**ENC 1102**  
College Composition II  
Course Syllabus

<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>College Composition II</th>
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<tr>
<td><strong>Course Number</strong></td>
<td>ENC 1102</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>ENC 1101 College Composition I</td>
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<tr>
<td><strong>Credit Hours</strong></td>
<td>3</td>
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<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>Dr. Kerry Charron</td>
</tr>
<tr>
<td></td>
<td>305-809-3288</td>
</tr>
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<td></td>
<td><a href="mailto:carolyn.charron@fkcc.edu">carolyn.charron@fkcc.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>By appointment</td>
</tr>
<tr>
<td></td>
<td>(Available by phone, email, Skype or on campus meetings)</td>
</tr>
</tbody>
</table>

This online course provides students the opportunity to complete the coursework virtually. The course can be accessed on the first day of class at [http://online.fkcc.edu](http://online.fkcc.edu). If you have difficulty logging into the course or do not see the course listed in D2L, contact the Office of Distance Learning helpline at 305-809-3177 (or send an e-mail to D2lhelp@fkcc.edu) for assistance.

The focus of this course is studying and writing about various literary texts in light of historical events and contemporary social issues; students will write about literature in discussion postings and essays using Modern Language Association (MLA) format. Students will use **Desire to Learn (D2L)**, an online learning management system, to access course materials, participate in discussion threads, and complete brief literary comprehension, grammar and MLA format quizzes. In addition, we will use **Turnitin** for the collection, storage and grading of essays. More information about these technological tools can be found on the course home page (check news announcements section) and content sections of D2L.
COURSE DESCRIPTION
(FROM CURRENT CATALOG)
Expository writing based upon close reading and study of selected examples from fiction, poetry, and drama. The course emphasizes oral and written analytical interpretations which include recognition of the traditional techniques, forms and rhetorical devices used by the writers of fiction and non-fiction.

Gordon Rule Writing Requirement (if applicable):
This course satisfies the Gordon Rule writing requirement. A grade of “C” or higher must be attained in order to pass this course successfully.

COURSE OBJECTIVES
Upon completion of the course, the student will be able to demonstrate knowledge of:

1. Identify major genres of literature.
2. Identify traditional techniques and rhetorical devices in writing that may include fiction, poetry, drama, and non-fiction.
3. Use critical reading and writing to analyze literature, infer meanings, and identify messages that are explicit and implicit.
4. Identify audience and purpose.
5. Develop and apply an effective thesis statement.
6. Develop and organize main ideas.
7. Support main ideas using relevant detail and appropriate evidence.
8. Compose sentences that are clear and concise.
9. Connect and cohere ideas and information in writing.
10. Read, recognize, analyze and write in a variety of expository/rhetorical patterns and a variety of forms.
11. Use inquiry and argument in writing.
12. Create and develop written products using appropriate technologies.
13. Demonstrate use of technology for research and communication.
14. Analyze, respond to and evaluate diverse perspectives.
15. Use conventions of grammar and punctuation effectively.
16. Research, cite, document and evaluate source material.

TEXTBOOKS
(ISBN-10:0-205-74514-8)

(ISBN-10: 0-205-74179-7)

STUDENT EVALUATION AND COURSE POLICIES

Specific Criteria for Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Online Activities (These 20 assignments include postings in discussion threads, quizzes and other activities.) Each online activity is worth 25 points.</td>
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<tr>
<td>500</td>
<td>Four Essays (Each essay requires use of secondary sources, correct MLA documentation style, and a length of 700-750 words.)</td>
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<tr>
<td>1,000</td>
<td>Maximum Total</td>
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</tbody>
</table>

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Last Revised May 9, 2014
Grading Scale (Standard Throughout the College)

The following grade scale will apply to this class:

- A: 90 % or above
- B: 80 - 89 %
- C: 70 - 79 %
- D: 60 - 69 %
- F: below 60 %

E-mail Communication

All class e-mail communications should be conducted using your FKCC student email address to my FKCC email address (carolyn.charron@fkcc.edu). You must use this email account and check it frequently for emails from me regarding the course AND important information from FKCC regarding registration, policies, etc. You can set up your account so that it forwards email to an address you check regularly or daily if it means you will be more likely to “stay in the loop” of FKCC communication.

