ENC 1102: Composition II  
*Contributed by Michelle Jackson, Ph.D.*

### Course Description

A university parallel course in which the student writes expository themes in various modes. Research methods and library skills are introduced and a documented paper is required. Each student is encouraged to use the writing lab to strengthen writing skills. Placement in ENC 1101 is determined by both standard and departmental assessment tests. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule.

**Writing Credit Courses:**
“Broward College students are required to take six credits of “writing credit” courses. In order to earn writing credit for this and all writing credit courses at BC, students must earn a C or higher. See the College Catalog for more details.

### QEP: Designated Critical Thinking and Learning Course

1. **Broward College’s Definition of Critical Thinking:**
   To support Broward College’s Quality Enhancement Plan (QEP), critical thinking is defined as a process of evaluating information by questioning and testing assumptions, accepting and rejecting arguments and/or perspectives, and applying reasoning to make informed decisions.

2. **Critical Thinking Learning Outcome Statements:**
   **Goal 1:** The QEP will enhance students’ critical thinking skills.  
   *Students will be able to:*
   - 1.1. Explain questions, problems, and/or issues
   - 1.2. Analyze and interpret relevant information
   - 1.3. Evaluate information to determine potential conclusions
   - 1.4. Generate a well-reasoned conclusion

3. **Critical Thinking Resources/References**
   - The Critical Thinking Community: College and University Students  
   - The Critical Thinking Community: Critical Thinking in Every Day Life: 9 Strategies  
The following activities are designated Critical Thinking activities that will be completed during this class.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Teaching &amp; Learning Experiences/Activities/Assignments</th>
<th>Elements of Thought and/or Intellectual Standards (specific features applied)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Explain questions, problems, and/or issues</td>
<td>Socratic Questioning</td>
<td>Questions, Information</td>
</tr>
<tr>
<td>1.2. Analyze and interpret relevant information</td>
<td>Essay 1: Rhetorical Analysis of Joe Goodwin Parker’s “What is Poverty” (due 3/20/15)</td>
<td>Purpose, Point of View, Concepts</td>
</tr>
<tr>
<td></td>
<td>Reflective Writing: Reflection on comparative study (1-2 pages) (due 3/18/15)</td>
<td></td>
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<tr>
<td>1.3. Evaluate information to determine potential conclusions</td>
<td>Essay 2: What Issues Reveal to Us About the Society In Which We Live (due 4/30/15)</td>
<td>Inferences, Implications, Assumptions</td>
</tr>
<tr>
<td>1.4. Generate a well-reasoned conclusion</td>
<td>SEE-I</td>
<td>Questions, Points of View, Inferences</td>
</tr>
</tbody>
</table>

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**Course Materials and Textbook(s)**

- **Title:** *Real Texts Reading and Writing Across the Disciplines (2nd edition)*
  - **Author/Editor:** Dean Ward and Elizabeth Vander Lei
  - **ISBN:** 13: 978-0-205-02069-0
  - **ISBN:** 10: 0-205-02069-0

