

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ENC 0001

COURSE TITLE: Introduction to Composition A

PREREQUISITE(S): appropriate score on college placement test

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: 12

## CATALOG COURSE DESCRIPTION:

ENC 0001 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 sentences and brief paragraphs which employ standard American English. Students must pass both the course and the college exit test to proceed to ENC 0021. This college preparatory course does not apply toward the associate's degree.

## 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.

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)."

OR

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

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

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.
3. Should the student be level changed, the student's record of attendance will begin on the first day of enrollment in the new course.
4. Faculty should inform students when they are close to violating the attendance policy.
5. 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 member on a case-by-case basis with the appropriate dean of liberal arts.

SUGGESTED TEXT(S):

Anker, Susan, *Real Skills With Readings*, Latest Edition, Boston: Bedford/St Martins

Biays, John Sheridan and Carol Wershoven, *Along These Lines: Writing Sentences and Paragraphs*, New Jersey, Prentice Hall, latest edition

Immel, Constance and Florence Sacks, *Sentence Dynamics: An English Skills Workbook*, New York, Longman, latest edition

Kirszner, Laurie G. and Stephen R. Mandell, *Foundations First: Sentences and Paragraphs* Boston, Bedford/St. Martin's, latest edition

Langan, John, *Sentence Skills*, Boston, McGraw-Hill, latest edition

IMPLEMENTATION DATE:

Fall Term, 1990 (911)

REVIEW OR MODIFICATION DATE:

Spring Term, 2006 (20062)

Fall Term 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Course Introduction and Assessment of Individual Skills	3*
A. Explanation of the syllabus and course policies	
B. Basic writing skills diagnostic test	
C. Diagnostic writing sample	
D. Introduction to Learning Center and other college resources	
II. Sentence Structure Skills	17*
A. Parts of speech	
B. Parts of a sentence	
C. Phrases	
D. Clauses	
E. Coordination and subordination	
III. Recognition and Correction of Major Sentence Errors	13*
A. Fragments	
B. Run-on sentences	
C. Misplaced and dangling modifiers	
IV. Grammar, Spelling, Capitalization, and Punctuation Skills	15*
A. Adjective vs. adverb choice and comparative vs. superlative forms	
B. Pronoun reference, person, agreement, and case	
C. Regular and irregular verb forms	
D. Consistency in person, tense and gender	
E. Subject-verb agreement	
F. Standard spelling	
G. Standard capitalization	
H. Standard punctuation	
V. Introduction to the paragraph	11*
A. Structure	
B. Topic sentence	
C. Organization	
D. Relevance/unity	
E. Coherence	
F. Development	
G. Conclusion sentence	

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

**EXIT REQUIREMENT:**

A student must pass both the course and the college exit exam on sentence writing.

**NOTE:**

With instructor approval, a student may exempt ENC 0021 and enroll in ENC 1101 if the student passes the ENC 0001 sentence writing exam, passes the ENC 0021 state exit paragraph, passes the ENC 0021 state grammar exit test, and has maintained an 85% (B+) or higher grade in ENC 0001.



**Florida State College  
At Jacksonville**

**Course Learning Outcomes & Assessment  
For All College Credit Courses**

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1		
COURSE PREFIX AND NUMBER: <b>ENC 0001</b>		SEMESTER CREDIT HOURS: <b>4</b>
COURSE TITLE: <b>Introduction to Composition A</b>		
Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> <b>AA Elective</b>	<input type="checkbox"/> <b>AS Required Professional Course</b>	<input checked="" type="checkbox"/> <b>College Prep</b>
<input type="checkbox"/> <b>AS Professional Elective</b>	<input type="checkbox"/> <b>AAS Required Professional Course</b>	<input type="checkbox"/> <b>Technical Certificate</b>
<input type="checkbox"/> <b>Other _____</b>		
<input type="checkbox"/> <b>General Education: (For General Education courses, you must also complete Section 3 and Section 7)</b>		
Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input checked="" type="checkbox"/> <b>Communications</b>	<input type="checkbox"/> <b>Social &amp; Behavioral Sciences</b>	<input type="checkbox"/> <b>Mathematics</b>
<input type="checkbox"/> <b>Natural Sciences</b>	<input type="checkbox"/> <b>Humanities</b>	
Section 4		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Speaking</b>	<input checked="" type="checkbox"/> <b>Critical Analysis</b>
<input checked="" type="checkbox"/> <b>Writing</b>	<input checked="" type="checkbox"/> <b>Listening</b>	<input type="checkbox"/> <b>Information Literacy</b>
	<input type="checkbox"/> <b>Quantitative Skills</b>	<input type="checkbox"/> <b>Scientific Method of Inquiry</b>
	<input checked="" type="checkbox"/> <b>Ethical Judgment</b>	<input checked="" type="checkbox"/> <b>Working Collaboratively</b>
<b>Section 5</b>		
<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>	
Understand and use standard American English conventions regarding pronouns.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Understand and use standard American English conventions regarding adjectives and adverbs.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Understand and use standard American English conventions regarding irregular verb forms.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Understand and use standard American English conventions regarding subject-verb agreement.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Understand and use standard American English conventions regarding coordination and subordination.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Construction of syntactically sound sentences; Recognize and correct major sentence errors involving fragments, comma splices, and fused / run-on sentences.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Recognize and correct misplaced and dangling modifiers.	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Understand and use standard conventions regarding paragraph construction	graded homework, graded assignments, classroom exercises, regular classroom evaluations, exit testing	
Understand and demonstrate technological skills requisite for success in a college-level writing course.	word processing, computer usage, email competency, academic presentation, online tutorials and software	
Section 6		
Name of Person Completing This Form: <u>Christopher Z. Twigg</u>		Date: <u>Fall 2007</u>