



# Syllabus

## English Composition II

ENC 1102 / 80758 / Fall 2026

Credit Hours/Contact Hours: 3/3

Pre-requisites/Co-requisites: ENC 1101 with a "C" grade

## Contact Information

### Instructor

Chad Hammock  
Assistant Professor of English  
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Office Location: LL 04  
Office Hours (Days & Times): TBD  
Response Time: 2 business days

### Division Chair

Betty McKinnie  
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## Course Information

### Catalog Description:

ENC 1102. English Composition II (3 credit hours/\$5.00 Lab Fee)

Prerequisite: ENC1101 with a minimum grade of "C." Rhetoric of the argumentative essay and the documented paper. Compositions based on readings of fiction, non-fiction, poetry, film, and other media. This is a course for which students will produce extensive college-level writing and requires completion with a minimum grade of "C."

### Student Learning Outcomes:

1. Students will apply rhetorical knowledge to communicate for specific audiences and purposes.
2. Students will analyze and evaluate texts and various forms of communication.
3. Students will purposefully engage in drafting, revising, and reflecting processes in order to produce writing that meets academic standards and demonstrates critical thinking.
4. Students will engage in academic research, synthesize information, and adhere to MLA style guidelines.

### Course Materials & Resources:

- Bennett, Writing and Literature: Composition as Inquiry, Learning, Thinking and Communication <https://open.umn.edu/opentextbooks/textbooks/writing-and-literature-composition-as-inquiry-learning-thinking-and-communication> Supplemental material will be posted on Canvas
- Students are expected to have adequate proficiency in the use of Microsoft Word and have access to the college's LMS system outside of class

### Delivery Method:

This is a web-based course. All online courses at GCSC utilize the Canvas Learning System. Students should read all information presented in the Canvas course site and should periodically check for updates—at least every 48 hours.

**Remember:** This course is not one in which students may work at their own pace. Each week there are learning modules, assignments, online lectures, online discussions, and/or online exams with due dates. Refer to the schedule within this syllabus and within Canvas for more information.

### Student Expectations

In this course, communication and feedback will occur through various channels, including GCSC email, Canvas Inbox, Canvas Announcements, Canvas Discussions, Microsoft Teams or Zoom, assignment feedback, and instructor office hours. Review the statements below so that you understand the expectations for communication.

As a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the guidelines detailed in the course syllabus, along with any additional instructions provided by the instructor. This includes understanding and complying with the course objectives, grading criteria, and academic policies.

- **Maintain Regular Contact:** Keep in touch with your instructor and classmates via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in class discussions and submit assignments on time. Your active participation is crucial for your academic success and contributes to a vibrant learning community.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement, which is crucial for your academic growth.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours (excluding weekends), unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.
- **Post Regular Announcements:** To keep you updated and help you manage your time effectively, I will send out weekly reminders via announcements. These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment. This is to ensure I'm available for any questions or concerns that may come up during the week.

## Course Schedule

Dates	Module	Description
August 17-21	1	<b>“Introductions”</b> Writing as inquiry; reading literature actively Textbook Readings: <ul style="list-style-type: none"> <li>• Introduction chapter (writing as inquiry/learning)</li> <li>• “Active Reading and Response”</li> <li>• “Thinking Critically About Texts”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Student factsheet</li> <li>• Diagnostic Writing</li> </ul>
August 24-28	2	<b>“Reading Literature Critically”</b> Elements of literature & interpretation Textbook Readings: <ul style="list-style-type: none"> <li>• “Reading Literature” (fiction/poetry/drama overview)</li> <li>• “Elements of Literary Analysis” (theme, character, setting, etc.)</li> </ul>

		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Reading Response #2</li> <li>• Close Reading Exercise</li> <li>• Idea Proposal</li> </ul>
<b>August 31- September 4</b>	3	<p><b>“Developing Interpretations”</b>  Claims about literature  Textbook Readings: <ul style="list-style-type: none"> <li>• “Developing a Thesis”</li> <li>• “Using Textual Evidence”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Thesis &amp; Evidence Assignment</li> <li>• Short Analysis Paragraph</li> </ul> </p>
<b>September 7-11</b>	4	<p><b>“Drafting the Literary Analysis”</b>  Structure and argument  Textbook Readings: <ul style="list-style-type: none"> <li>• “Organizing an Essay”</li> <li>• “Paragraph Development”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Full Draft #1 (Literary Analysis)</li> <li>• Peer Review Workshop</li> <li>• Reflection</li> </ul> </p>
<b>September 14- 18</b>	5	<p><b>“Revising Literary Analysis”</b>  Strengthening analysis  Textbook Readings: <ul style="list-style-type: none"> <li>• “Revision Strategies”</li> <li>• “Editing and Proofreading”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Final Draft (Literary Analysis)</li> <li>• Revision Memo: Explain major changes and reasoning</li> </ul> </p>
<b>September 21- 25</b>	6	<p><b>“Understanding Rhetoric”</b>  Rhetorical situation  Textbook Readings: <ul style="list-style-type: none"> <li>• “Rhetorical Analysis”</li> <li>• “Audience, Purpose, and Context”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Reading Response #3</li> <li>• Rhetorical Analysis Exercise</li> <li>• Text Selection Proposal</li> </ul> </p>

