I. Locator Information:
Instructor: Dr. Alison Van Nyhuis
Course # and Name: ENGL120-12
Semester Credit Hours: 3.000
Day and Time Class Meets: T & R 11 am-12:15 pm
Total Contact Hours for Class: 45.000
Email Address: avannyhu@uncfsu.edu
Office Locations: Butler 129 and Hackley 117A
Office Hours: Tuesday 12:30-1:45 pm in Butler 129;
Wednesday 10 am-2 pm in Hackley 117A; and
Thursday 9:15-10:45 am and 12:30-1:45 pm in Butler 129.
Office Telephone: +1 (910) 672-2506
English Department Mailbox: Butler 123

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.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 from the University Catalog: ENGL 120 (3-3-0) English Composition II: A course that continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. When taken for 4 credit hours two lab hours are included. Prerequisite: ENGL 110.

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 following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

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.

VI. Student Learning Outcomes: After successfully completing this course, students will be able to
1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, preferably APA
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

ENGL 120 contributes to the Information Literacy Core Learning Outcome: “Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.”

VII. Course Requirements and Evaluation Criteria

a. Grading Scale—
   A / 1,000-900 points total / 90-100 %; B / 800-899 points total / 80-89 %; C / 700-799 points total / 70-79 %; D / 600-699 points total / 60-69 %; F / 599 points or less / 59% and Below.

b. Attendance Requirements—Punctual, daily attendance is required during each entire face-to-face class period. Missing class, attending class late, or leaving class early will negatively affect your overall participation and presentation grade as follows: each set of two unexcused absences/tardies (missing class, attending class late, leaving/returning during class, or leaving class early) will lower your overall participation and presentation by grade by one full letter (B), and each subsequent set of two unexcused absences/tardies will lower your participation and presentation grade by an additional full letter grade. Sign in before each class period begins to earn attendance credit: the attendance sheet will be collected at the beginning of each class period. If you miss class, attend class late, or leave class early, even for a few minutes, it is your responsibility to update the sign-in sheet and learn what was covered during any missed class time, so you have the most current course information.

c. Graded Assignments and Values—

1) Participation and Presentation (Participation and Presentation / 200 points possible / 20%): Consider and respond to assigned reading before coming to class; be prepared to discuss your responses in class, making at least one informed response or asking at least one relevant question per class period. Consider and respond to Blackboard activities, accessing Blackboard at least one time per week. In addition to daily classroom preparation and participation, prepare and deliver a group presentation with group members in class on “Sentences” (HB-3), “Language” (HB-38), or “Punctuation/Mechanics” (HB-60).

You will select your topic, group members, and presentation date in class early in the semester, so you have time to work with group members outside of class and deliver your presentation in class on your selected date and topic. The presentation portion of this assignment should last 8-10 minutes with a PowerPoint presentation; follow the presentation with 7-10 minutes of open-ended discussion and an activity. Prior to your presentation class period, submit your PowerPoint in Turnitin, and submit one printed copy of the PowerPoint presentation slides at the beginning of the selected presentation class period, including the following: 1) complete list of group members with responsibilities; 2) presentation outline (with any needed citations in APA format); 3) complete list of open-ended questions; and 4) activity information. Due to the course content, images, short videos, and short audio clips are encouraged.

Each group will earn the same grade, so raise any questions, comments, or concerns regarding group participation or assignment expectations well in advance of your presentation date. After you deliver your group presentation, you will receive written feedback on the hard copy of your PowerPoint presentation, and you will be able to view your numerical score in “MyGrades.” If relevant, group presentation grades will be adjusted in “MyGrades” according to daily participation and attendance requirements.

2) Writing Assignments (10-12 pages / 500 points possible / 50%): In this class, you will draft, revise, and submit four major projects in Turnitin for grading.

1) Résumé and Letter (2 pages / 100 points / 10%): For the resume and letter assignment, compose a polished one-page resume and a one-page letter for an internship, scholarship, or program. You are encouraged to write a resume and letter that you could use in the future.

