Freshman Communicative Skills / ENC 1102-031, Spring 2015

<table>
<thead>
<tr>
<th>Class location:</th>
<th>TH 116</th>
<th>Days/Time:</th>
<th>T/R 330-445p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Kendra N. Bryant</td>
<td>E-Mail Address:</td>
<td><a href="mailto:Kendra.bryant@famu.edu">Kendra.bryant@famu.edu</a></td>
</tr>
<tr>
<td>Office Location:</td>
<td>TH 438</td>
<td></td>
<td>@DrKendraNBryant</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>T/R 8a-10a</td>
<td></td>
<td><a href="http://www.drknbryant.com">www.drknbryant.com</a></td>
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Course Description
Freshman Communicative Skills 1102 aims to help writing students develop their critical thinking, reading, and writing skills by way of close readings and class discussions on literature. This course, more specifically, will focus on the poems, creative non-fiction, short stories, and novel of Alice Walker. Although the course carries the title “communicative skills,” ENC 1102 is more like an Introduction to Literature course, and therefore, students will practice various modes of writing and communicating via literature. **Note:** Students should have earned at least a C in ENC 1101 in order to take this course.

Course Objectives
Through class meetings and out-of-class preparation, students should expect to do the following:

1. Master team skills and interpersonal communication
2. Complete two major out of class essays
3. Improve overall written communication skills
4. Develop skills to write for specific target audiences and purposes
5. Develop critical reading, thinking, and writing skills
6. Critically engage various literary genres
7. Discuss the writer’s purpose and commitment to society and self
8. Consider themselves in relationship to the author and his/her characters
9. Apply MLA style and documentation to researched papers
10. Practice grammar and mechanics

Required Textbooks/Resources
- *Little Brown Handbook* (or similar).

Required Class Materials
- Three-ring binder (at least 1” rings), lined paper, blue or black ink pens, highlighter
- **FIVE** Dividers (*Quote of the Day, Notes, Reader Responses & Rhetorical Precis, Quizzes, Classwork/Homework, Handouts*)
Method of Instruction

- Students will be assigned readings from various Alice Walker works in an attempt to understand and critically engage in literature and its genres. Students will explore and explicate the ideas, structures, history, and theories of each reading via class discussions and writing tasks such as reader responses.
- Students will be given random quizzes to assess their reading, thinking, and writing skills as well as their comprehension of the assigned literature.
- When appropriate, students will participate in collaborative work, including peer review; teacher will also lecture and facilitate class discussion.
- Throughout the semester, students will be given practices in grammar, mechanics, sentence structure, as well as MLA style and documentation using student written assignments.

Accountability Groups

Students will be placed in groups of three of four that will mainly serve as their accountability groups. In these groups, students will be their "brothers/sisters keeper," if you will. Students should call on the members of their groups to maintain their studies and assignments. Students will also engage in peer exercises and small in-class discussions with group members.

Five Minute Quote of the Day

At the start of each class, students will engage in a five minute grounding exercise where they will spend five minutes silently writing a response to a quote by (or about) Alice Walker and/or her themes. These writing exercises are intended to ground students in the class and assist them in focusing their attention, conjuring their creativity, and relieving potential stress. They may or may not be shared during class.

Blackboard

Students are strongly encouraged to check Blackboard on a daily basis. Here, students will find the class syllabus, memorandums and handouts, as well as assignment instructions. I will also use Blackboard to inform students of any unforeseen class cancellations and updates.

Grading

Final grades will be based on the following weights (and are subject to change):

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Mid-Term Paper</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Miscellaneous (hmwrk, clswrk, quizzes, participation)</td>
<td>50%</td>
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</table>

Grading Criteria

Students will be given letter grades, comments, and/or participation credit for their assignments. (Directions for all assignments will be distributed & discussed in class.) Please keep in mind that comments are intended to assist students in improving their writing; therefore, they should be read and carefully considered. Note: I will be using FAMU’s grading scale. A=Excellent, B=Good, C=Satisfactory, D=Poor, and F=Unsatisfactory.

