

COURSE SYLLABUS

ENC 1102 Composition 2 Online

Study Abroad – Berlin, Summer 2017

[View the Syllabus Addendum](#), which provides the most current version of fluid information, such as the academic calendar.

WELCOME

Imagination is the most powerful force in the universe, but it isn't entirely limited to the spheres of fiction. If anything, we are able push the boundaries of "what is"-- the world we live in-- because we can dream up and play with "what if"-- the possibilities.

As a student in this Composition II course, you will explore both of these realms. You'll complete a research project, finding out about a specific topic in depth. You'll also read a number of works of imagination, and then respond to them, reflecting on how the various texts use language-- how they embody specific themes or ideas, how they develop different characters or settings or situations, how different texts (possibly across genres) develop the same central idea or theme in different ways. Exploring and critiquing these works will allow you to become a more versatile, insightful thinker.

INSTRUCTOR

Name: LI-LEE TUNCEREN

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Office and Online Chat Hours: TBD after discussion polling first week of course

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ACADEMIC DEPARTMENT

DEAN

Name: Joseph Leopold

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ACADEMIC CHAIR

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COURSE INFORMATION

Course Description: This course builds upon the skills developed in Composition I. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources, and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. 3 credit hours, transferable general education credits. 47 contact hours.

Course Goals:

1. You will develop rhetorically effective compositions by writing essays that effectively demonstrate organization, development, unity, and coherence; restrict a topic; focus on a central idea; and employ Standard American English through the use of grammatically correct and effective sentences.
2. You will comprehend and interpret literary selections.
3. You will learn to retrieve information from electronic sources effectively, efficiently, and ethically and use that information in a research paper that forms an argument and supports that argument through appropriate use of primary and secondary sources.

Learning Outcomes and Objectives:

1. The student will effectively plan and write compositions which reinforce the skills established in Composition I by:
 - a. writing essays that support and develop a central thesis.
 - b. using appropriate rhetorical and language skills in all compositions.
2. The student will comprehend and interpret literary selections by:
 - a. understanding and identifying relevant literary elements, such as plot, structure, narration, point of view, setting, character, theme and symbolism.
 - b. using textual evidence to interpret and evaluate a given literary selection.
3. The student will use the library effectively by:
 - a. locating sources through the college's online library and other electronic sources.
 - b. retrieving sources, either print or electronic.
4. The student will incorporate information from sources appropriately by:

- a. managing and recording information from specified sources.
 - b. summarizing, paraphrasing, quoting and combining source information effectively.
 - c. writing papers which integrate the student's own words and ideas with those of primary and/or secondary sources.
 - d. using parenthetical references within the paper to credit information from primary and secondary sources.
 - e. preparing a works cited list of the sources used in the research paper.
5. The student will retrieve information from sources effectively and efficiently by:
- a. selecting the most appropriate investigative methods.
 - b. constructing and refining search strategies.
 - c. Accessing information using a variety of strategies.
6. The student will evaluate sources including electronic sources by:
- a. summarizing the main idea extracted from the information.
 - b. articulating and applying basic criteria for evaluating both the information and its sources.
 - c. synthesizing main ideas to construct new concepts.
 - d. comparing new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
 - e. validating understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
 - f. deciding whether the initial query should be revised.

Prerequisites: (Course & Skill Set)

Prerequisite: ENC 1101 with a minimum grade of C; or Prerequisite: ENC 1101H with a minimum grade of C; or Prerequisite: IDS 1101H with a minimum grade of C; or Prerequisite: IDS 1111H with a minimum grade of C; or Prerequisite: appropriate scores on the English and Reading placement test

[View the Proctored Testing Information site](#)

Study Abroad Qualifications

Approval for participation in the program is subject to the following. Each participant must:

- Be a college student with a high school diploma, to participate in a traditional Study Abroad program or be registered as **dual enrolled (*)** to participate in a high school Study Abroad program.
- Be in good academic standing at the time of application (cannot be on academic warning, probation or suspension).
- Be enrolled for credit in an approved Study Abroad program course.
- Meet with an academic advisor to
 - Ensure any or all prerequisites needed to enroll in the course have been met
 - To complete a [My Learning Plan](#)
- Submit all required forms and documentation
- Interview with and be approved by program's lead faculty member.
- Be approved by the Center for International Programs.

REQUIRED TEXTBOOK & OTHER RESOURCE INFORMATION

Required Textbook: Introduction to Literature, shorter 11th edition

Publisher Information: W. W. Norton & Co

ISBN: 0393913392

Reference: Mays, Kelly J. (2013). *The Norton introduction to literature, Shorter Eleventh Edition Paperback*. New York: W. W. Norton & Co.

Optional Recommended Text or Other Reading Material: Little, Brown Handbook

Note: One copy each of *The Norton Introduction to Literature* and *The Little, Brown Handbook* are available on reserve in the campus library and campus writing studio. They may be used in the facilities only, and may not be checked out.

[View the college bookstore site](#)

[View the college libraries site](#)

LEARNER SUPPORT

[View the Disability Resources site](#)

[View the Academic Support Services site](#)

[View the On-Campus Support site](#)

[View the Online Support site](#)

[View the Student Services and Resources site](#)

COURSE DATES

5/8 – 7/14, 2017 – 10 weeks, online

[View Financial Aid Dates](#)

ATTENDANCE

[View the college-wide attendance policy](#) included in the Syllabus Addendum.