- **Title:** *Me Who Dove Into the Heart of the World*
  - **Author:** Sabina Berman
UNITS
Unit 1 Reading and Writing
General Outcome
1.0 Create clearly organized, thoroughly developed essays which sustain a focus on a central idea while producing a well-supported interpretation of the unit’s assigned reading(s).
Specific Learning Outcomes
1.1 Read and analyze one or more texts for artistic, cultural, historical, or structural merit.  
1.1.1 Explain how and why the text supports this reading by employing textual evidence.  
1.1.2 Assess the validity of the texts’ meaning with logical analysis.  
1.2 Arrange a sufficient number of paragraphs with supporting details in a clear, logical order  
1.2.1 Assemble ideas and their support.  
1.2.2 Construct meaning and understanding for those ideas.  
1.2.3 Formulate a paper demonstrating logical analysis of the paper’s thesis.  
1.3 Devise a limited and coherent thesis statement  
1.3.1 Appraise the meaning of a text.  
1.3.2 Evaluate an understanding of a text.  
1.3.3 Formulate a clear, concise, arguable position based on a text or its meaning.  
1.4 Revise  
1.4.1 Judge the paper’s overall effectiveness.  
1.4.2 Formulate sentence structure with improved grammar.  
1.4.3 Develop clarity through substantive revision.
Unit 2 Elements of Analysis
General Outcome
2.0 Create analytical essays through the synthesis of selected readings and their potential interpretations.
Specific Learning Outcomes
2.1 Explain relevant literary devices and rhetorical strategies as they relate to the selected readings.  
2.1.1 Read and analyze one or more texts for literary, technical, artistic, cultural or structural merit.  
2.1.2 Explain how and why textual evidence supports a particular interpretation of the text.  
2.1.3 Assess the validity of the texts’ meaning with logical analysis.  
2.2 Develop thematic ideas based on logical, independent analysis and class discussion.  
2.2.1 Read and analyze one or more texts for its/their thematic connections or underpinnings.  
2.2.2 Explain how and why textual evidence supports or extends the themes of a particular reading.  
2.2.3 Assess the validity of a theme’s existence and meaning with logical analysis.  
2.3 Formulate an understanding of a reading or an idea’s import for its historical, contemporary, or social context.  
2.3.1 Explain how and why this understanding is supported through textual evidence.
2.3.2 Assess the understanding’s validity with logical analysis
2.3.3 Appraise the relationship of a reading or idea to the human experience
2.3.4 Analyze how a text informs an understanding of the concepts of race, gender, sexuality, religion, economic status, national heritage, and/or cultural background.
2.3.5 Defend this reading with logical analysis
2.4 Assemble a formal essay based on the unit’s readings and their constructed understanding.
2.4.1 Devise a limited and coherent thesis statement
2.4.1.1 Appraise the meaning of a text.
2.4.1.2 Evaluate an understanding of a text.
2.4.1.3 Formulate a clear, concise, arguable position on a topic, an idea, or the meaning of a text.
2.4.1 Arrange a sufficient number of paragraphs with supporting details in a clear, logical order
2.4.2.1 Assemble ideas and their support.
2.4.2.2 Construct meaning and understanding for those ideas.
2.4.2.3 Formulate a paper demonstrating logical analysis of the paper’s thesis.
2.4.4 Employ MLA guidelines for writers of research papers.
2.5 Revise
2.5.1 Judge the paper’s overall effectiveness.
2.5.2 Formulate sentence structure with improved grammar.
2.5.3 Develop clarity through substantive revision.

Unit 3 Extended Research Skills
General Outcome
3.0 Write and sustain an argument in a critical, argument-based research paper which follows current MLA guidelines. Using the skills learned in Units 1 and 2, students will employ a balance of direct quotation and paraphrases from a variety of primary and secondary sources, culminating in an argument-based research paper.
Specific Learning Outcomes
3.1 Assess and evaluate the unit’s readings, ideas, or researched materials.
3.1.1 Explain how and why the text supports this reading by using textual evidence.
3.1.2 Assess the validity of the texts’ meaning with logical analysis.
3.2 Develop a paper structured around an original, clearly-developed argument or analysis, while effectively employing self-researched, primary and secondary sources in support of this paper’s thesis.
3.2.1 Chose and evaluate source materials from various library resources, including major indexes and databases
3.2.2 Collect, assess, cite, and document source ideas free of plagiarism, using MLA style
3.2.3 Devise a limited and coherent thesis statement
3.2.3.1 Appraise the meaning of a text.
3.2.3.2 Evaluate an understanding of a text.
3.2.3.3 Formulate a clear, concise, arguable position on a topic, an idea, or the meaning of a text.
3.2.4 Arrange a sufficient number of paragraphs with supporting details in a clear, logical order
3.2.4.1 Assemble ideas and their support.
3.2.4.2 Construct meaning and understanding for those ideas.
3.2.4.3 Formulate a paper demonstrating logical analysis of the paper’s thesis.
3.2.4.4 Incorporate supportive quotation, effective paraphrasing, and accurate summary of relevant and researched source materials to support the paper’s thesis.
3.2.5 Employ MLA guidelines for writers of research papers.
3.3 Revise a work from this unit’s writing
3.3.1 Judge the paper’s overall effectiveness.
3.3.2 Formulate sentence structure with improved grammar.

