

ENC 1102 **012** 2238
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
599-8391

Web Address

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

ENC 1102- (012): Freshman Communicative Skills II
Department of English
Florida A&M University

Instructor's Name: **Rafael Gamero**

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Office Hours: **Monday 9:00AM-10:00AM (Zoom Only) & Tuesday & Thursday
2:30-4:00PM (F2F & Zoom)**

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:



- 1.) Ridl, Jack and Peter Schakel. *Approaching Literature: Reading, Thinking, Writing*. 4th ed. Boston: Bedford St Martin's, 2017.
- 2.) Hamid, Mohsin. *Exit West*. Riverhead Books, 2017. ISBN: 978-0735212206

Additional Texts:

Any additional readings/materials will be provided and posted on Canvas.

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:

Grade Outline

Participation (Attendance, Quizzes, Classwork, Discussions)	20%
Writing Responses	10%
Literary Analysis Essays (2x)	15% each (30% Total)
Short Story	10%
Research Paper	20%
Portfolio	10%
Total	100%

Description of Coursework

Writing Responses: You will be responsible for online writing responses. These will be online in Canvas as part of a discussion board. These responses will consist of 100-200 word mini-essays based on our readings. Sometimes I will provide questions/prompts for you to consider; other times, I will encourage your spontaneous reflections on a given text. These are to be completed by 11:59PM on Fridays, and can be about any of the texts we studied that week or a combination of both. Apart from ensuring that you stay caught up with the readings, these assignments will help foster class discussion by allowing you the opportunity to reflect on our readings. As such, I will not often make specific comments on these assignments, but may rather invite you to discuss your reflections in class.

Essays: By the end of the course, you will have written a total of 3 essays and one short story. The final essay is a research paper that will incorporate the issues presented in the novel we study towards the second half of the semester.

Portfolio: By the end of the semester, you will gather all of your essays into one electronic document that will be submitted via Canvas. In addition to resubmitting all of your graded essays, you are required to write a 1-page reflection of your writing progress. Specific guidelines (including templates and samples) will be provided near the end of the semester.

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.

Each student is required to meet with the instructor at least once during the semester to discuss assignments, the writing process, and any other concerns. You will be informed when this meeting will take place and given an opportunity to sign up for a specific time. You are advised to arrive on time and to be as prepared as you would be for a regular class meeting. In addition to scheduling the mandatory conference, students may also meet with the instructor during office hours or by appointment.

Electronics Policy:

Generally, laptops or cellphones may be used in class to engage in class-related activities as approved by the instructor; however, these should not pose any distractions to yourself or others in the class during our class session.

Course Participation:

Whatever your reasons for choosing this course, your decision reveals your commitment to the subject matter as well as your interest in helping to create a productive learning environment. The following list comprises your responsibilities for maintaining productive and respectful classroom dynamics:

- Come to class having fully read the text(s) assigned along with questions and comments provoked by your reading.
- Among other reasons, you have chosen this course in order to learn something about its proposed topic. To do so, you must be exposed to in-class insights and assigned readings with which you may disagree or make you uncomfortable. No matter your political, social, and/or religious loyalties, engage these insights and readings with intelligent thoughtfulness. Avoid responses based solely on what you believe; instead, logically evaluate the strength of an argument based on its rhetorical and literary strategies.
- Be careful how you phrase your perceptions of the world, the readings, and/or other members of the community. Name-calling, accusations, verbal attacks and/or other negative exchanges are both counterproductive and unacceptable to the learning environment we are committed to creating.
- Recognize that not all social groups or identity categories are visible. Sexual orientation, nationality, disability, ethnicity, HIV status, mental health status, gender identity, economic and/or social class, as well as one's conservatism, liberalism, fascism, radicalism, and/or religion are some of the categories that may be represented in the classroom but may not be visible to the eye. Please don't make assumptions based on what you think you see.
- Be mindful that an individual from a particular group does not represent that entire group. Refrain from in/directly asking any individual (including yourself) to do so.

A portion of the grade for this course is directly tied to your participation in this class. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. It also includes engaging in group or other activities during class that solicit your feedback on the readings or material in the lecture.

Civility:

This class will NOT tolerate disruptive language or disruptive behavior. Disruptive language includes but is not limited to violent and/or belligerent and/or insulting

remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones, pagers or any other form of electronic communication during the class session (email, web-browsing) outside of instructed class usage (i.e. If I tell you to live Tweet during a film). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom and issued an absence if you violate any part of this statement on civility. Remember that you will sign and return the last page of this syllabus indicating to me that you have read and understand this policy.