2) Annotated Bibliography (2-3 pages with 4 scholarly sources /150 points / 15%): For the annotated bibliography assignment, access and annotate four scholarly sources from the FSU library, including at least two book sources and two articles sources. Document each source in APA format. Annotate each source, beginning with a brief summary of the source and ending with a brief evaluation of the source. You are welcome, but not required, to find and annotate sources related to your upcoming research paper.

3) Research Paper (6-7 pages, excluding the required references page, with a minimum of 5 scholarly sources / 250 points possible / 25%): For the research paper assignment, respond to question five on page 909. Write your 6-7 page paper in APA format, using at least five reliable sources in the body of your essay and on your references page.

You will be able to review additional information on assignment sheets in Blackboard, and you will have multiple opportunities to receive feedback on your writing during the semester, such as through Smarthinking, Turnitin, workshops, conferences, or presentations.

4) Exams (2 exams at 150 points each / 300 points possible / 30%): You will demonstrate your comprehension of the reading assigned before midterm break on the Midterm Exam, and you will demonstrate your comprehension of the reading assigned after the midterm break on the Final Exam. You will review for the exams in class, and you will complete the exams in class.
d. Policy on Missed or Late Assignments—
You are encouraged to submit all coursework by the deadlines listed in the syllabus. Missed or late assignments will drop at least one letter grade per day late (unless you show me evidence of an excused absence on the assignment due date and turn in your missing or late assignment in a timely manner, generally when you return to class from the excused absence): submit coursework by the end of the class period on the last day of class to earn course credit; failing to submit coursework/documentation by this deadline could result in a failing course grade. Extra credit is not offered in this course, so you are strongly encouraged to submit your best work by the deadlines listed in the syllabus.

e. Text Requirements—
- Type all major writing assignments according to APA format.
- Submit your work to Smarthinking through Blackboard for feedback.
- Bring two complete, polished, printed copies of your work to each writing workshop.
- Bring a list of at least three written questions with all draft materials to each writing conference.
- Submit writing assignments to Turnitin through Blackboard for grading.
- A writing assignments illuminate complexities of language as well as theme, B writing assignments are well organized, well developed, relatively error-free assignments that need more complex development and/or clearer focus, and lower grades mean greater problems with development, organization, and grammar.

f. Policy on Academic Honesty—
Unless it is specifically connected to assigned collaborative work, all work should be individual and new to the course. Document sources according to APA citation guidelines to prevent plagiarism: see The Norton Field Guide to Writing for details. Penalties for academic dishonesty range from a lower or failing assignment or course grade to suspension or expulsion from the university. See the FSU Code of Student Conduct for additional information.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VIII. FSU Policy on 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 affirm that all students have the right to receive instruction without interference from other students who disrupt classes. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

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 regular basis.

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited above.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual meeting with the faculty member.
4. Require student to leave class for the remainder of the period.
5. Dismiss class for the remainder of the period.
6. Deduct points from a student’s final grade.
7. File a complaint with the Dean of Students.

IX. Academic Support Resources: For course materials, including our syllabus, your grades, Smarthinking access, and Turnitin access, see Blackboard at https://blackboard.unf.edu/. For writing resources, including one-on-one feedback on written work, visit the Writing Center website at http://www.unf.edu/learning-center/writing-center. For research resources, visit the FSU library website at http://libguides.unf.edu/content.php?pid=501491. For technical support, contact ITTS; see http://www.unf.edu/itts for details. If you encounter Turnitin difficulties on a due date, please email me a copy of your paper to date/time stamp your timely submission, and submit in Turnitin as soon as possible to earn course credit. If you plan on visiting me during my office hours, please make an appointment before or after class. Although students are encouraged to raise any questions during class, students also can expect email replies within a timely manner, that is, within 48 hours during the business week (8 am-5 pm, M-F). If you do not receive feedback within this timeframe, or if you have additional questions, please ask during the next scheduled class period.
X. Course Outline and Assignment Schedule:

