Course Syllabus
ENC 1102 – English Composition II
Summer B 2014

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>English Composition II</th>
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<tr>
<td>COURSE NUMBER</td>
<td>ENC 1102 CRN 30293</td>
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<tr>
<td>PREREQUISITES</td>
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<tr>
<td>CREDIT HOURS</td>
<td>3.0</td>
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<tr>
<td>CONTACT HOURS</td>
<td>45</td>
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<tr>
<td>CLASS MEETING TIMES</td>
<td>3:00-6:40 p.m. Monday/Wednesday – Upper Keys Center</td>
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<td>CLASS METHOD</td>
<td>This course is designed to meet face to face in the assigned location two days a week for six weeks. This is a technology-enhanced course which uses Desire2Learn (D2L), an online setting, as an instructional resource. Students will be required to use D2L to access instructional materials, submit works of writing online in the D2L Dropbox and post responses in the online Discussion Board. In this class students produce writing assignments in response to literature (fiction, non-fiction, drama, poetry). We analyze and evaluate texts to interpret meanings and to better understand how writers and artists create work that is aesthetically and culturally effective. Students participate orally and online in discussion of readings, exercises and topical issues. Major writing assignments include academic essays, literary analyses and a final researched essay. A student may access the online portion of the course: <a href="http://online.fkcc.edu">http://online.fkcc.edu</a>. If the student has difficulty in logging in to the course or the student does not see the course listed, contact the Office of Distance Learning helpline at 305-809-3177 or e-mail <a href="mailto:D2lhelp@fkcc.edu">D2lhelp@fkcc.edu</a> for assistance. To meet with the instructor, see office and campus hours listed below; also use phone and email contact. Check the announcements page of the D2L course site regularly for instructor announcements. To access, click on &quot;Announcements&quot; under Course Tools.</td>
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INSTRUCTOR
Dr. Lois Wolfe Markham
lois.markham@fkcc.edu
Cell # 305.942.1357
Marathon office: 305.809.3145
Coral Shores office: 305.809.3146
Office / Campus Hours

**Middle Keys Center:** Monday/Wednesday 8:30 a.m. to 5:30 p.m. and also by appointment. Instructor is on campus and available to students during non-teaching times.

**Upper Keys Center:** Monday/Wednesday 9 a.m.- 6:45 p.m. and also by appointment. Instructor is on campus and available to students during non-teaching times.

**As needed by appointment:** Call 305.942.1357 or email lois.markham@fkcc.edu. Students should feel free to call and email with questions or concerns at any time.

Course Description

ENC 1102 is a course in 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 writers of literature. The course also serves as an introduction to literature. ENC 1102 includes a 6,000 word writing requirement.

Gordon Rule Writing Requirement:

This course satisfies the Gordon Rule writing requirement. Students must attain a final grade of “C” or higher.

Course Objectives

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

Required Textbooks

**Literature for Life**

Publisher: Pearson

Authors: X. J. Kennedy, Dana Gioia and Nina Revoyr, editors


Other Materials Needed

Access to Internet, computer and printer.
PROPOSED COURSE SCHEDULE – ENC 1102 – Composition II – Term Summer B 2014

Please note:  
- The course schedule is subject to change to meet the needs of the course and its students.  
- If you miss a class, it is your responsibility to stay current.  
- The syllabus is both an organizational tool and instructional document. Consult it often.  
- Major writing assignments such as essays receive percentage grades. Other requirements (such as oral participation, online responses, class preparedness and time management) receive participation points. See the Student Evaluation and Course Policies section of the syllabus below for point or percentage values of specific assignments.  
- Students can accrue participation points in each class meeting for performance in specific areas.

Part 1: INTRODUCTION / CLASSIC STORYTELLING

Class 1 – Monday, June 23

- Welcome, orientation and review of syllabus, requirements and course activity.  
- Attendance and sign-in  
- Introduction to textbook: Literature for Life.  
- Introduction to critical reading and writing about literature.  
- Review of course objectives and student personal/professional goals  
- Overview of literary genres (fiction, drama, poetry, non-fiction) and purposes of literature (instruction and pleasure)  
- Overview of elements of literature (handout)  
- Review instructor handout: Guidelines for Critical Writing About Literature; discuss draft / revision process.  
- Discussion: Storytelling – epic and modern. How do norms of a culture affect the stories it creates and passes on?  
- Critical reading and discussion in-class:  
  Epic poem: Excerpt of The Inferno by Dante Alighieri, ninth circle of hell, [http://www.bartleby.com/20/134.html](http://www.bartleby.com/20/134.html)  
  Fairy tale: “Cinderella” by Jakob and Wilhelm Grimm (handout; also posted in Content, D2L)