Attendance:

Attendance is an integral part of your academic success and engagement in this course. Regular attendance enhances your understanding of the material, promotes active participation in class discussions, and provides opportunities for collaborative learning. To maintain a fair and consistent approach, the following attendance policy will be enforced for this course:

Attendance Requirement:

- Students are expected to attend all scheduled class sessions.
- To be eligible for an A at the end of the semester, students must attend a minimum of 85% of the total course sessions.
- Students who attend less than 75% of the class cannot earn more than a C in the course.
- Attendance below 65% will result in earning no higher than a D in the course.

Recording Attendance:

- Attendance will be taken at the beginning of each class session. It is important for you to be aware of your attendance so as not to be surprised by your grade at the end of the semester. If you have any questions, feel free to reach out to me. I will be more than happy to share my attendance record with you.
- Students arriving after the attendance has been recorded will be marked as late. Two instances of lateness will be counted as one absence. You are considered late if you are not present once I call your name at roll.
- If you are more than 15 minutes late, then you will be counted absent.

Excused Absences:

- Excused absences may be granted in cases of documented medical emergencies, family emergencies, official university-sponsored events, or other compelling reasons.
- Students are responsible for notifying the instructor of any anticipated or unforeseen absences as soon as possible and providing appropriate documentation when required.
- Make-up opportunities for missed class activities or assignments due to excused absences will be provided. It is the student's responsibility to communicate with the instructor to arrange for make-up work.

Unexcused Absences:

- Absences not covered under excused categories will be considered unexcused.
- Unexcused absences will count towards the total number of absences.

A student exceeding the number of unexcused absences may be dropped from the course and assigned a grade of "F." Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes (if unexcused). Also note, that in order to receive credit for an in-class activity, you will need to have been in the classroom, unless you have an excused absence from the Dean's office.

Here is the university policy on 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 3 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."

Late Work Policy:

Assignments are due on the specified date/time. Late homework will ONLY be accepted if appropriate excuse and documentation is provided and is communicated before the due date.

Canvas:

This is our Learning Management System. It is important that you learn to navigate this to ensure your full understanding and participation in this course. You will follow modules, submit assignments, access course information, and track your grades for this course via Canvas. There is no excuse for not being aware of course-related information.

If you encounter any technical issues when submitting an assignment, contact me immediately via email (rafael.gamero@famu.edu) to let me know. Then contact the [FAMU IT HELP DESK](#). Submit a ticket using [THIS SITE](#). They normally respond promptly.

FAMU Office of Information Technology Services Help Desk: If you experience any trouble accessing Canvas FAMMAIL, or iRattler, contact the [Information Technology Services \(Links to an external site.\)](#) Help Desk for assistance. They are available Monday – Friday from 8am – 5pm. They can be contacted via telephone or email. Their contact information is below.

[Information Technology Services Help Desk \(Links to an external site.\)](#)

- Phone: 850-412-4357
- Email: helpdesk@famu.edu

Email:

I will communicate with you, when necessary, via your FAMU email, so make sure you have access to your FAMMail and that it is functioning properly. All announcements regarding changes to course meetings and other bits of information that the professor deems important will be posted on Canvas and emailed to the students' FAMU email address, so please be sure to check each daily.

Note About Emails: When emailing the professor, treat your email like all other pieces of writing that you submit to the professor. It is a reflection of you and your capabilities. Do not treat it like a text. All emails need a proper salutation/greeting,

body, closing, and signature. The subject line should clearly and concisely specify your reason for emailing. The body of your email should identify which ENC1102 class (course number and section) you are in, and it should be well-written and have no grammatical or mechanical errors. At some point in the body (preferably the conclusion of the body), you should ask the question or questions for which you are seeking guidance or an answer(s). Close with the appropriate closing, and sign the email by typing your full name, if you haven't input a permanent signature to be attached to all of your outgoing email. Please do each of these things if you want a response from the professor.

Format for Submitting Work:

There will be different methods of submitting your work (i.e. forums, uploading a Word doc. to Canvas, or even submitting a hard copy in class). I will provide instructions for each when necessary. Papers submitted online must be submitted in MLA Format using Times New Roman, font size 12, and double-spaced. You can find more information here: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

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.).

Tentative Semester Activities* ENC 1102 – Freshman Communicative Skills II

WEEK 1

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

WEEK 2

**Diagnostic Pre-Assessment, cont’d
Diagnostic Study Plan**

WEEK 3 – 14

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.

WEEK 15

Diagnostic Post-Assessment

FINAL EXAMINATION WEEK

Composition Studies does not use the final examination week for testing purposes. Final projects may be due.

***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