

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ENC 1102

COURSE TITLE: Writing about Nonfiction

PREREQUISITE(S): ENC 1101 with a grade "C" or better

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

## CATALOG COURSE DESCRIPTION:

This course focuses on studying nonfiction writing in its many forms. The student will develop a proficiency in evaluating texts and writing analytically about these texts. The course provides a solid introduction to research writing as well as the CLAST writing skills. This course includes reading and writing competencies.

## SUGGESTED TEXT(S):

Axelrod, Cooper, Warriner, Reading Critically Writing Well  
7th edition, Boston: Bedford/St.Martin's, 2005

Behrens, Rosen, Beedles, A Sequence For Academic Writing  
2<sup>nd</sup> edition, New York: Pearson Longman, 2005 (This text  
should be supplemented with a nonfiction book.)

Miller and Paola, Tell It Slant, Boston: McGraw-Hill, 2004

Minot, Stephen, Literary Nonfiction: The  
Fourth Genre, New Jersey: Prentice Hall, 2003

Trimbur, John, The Call to Write, Concise Edition, New York:  
Longman, 2003

Current Handbook such as:

Hacker, Diana, The Bedford Handbook, 6<sup>th</sup> ed., Boston: Bedford/St. Martins, 2002

Hodges, John C., et al., Hodges' Harbrace Handbook, 15<sup>th</sup> ed., Fort Worth: Thomson, 2004

TEXTBOOK RECOMMENDATION:

Students should read at least one book-length primary text

IMPLEMENTATION DATE:

Fall Term, 1981 (821)

REVIEW OR MODIFICATION DATE:

Fall Term, 1994 (951)

Fall Term, 2003 (20041)

Fall Term, 2006 (20071)

Spring Term, 2007 (20072) - Gordon Rule

## COURSE TOPICS

CONTACT HOURS  
PER TOPIC

## I. Nonfiction Prose Genres

32

## A. Essays/Articles

1. Audience
2. Purpose
3. Point of view
4. Structure
5. Development
6. Logic
  - a. Methods of reasoning
    - (1) Inductive
    - (2) Deductive
  - b. Fallacies
  - c. Semantics
7. Sources/Support
8. Tone
9. Style

## B. Diaries/Journals

1. Audience
2. Purpose
3. Point of view
4. Structure
5. Personal Response
6. Social/Historical Context

## C. Autobiography/Biography

1. Audience
2. Purpose
3. Point of view
4. Structure
5. Content
6. Objectivity/Subjectivity
7. Primary/Secondary Sources
8. Social/Historical Context

## D. Nonfiction Narrative

1. Types
2. Audience
3. Purpose
4. Point of view
5. Structure
6. Development
7. Primary/Secondary Sources

## E. Empirical Reports

1. Forms
2. Audience
3. Purpose

## COURSE TOPICS (CONTINUED)

CONTACT HOURS  
PER TOPIC

4. Point of view
5. Structure
6. Types of Data
7. Reasoning
  - a. Analyzing
  - b. Evaluating
  - c. Inferring
  - d. Drawing Conclusions
  - e. Synthesizing

## II. Paraphrase/Summary

3

- A. Paraphrase
  1. Definition
  2. Documentation
- B. Summary
  1. Definition
  2. Types
    - a. Precise
    - b. Abstract
    - c. Annotated Bibliography
  3. Documentation

## III. Research Process

10

- A. Using a Research Library and the Internet
  1. Using Indices including computer databases
  2. Locating books, magazines, newspapers, reference texts, pamphlets, and A-V materials
  3. Accessing computer reference tools
  4. Evaluating web sites and sources
- B. Recognizing types of sources
  1. Primary sources
  2. Secondary sources
- C. Taking Notes
  1. Types
  2. Format
  3. Organization
- D. Using correct documentation: MLA and/or APA style
  1. In-text
  2. Works cited/references

## **MULTIPLE ASSIGNMENTS**

"Multiple assignments" is defined as the students' ability to demonstrate mastery of college level writing skills through successful completion of substantial writing assignments integrated within the curriculum of the designated Gordon courses.