Course Expectations

1. Part of becoming a more proficient writer is submitting work on time consistently, so punctuality is key to your success in this class. **No late work will be accepted** unless you notify me in advance of the due date. If I choose to accept late work based on an acceptable reason, **I will grade late essays only once I have graded ALL work submitted on time by other students**. This means I may or may not get a chance to grade and assign points for late work, because my priority is to provide feedback to students who submit work prior to deadlines. Rubrics used for grading assignments account for timeliness and quality of work. **Students must submit the first two short literary responses and the first six online activities on time in order to proceed in the coursework; otherwise, I may advise you to withdraw from the course.**

2. **Read closely and carefully.** Make sure you read each text actively, even if you find the material challenging or confusing; sometimes questions are more useful than answers when generating topics for discussion threads and essays. I recommend the following steps when reading the assigned materials.
   a. Read each assigned text at least once to get an idea of its purpose, style and elements.
   b. During subsequent readings annotate the text as you read (underline passages, jot down key words/phrases, write comments and questions in the margins, etc.). These notes could lead to excellent content for your essays!

3. **Guided Discussion Postings, Quizzes, and Other Activities:** You will be required to submit **20 activities** that include brief quizzes, focused, well-written contributions to discussion threads and other online activities throughout the semester. **In the discussion threads, I expect thoughtful, thoroughly proofread and properly cited postings that directly address the writing prompts.** Other online activities include quizzes on literary comprehension, grammar and MLA documentation style.

4. **Essays:** Start to draft your essays well before the due dates. I will provide handouts and rubrics for all essays so that you know what I expect in terms of quality of work and content.
   - **Meeting the Gordon Rule requirement for this course:** Students must write a minimum of 6,000 words in this course according to the Gordon Rule. To keep track of your word count, please include the number of words on your title page underneath your name, date and course.
section. You can find the total number of words in a Microsoft Word document in the bottom left hand corner of the screen. I have designed the assignments so that students who complete all the work and address each assignment’s requirements will easily meet the Gordon Rule stipulation of writing more than 6,000 words. You need to complete all assignments (essays and discussion postings) and meet the minimum word count for each one in order to earn a passing grade.

- All work must be typed using Times New Roman font 12 point.
- You must save ALL essays as either DOC or RTF files before you submit essays.

**Academic Honesty & Plagiarism**

Students are expected to respect and uphold the standards of honesty in submitting written work. Even though I will use Turnitin to check the originality of your work, I realize that there are ways to “use” the written work of others that Turnitin cannot catch. A brief definition of plagiarism is the presentation of another person’s work as if it were one’s own work. At times, a student may unintentionally plagiarize even when he/she thinks that a paper reflects proper citation. Since working with cited research materials can be a complicated task, I will go over all forms of plagiarism (intended and unintended) and how to avoid it. **Plagiarism is a very serious violation of academic integrity.** In essence, it is fraud.

If I suspect plagiarism, I will speak with you and determine further action. Appropriate action could involve the following one or more of the following options: redoing the assignment, writing a paper on plagiarism, no grade/credit for the assignment, a grade of F for the course, and/or reporting the case to the Office of Dean of Student Affairs for disciplinary action. **It is the student’s responsibility to review the College’s policy on Academic Honesty (see pages 81-86 regarding academic dishonesty).**

**Copyright Notice**

The materials and content provided in this course are intended only for registered Florida Keys Community College students who have paid their tuition and fees to attend this course. Materials that are affected include, but are not limited to, text, still images, audio recordings, video recordings, simulations, animations, diagrams, charts, and graphs. Every effort has been made to insure these materials are not disseminated to anyone beyond those who have legally registered for this course. Download, revision, or distribution of course material with anyone other than registered classmates and the instructor is strictly prohibited.

**Withdrawal Policy**

1. Students may withdraw without academic penalty from this course. **Check with the Office of Academic Advising regarding the deadline to withdraw.** This will result in a grade of ‘W’ for the course and will not count against the student’s GPA.
2. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.
3. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.
Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: karla.malsheimer@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Academic Etiquette

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the learning process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion postings and emails is expected, and inappropriate or offensive postings will not be tolerated.

I expect all students to approach the subject matter and fellow students in a respectful, humanistic manner. Since writing and the assigned readings reflect all aspects of life, class discussion postings might touch on sensitive topics. I expect students to respond carefully to the comments of others.

Students are expected to familiarize themselves with FKCC Policies in the current Student Handbook.
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Course Introduction</th>
<th>May 12-18</th>
<th>4 Online Activities</th>
<th>100 (25 points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Introduction</strong></td>
<td><strong>Introduction to Literature</strong></td>
<td><strong>Activity 1: Introduction</strong></td>
<td>(go to Discussions section under Assessments in D2L for directions for all assignments)</td>
</tr>
<tr>
<td><em>May 12-18</em></td>
<td><em>Discussion and review of elements of an essay and writing about literature (overview of Chapters 6-11 that we will refer to throughout the semester)</em></td>
<td><strong>Activity 2: Literary Elements quiz</strong></td>
<td><em>Activity 3: Analysis of “The Blue Stones”</em></td>
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<td><em>“The Blue Stones” by Isak Dinesen-analysis activity</em></td>
<td><strong>Activity 4: Response to Documentary on Reading</strong></td>
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### Module 1: Portrayals of Families in Literature