Prerequisites & Co-requisites

Prerequisites: None
Co-requisites: None

Attendance and Participation Policies

This is a very interactive class. Eighty percent of your work will be completed during class, therefore, it is very important that you attend class. With that said, you are only allowed 6 absences for the session (I recommend you not miss any more than 3 days).

Tardiness: It is extremely important that you be on time for every class. I make all classroom and assignment announcements at the beginning of class and you don’t want to miss them.

- If you are more than 30 minutes late for class, you will be counted absent.
- If you leave class (without prior approval from me) before class is dismissed, you will be counted absent.

It is extremely important that you participate in every class, complete all assignments both in class and online (D2L) assignments.
In order for students to study in an environment that promotes academic achievement, Broward College, in accordance with applicable federal and state laws, provides students with certain rights and expects students to adhere to their responsibilities in areas related to academic learning and general conduct.

**Disability Services**

Students requesting academic accommodations and/or disability services support must contact the Office of Disability Services (ODS) fifteen (15) working days prior to beginning class. It is the student’s responsibility to contact the ODS to document disability prior to receiving services. You must notify the instructor that you have registered with the ODS and provide the instructor a copy of your documentation supplied by the ODS. Your documentation and any related communication with your instructor remain strictly confidential. The instructor will discuss with you what reasonable accommodations would be appropriate for your situation.

**Academic Honesty**

When you are given access to D2L, you are expected to keep confidential your username and password and to never allow anyone else to log-in to your account. Sharing access or passwords to D2L is considered a breach of the academic honesty policy and could result in you being removed from your class. When you log-in to D2L, you do so with the understanding and agreement that you will produce your own work, complete course assignments and discussions yourself, and to take course exams, tests or quizzes without the assistance of others.

Each student’s academic work must be the result of his or her own thought, research, or self-expression. Academic misconduct includes, but is not limited to the following: cheating, plagiarism, unacceptable collaboration, falsification of data, aiding and abetting dishonesty, unauthorized or malicious interference, hacking computer property or software, and online disturbances. Please refer to the Student Code of Conduct Policy and the Student Code of Conduct section located in the Student Handbook for more information.

Academic honesty violations will be considered a breach of policy and may result in academic penalties (zero points on the assignment/test in question, a failing grade for the course), disciplinary action, and/or referral to the Dean of Student Affairs.

**Privacy Notice**

Broward College is committed to the privacy of all students. In accordance with institutional policy and the U.S. Family Education Rights and Privacy Act of 1974 (FERPA),
Broward College protects the privacy of student education records. The college does not release private records of individual students, such as grades and class schedules, without prior written consent of the student. However, privacy and public records obligations of the college are governed by applicable Florida statutes and U.S. federal laws.

Course access records, quiz scores grades, email postings, discussion postings, file submissions, and chat room conversations are stored. This is a good reason to make sure that your communications adhere to proper netiquette. Please refer to the Student Handbook for more information.

Critical Event Procedures

The health, safety and welfare of our faculty, staff, and students are of utmost importance, and we want to ensure that students are aware of the steps Broward College takes in preparing for an emergency event or severe weather. Broward College’s BC Alert system uses a layered approach to communication, reaching out to the College community with emails, text messages, phone calls and postings to the web.

