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

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

**ENC 1102 COMPOSITION II (LITERATURE EMPHASIS) (3 CREDITS)**

Advanced instruction in expository and other modes of prose writing, including the preparation and writing of a full-length research paper. Concentration according to section on rhetoric and the essay, writing about literature and technical writing; students may choose special interest. ~~This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of “C” or better, this course serves to complete part of the writing intensive course requirements.~~ This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a “C” or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

1. **PREREQUISITES FOR THIS COURSE:**

ENC 1101 (minimum grade of C) or equivalent

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Reading critically

• Using skills of analysis

• Writing critical essays on literary topics

• Researching a literary topic

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**

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.

1. Communicate clearly in a variety of modes and media. 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.

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

1. Students will be able to demonstrate the ability to write argumentative and/or evaluative essays on a variety of literary topics within the genres of short fiction, poetry, and drama; the compositions will be substantial in length and increase in rhetorical complexity over the course of the semester.
2. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
3. Students must demonstrate the ability to revise their writing through co-extensive processes that involve overlapping stages of planning, drafting, revising, and editing.
4. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

2. Analyze and create individual and collaborative works of art, literature, and performance. 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 change the world and produced 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:*

1. Students will demonstrate the ability to read assigned texts closely, develop interpretational analyses of these texts, and clearly articulate the findings of these critical interpretational analyses.
2. Students will demonstrate an understanding of standard terminology to describe genres.
3. Students will be able to summarize the essential elements of each genre and each literary selection in standard literary terminology.
4. Students will analyze and interpret universal concerns in literature.

***The secondary general education outcome(s) met in this course is/are:***

1. Research and examine academic and non-academic information, resources, and evidence.  Understand how scholars across all academic disciplines investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create original projects that engender meaningful learning in the classroom and beyond.

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

 1.  Students must incorporate literary texts (primary sources) and scholarly research (secondary sources) into their own writing, using MLA format.

2.  Students must demonstrate fully-supported, sustained research skills that prioritize analysis and critical thinking in support of a challenging thesis on a literary topic.

**B.** **In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for *Communication*.**

* *Students will demonstrate the ability to communicate effectively.*
* *Students will demonstrate the ability to analyze communication critically.*

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](mailto: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.)