The policy notes that each instructor is to exercise professional judgment and define “active participation” in class (and therefore “attendance”), and publish that definition in each syllabus.

As this is an online course, your active participation is the only way I may assess your writing abilities. Active participation involves and includes

- regular responses in discussion, submitted on time (due dates are twice a week-- Thursdays and Mondays); these should be on time, and reflect college-level work (thoughtful analysis and interpretation, attention to sources, writing that goes beyond summary and reflects on meaning)

- regular submissions of course work (due dates are twice a week-- Thursdays and Mondays); these should be on time, and also reflect college-level work (see above)
- civil responses to peers in discussion and peer review
- questions as you have them

A lack of regular participation will result in withdrawal from the course, or a failing grade.

GRADING

Essays and their draft components: 60%

Discussions and other Activities: 40%

ASSIGNMENTS

This course is divided into six modules. The modules build upon each other, allowing you to explore the various ways in which information and ideas are expressed. Each module contains several minor assignments that culminate in one of three major assignments. This course is not designed for you to work ahead. Some assignments will require peer interaction, so take the time to read classmates' responses.

The three major assignments are

- a research-supported essay
- a literary analysis essay
- a multimodal essay, responding to literary texts
- drafts of portions of major assignments

Supporting assignments include

- reflective responses on a particular topic
- portions of the essay development process-- proposal, outline, etc.
- responses to readings from your anthology
- peer review

Your contributions will help you develop your writing voice, and also practice some of the conventions of both creative and professional communication.

ASSIGNMENTS AND LATE POLICY

The main focus of this course is writing. As such, you should enter this with a mindset of improving your writing skills. There is a writing requirement that we will work on through online discussions and drafts of essays, as well as final essays. The college essay is a standard form of assessment across many disciplines, and writing is a way to show your thoughts about a subject. Essays are thoughts put the page in an organized fashion, supported with facts and objectivity. They are meant to reveal your knowledge on a subject.

Our focus is on both research, and works of imagination. Our first major assignment is a research paper, and that will require that you use vetted sources that allow you to get to know work and knowledge that's developing in various fields. You will need to set time aside to do a lot of reading! This goes for both the research modules and the literature modules. Our final project will be a remix of one of your responses to works of the imagination, using additional modes of communication.

We will also get to know the Online Library, which is used in many, many courses beyond ENC1101. Your other instructors will expect you to have learned about it already! So, this is the course where you'll get that exposure.

Due dates are twice a week-- Thursdays and Mondays. The twice-weekly due date schedule is standard for 8-week and summer courses, especially in upper division programs, which I would imagine many of you are hoping to enroll in down the road.

Late work will receive 50% of the grade earned. I have several dozen students, and while I like knowing something about each of you, I can't manage everyone's time, requests, and excuses. Therefore, I am not in a position to decide whose emergencies, personal issues, and outside circumstances are more worthy of excuses than everyone else's. What I can tell you is that every semester I have many, many students juggling work, school, and family issues, and it never gets easier! I wish it did, but it doesn't; you just learn to get better at managing things. There are support systems and services available at the College, and it is up to you to use them to your advantage.

STUDENTS' EXPECTATIONS AND INSTRUCTOR'S EXPECTATIONS

REQUIRED INTERACTION

- Your participation in this class is critical for the learning process. Here is what I expect from you:
 - You are expected to read the text! Composition is such a vast subject, and you'll learn much just by reading.
 - You should come to class and the online environment ready to engage yourself and others in a meaningful, substantive activity.
 - You should treat others' opinions with respect and tolerance.

- You should complete all assignments on time and with thoughtfulness. You should not expect time extensions for late assignments.
 - You should practice academic honesty in all your work.
 - You should contact the instructor promptly if a problem arises that needs my attention.
 - You should only submit work that is your own. You should expect disciplinary measures if any work that you submit is determined not to be your own work.
- Here is what you can expect from me:
 - I will provide meaningful classroom activities to develop your composition skills.
 - I will be available to you if you have questions or concerns.
 - I will respond thoughtfully and critically to your comments, questions, and written assignments.
 - I will evaluate your coursework in a timely manner and will communicate to you when you should expect your grade on a particular assignment.

PARTICIPATION AND CONDUCT

[View the Online Student Participation and Conduct Guidelines](#) in the Syllabus Addendum

ACADEMIC HONESTY

[View the Academic Honesty statement](#)

NETIQUETTE

SPC has outlined expectations for student behavior and interaction for online discussions, email, and other forms of communication. [View the Netiquette expectations](#) in the Syllabus Addendum.

TURNITIN

The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](#). Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

STUDENT SURVEY OF INSTRUCTION

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

TECHNOLOGY

MINIMUM REQUIREMENTS

[View the MyCourses Minimum Technology Requirements](#)

Students should know how to navigate the course and use the course tools. Dropbox-style assignments may require attachments in either Microsoft Word (.doc or .docx) or Rich Text Format (.rtf), so that they can be properly evaluated. If an attachment cannot be opened by the instructor, students will be required to re-format and re-submit an assignment so that it can be evaluated and returned with feedback.

MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

ACCESSIBILITY OF TECHNOLOGY

[View the MyCourses \(Brightspace by Desire2Learn\) Accessibility Statement](#)

PRIVACY

[View the MyCourses \(Brightspace by Desire2Learn\) Privacy Statement](#)

TECHNICAL SUPPORT

[Bookmark this help desk site.](#)