Disabilities

Students with a disability and thus requiring accommodations are encouraged to consult with the instructor during the first week of class to discuss accommodations. For more information, see www.famu.edu/cedar/. Each student making this request must bring a current Memorandum of Accommodations from the CEDAR office.
Deadlines

Deadlines for submitting written work will be strictly observed. I will not accept late assignments without a formal written excuse from the Dean’s office—which needs to be retrieved no more than a week after student absence(s). Once students have submitted a formal excuse to me, they will have one week to submit their work with no penalties. After that one week, a letter grade will be dropped for each day (including weekends) that the work is late. This policy also applies to making up quizzes—which will occur in my office during my designated office hours. Students are responsible for retrieving missed homework/classwork practice by way of their accountability groups. I do not accept any work via email submissions.

Religious Holidays

You are excused from class for major observances of your religion, which need to be brought to my attention by the second week of class.

Plagiarism

See http://www.famu.edu/index.cfm?judicialAffairs&StudentCodeofConduct for FAMU’s Undergraduate Catalog’s definitions and policy, and consult with me if you have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

Notes and Tapes of Lectures

It is not permitted to sell notes or tapes of class lectures.

Classroom Policies

- **Disruptive behavior will not be tolerated.** What does that mean? Basically, please respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness. Be awesome.

- **All cell phones must be turned to vibrate or silent.** I expect the same etiquette one might use at a business meeting. If students must use their cell phones, please step outside. Similarly, be wise about laptop/tablet use. While I don’t mind if students bring their laptops/tablets to class, I expect students to pay attention during class lecture or class discussion. Be awesome.

- **Attendance** is mandatory; however, students are permitted two absences which cover sickness, special holidays, and documented emergencies. Students are encouraged to email or phone their classmates to find out what happened in class the days that they are absent. Note: I do not reteach lessons just because a student was absent. In addition, I do not respond to emails that ask that I do so. Finally, an email explaining student absences is unnecessary. Class meets twice a week. Be on time. Be awesome.

- **Preparation:** Please come prepared for class. Have something to write with and write on. Bring your materials and resources DAILY. Bring any due assignments. Bring your voice—your opinions, your confusions, your questions, your successes. Be awake. Be present. Be awesome.

- **Participation:** There are individual and group tasks that must be done. There are no “spectator” roles—at least not all of the time. Students are expected to be active participants in all of their work, which include actively reading and actively listening. Be awesome.

- **Timely Completion:** Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me to resolve the problem before it is too late to do anything about it. Be awesome.
Dr. Bryant, Kendra • ENC 1102 • p. 4

- Students SHOULD NOT attempt to argue for or submit late work that ignores the required deadlines.
- Students SHOULD NOT attempt to conference with me about their grades two weeks before the semester ends.

- **Emails**: I am not available to receive emails 24/7. However, I will respond to them Monday through Friday until 5 p.m. I will not respond to emails over the weekend. Also, all emails should be formally and thoroughly written to include a greeting, a body, as well as a proper closing. Emails that are not professionally written—which include following the rules to standard American grammar, punctuation, and capitalization—will not receive my response. Be awesome.

- **FINANCIAL AID, TRANSPORTATION & PARKING, JOBS, and TECHNOLOGY**: “Excuses are the tools of the incompetent used to build monuments of nothing; those who dwell upon them seldom amount to anything.” Student financial aid, transportation, job, and technology issues are not my issues. Students will be graded on their performance. The End. So, be awesome.

**Writing Center**

FAMU has an excellent free tutoring center available for anyone who would like help with any aspect of writing:

- **The FAMU Writing Center** ([www.famu.edu/wrc/](http://www.famu.edu/wrc/)) “Through individualized, self-paced instruction, the WRC affords students the opportunity to reinforce, review, and apply skills that are taught in college preparatory and fundamental communicative skills courses, thereby enabling students to advance to and succeed in upper division courses.”

**Emergency Plans**

In the event of an emergency, it may be necessary for FAMU to suspend normal operations. During this time, FAMU may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Blackboard site for each class for course specific communication, as well as the main FAMU, College, and department websites, and emails, for important general information.

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**Please detach the below portion of this syllabus and submit it to your instructor.**

I have read and understood my syllabus for ENC 1102, Spring 2015. I have placed a copy of the syllabus in my required three-ring binder, and my initials placed at each section of the syllabus serves as my confirmation that I have read and am agreeing to its terms.

By signing below, I also give Dr. Kendra N. Bryant permission to use any of my work—including class discussions—in her research.

I will be awesome.