## **TYPES OF ASSIGNMENTS**

### **COMMUNICATIONS**

#### **ENGLISH 1102**

Precis/Summary  
Synthesis Essay  
Argument Essay  
Research Paper  
Critical Analysis Essay  
At least two in-class timed essays

## **RUBRIC**

### **COMMUNICATIONS**

#### **ENGLISH 1102**

Evaluation of competency in college-level writing skills shall be based on students' ability to complete a writing assignment that demonstrates a proficiency in:

- Quoting and paraphrasing sources
- Summarizing material
- Arguing a point of view persuasively using written materials to substantiate points
- Writing using correct grammar, word usage, and diction
- Using researched sources following correct APA and/or MLA style documentation guidelines for research papers
- Analyzing and evaluating various genres of fiction and nonfiction
- Writing grammatically correct, proofread essays under timed and proctored conditions



**Florida State College  
At Jacksonville**

**General Education Requirements  
Categories & Courses Review Checksheet**

Course Prefix and Number: ENC 1102 Semester Credit Hours: 3

Course Title: Writing about Nonfiction

Discipline Area for the Course:  
 **Communication**       **Mathematics**       **Social & Behavioral Sciences**  
 **Humanities & Visual/Performing Arts**       **Natural Sciences**       **Other-Designated Option**

**INTELLECTUAL COMPETENCIES:**  
 **Reading**    **Speaking**    **Critical Analysis**    **Quantitative Skills**   **Scientific Method of Inquiry**  
 **Writing**    **Listening**    **Information Literacy**    **Ethical Judgment**    **Working Collaboratively**

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<b>X</b>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations		<b>X</b>		Curiosity and openness to new ideas	<b>X</b>		
• Comprehends the workings and interrelations of personal, business and government economies	<b>X</b>			Recognition of one's own creative potential		<b>X</b>	
• Comprehends political, social and economic systems and their effects upon society	<b>X</b>			Acceptance of and respect for differences among people and cultures	<b>X</b>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level		<b>X</b>		Civic Engagement		<b>X</b>	
• Comprehends the historical development of the arts and sciences		<b>X</b>		Lifelong Learning	<b>X</b>		
• Comprehends religious and cultural systems and their effects upon society		<b>X</b>					
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<b>X</b>						
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures							
• Comprehends the factors that promote physical, mental and social well-being							
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences							
• Comprehends the breadth, significance and development of the mathematical sciences							
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment							

Name of Person Completing This Form: Susan Hill

Signature: \_\_\_\_\_ Date: 12/1/05



Course Prefix and Number: <b>ENC 1102</b>	Semester Credit Hours: <b>3</b>
Course Title: Writing about Nonfiction	

Discipline Area for the Course:

<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> <b>Mathematics</b>	<input type="checkbox"/> <b>Social &amp; Behavioral Sciences</b>
<input type="checkbox"/> <b>Humanities &amp; Visual/Performing Arts</b>	<input type="checkbox"/> <b>Natural Sciences</b>	<input type="checkbox"/> <b>Other-Designated Option</b>

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> <b>Reading</b>	<input checked="" type="checkbox"/> <b>Speaking</b>	<input checked="" type="checkbox"/> <b>Critical Analysis</b>	<input type="checkbox"/> <b>Quantitative Skills</b>	<input type="checkbox"/> <b>Scientific Method of Inquiry</b>
<input checked="" type="checkbox"/> <b>Writing</b>	<input checked="" type="checkbox"/> <b>Listening</b>	<input checked="" type="checkbox"/> <b>Information Literacy</b>	<input checked="" type="checkbox"/> <b>Ethical Judgment</b>	<input checked="" type="checkbox"/> <b>Working Collaboratively</b>

**Learning Outcomes**

**Method Of Assessment**

1	Students must demonstrate the ability to properly quote and paraphrase sources.	At a minimum, students will compose (1) a precis/summary, (2) a synthesis essay, (3) a research paper, (4) an argument essay, (5) a critical analysis/review, and (6) two in-class CLAST-type timed essays.
2	Students must demonstrate the ability to summarize material they have read.	Assessment may also include quizzes, presentations, or discussions.
3	Students must demonstrate the ability to argue their point persuasively using written materials to substantiate their points.	
4	Students must demonstrate the ability to write grammatically correct, proofread papers under timed and proctored conditions.	
5	Students must demonstrate the ability to find useful sources in the library and Internet and must demonstrate the ability to use these sources.	
6	Students must demonstrate the ability to use correct APA and/or MLA style documentation for research papers.	
7	Students must demonstrate the ability to distinguish between the types of nonfiction genres.	
8	Students must demonstrate the ability to analyze and evaluate various types of nonfiction prose.	
9	Students must demonstrate the ability to compose essays responding to various types of nonfiction prose.	
10		

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