In the event of a school closing due to weather or other major event that might impact class schedules, the instructor will post an announcement and/or send an email indicating what changes, if any, the event will have on the course schedule and due dates.

Technical Requirements and Policies

Review the information below to make certain you possess the necessary components to ensure a successful online experience.

Technical Requirements

To complete the online segments of this course, you must have access to a computer that meets or exceeds the minimum hardware and software requirements for online courses. All “open lab” computers at any of BC Learning Resource Centers and most public libraries meet software and hardware requirements.

- Click here for a list of the minimum hardware and software requirements for Broward College.
- Refer to the course syllabus for a list of any additional software and/or hardware requirements needed specifically for that course.
- Visit the Software Resources page for additional information on software downloads that may be required and/or helpful.
- Click here to ensure that your browser is properly configured to use D2L.
- Make sure any attachments you send are virus-free. The computer should have anti-virus software with the most recent virus definitions.
Window’s comes with MSE and a firewall. Free anti-virus software includes: AVG, AVAST, Malwarebytes, Comodo, Acira, ZoneAlarm, etc.

**Computer Literacy**

Students in this course should be familiar with the following computer skills:

- Knowledge of terminology, such as browser, url, application, etc.
- Understanding of basic computer hardware and software
- Ability to perform computer operations, such as:
  - Using keyboard and mouse
  - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
  - Software installation, security and virus protection
  - Using software applications, such as Microsoft Word, Excel, email clients
  - Copying and pasting, spell-checking, saving files in different formats
  - Sending and downloading attachments
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), and chats.

**Required File Types**

Assignments that require word processing must be submitted in Microsoft Word format (.doc or .docx). Documents created using Microsoft Works and OpenOffice must be saved in MS Word format. Other file extensions that will not meet course requirements, unless specifically requested by your instructor, include, but are not limited to, .wps, .odt, .txt, .pdf, .ps, .rtf, and .asci.

**Internet Requirements**

A minimum download speed of 1.0 Mbps is recommended, a speed associated with a basic DSL connection. A faster connection, such as cable service, will further enhance your online experience. A Wi-Fi connection is generally acceptable depending on the activity. Cellular, satellite, and dial-up connections are sufficient for some activities, but students may experience issues when viewing videos, content, and completing quizzes. The same is also true for cellular and satellite connections. Due to the sensitive nature of quizzes, we strongly recommend that students seek a stable, hardline internet connection for the duration of their quiz attempts.
Communication Policies

- Use the course email tool only for private, personal, one-to-one communication with a specific individual, or groups of individuals.

Faculty Response

- Course emails and discussion posts will be answered within 48 hours. Emails and submissions sent on Saturday or Sunday, or holidays may not be answered until the next school day. Your instructor is not online 24 hours per day, so please allow time for responses.

Classroom Policies

Since we are in “big school”, I think we all know how to conduct ourselves in an orderly manner and respect our peers. However, so that all of us can begin on the same page, please read and adhere to the classroom policies listed below.

1. **Tardiness**: It is extremely important that you be on time for every class. I make all classroom and assignment announcements at the beginning of class and you don’t want to miss them.
   - If you are more than 30 minutes late for class, you will be counted absent.
   - If you leave class (without prior approval from me) before class is dismissed, you will be counted absent.

2. **Mobile Devices**: Please refrain from texting during class. This is distracting and can cause you to miss valuable information that can impact your grade.

3. **Attendance**: As stated earlier, you are allowed 6 absences from this course during this session. Anything more than 6 absences will result in a failing grade.

4. **Academic Honesty: Per Broward College’s code of conduct**, “Each student's academic work must be the result of his or her own thought, research, or self-expression. Academic misconduct includes, but is not limited to the following: cheating, plagiarism, unacceptable collaboration, falsification of data, aiding and abetting dishonesty, unauthorized or malicious interference, hacking computer property or software, and online disturbances. Please refer to the Student Code of Conduct Policy and the Student Code of Conduct section located in the Student Handbook for more information.

