I. Locator Information:

Professor:  G McConnell  
Course:  ENGL 110  Basic Composition  
Office: Butler 124  
Office Hours:  9—11 TR  
Semester Hours of Credit:  3  
Day and Time: Section 19 12:30—1:45 TR  
Total Class Contact Hours:  3 hours per week  
E-mail address:  gmcconnell@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:

The course is designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

Objectives

Students will understand different disciplinary approaches to a topic or theme.

Students will use skills and knowledge from one course to master material in another course.

Teaching Strategies

This course will present students with various readings and discussions on personal experience, and students will write several narrative and descriptive essays, as well as essays that address contemporary issues.
III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding building, room 155 (1st Floor); 910-672-1203.

IV. Textbook: Various texts, print and online, will be provided by the instructor.

V. Student Learning Outcomes:

Fayetteville State University Student Learning Outcomes:

Communication
- Evaluate effectiveness of various forms of communication Emphasize
- Create written and spoken communication: organization Emphasize
- Create written and spoken communication: clarity Emphasize

Ethics and Civic Engagement
- Develop and demonstrate personal system of ethics and morality

Reasoning: Critical Thinking
- Evaluate reasonableness of arguments Introduce
- Construct reasonable arguments Introduce

Inquiry Skills
- Cite sources appropriately Emphasize

VI. Course Requirements and Evaluation Criteria

Students will present papers typed and double-spaced, and the papers will adhere consistently to the conventions of Standard Written English (SWE). Students will also demonstrate a clear understanding and application of argumentative and research methods with the appropriate use of format and citations.

The class will use the departmental computer lab in Butler 312 for revising of first draft, using the Criterion resource, and also for on-line research.

Common Rubric for English 110:

In an excellent paper, a student
- Includes and analyzes source material to forward a specific and original purpose;
- demonstrates evaluation of source material, pointing out strengths and weakness
- Selects direct quotations that are almost always suited to purpose
- Uses a signal phrase well and incorporates quotation into grammatical structure of the overall sentence
- Accurately paraphrases source material in student’s own language
- Accurately cites in-text citations and works cited according to details of MLA style
Demonstrates revulsion for organization, clarity, and proofreading for conventions of
Standard American written English in final draft

In a **good** paper, a student
Includes and analyzes source material to forward a purpose;
demonstrates evaluation of source material
Selects direct quotations that are often suited to purpose
Usually uses a signal phrase well and incorporates quotation into grammatical structure
of the overall sentence
Paraphrases source material accurately but may be too close to original sentence
structure
Usually accurately cites in-text and works cited according to details of MLA style
Demonstrates evidence of the writing process in final draft

In an **acceptable** paper, a student
Includes and analyzes source material that does not necessarily forward purpose,
and repeats source material without evaluation
Selects direct quotations sometimes suited to purpose or sometimes uses quotations to
the exclusion of original writing
Sometimes uses a signal phrase well and incorporates quotation into grammatical
structure of the overall sentence
Paraphrases misinterpret or misrepresent source material
Cites in-text or works cited not conforming to MLA style
Demonstrates evidence of the writing process in final draft

In an **unacceptable** paper, a student
Rarely includes or analyzes source material that forwards a purpose
Rarely selects direct quotations that suit purpose or uses quotations to the exclusion of
original writing
Rarely includes signal phrases or rarely incorporates quotations grammatically
Inaccurately or incorrectly cites in-text or works cited according to MLA style
Does not show evidence of the writing process

The “A” paper demonstrates strengths in critical thought, rhetorical development, and
rhetorical grammar. It also demonstrates fulfillment of the criteria for the writing
assignment. It is insightful, engaging, and informative. It is free of grammatical,
careless, idiosyncratic or dialectical items. It displays a strong command of Standard
American English (SAE), and it demonstrates extensive analysis of the subject matter
through research and reflective thought.