Online on D2L – due by 11:59 p.m. Tuesday, June 24

- Writing due #1: Brief message showing you have signed on to the Discussions Board in D2L.  
  Directions for signing-on: Go to FKCC homepage. Scroll down the list of options on the left-hand side of the homepage. Find “ Desire2Learn Login” and click. At Desire2Learn homepage, sign-on using your FKCC email name and default password. When logged into D2L, click on dropdown arrow for “Select a Course,” found in the menu across the top of the page. Select your course, Composition II, CRN 30293. At the course homepage, scan the top menu and select the drop-down arrow for “Assessments.” In the drop-down menu select “Discussions.” In Discussions, find the Forum field (shaded) entitled: “Evidence that you signed on successfully.” Below the shaded forum field is a Topic Thread of the same name. Click on the topic thread to open it. Select “Compose” to bring up a window in which you can write your message.  
  Answer the prompt: What kind of character are you? Identify a fictional character in books or popular media (movies, television, web, video games) who is like you in some way. If you can’t think of an allusion to an existing character, write yourself into D2L existence with a short personal introduction. Click “post” in order to post it in the Discussions thread.

- Writing due #2: response to a prompt.  
  Go to course homepage. Click on Content in the top menu. On the Content page you’ll find information and postings related to course content. Find the link to a poem, “My Last Duchess” by Robert Browning at [http://www.poetryfoundation.org/poem/173024](http://www.poetryfoundation.org/poem/173024). The poem is a dramatic monologue which reveals characterization of the speaker. Go to Discussions. Find the topic thread entitled: Characterization in “My Last Duchess.” Open the thread and post your response to one of the fairy tales. In your response: identify two major characteristics of the narrator of the poem; give evidence of the characteristics (i.e., use quotes and explain how the language used portrays the traits you’ve identified); identify a major conflict in the story and how it is confronted or resolved. Use clear, concise sentences, correct grammar and focused writing.
Class 2 – Wednesday, June 25

- Instructional reading due:
  - Chapter 7, “Writing About a Story,” p. 147-68.
  - Sample essays, posted in Content, D2L

- Critical reading due:
  - Poem: “Ogun” by Kamau Brathwaite, posted in Content, D2L


- Craft talk: Critical evidence (supporting details and quotes) in literature – selecting passages, scenes, quotations and facts in short stories. Sample format for signal phrasing, quotation, in-text citation and Work Cited. How to avoid plot summary; when to summarize, paraphrase and quote; where to find literary definitions: “Glossary of Literary Terms,” textbook p. 1419.


- Work in small groups: pose critical questions about a story (primarily questions of how, why, who, what, when, where). What surprised you? What bothered you? What does the story remind you of? What was not revealed and why? What did the character need but not find?

- Whole group discussion: developing a thesis statement in response to a story.

Online in D2L – by 11:59 p.m. Friday, June 27

- Writing due: Draft of Critical Essay 1: Character Analysis or Social Issue Analysis
  - Analyze characterization or a social issue in one of the stories/poems we’ve read. Write a draft essay that is a minimum of three double-spaced pages in length. Make sure the draft has an introduction and a thesis (an arguable main point plus organized support points). Incorporate sufficient in-text quotations and document at least one source (the primary source) in Work Cited. Submit the draft to the Dropbox in D2L by 11:59 p.m.

Class 3 - Monday, June 30

- Critical reading due:
  - Short story: “The Book of the Dead” by Edwidge Danticat, posted in Content, D2L
  - Poem: “So What? For the White Dude Who Said This Ain’t Poetry” by Kenneth Carroll, posted in Content, D2L
  - Spoken Word Performance of “So What?” (link posted also in Content, D2L) http://grooveshark.com/#!/search/song?q=Kenneth+Carroll+So+What+(For+The+White+Dude+Who+Sa id+This+Ain%27t+Poetry)
  - Poem: “The White Man’s Burden” by Rudyard Kipling, posted in Content, D2L
  - Poem: “The Black Man’s Burden” by H.T. Johnson, posted in Content, D2L

- Craft talk topics: What literary elements convey what characters experience, assume, believe? What literary
elements convey what readers experience, assume, believe? What limits or expands a reader’s knowledge?

