Fayetteville State University  
College of Arts and Sciences  
Department of English  
English 110-45 English Composition I  
Fall 2015

I. Locator Information  
Semester: Fall Term I - 2015  
Course: ENGL 110-45 English Composition  
Location: BU 359  
Semester Credit hours: 3  
Mon/Wed 6:00-8:30  
Instructor: Ms. Toni Thomas  
trthomas01@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 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

Please check your campus email and Blackboard daily.

II. Course Description  
A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

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. Title IX – Sexual Misconduct  
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the
Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall  
Licensed Professional Counselor  
Spaulding Building, Room 167  
(910) 672-2167  
dhall9@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook

VI. Student Learning Outcomes:
By the end of this course, students should be able to:

- Read and respond critically to published texts
- Produce writing that is text-based as opposed to experience–based only
- Summarize, quote, paraphrase, and analyze material in relation to one source
- Cite material according to a citation style, preferably MLA
- Demonstrate proof of the writing process including: prewriting; organizing; drafting; revising; editing; and proofreading
VII. Course Requirements and evaluation criteria

FSU Grading Scale
A = 90% - 100%
B = 80% - 90%
C = 70% - 80%
D = 60% - 70%
F = below 60%

Attendance and tardiness: Students are expected to attend all class meetings, individual conferences and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Students missing more than 3 classes will have their final grade for the course lowered by one full letter grade.

Requirements: Three Major essays 10% each
In-class writings/exercises/summaries 10%
Classroom participation (attendance) 10%
Midterm Exam 30%
Oral report/final 20%

Plagiarism: Academic Integrity
If you are confused about the distinctions between paraphrasing and plagiarizing, you should ask me before submitting work as your own. Plagiarized papers (whether they are submitted as drafts or as final products) will result in automatic “F’s.”

Policy on late work: Late work is only accepted in case of an emergency with documented proof.

Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirms that all students have the right to receive instruction
Even more important is that papers for peer comments are exchanged and you need to be noted. The rudeness of interrupting something in progress is only part of the concern. Expectations

Disruptive Behavior – As used in this policy, any student behavior that interferes with instruction and learning. Examples include, though are not limited to, the following:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices in violation of the class syllabus
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members; and/or
8. Entering class late or leaving class early on a regular basis

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited above. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior:

The instructor may take the following actions in response to disruptive behavior:
Direct student to cease disruptive behavior.
Direct student to change seating locations.
Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
Dismiss class for the remainder of the period.
Lower the student’s final exam by a maximum of one-letter grade.
File a complaint with the Dean of Students for more severe disciplinary action.

Expectations:
• Be on time for classes which will begin promptly at 6:00 unless otherwise noted. The rudeness of interrupting something in progress is only part of the concern. Even more important is that papers for peer comments are exchanged and you need to be there in the beginning so that this can be done.
• Come prepared with your text book, paper and a writing utensil
• **Turn cell phones off or put on silent. No text messaging**
• Be prepared and ready to discuss comprehension questions at the end of each essay/section
• Respect everyone’s opinion.

VIII. Academic Support Resources

Writing center and smarthinking

Requirements for papers: All essays and drafts will be typed MLA style, using a Times New Roman 12pt font. These essays will be 2 ½ - 4 pages in length. In-class writings will be hand written in pencil or pen, using only the front of the paper, subsequent pages will be used if needed. There is no page requirement for in-class writings. It is however, imperative that you write in your neatest handwriting.

Schedule of Readings and Assignments
The schedule is deliberately designed to be flexible. So you need to keep up and keep in touch so you can know exactly when something is due. More precise specifications will be furnished as we go along. Please ensure that you look over all reading assignments.

IX. Tentative Course Outline

August 19: Introduction to the course: Syllabus, paper set up, Strategies for succeeding in composition and strategies for avoiding plagiarism pgs. 5-8. Submit a one-page writing sample describing your attitude towards English class. The paper should include, but not be limited to the following: why you have this particular attitude, your strengths and weaknesses as far as writing is concerned, and what you expect to get out of this class. This will be a timed writing piece; therefore, your paper must be completed in the fifty minutes allotted.

August 24: Review in-class essays and discuss common mistakes.*Read pgs. 11-25. Read “In the Kitchen” (a handout will be distributed), as a class assignment. Go over pages 150-154 for Essay I: Descriptive paper. Rough draft of essay I (typed) due the next class meeting.

Descriptive writing assignment Essay I: Think of a room where something regularly took place in your home when you were growing up—something that embodies a distinctive aspect of your family and/or cultural affiliation. Then write an essay in which you remember that room, its special significance, and other associated memories that come to mind


Cause and effect writing assignment Essay II: write a cause and effect paper on any of the topics on pages 435-436. Your paper can focus on determining causes, measuring effects, or explaining both causes and effects. For this paper you will be required to do some research on your topic. Include at least two parenthetical citations and a works cited page.

September 2: Class will meet in the reference room on the third floor in the library. Please be on time as the class only takes an hour and you are responsible for all of the information that will be presented.

September 7: Labor Day holiday

September 9: More Cause and effect. Pages 438-451

September 14: (Writer’s Workshop) draft of essay II due. *Prewriting: 44-52. Mid-term review

September 16: Mid-term Exam


September 23: Process readings on pages 354-357.

September 28: (Writer’s workshop) Draft of essay III due. Introduction to argument and persuasion oral presentations. Brainstorming topics


October 5: *Read pages 481-483. Read “In Praise of the “F” Word.” Work on a collaborative writing assignment. Writing suggestion 1 (in class) to be assigned, presented, and graded.

Argument and Persuasion writing assignment: Choose a topic of your choice except: Government, corporal punishment, abortion, legalization of marijuana, gay marriages, driving while black and global warming. You may choose a topic that is a controversial issue, something that has been in the news, or anything you feel deserves to be taken notice of i.e. the war, stars in the news, recent court cases etc. The key here is to choose something you feel very strongly about and use this assignment as a platform to finally get it off your chest. Your presentation should be no longer than 3-5 minutes, which is equivalent to a 2 ½ page paper. You may use note cards, posters, power point, props etc. Please be prepared to answer questions
pertaining to your topic and be prepared to defend your position. You will be graded on a rubric that will be provided for you.

**October 7:** Oral presentations (Last names beginning with A-P)

**October 12:** Oral Presentations (Q-Z)

*You may trade places with someone or go at an earlier date, but you are not allowed to push your date to the 12th unless you have traded with a classmate. See me if you need clarification.

**X. Teaching Strategies:** Some lecture, but mostly writing and class discussion