

ENC 1102_Section # 011 2238
Department of English
Florida A&M University
Tallahassee, FL 32307-4800



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<https://cssah.famu.edu/departments-and-centers/english-and-modern-languages/index.php>

ENC 1102- 011: Freshman Communicative Skills II
Department of English
Florida A&M University

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Office Hours: MW 1-3 by email or Zoom (must be scheduled)

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.

Note: Instructors are required to deliver course material in accordance with the assigned modality (face-to-face, online, hybrid). Also, students must attend the section for which they are scheduled, even if the instructor teaches multiple sections of the same course.

Required Text:



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

Additional Texts:

Elementary English by Kaveh Bassiri (I will provide this text in PDF format)

Performance Objectives:

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

1. Students must complete a diagnostic study plan and attend Writing Resource Center tutorials and workshops, as partial fulfillment of ENC 1102.
2. Students must participate in class (homework, quizzes, exercises, discussions, etc.).
3. Students must successfully complete three required MLA writing assignments, one of which must be documented. Additionally, one assignment must respond to a novel of the instructor's choice, while the

other two respond to two differing literary genres, also of the instructor's choice; and

4. Students must complete a fourth composition assignment of teacher choice. (Instructor will choose and discuss this assignment with his or her class. Note: The "Free Assignment" is specific to each class and does not have to be a traditional essay.)

This course satisfies the General Education Expected Learning Outcomes for Communication:

COMMUNICATION COMPETENCIES

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 General Education Outcomes described above, this course also has expected critical thinking learning outcomes in accordance with the University's working definition of critical thinking and as outlined in the University's Quality Enhancement Plan entitled "Enhancing Performance in Critical Thinking."

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.

Course Objectives:

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.

Grade Computation:

You will also be assigned many writing assignments in class and out of class (online). This will include creative writing, research writing, and reflective and responsive writing. Large assignments will be broken down into parts (outline, pre-writing, draft, peer review, etc) accordingly.

Homework 15%

Journal (Freewriting, in-class writing) 15%

Research Essay 25%

Topic Essay 25%

Poem Portfolio 20%

A NOTE ABOUT WRITING

ENC 1102 is a reading and writing class. In order to be good writers, we must be good readers. The texts in the course will provide opportunities for you to work on your reading, analytical, reflective, and critical thinking skills. In class we will closely read texts and work in groups and individually to form our own ideas and opinions. We will think a lot about our own writing which is an important part of the learning process. Writing will occur in class and out of class through different assignments (essays, poems, responses, minute-papers, reflections, journal entries) and we will utilize the writing process from prewriting to revision. An important thing to remember is that writing is recursive—you can move back and forth between writing steps during the writing process. At the university level the burden of responsibility falls on you, the student, to complete and submit your assignments. If you need extra help with your writing, you can use the WRC (The Writing Resource Center) and other resources. I am available during conferences and office hours for individual help.

COURSE GOALS FOR SNODGRASS' ENC 1102

At the end of the semester, students who pass the course with a “C” will be able to:

- Analyze literary and visual compositions
- Write university-level work that exemplifies inquiry, reflection, and research.
- Write work that exhibits information literacy
- Engage in a full writing process
- Effectively use sources in your own writing, synthesizing others' ideas with your own and properly documenting sources
- Read actively and critically
- Appreciate creative and effective writing
- Identify diversity in artifacts, including literary and visual compositions

→ Work collaboratively with peers

CONFERENCES

Office hours have been established to provide students with assistance, and students are encouraged to use them. Project conferences will be held in class and online. During conferences we will examine your writing assignment after it has been peer-reviewed. Please come to conferences with a clean draft that has been peer-reviewed and REVISED. I will not accept it. Individual conferences also allow me to get to know you as a writer and identify strengths and weaknesses in your work. I will inform the class of conference days and times and you will be responsible for signing up for a conference time. Conferences are in lieu of a formal class meeting and are counted toward attendance.

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 7 day(s) of the absence. Three tardies count as an absence; thus students are encouraged to arrive to class on time.

Academic Honor Policy Statement

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Honesty Violations are provided in University Policy 2.012 (10.)(s). If you have any questions, please see your Academic Advisor.

University Americans with Disabilities Act (ADA) Statement

The Florida A&M University Americans with Disabilities Act (ADA) Policy Statement states that “Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076.” It is the responsibility of the FAMU Equal Opportunity Programs (EOP) Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. If you have any questions, please contact your Academic Advisor or the University EOP Officer, Equal Opportunity Programs, 674 Gamble Street, Tallahassee, FL 32307, (850) 599-3076.

Center for Disability, Access, and Resources (CeDAR)

CeDAR uses an online accessible information management portal called AIM which allows students to apply for services, request accommodations, set up testing appointments and more. To submit accommodation requests, students should simply visit <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php> and use their FAMU login to submit requests. Faculty will receive an email notification with the next steps.

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual

harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Audio/Video Recording

In accordance with House Bill 233/Section 1004.097, Florida Statutes,

“Students may audio or video record a class lecture for a class in which the student is enrolled. A class lecture is defined as an educational presentation delivered by faculty or guest lecturer or faculty-delivered presentation, as part of a Florida A&M University course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical presentations, such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session” (FAMU Academic Affairs, “HB 233 FAQs”).

No audio recorded and/or videotaped portion of this course may be published “without the written consent of the lecturer. Publish means share, transmit, circulate, distribute, or provide access to a recording regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of the recording, is considered to be published if it is posted on or uploaded, in whole or part, to any media platform, including but not limited to social media, magazine, newspaper, or leaflet.”

“If a student publishes a recording of a class lecture without the lecturer’s written consent, and it is not in connection with a University complaint or as evidence in a criminal or civil legal proceeding, the student could face severe legal and/or disciplinary consequences. Per HB 233/section 1004.097, Florida Statutes, the unauthorized publishing of the recording allows the lecturer to take the student to court for damages, including attorney’s fees, totaling as much as \$200,000. Additionally, the student may be referred to the Office of Student Conduct and Conflict Resolution for a potential violation of the Student Code of Conduct.”

Student data and privacy are protected through the University’s licensure with Zoom and Canvas, as well as faculty professional ethics.

Students requiring special accommodations should contact the Center for Disability Access and Resources (CeDAR), as well as the instructor, in advance (see “Accommodations” section below for more info.).

FERPA

The Family Educational Rights and Privacy Act of 1974, as amended (also sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Generally the law provides that, with some exceptions, no information, applications, forms, letters, records, transcripts, etc. may be released, whether orally or in writing, without prior written consent, dated and signed by the student, specifying the records to be released, the reasons for release and to who the records are to be released. Please inform your parents that if they contact me I am not allowed to discuss your progress in the course or your grades. This is by law.

Tentative Semester Activities*
ENC 1102 – Freshman Communicative Skills II

SCHEDULE/CALENDAR

A schedule of assignments (or calendar) will be posted on Canvas the first week of class and then bi-weekly. Please make sure you read the schedule each week so you are familiar with reading and writing assignments for that week. You are responsible for what is on the schedule of assignments.

FINAL EXAMINATION WEEK

Composition Studies does not use the final examination week for testing purposes. Final projects may be due (See instructor for assignment deadlines).

***Semester activities are subject to revision**

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