- Discussion: Planning for a researched essay

**Online in D2L – by 11:59 p.m. Tuesday, July 1**

- **Critical reading due:**
  - ✓ Essay: “Shooting an Elephant” by George Orwell, p. 834

- **Writing due: response paper that integrates quotes from the primary source.**
  - Write a three paragraph response paper that examines one of the issues raised about conformity or rebellion in the essay above. Present a thesis argument and integrate at least two quotes from the primary source to support your point.

**Part 4: NARRATIVE STYLE AND IRRONY  
Identity and Experience**

**Class 4-- Wednesday, July 2**

- **Writing due: Revised Critical Essay 1:** Character Analysis or Issue Analysis
  - Submit your revised critical essay on characterization or a social issue. Essay length: minimum three double-spaced pages. Incorporate sufficient in-text quotations and document at least one source in Work Cited. Submit the revised essay to the Dropbox in D2L by 11:59 p.m.
  - **Critical reading due:**
    - ✓ Short story: “Cathedral” by Raymond Carver, p. 1076
    - ✓ Short story: “In Cuba, I Was a German Shepherd” by Ana Menendez, posted in Content, D2L
    - ✓ Poem: “Facing It” by Yusef Komunyakaa, p. 1358
    - ✓ Poem: “Her Kind” by Anne Sexton, p. 946
    - ✓ Poem: “I Hear America Singing” by Walt Whitman, p. 950
    - ✓ Poem: “Sympathy” by Paul Laurence Dunbar, p. 951
    - ✓ Poem: “On Living” by Nazim Hikmet, posted in Content, D2L

- **Craft Talk:** forms of irony – cosmic, dramatic and verbal; “Formalist Criticism,” p. 1398-99.
- **Craft Talk:** symbols and metaphor in realistic writing
- **Library Orientation:** Tips on literary and cultural research using the Internet and FKCC Library resources; difference between primary and secondary sources.
- **Writer’s Workshop / in-class:** selected essays on fiction and poetry for whole group discussion.

**Online in D2L – by 11:59 p.m. Saturday, July 5**

- **Writing due: Complete Draft of Critical Essay 2:** Analysis of Literary Elements or a Social Issue in a Cultural/Historical Context.
  - Write a draft critical essay that analyzes 1) irony, theme or symbolism; **OR** 2) a social issue discussed in a cultural/historical context. Use one or more of the literary works we’ve read so far as the basis of your analysis. Draft length: three double-spaced pages. Incorporate sufficient in-text quotations/citations and at least one source in Work Cited. Submit the draft to the Dropbox in D2L by 11:59 p.m.

**Part 5: Poetic Imagery and Meaning  
Relationships of Love and Loss**

**Class 5 - Monday, July 7**

- Instructional reading due:
  - Chapter 8, “Writing About a Poem,” p. 169-89
  - Instructor’s handout: Guidelines for Writing About Poetry
    - “Checklist: Analyzing a Poem,” p. 78
- **Critical reading due:** poems on themes of love and hate
Online in D2L – by 11:59 p.m. Tuesday, July 8

- Writing due: response paper that integrates quotes from the primary source.
  Post a three paragraph response paper that examines one of the issues raised in readings regarding themes of identity and experience or relationships of love and loss. Present a thesis argument and integrate quotes from the primary sources to support your point.

Class 6 - Wednesday, July 9

- Writing due: Revised Critical Essay 2: Analysis of Literary Elements or a Social Issue in a Historical Context.
  Submit a revision of Revise your Draft essay analyzing irony, theme and/or symbolism in the genre of short fiction.
  Essay length: three double-spaced pages. Incorporate sufficient in-text quotations/citations and at least one source in Work Cited. Submit the revised essay to the Dropbox in D2L by 11:59 p.m.

