check system. A check + is excellent, a check is good, a check – is fair, a – is poor/weak, x means you fail the assignment.

Late Paper/Homework Policy: Assignments are due on the specified date. Late homework will not be accepted, and late essays will ONLY be accepted up to ONE CLASS MEETING after the due date with one letter grade being deducted. Timed essays and quizzes must be taken on the day they are scheduled or administered; they cannot be made up without an official excuse. Also, late homework will not be accepted without an official excuse. (For a list of excused absences see "Attendance" section.) **No essays/assignments will be accepted during final examination week!!)**

PLAGIARISM: Plagiarism, the use of someone else's material (a book, an article, another essay, etc.) without giving proper credit, or the submission of your work that is not original for this class is grounds for failure. Although students are encouraged to share ideas and to collaborate on projects with other writers, all work they do in this class needs to be their own work. Students should save all drafts to show their writing process/progress and to avoid worries about plagiarism. **PLAGIARIZED PAPERS WILL RECEIVE A GRADE OF ZERO.** The student may also be failed for the course and/or subjected to a number of other University penalties. For a more detailed explanation of the **Academic Honor Policy**, students should consult The Fang Student Handbook or the University's website (www.famu.edu) under the "University Regulations" link. The Student Code of Conduct is located in section 2.012.

NON-DISCRIMINATION POLICY: "It is the policy of Florida A & M University that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, handicap, disability, sex, marital status, national origin, veteran status, and sexual harassment, as prohibited by state and federal statutes" (Regulations of Florida A & M University 10; 103). For a more detailed explanation of the **Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures**, consult section 10.103 under "University Regulations" on the FAMU website: www.famu.edu. All related questions and concerns should be directed to the Office of Equal Opportunity Programs.

Grade of "I" (Incomplete)

Students may receive an "I" only if they meet the following criteria: (1) they are passing the course with a 70% or higher and have completed all course work except two essays; (2) they have a valid excuse for not having completed the required course work. Students must provide instructor with proof of the crisis or emergency that prevented them from completing course work during the semester. This information needs to accompany the contract and change of grade request, submitted to the Dean.

Students who receive an "Incomplete" MUST SEE THEIR ENC 1102 INSTRUCTOR TO MAKE UP WORK AND TO CHECK ON CHANGE OF GRADE CONCERNS INVOLVING ENC1102.

Semester Activities ENC 1102 – Freshman Communicative Skills II

WEEK 1

Introduction to Course, Text(s) Guidelines
Diagnostic Essay (Pre-Assessment)

WEEK 2

Diagnostic Language Skills Test (Pre-Assessment)
Grammar Overview (Instructor's Option)

WEEK 3 – 15

Instructor's choice of various rhetorical modes, language skills exercises, and assigned essays that are required to meet course objectives/requirements.

Each instructor is responsible for providing students with his/her tentative schedule of weekly activities and individual expectations regarding classroom conduct and other

pertinent information.

FINAL EXAMINATION WEEK

Composition Studies will not be using the final examination week for testing purposes.

RUBRIC FOR MLA DOCUMENTED ESSAYS

CRITERIA

I. DOCUMENTATION MAXIMUM POINTS - 25

(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)

Parenthetical documentation
Works Cited page(s)
Number and kinds of sources
Effective and relevant use of quotations
Graceful integration of quotations
Correct MLA style

II. ORGANIZATION /DEVELOPMENT MAXIMUM POINTS - 50

(0-Fail 10-Poor 20-Weak 30-Fair 40-Good 50-Excellent)

Effective introduction
Logical paragraph order
Clear transitions
Conclusion
Topic sentences
Plausible/Convincing support
Evidence of critical and insightful thinking

III. CONVENTION AND SENTENCE STRUCTURE MAXIMUM POINTS - 25

(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)

Grammar
Mechanics - spelling, punctuation, capitalization
Word Choice - diction
Sentence Problems - Fragments, run-ons, comma splices, wordiness, dangling modifiers
Evidence of Proofreading

NOTE: MISCELLANEOUS

Teacher may assign additional points for other considerations, *not to exceed 10 points*.

SPECIAL NOTE: UNDOCUMENTED OR PLAGIARIZED PAPERS WILL RECEIVE A FAILING GRADE.

RUBRIC FOR UNDOCUMENTED ESSAYS

CRITERIA

- I. ORGANIZATION** **MAXIMUM POINTS - 15**
(0-Fail 3-Poor 6-Weak 9-Fair 12-Good 15-Excellent)
Effective introduction
Logical paragraph order
Clear transitions
Conclusion
- II. DEVELOPMENT** **MAXIMUM POINTS - 50**
(0-Fail 10-Poor 20-Weak 30-Fair 40-Good 50-Excellent)
Topic sentences
Plausible/Convincing support
Evidence of critical and insightful thinking
- III. CONVENTION AND SENTENCE STRUCTURE** **MAXIMUM POINTS - 25**
(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)
Grammar
Mechanics- spelling, punctuation, capitalization
Word Choice- diction
Sentence Problems- fragments, run-ons, comma splices, wordiness, dangling modifiers
Evidence of proofreading
- IV. MISCELLANEOUS** **MAXIMUM POINTS - 10**
Teacher Preference