   Academic honesty violations will be considered a breach of policy and may result in academic penalties (zero points on the assignment/test in question, a failing grade for the course), disciplinary action, and/or referral to the Dean of Student Affairs.
If you are caught plagiarizing:
1st offence: Zero on the assignment with no chance of making up the assignment.
2nd offence: Fail the class and will be reported to the Dean of Academic Affairs

DO YOUR OWN WORK!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

5. Discussion Etiquette:
   - Please refrain from talking while your peers and I are talking.
   - Please refrain from using profane language. This is an institution of higher learning and we have other descriptive words to use besides the ones the Vikings introduced to us.

Consequences: Failure to adhere to any of these polices may result in an initial conference with professor and/or dismissal from the class.

Methods of Instruction

This is a 3 hour course with an online component. In this class, you will engage in structured and out-of-class and online activities. The online activities may include, but are not limited to, readings, discussions, essays, case studies, research, and/or online quizzes and tests. See the course schedule for a detailed description of activities. Students are responsible for regularly reviewing the course schedule and completing all required assignments.

***I will also be using a method called flipped instruction to facilitate this course. Therefore, before each course, you will be required to log in to D2L and complete the designated activities. It is your responsibility to familiarize yourself with the material and be ready to execute it in class.

The course will also consist of a mixture of lecture, collaborative activities and discussion.
Discussions

You will be required to respond to various prompts placed on the discussion forum. You will need to respond to the questions or prompts and other students with thoughtful responses. Proofread the content of your posts before making them public; proper grammar and sentence structure are expected. Remember that the discussion tool is public - all enrolled students will be able to view posts and responses. Please follow proper netiquette. For help using the discussion tool, click here.

***Discussions will open on Sunday of each week. They will close out on the following Sunday night at midnight. You will have from Sunday to Sunday to make all three of your posts.

Assignments

Assignments may be submitted only during the availability dates as specified in your syllabus. The submission of an assignment is the sole responsibility of the student. Students should not leave assignment preparation until the last minute and must plan their workloads so as to be able to meet the deadlines. Assignments submitted after the due date and time will only be accepted if prior arrangements have been made with the instructor. Assignments should not be mailed, faxed or emailed directly to your instructor unless otherwise directed. You should keep an electronic copy of all assignments. For help with submitting assignments, click here.

***All essays/papers will be submitted via the assignment link on D2L (NO EXCEPTIONS). I WILL NOT ACCEPT PAPERS HANDED TO ME. THE PAPER MUST BE SUBMITTED VIA D2L.

Online Quizzes & Exams

Assessments may be taken only during the availability dates as specified in your syllabus. The submission of an assessment is the sole responsibility of the student. Please allow ample time to complete assessments and be observant of the time limit. Make sure you have a solid internet connection. Technical issues can happen and excuses about technical problems are not accepted.
Grade Breakdown/Assignment Descriptions

- Participation/Classwork/Homework/D2L: 30%
- Essays (3-5 total): 45%
- Final Exam: 25%

- **Discussion Forums (component):** Each week you are required to participate in an online discussion or component. You will need to make a minimum of 3 posts for the week. Your initial post will answer or address the prompt or question. Your next two posts will be a response to your classmates’ posts.
- **MyLabsPlus:** You are required to complete six modules of mylabs plus (www.broward.mylabsplus.com). A calendar of your progress is attached to this syllabus.
- **Classwork:** Will consist of grammar and in-class writings and activities.
- **Essays:** You are required to write 4 essays with one of them being a documented research paper. Assignment descriptions for these essays will be given prior to you beginning work on them. **ALL ESSAYS SHOULD BE SUBMITTED TO D2L.**

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
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</tbody>
</table>