- Critical reading due: poems on themes of death, loss and change
  - “Rites to Allay the Dead” by Amit Majmudar, posted in Content on D2L
  - “Do not go gentle into that good night,” villanelle by Dylan Thomas, p. 808
  - “One Art,” villanelle by Elizabeth Bishop, p. 802
  - “Rite of Passage” by Sharon Olds, p. 344
  - “the mother” by Gwendolyn Brooks, p. 355
  - Excerpt of Hamlet, a play by William Shakespeare (handout)

Online in D2L – by 11:59 p.m. Saturday, July 12

- Writing due: Complete Draft of Critical Essay 3: Analysis of Imagery and Tone in Poetry
  Write a draft critical essay that analyzes a poem. Create an introduction and thesis that point out significant literary elements and argue that specific effects or meanings are created. Examine the elements and interpret meanings as you move line by line through the poem. Present a conclusion that reinforces your thesis and shows broader implications of your discoveries. Draft length: three double-spaced pages. Incorporate sufficient in-text quotations/citations and at least one source in Work Cited. Submit the draft to the Dropbox in D2L by 11:59 p.m.

Part 6: Drama

Individual and Society

Class 7 - Monday, July 14

- Critical reading due:
  - Drama: Death of a Salesman, handout of script excerpts; see http://chatt.hdsb.ca/~IrvineA/FOV1-0013DC8B/FOV1-0013DC8C/ARTHUR%20MILLER%20Death%20of%20a%20Salesman.pdf?Plugin=Loft
  - Poem: “The Unknown Citizen” by W.H. Auden, p. 953

- Guidelines, discussion and planning for Final Researched Essay project: The Final Researched Essay will consist of an eight-page paper using original research (literary analysis, personal interviews and/or surveys) plus published research to examine an issue of cultural or literary significance. To generate potential topics, we will review concepts, themes and “big ideas” from literary readings in the course and develop critical questions.
Part 7: FINAL PRESENTATIONS AND PROJECTS

Class 8 - Wednesday, July 16

- **Writing due: Revised Critical Essay 3:** Analysis of a Poem

- **Critical viewing** on animation: “emotional engineering” of non-human characters
  - Video lecture: “Hanspring Puppet Co. The Genius Puppetry Behind War Horse”
    [http://www.ted.com/talks/handprim_puppet_co_the_genius_puppetry_behind_war_horse.html](http://www.ted.com/talks/handprim_puppet_co_the_genius_puppetry_behind_war_horse.html)
  - Film excerpt: *Avatar* (2009), director/writer James Cameron

- **Group work:** 1) Discuss the concept of animation (What makes a constructed model come to life?). 2) Critique the film and relate it to one of the following pairs of concepts: conformity and rebellion; cultures and consequences; identity and experience.

- Review format for submitting proposal or outline of final projects.
- Schedule research and manuscript consultations.

**Online in D2L – by 11:59 p.m., Saturday, July 19**

- **Writing due:** Reflection: a response paper that reflects on the effectiveness of popular culture in illuminating serious issues and the human condition. Use one of your personal choices in reading, movies, or video gaming as an example of the limitations and/or possibilities of popular culture to create insights, understanding or productive social response. The paper should be 350 or more words in length. Present a thesis argument in your first paragraph and integrate specific examples. Submit the paper to the Dropbox in D2L by 11:59 p.m.

Class 9 - Monday, July 21

- **Writing due:** Proposal or tentative outline for final project
  - Submit a proposal or tentative outline for your Final Researched Essay project to the Dropbox by 11:59 p.m.

- **Research and writing consultations:** No class meeting today but attendance at individual sessions is mandatory. Schedule and attend an individual 30-minute student-teacher conference to discuss student writing, questions, concerns and research plans for the Final Researched Essay.

Class 10 - Wednesday, July 23

- Research and Writing Day: Meet in computer lab for writing and research.

Class 11 - Monday, July 28

- **Writing due:** Draft of Final Researched Essay
  - Submit a draft of the Final Researched Essay project (eight to 10 pages) with in-text citations, authoritative sources and Work Cited documentation. Submit to Dropbox by 11:59 p.m.

- Distribute and discuss prompts for the final essay exam.
- The Quiz Show Quiz

Class 12 - Wednesday, July 30

- In-class writing: Final essay exam

**FINAL DEADLINE: Online in D2L – by 11:59 p.m. Sunday, Aug. 3**

- **Writing due:** Revision/Final Researched Essay: Submit final manuscript (eight to 10 pages and five or more references in Work Cited)
## STUDENT EVALUATION AND COURSE POLICIES