Print Name____________________________________________________________

Sign Name_________________________________________ Date__________________________
### Weekly Assignments

*Note: All assignments are subject to change.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Chapter Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 8</td>
<td></td>
<td>• Review Class Syllabus, Diagnostic Exam (Take Home Essay)</td>
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<td>• Diagnostic Grammar Exam</td>
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<td>January 13, 15</td>
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<td>• Grammar Review</td>
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<td>• MLA Review</td>
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<td></td>
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<td>• Literary Genre Review</td>
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<td></td>
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<td>• Lecture: On Alice Walker</td>
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<td></td>
<td></td>
<td>• Introduction to Reader Responses &amp; Rhetorical Precis</td>
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<tr>
<td>January 20, 22</td>
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<td>Alice Walker’s <em>The Color Purple</em></td>
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<tr>
<td>January 27, 29</td>
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<td>Alice Walker’s <em>The Color Purple</em></td>
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<tr>
<td>February 3, 5</td>
<td></td>
<td>Alice Walker’s <em>The Color Purple</em></td>
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<tr>
<td>February 10, 12</td>
<td><em>The Color Purple, movie</em></td>
<td>Alice Walker’s <em>The Color Purple</em></td>
</tr>
<tr>
<td>February 17, 19</td>
<td><em>In Search of Our Mothers’ Gardens</em> &amp; <em>Looking for Zora</em></td>
<td><em>Color Purple paper due</em></td>
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<tr>
<td></td>
<td></td>
<td>Alice Walker’s <em>In Search of Our Mothers’ Gardens</em></td>
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<tr>
<td>February 24, 26</td>
<td><em>The Civil Rights Movement: What Good Was It?</em> &amp; <em>Making the Moves and the Movies We Want</em></td>
<td>Alice Walker’s <em>In Search of Our Mothers’ Gardens</em></td>
</tr>
<tr>
<td>March 3, 5</td>
<td><em>To the Black Scholar</em> &amp; <em>Brothers and Sisters</em></td>
<td>Alice Walker’s <em>In Search of Our Mothers’ Gardens</em></td>
</tr>
<tr>
<td>March 10, 12</td>
<td><em>Silver Writes</em> &amp; <em>Only Justice Can Stop a Curse</em></td>
<td>Alice Walker’s <em>In Search of Our Mothers’ Gardens</em></td>
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<tr>
<td>March 17, 19</td>
<td><strong>SPRING BREAK / MIDTERM PAPER</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>March 24, 26</td>
<td><em>Everyday Use</em></td>
<td>Alice Walker’s <em>In Love &amp; Trouble</em></td>
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</table>
March 31, April 2  | "The Welcome Table"  | Alice Walker’s In Love & Trouble
| "Strong Horse Tea"  |            |

April 7, 9  | "The Flowers"  | Alice Walker’s In Love & Trouble
| "To Hell with Dying"  |            |

April 14, 16  | "You’d Be Surprised"  | Alice Walker’s Hard Times Require Furious Dancing
| "Sometimes"  |            |
| "Easy"  |            |
| "Compatible"  |            |
| "The Answer Is Yer"  |            |
| "Still"  |            |
| "Lost"  |            |
| "In Us"  |            |
| "Calling All Grand Mothers"  |            |
| "One Earth"  |            |
| "The Taste of Grudge"  |            |

April 21, 23  | "I Will Keep Broken Things"  | Alice Walker’s Hard Times Require Furious Dancing
| "I Know My Duty to Life"  |            |
| "I Will Not Deny"  |            |
| "Here"  |            |
| "Loving Humans"  |            |
| "Dying"  |            |
| "Loving Our Leaders"  |            |
| "Mind Shine"  |            |

April 27-May 1  | FINALS WEEK  | FINALS WEEK

Note: Specific details for most assignments will be placed on Blackboard and/or distributed in class via memorandums and email. However, it will behoove students to come to class everyday so that they can receive personal direction and instruction.
MEMORANDUM

To: ENC 1102 Students
Fr: Kendra N. Bryant, professor
Re: The Color Purple paper
Date: February 3, 2015

Students are required to write a two-page paper about one of the topics below. Papers must follow MLA guidelines, include a thesis statement in the introductory paragraph, and be submitted Monday, February 17 at the start of class.

Do not wait until the last minute to start your papers. Please use the Writing Resource Center for assistance. Note: Papers will be graded based on paper organization and structure, attention to MLA guidelines, grammar, sentence structure, punctuation (& the like), and ability to comprehensibly and thoroughly execute chosen paper topic.