**May 19-June 1**

#### Reading Assignment:
- Read Chapter 1 (Literature and Life)
- Writing about family relationships

#### Selected Readings:

- **Short Fiction:**
  - “Everyday Use” by Alice Walker (p.268) and casebook (page 276-285)
  - “A Pair of Tickets” by Amy Tan (p. 240)
  - “The Parable of the Prodigal Son” by Luke (p.266)
  - “Uncle Rock” by Dagoberto Gilb [http://www.newyorker.com/fiction/features/2010/05/10/100510fi_fiction_gilb](http://www.newyorker.com/fiction/features/2010/05/10/100510fi_fiction_gilb)

- **Poems:**
  - “Those Winter Sundays” by Robert Hayden (p.338)
  - “My Papa’s Waltz” by Theodore Roethke (p.339)
  - “Digging” by Seamus Heaney (p.347)
  - “my old man” by Charles Bukowski (p.1104)
  - “If” by Rudyard Kipling [http://www.kipling.org.uk/poems_if.htm](http://www.kipling.org.uk/poems_if.htm)

#### Online Activities:
- Activities 5, 6 & 7

#### Module 1 Writing Assignment (700-750 word essay submitted to Turnitin): Due 6/1

See handouts posted in D2L for specific directions for short literary analysis and essay assignments.

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<tr>
<td><strong>Module 1</strong></td>
<td><strong>Portrayals of Families in Literature</strong></td>
<td>Chapter 12</td>
</tr>
<tr>
<td>May 19-June 1</td>
<td>Reading Assignment: Read Chapter 1 (Literature and Life)</td>
<td>Writing about family relationships</td>
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<tr>
<td></td>
<td>Selected Readings:</td>
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<tr>
<td></td>
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### Module 2: Portrayals of Love in Literature Chapter 13

**June 2-15**

<table>
<thead>
<tr>
<th><strong>Portrayals of Love in Literature: Chapter 13</strong></th>
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<tbody>
<tr>
<td>Writing about the concept of love</td>
</tr>
<tr>
<td>Use of quotation and paraphrase</td>
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</tbody>
</table>

**Selected Readings:**

- **Short Fiction:**
  - “The Gift of the Maji” by O. Henry (p.451)
  - “Happy Endings” by Margaret Atwood (p. 448)
  - “The Story of An Hour” by Kate Chopin (p. 498)
  - “Desiree’s Baby” by Kate Chopin (p.503)
  - “A Rose for Emily” by William Faulkner (p. 466)
  - “Sweat” by Zora Neale Hurston (p.473)
  - “The Chrysanthemums” by John Steinbeck (p. 1068)

- **Poems:**
  - “When You Are Old” by William Butler Yeats (p. 510)
  - “What lips my lips have kissed, and where, and why” by Edna St. Vincent Millay (p. 518)
  - “My Mistress’ Eyes Are Nothing Like the Sun” (p. 529) and “Shall I compare thee to a summer’s day” by William Shakespeare (p. 528)
  - “How Do I Love Thee? Let Me Count The Ways” by Elizabeth Barrett Browning (p.509)
  - “somewhere I have never travelled, gladly beyond” by E.E. Cummings (p.511)

Part 2 of *The Longman Pocket Writer’s Companion*

**Module 2 Writing Assignment (250-300 word response): Due 6/15**

See handouts posted in D2L for specific directions for short literary analysis and essay assignments.
<table>
<thead>
<tr>
<th>Module 3: Portrayals of Life’s Journey in Literature Chapter 14</th>
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<tbody>
<tr>
<td>June 16-29</td>
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<tr>
<td><strong>Portrayals of Life’s Journey in Literature: Chapter 14</strong></td>
</tr>
<tr>
<td>Writing about realizations about life</td>
</tr>
<tr>
<td>Analyzing the symbolism of paths</td>
</tr>
<tr>
<td>Searching the FKCC databases for secondary sources</td>
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</tbody>
</table>

**Selected Readings:**

**Childhood and Innocence:**

“Araby” by James Joyce (p.675)

“Brownies” by ZZ Packer (p.680)

**Dangerous Encounters:**

“Young Goodman Brown” by Nathaniel Hawthorne (p. 700)

“A Good Man is Hard to Find” by Flannery O’Connor (p. 710)

**Facing Death:**

“Dead Men’s Path” by Chinua Achebe (p.756)

