

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ENC 0021

COURSE TITLE: Introduction to Composition B

PREREQUISITE(S): appropriate score on college placement test; or ENC 0001 with a grade of "C" or better

COREQUISITE(S): None

CREDIT HOURS: 4

CONTACT HOURS/WEEK: 4

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 4

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 4

STANDARDIZED CLASS SIZE ALLOCATION: 20

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or  
satisfactory score on placement test

CATALOG COURSE DESCRIPTION:

ENC 0021 is an introductory course in composition which provides students the necessary instruction to gain greater proficiency in basic writing skills. As a result of carefully planned learning experiences, students should be able to write clear, adequately developed, logically organized paragraphs as well as an optional brief essay which conform to the conventions of standard American English. Students must pass both the course and two state exit tests in order to proceed to ENC 1101. This college preparatory course does not apply toward the associate's degree.

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NUMBER OF COURSE ATTEMPTS:

Florida State statute limits a student's enrollment in this course to three attempts. Unless a student officially withdraws before the drop deadline, each registration in this course will count as a semester of enrollment regardless of the grade received. Students may have only two attempts at a college preparatory studies course at the in-state tuition rate. After two attempts, students must pay the out-of-state tuition rate, or may enroll in adult education courses that provide an alternative to traditional college preparatory instruction.

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COLLEGE PREPARATORY ATTENDANCE POLICY:

College Preparatory Studies faculty are required to institute an attendance policy for all college preparatory courses. Faculty teaching in the classroom have two options:

1. As the minimum, faculty should use the following policy:

"College Preparatory Studies (CPS) students are required to attend classes on a regular basis. Students who miss 9 contact hours or the equivalent of 15% of the CPS will receive an FN or F grade (at the discretion of the instructor)."

FCCJ Course Catalog, latest edition

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OR

2. Faculty who prefer a stricter attendance policy may institute their own.

Faculty teaching online classes will require at least two contacts per week per student. The faculty will determine the nature of the contact.

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The following guidelines will be used for the implementation of all these policies. They are for information and are not to be listed on the course syllabus:

1. Faculty will include CPS Attendance Policy on all college preparatory syllabi.
2. Faculty will keep an attendance record of all students enrolled in college preparatory courses. Should the student be level changed, the student's record of attendance will begin on the first day of enrollment in the new course.
3. Faculty should inform students when they are close to violating the attendance policy.
4. For purposes of the minimum policy, faculty may excuse (or not count) student absences for personal illness requiring hospitalization, death in the family (parent, spouse, children, brothers, or sisters), jury duty, or military duty. Exceptions to this rule should be handled by the faculty on a case-by-case basis with the appropriate dean of liberal arts.

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<##>Faculty will record absences for students who level change based on the student's first day of enrollment in the new class.¶

SUGGESTED TEXT(S):

Anker, Susan, Real Writing with Readings, ~~latest edition~~,  
Boston: Bedford/St. Martins

Fawcett, Susan and Alvin Sandberg. Evergreen: A Guide To Writing, ~~latest edition~~, Boston: Houghton Mifflin

Flachmann, Kim, Mosaics: Focusing on Paragraphs in Context, ~~latest edition~~, New Jersey: Prentice Hall

Langan, John, English Skills, ~~latest edition~~, Boston: McGraw-Hill

Salomone, William and Stephen McDonald, Inside Writing: A Writer's Workshop With Reading, ~~latest edition~~, Orlando: Harcourt College Publishers

ENC 0021 Course Pack with Online Platform / CD-ROM / Book - Sirius Edition, FCCJ

IMPLEMENTATION DATE:

Fall Term, 1990 (911) (was ENC 0011)

REVIEW OR MODIFICATION DATE:

Spring Term, 2006 (20062)

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COURSE TOPICS

CONTACT HOURS  
PER TOPIC

I. Course Introduction and Individual Skills Assessment

4\*

- A. Explanation of the syllabus and course policies
- B. Diagnostic writing sample
- C. Introduction to Learning Center and other College resources