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<th>STUDENT GRADE DETERMINATION</th>
<th>FKCC GRADING SCALE</th>
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<tr>
<td>40% Three Graded Essays, averaged (maximum 40 percentage points)</td>
<td>90-100% A</td>
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<tr>
<td>10% Draft Essays, averaged (maximum 10 points)</td>
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<tr>
<td>15% Final Researched Essay (maximum 15 percentage points)</td>
<td>80-89% B</td>
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<tr>
<td>10% Quiz (maximum 10 percentage points)</td>
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<tr>
<td>15% Participation Grade (maximum 15 percentage points)</td>
<td>70-79% C</td>
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<tr>
<td>10% In-Class Final Essay Exam (maximum 15 percentage points)</td>
<td>60-69% D</td>
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<tr>
<td><strong>Total 100%</strong></td>
<td><strong>Final Grade (maximum 100 percentage points)</strong></td>
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### Participation

- Students earn points for each class they attend and participate in. Arriving late, leaving early, cell phone and non-class computer usage, as well as any other disruption of class, will result in loss of points.

- Students earn participation points for performance in each of the following 10 areas: attendance; preparedness; verbal participation in class; submission of draft writing; response papers and in-class writing; peer group collaboration and critique; Discussion Board postings; on-time submission of written work; professional attitude and presentation; good time management. Participation points are totaled at the end of the term; the second highest point total becomes the base of calculating the participation grade of all students in the course.

- Unexcused absences will result in a loss of participation points; excused absences (i.e., those with acceptable documentation of an emergency) will not result in point loss.

- This class requires close reading and critical writing. Students must read assignments in order to discuss meanings, implications and details. Quizzes may be used as needed to promote preparedness and participation.

### Late Work

- Any assignment not submitted by the date and time specified in the Course Schedule is considered late, unless you have contacted me and I have approved an extension.

- Late assignments (other than class participation) will be assessed a late penalty. The maximum penalty will be equal to 15% of the total point value of the assignment. Monitor class announcements regarding the deadline for acceptance of late essays.

### Revision Policy

- I encourage revision of submitted work. Students may revise Essays 1, 2 and 3 for a better grade.

- Please note that revising involves substantial change and improvement. Minor editing and proofing do not constitute revision.

- Revisions must be submitted within two weeks of the date a graded essay is returned to the class. Attach the original graded essays to the revised work when you submit.

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Students are expected to familiarize themselves with FKCC Policies, which can be found in the current Student Handbook.
Guidelines for Writing Assignments

Writing assignments must be typed, double-spaced, and use a type font that is 12 point in size and traditional (Times New Roman, Calibri, etc.) in style. Remember to save drafts, revisions and graded essays for teacher review and your final portfolio.

Types of writing in this course include:

1. RESPONSE PAPER:
   A response paper is an exploratory approach to a topic or a written response to an idea, an author or section of text. The response is not as formal as a three paragraph essay but reflects an organized pattern of approach and thought. The work should be one or more pages in length, double-spaced. Standard rules of good English usage and composition apply.
   General structure:
   • Introduce the topic and state the thesis; make sure you mention the author and title of the work to which you’re responding.
   • Support and develop the point of your thesis. Use specific details or examples.
   • Conclude the response. Affirm the thesis; elaborate and extend the point by discussing how it relates to other issues, situations or interests.

2. ESSAY:
   Development and writing of essays follow general guidelines for effective expository writing (writing that is designed to explain, inform, clarify, define and/or persuade). That means that an essay with good structure and effective content offers:
   • an engaging introduction with a focused thesis;
   • main ideas supported by relevant detail, description and evidence;
   • insightful interpretation, analysis and elaboration;
   • selective use of references;
   • documentation of source material through proper attribution, in-text quotations and in-text citation;
   • a conclusion which states findings and their significance;
   • properly-formatted list of Work Cited.
   • an authoritative and professional tone that is indicative of college-level thinking and analysis while reflecting the individuality of the writer.
   Most essays for this course are a minimum of three double-spaced pages in length. Feel free to write longer work depending on focus and scope of your topic.

3. RESEARCHED ESSAY:
   A researched essay is a longer form of academic expository writing. Like shorter essay assignments, a researched essay requires a clear thesis argument that focuses development of the writing, presentation of evidence and integration of research. A researched essay has more extended and developed supporting information and also more documentation. However, do not approach the assignment as if it is a report on a topic. Gathering and reporting information about a subject is not adequate. The final researched essay will reflect a student’s in-depth study of a critical question that emerged in response to readings and ideas this term. The researched essay process requires good time management by students in order to allow for topic development, research, draft, revision and final submission.
   The paper should be at least eight pages in length. Follow further guidelines as stipulated in the assignment.