“The Appointment in Samarra” by W. Somerset Maugham (p.752)

“Do not go gentle into that good night” by Dylan Thomas (p. 808)

“Death, Be Not Proud” by John Donne (p. 806)

**Life and Its Crossroads**

**Poet in Depth: Robert Frost**

“The Road Not Taken” by Robert Frost (p. 816)

“Acquainted with the Night” by Robert Frost (p.817)

“Fire and Ice” by Robert Frost (p.817)

“Stopping by the Woods on a Snowy Evening” by Robert Frost (p.818)

“Desert Places” by Robert Frost (p.818)

Part 3 of The Longman Pocket Writer’s Companion

| 4 Online activities: Activities 11, 12, 13 & 14 | 100 |
| Module 3 Writing Assignment (700-750 word essay): Due 6/29 | 100 |
| See handouts posted in D2L for specific directions for short literary analysis and essay assignments. |
| Module 4: Portrayals of The Individual and Society in Literature Chapter 15 & Portrayals of Personal Identity in Literature |  |
| --- |  |
| **Portrayals of The Individual and Society in Literature Chapter 15** & **Portrayals of Personal Identity in Literature Chapter 16** |  |
| Exploring the conflict between self and society |  |
| Developing a sophisticated thesis statement |  |
| **Selected Readings:** |  |
| **Short Fiction:** |  |
| “The Lottery” by Shirley Jackson (p.902) |  |
| “Harrison Bergeron” by Kurt Vonnegut Jr. (p.909) |  |
| “The Ones Who Walk Away from Omelas” by Ursula LeGuin (p. 914) |  |
| “A Clean, Well-lighted Place” by Ernest Hemingway (p. 920) |  |
| “The Swimmer” by John Cheever (p. 924) |  |
| **Poems:** |  |
| “Not Waving but Drowning” by Stevie Smith (p.944) |  |
| “Muchos Somos/We Are Many” by Pablo Neruda (p.947) |  |
| “I Hear America Singing” by Walt Whitman (p.949) |  |
| “I Too, Sing America” by Langston Hughes (p.1118) |  |
| “The Unknown Citizen” by W.H. Auden (p. 953) |  |
| **Essays:** |  |
| “Letter from Birmingham Jail” by Dr. Martin Luther King Jr. (p.968) |  |
| Excerpt from “Civil Disobedience” by Henry David Thoreau (p.981) |  |

**Portrayals of Personal Identity in Literature: Chapter 16**

Writing about Cultural and Personal Origins
The revision process

**Selected Readings:**

**Short Fiction:**

“This is What It Means to Say Phoenix, Arizona” by Sherman Alexie (p. 1057)

“Cathedral” by Raymond Carver (p.1075)

“Interpreter of Maladies” by Jhumpa Lahiri (p.1101)

**Poems:**

“The X in My Name” by Francisco X. Alarcon (p.1109)

“We Wear the Mask” by Paul Lawrence Dunbar (p.1110)

“Learning to Love America” by Shirley Geok-lin Lim (p.1111)

“New England” by Edgar Arlington Robinson (p.1112)

“Bodega” by Rhina P. Espillat (p.1113)

“So This is Nebraska” by Ted Kooser (p.1113)

Poet in Depth: Langston Hughes (pp.1116-1145)

Part 4 and 5 of The Longman Pocket Writer’s Companion

3 Online Activities: Activities 15, 16, & 17

**Module 4 Writing Assignment (700-750 word essay): Due 7/13**

**NOTE:** You may hand in this essay before Spring Break if you choose. See handouts posted in D2L for specific directions for short literary analysis and essay assignments.
Module 5: Portrayals of Nature and the Environment in Literature: Chapter 17

July 14-August 3

Portrayals of Nature and the Environment in Literature: Chapter 17

“I hear it in the deep heart’s core”: Writing about the Natural World

Selected Readings:

Short Fiction:

“To Build a Fire” by Jack London (p. 1204)

“The Open Boat” by Stephen Crane (p. 1215)

Poems:

“To see the world in a grain of sand” by William Blake (p.1260)

“The Lake Isle of Innisfree” by William Butler Yeats (p.1262)

“Storm” by H.D. (p.1263)

“The Fish” by Elizabeth Bishop (p.1263)

“To the Desert” by Benjamin Alire Saenz (p.1267)

“The Turtle” by Kay Ryan (p.1277)

Part 6 of The Longman Pocket Writer’s Companion

Module 5 Writing Assignment (700-750 word essay): Due 7/28
See handouts posted in D2L for specific directions for short literary analysis and essay assignments.

Reminder: Written Assignment

3 Online activities: Activities 18, 19 & 20

Total points: 1,000