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II. Conceptual and Organizational Skills

28\*

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A. Paragraph planning competencies

8\*

1. Subject, purpose, and audience
2. Prewriting strategies / Outlines
3. Patterns of paragraph development
4. Topic sentences
5. Support provided by generalized and specific evidence
6. Relevance of supporting material to the topic sentence
7. Logical arrangement of ideas and supporting details

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Titles

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D. Recognition and correction of fragments, comma splices, ¶ And fused sentences

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B. Paragraph writing competencies

16\*

1. Conversion of a paragraph plan into a fully developed paragraph
2. Paragraph unity and coherence
3. Use of appropriate voice
4. Transitional devices
5. Concluding sentences
6. Sentence patterns and structures
7. Revisions
8. Titles

C. Paragraph writing: In-class, timed

4\*

1. Managing time effectively
2. Planning the paragraph
3. Drafting the paragraph
4. Editing the paragraph

III. Sentence Structure Skills

12\*

- A. Recognition of parts of speech
- B. Recognition of parts of a sentence
- C. Recognition and correction of fragments, comma splices, and fused sentences
- D. Use of coordination and subordination
- E. Use of parallel structure
- F. Use of modifiers

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D. Recognition and correction of fragments, comma splices, ¶ And fused sentences

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COURSE TOPICS

CONTACT HOURS  
PER TOPIC

<p>IV. Grammar, Spelling, Capitalization, and Punctuation Skills</p> <ul style="list-style-type: none"> <li>A. Adjective vs. adverb choice and comparative vs. <u>superlative</u> forms</li> <li>B. Pronoun reference, person, agreement, and case</li> <li>C. Verb tense, regular and irregular forms, and <u>agreement</u> with subject</li> <li>D. Standard spelling</li> <li>E. Standard capitalization</li> <li>F. Standard punctuation</li> </ul>	<p>12*</p>	<p>Deleted: -16¶</p> <p>Deleted: ¶ S</p> <p>Deleted: ¶</p> <p>Deleted: A</p>
<p>V. Word Choice Skills</p> <ul style="list-style-type: none"> <li>A. Appropriate choice of word or expression in context</li> <li>B. Correct use of commonly confused or misused words <u>and</u> phrases</li> <li>C. Elimination of unnecessary words</li> </ul>	<p>2*</p>	<p>Deleted: -3</p> <p>Deleted: ¶</p> <p>Deleted: A</p>
<p>VI. Introduction to the Essay (<u>Optional</u>)</p> <ul style="list-style-type: none"> <li>A. Structure</li> <li>B. Thesis</li> <li>C. Organization</li> <li>D. Relevance/unity</li> <li>E. <u>Coherence</u></li> <li>F. <u>Support</u></li> </ul>	<p>2*</p>	<p>Deleted: -4</p> <p>Deleted: statement</p> <p>Deleted: Transitions</p> <p>Formatted: Bullets and Numbering</p>

\*The contact hours may be adjusted accordingly to meet the students' academic needs

EXIT REQUIREMENTS:

A student must successfully pass the course and two state exit tests: a grammar test and a paragraph test.

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Students will be able to:¶  
¶  
<#>Understand and use the conceptual and organizational skills necessary to write a paragraph.¶  
<#>Understand and use standard American English sentence structure.¶  
<#>Understand and use grammar, spelling, capitalization, and punctuation skills according to the standards of standard American English.¶  
<#>Understand and use word choice skills in standard American English¶  
<#>Recognize and use the basic conceptual and organizational skills necessary to write an essay.¶  
¶



**Course Prefix and N**

**Course Title:** Comp

**Discipline Area for t**

- Communicat
- Humanities &

**INTELLECTUAL COI**

- Reading  S
- Writing  L

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2	Understand a sentence stru
3	Understand a and punctuat American Enj
4	Understand a American Enj
5	Recognize ar organizationa
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