* * *

Paper Topics

1. Compare and contrast the movie The Color Purple with the text The Color Purple.
2. Write a personal response about Celie and Shug’s conversation regarding God.
3. Explain how the white patriarchy informs Black male behavior in Walker’s character(s).
5. Who is strongest? Celie, Shug Avery, or Sophia? Explain.
6. What is the cultural significance of Nettie’s letters?
7. How is Alice Walker’s ideas regarding womanism expressed in The Color Purple? (See In Search of Our Mothers’ Garden.)
8. Use one of the QOTDs and explain how it is manifested in the novel.
9. Explain why (or why not) The Color Purple is worthy of a Pulitzer Prize.
10. Who is your favorite/least favorite character, and why?
11. To which character do you most identify, and why?
12. Explain the significance of the epigraph, “Show me how to do like you. Show me how to do it” as it relates to the text.
MEMORANDUM

To: ENC 1102 Students
Fr: Kendra N. Bryant, Professor kb
Re: Mid-Term Paper Annotated Bibliography
Date: March 2, 2015

Mid-Term Paper, The Annotated Bibliography, is due at the start of class Tuesday, March 17th. A point will be deducted for each minute the paper is late. In other words, if a student is ten minutes late to class, his or her paper will automatically lose ten points. Students are required to type an annotated bibliography of the following texts:

- Alice Walker's *The Color Purple*
- Steven Spielberg's *The Color Purple*
- Alice Walker's "In Search of Our Mothers' Gardens"
- Alice Walker's "Looking for Zora"
- Alice Walker's "Making the Moves and the Movies We Want"
- Alice Walker's "To the Black Scholar"
- Alice Walker's "Brothers and Sisters"
- Trudier Harris’s “On The Color Purple, Stereotypes, and Silence”; and
- Kendra Bryant's “Thinking about the Cross: A Response to Alice Walker's ‘Reclaiming the Cross;'” (find at drknbryant.com)
- Evelyn C. White's "Radically Brilliant" (from Alice Walker: A Life)

Students should use their Rhetorical Précis handout as a guide to composing their critical analysis summaries, which an annotated bibliography essentially is. Summaries should be between 4-6 sentences long and adhere to MLA guidelines. Additionally, each annotation should include one in-text citation. Students are advised to refer to an MLA handbook & other sources for assistance. Also, the Writing Resource Center (TH 124) is available M-F and will be open during Spring Break.

Each annotation (there are 10 of them) is worth 10 points and will be graded based on student ability to successfully apply MLA style & documentation, grammar & mechanics, and development/organization. (For your information, A-10pts; B-9-8pts; C-7pts; D-6pts; and F-5pts & below.)
MEMORANDUM

To: ENC 1102 Students
Fr: Kendra N. Bryant, professor kb
Re: FINAL Assignment
Date: April 13, 2015

Students, the last day of class is Thursday, April 23. Between now and then, we will engage in Walker's Hard Times Require Furious Dancing, which students will use to write their final paper—worth 30% of their final grade.

Final papers must meet the following requirements:

- Be written in a particular mode of essay writing (comparison/contrast; narrative; argument; definition);
- Follow the guidelines to MLA style and documentation (in-text citation, paper formatting, work(s) cited page);
- Be no more than 2.5 pages (without Works Cited page);
- Be written in an organized essay + thesis statement and well-developed paragraphs (main idea sentences, transitions, supporting sentences/details);
- Be free of erroneous mistakes in grammar, mechanics, and sentence structure;
- Must synthesize a poem from Hard Times Require Furious Dancing and an Alice Walker piece of student choice (that was part of the semester’s required reading). See attached sample introductory paragraph; and
- Be submitted Friday, May 1, at 1230p (FINAL’s week).
Myop on “Dying”

In Alice Walker’s short story, “Flowers” (1973), a young black girl named Myop adventures through the wooded areas behind her house until she literally stumbles upon a dead body. She “stepped smack into his eyes,” writes Walker (120). Although Myop gives a “little yelp of surprise” (120), after noticing the dead man’s smile, Myop doesn’t seem afraid of her discovery. Instead, she appears curious and sympathetic. According to the narrator, “Myop gazed around the spot with interest” (120) and eventually lays the flowers she’s collected at the man’s “grave.” I believe Myop’s lack of fear concerning death is masked in her contemplative spirit regarding life, which is best expressed in Walker’s poem “Dying.”