<p><b>September 28-October 2</b></p>	<p>7</p>	<p><b>“Analyzing Arguments”</b>  Persuasion strategies  Textbook Readings: <ul style="list-style-type: none"> <li>• “Analyzing Arguments”</li> <li>• “Ethos, Pathos, Logos”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Rhetorical Analysis Outline</li> <li>• Body Paragraph Draft (1–2 paragraphs)</li> </ul> </p>
<p><b>October 5-9</b></p>	<p>8</p>	<p><b>“Drafting Rhetorical Analysis”</b>  Structuring analysis  Textbook Readings: <ul style="list-style-type: none"> <li>• “Integrating Quotations”</li> <li>• “Developing Analytical Paragraphs”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Full Draft #2 (Rhetorical Analysis)</li> <li>• Peer Review Workshop</li> <li>• Self-Assessment Checklist</li> </ul> </p>
<p><b>October 12-16</b></p>	<p>9</p>	<p><b>“Revising Rhetorical Analysis”</b>  Clarity and depth  Textbook Readings: <ul style="list-style-type: none"> <li>• “Revision Strategies” (review)</li> <li>• “Style and Clarity”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Final Draft (Rhetorical Analysis)</li> <li>• Revision Memo</li> </ul> </p>
<p><b>October 19-23</b></p>	<p>10</p>	<p><b>“Inquiry &amp; Research Questions”</b>  Entering academic conversations  Textbook Readings: <ul style="list-style-type: none"> <li>• “Inquiry-Based Writing”</li> <li>• “Developing Research Questions”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Research Question Assignment</li> <li>• Discussion: Why do research questions matter?</li> </ul> </p>
<p><b>October 26-30</b></p>	<p>11</p>	<p><b>“Finding &amp; Evaluating Sources”</b>  Research skills  Textbook Readings: <ul style="list-style-type: none"> <li>• “Finding Sources”</li> <li>• “Evaluating Credibility”</li> </ul> Assessments:</p>

		<ul style="list-style-type: none"> <li>• Annotated Bibliography (4–6 sources)</li> <li>• Source Evaluation Worksheet</li> </ul>
<b>November 2-6</b>	12	<p><b>“Working with Sources”</b></p> <p>Summary and synthesis</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> <li>• “Summarizing and Paraphrasing”</li> <li>• “Synthesizing Sources”</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Synthesis Matrix</li> <li>• Summary/Paraphrase Practice</li> </ul>
<b>November 9-13</b>	13	<p><b>“Integrating Sources”</b></p> <p>Ethical and effective use</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> <li>• “Using Sources Effectively”</li> <li>• “Avoiding Plagiarism”</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Thesis + Outline for Multi-Source Essay</li> <li>• Intro Paragraph Draft</li> </ul>
<b>November 16-20</b>	14	<p><b>“Drafting the Multi-Source Essay”</b></p> <p>Organization and argument</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> <li>• “Organizing Research Writing”</li> <li>• “Introductions and Conclusions”</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Full Draft #3 (Multi-Source Essay)</li> <li>• Peer Review Workshop</li> <li>• Conference with Instructor</li> </ul>
<b>November 23-27</b>	15	<p><b>“Revision &amp; Editing”</b></p> <p>Polishing final draft</p> <p>Textbook Readings:</p> <ul style="list-style-type: none"> <li>• “Revision Strategies”</li> <li>• “Editing for Grammar and Style”</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Final Draft (Multi-Source Essay)</li> <li>• Revision Memo</li> <li>• Works Cited Page (graded separately or included)</li> </ul>
<b>November 30-December 4</b>	16	<p><b>“Reflection”</b></p> <p>Transfer of learning</p>

		Textbook Readings: <ul style="list-style-type: none"> <li>• “Writing as Inquiry”</li> <li>• “Revision Strategies”</li> </ul> Assessments: <ul style="list-style-type: none"> <li>• Portfolio Submission</li> <li>• Self-Assessment</li> </ul>
<b>December 7-11</b>	Final Exams	

## Grading

### GCSC Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

- A 90%-100%
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F 59% and below

### Calculation of Grades

- A Literary Analysis: 20%
- B. Rhetorical Analysis: 20%
- C. Research Paper: 20%
- D. Reflection: 15%
- E. Essay Planning Assignments: 10%
- F. Other Assignments: 15%

### Incomplete Grades

An incomplete (“I”) grade will not be given in this course for any reason.

## Course Policies

### Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable

accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. Please visit [GCSC's Student Accessibility Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email [sar@gulfcoast.edu](mailto:sar@gulfcoast.edu) or call 850-747-3243.

## Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor may contact you, indicating that further absence may result in your withdrawal from the course. Your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

## Withdrawal Policy

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.). There are two kinds of withdrawals---student and administrative.

- *Student Withdrawal (W1)* - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.
- *Administrative Withdrawal (W2)* – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy in which case the student will receive a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

## Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. GCSC professors report every instance of student academic misconduct to the college for inclusion on the student's records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

### "Cheating"

includes but is not limited to use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

### "Plagiarism"

includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines of AI material.

### "Self-plagiarism"

occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

### "Generative Artificial Intelligence (AI)"

is technology that uses machine learning to create new content, such as text, images or code, based on user input. These systems are trained on vast amounts of data, including large language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

## Classroom Recording

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook.

## Generative Artificial Intelligence (AI) Policy

The use of generative AI tools in academic work requires clear guidelines to maintain academic integrity. Please review the policy selected for this course regarding the use of AI tools such as ChatGPT, Copilot, Grammarly's AI features, and similar platforms for assignments, research, and other coursework.

See the student handbook for further information. Students with questions about acceptable use should consult their instructor.

### Prohibited Use of AI

*The use of AI-generated content is strictly prohibited in all assignments, coursework, and throughout all stages of the work process, such as brainstorming, outlining, or drafting. This includes but is not limited to, tools such as ChatGPT, Copilot, and Grammarly's AI function. Use of AI tools will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.*

## Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination may be

directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

## Syllabus Policy

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made in the requirements and/or grading of the course.

## Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

## Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- **Computer:** Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.
- **Internet Speed:** Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- **Office 365 software:** Available for free download through GCSC Information Technology Services (ITS).

If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.