Course Schedule

Note: *The syllabus is subject to change. You will be notified of all changes.*

****All graded essays and written assignments (excluding questions) are to be submitted through D2L.****

Topics

- Introduction to course, review syllabus
- Overview of the rhetorical writing process
- Rhetorical Appeals
- Bitzer's Rhetorical Situation
- Writing a Rhetorical Analysis
- Begin reading chapters 1-8 of *Me Who Dove Into the Heart of the World*

**Due:**
- Chapters 1-8 of *Me Who Dove Into the Heart of the World*
  
  *(There will be a quiz on these 8 chapters)*

- Quiz on chapters 1-10 of *Me Who Dove Into the Heart of the World*
- Discussion of *Me Who Dove Into the Heart of the World*
- Begin Analysis of Jo Goodwin “What is Poverty” length 1-2 pages)

**Due:**
- Quiz on *Me Who Dove*...
- Thesis statement and outline for Parker rhetorical analysis

- Writing Workshop for Analysis of Jo Goodwin Parker’s “What is Poverty”
- Comparative study using *Me Who Dove Into the Heart of the World*

**Due:**
- Reflection on comparative study (1-2 pages)
- Jo Goodwin Parker rhetorical analysis due on 3/20/2015

- Wrap up discussion of *Me Who Dove Into the Heart of the World*

**Due:**
- Reflective overview of the novel (prompt questions will be distributed)

- *wRites of Spring* *(we will meet in class and proceed to the scheduled wRites of Spring event)*
- Chapter 3: Speech Communication: Analyzing Audiences
- “Remarks by the President after Briefing on BP Oil Spill” (52-56)

**Due:**
- Have pages 47-56 of your textbook read for class on 3/25/2015
- Have questions 1-3 on page 55 completed. They are due at the beginning of class.

- “Great Debaters” Analysis
- Begin writing an in-depth speech analysis (today we will go to the library and print off speeches for analysis)

**Due:**
- Great Debaters Analysis (due at the end of class)
- Printed Speech for analysis on Wednesday

- Writing Workshop: How to Write an In-depth Rhetorical Analysis of a Speech

This class will be a workshop class. We will review samples of rhetorical analysis essays and apply these examples to your speech.

**Due:**
- Thesis statement and working outline of rhetorical analysis
- Final rhetorical analysis will be due on 4/10/2015
<table>
<thead>
<tr>
<th>Assignment for this reading</th>
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<tbody>
<tr>
<td>You will create an outline of this essay. Here are the steps:</td>
</tr>
<tr>
<td>1. Locate the thesis statement and write it down at the top of the page.</td>
</tr>
<tr>
<td>2. The jot down each heading located in the essay. Under each heading jot down key points contained in that section and what you think the section contributes to the thesis (in other words, tell how the information and the section supports the thesis)</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
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<tr>
<td>• Reading of pages 89-93</td>
</tr>
<tr>
<td>• Questions 1-3 (93)</td>
</tr>
<tr>
<td>• Outline assignment (see instructions above)</td>
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<table>
<thead>
<tr>
<th>Chapter 5: Sociology: Searching for Causes of Social Problems</th>
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<tbody>
<tr>
<td>Parenting as a Package Deal (113-126)</td>
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<tr>
<td><strong>Due:</strong></td>
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<tr>
<td>• Questions 1-3 on page 126</td>
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<tr>
<th>Till Children Do Us Part (138)</th>
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<td>Unmarried With Children(141)</td>
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<td><strong>Due:</strong></td>
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<tr>
<td>• Questions 1-3 page 140</td>
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<td>• Questions 1-3 page 145</td>
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</table>

| Introduce Essay: What do Issues Reveal to Us About the Society in Which We Live? (Today you will begin work on this 6-8 page essay. We will discuss essay requirements in class and brainstorm possible topics) |
|**Due:** |
| • Workshop Class |
| Today we will look at sample society essays and begin drafts of our own essays. |
| Your essay will be due |
| • Prep for Exam |

*Exam TBA*