| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**ENG 1012 AMERICAN ENGLISH (3 CREDITS)**

Introduction to narrative analysis, with close reading and carefully written exposition of selections from principal modes of literature (poetry, prose fiction, non-fiction and drama) and media (film, television, radio, and graphic novels). This course is specifically designed to encourage reading and thoughtful response to reading. Required texts will reflect a variety of cultural backgrounds and points of view. Through writing and discussion, students are encouraged to connect aspects of the works they read with their own knowledge and experience.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Poetry
* Prose Fiction
* Non-Fiction
* Drama
* American Culture
* Film and Media
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency it supports.

*General Education Competency*: **Analyze**

* Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of humankind.
* Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world.
* Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

* Students will define leading ideas and stylistic features of the narrative studied and make connections among the works studied.
* Students will develop the ability to read works of literature, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing.
* Students will interpret a text by using prior knowledge and experiences.
* Students will use critical reading skills to comprehend college-level text. Students will be assessed on their ability to draw conclusions and make inferences, to comprehend author’s purpose and bias, and to distinguish between fact and fiction.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.

*General Education Competency*: **Communicate**

* Acquire communication and rhetorical literacy in order to speak and write effectively, express one’s knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one’s own educational and occupational goals.
* Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts.
* Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)