The “B” paper demonstrates some strengths of the “A” paper but displays a few key
weaknesses. It shows some critical thought and some area of development, but it lacks
substantial support for the claims. It may have grammatical or careless errors. It fulfills
some of the criteria for the writing assignment, but it is a bit lacking in other areas.
The “C” paper demonstrates strengths in few areas and has more weaknesses than strengths. It lacks in areas of critical thought, rhetorical grammar, and fulfillment of the criteria for the writing assignment.

The “D” paper needs much improvement. It is deficient in areas of critical thought, rhetorical development, and rhetorical grammar. It is especially lacking in fulfillment of the criteria for the writing assignment and displays poor usage of Standard American English (SAE). It shows significant weaknesses in development of the paper.

The “F” paper lacks significant thought and has deficiencies in such things as critical thought, rhetorical development, and rhetorical grammar. It does not appropriately fulfill the writing assignment. It has too many grammatical and careless errors, and it lacks insight. It is poorly prepared and does not fulfill the criteria for the writing assignment.
August 18 Course Introduction and Policy
20 Preliminary Discussion of Paper #1: Description
25 ***In-class Writing Assignment***: ten points
27 Sample descriptions

September 1 Sentence revisions due
3 ***Paper #1 due: Description***
   Sentence corrections
   Preliminary Discussion of Paper #2: Personal Narrative
8 Sentence revisions due
10 Sample narratives, sentence corrections
15 Sentence revisions due
17 Preliminary Discussion of Paper #3: The Job
   ***Paper #2 due: Personal Narrative***
22 Sentence revisions due
24 Sample papers, sentence corrections
29 Sentence revisions due

October 1 ***Paper #3 due: The Job***
6 Sentence revisions due
8 Conferences: Butler 124
13 Conferences: Butler 124
15 Fall break
20 Paper revision; third person
22 ***Paper #4 due: Revision***
   Preliminary discussion of paper #5: Film Review
26 ***Last Day to Drop a Course***
27 Sentence revisions due; film viewing
29 Sentence corrections; film viewing

November 3 Sentence revisions due: third person
5 Preliminary discussion of paper #6: Film and research
   ***Paper #5 due: Review: Soul Food Junkies*** (Third Person)
10 Sentence revisions due; research material on Blackboard
12 Sentence corrections; thesis and argument
17 Citations
19 Research paper checklist

24 ***Paper #6 Due: Research (MLA Citation)*** (Third person)
26 Thanksgiving

December
1 Student commentary
3 Final course evaluations

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<thead>
<tr>
<th>Paper</th>
<th>Title</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>#1</td>
<td>Description</td>
<td>(10%)</td>
<td>September 3</td>
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<tr>
<td>#2</td>
<td>Personal Narrative</td>
<td>(10%)</td>
<td>September 17</td>
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<tr>
<td>#3</td>
<td>The Job</td>
<td>(10%)</td>
<td>October 1</td>
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<tr>
<td>#4</td>
<td>Revision</td>
<td>(10%)</td>
<td>October 22</td>
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<td>#5</td>
<td>Film Review</td>
<td>(15%)</td>
<td>November 5</td>
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<tr>
<td>#6</td>
<td>Research Paper</td>
<td>(15%)</td>
<td>November 24</td>
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<tr>
<td></td>
<td>Day-to-day classwork</td>
<td>(30%)</td>
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Papers will be typed, double-spaced, about 600 words. Papers, due at the beginning of class, may be handed in no more than one class day late (for a 10% penalty). Students unable to deliver papers on time should email them on time, but the professor will not print them. If printed versions of these emailed papers are not delivered the next class, the professor will grade the paper online.

The schedule offers in-class and out-of-class writing for drafting papers and for revision, the ten best scores counting. Missed items (3% each) cannot be emailed or made up. Notice that homework assignments are usually due on Tuesdays, and papers usually due on Thursdays. Notice also that class work and homework comprise 30% of the final grade: missing too much will obviously threaten the course grade, so students unable to maintain class attendance will have difficulty making even a B in the course.

Students can expect to turn in about 5,000 words of graded work over the semester.

Students who have a disability should contact the Office of Personal Development.