PART I: RÉSUMÉS, LETTERS, AND ANNOTATED BIBLIOGRAPHIES¹

Week 1:
T 8/18 Course review, introductions, and sign syllabus review form
R 8/20 “Rhetorical Situations” (pp. 1-24), “APA Style” (pp. 533-574), and select group presentation topic and date

Week 2:
T 8/25 “Résumés and Job Letters” (pp. 222-234), FSU Career Services (http://www.uncfSU.edu/career-services/students), FSU Scholarships (http://www.uncfSU.edu/ia/development/scholarships), and sign-up for résumé and letter presentation (Office of Career Services presentation in our classroom—bring a draft to more fully engage in the presentation.)
R 8/27 FSU International Education (http://www.uncfSU.edu/international-education) and FSU Honors Programs (http://www.uncfSU.edu/honors) (Fulbright Foreign Language Teaching Assistant presentation requested in our classroom)

Week 3:
T 9/1 “Collaborating” (pp. 255-258), “Giving Presentations” (pp. 609-620), “Using Visuals, Incorporating Sound” (pp. 591-599), and group work in class
R 9/3 Brief résumé and letter presentations (3-4 minutes): display each document when you present

Week 4:
M 9/7 Labor Day: University Closed
T 9/8 Brief résumé and letter presentations (3-4 minutes): display each document when you present, and submit résumé and letter in Smarthinking and Turnitin for feedback
R 9/10 “Editing and Proofreading” (pp. 282-286), writing workshop, and conferences: bring two copies of your printed, polished, and revised résumé and letter to class with three written questions (Butler 312 Requested)

Week 5:
T 9/15 “Annotated Bibliographies” (pp. 155-163) and Résumé and Letter Due (in one document in Turnitin for grading by 11:59 pm)
R 9/17 “Finding Sources” (pp. 432-452) and FSU Library Services (http://libguides.uncfSU.edu/content.php?pid=501491&sid=4126879): meet in the library’s 3rd floor conference room, and bring your evaluation from the link posted in BB.

Week 6:
T 9/22 “Evaluating,” “Synthesizing,” “Quoting, Paraphrasing and Summarizing” Sources (pp. 453-74): bring 4 scholarly sources to class, including 2 books and 2 articles accessed from the FSU library
R 9/24 “Acknowledging Sources, Avoiding Plagiarism,” and “Documentation” (pp. 475-83): bring sources and draft to class, and submit Annotated Bibliography draft in Smarthinking and Turnitin for feedback

Week 7:
T 9/29 “APA Style” review (pp. 533-574) and “Sentences” Group Presentation(s) (HB-3-37)
R 10/1 Writing workshop and conferences: bring revised AB, sources, and 3 written questions to class (Butler 312 Requested)

Week 8:
T 10/6 Midterm Exam review and Annotated Bibliography Due (in one document in Turnitin for grading by 11:59 pm)
R 10/8 Midterm Exam

PART II: ABSTRACTS, PROPOSALS, AND RESEARCH PAPERS

Week 9:
T 10/13 “Abstracts” (pp. 150-154) and “Developing a Research Plan (pp. 421-431)
R 10/15 Midterm Break: No Classes—Enjoy your Break!
F 10/16 Midterm Break: No Classes—Enjoy your Break!

Week 10:
T 10/20 “Proposals” (pp. 205-213) (Writing Center presentation requested in our classroom)
R 10/22 “The Singer Solution to World Poverty” (pp. 902-909)

Week 11:
T 10/27 Central Station
R 10/29 Central Station

¹ Course sections and readings correspond with The Norton Field Guide to Writing, with Readings and Handbook.
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Week 12:
T 11/3  “Generating Ideas and Text,” “Drafting,” and “Assessing Your Own Writing” (pp. 259-274) and “Language” Group Presentation(s) (HB-38-59)
R 11/5  “APA Style” (pp. 533-574) with library research and APA exercises during class, and submit complete research paper draft in Smarthinking and Turnitin for Feedback

Week 13:
T 11/10  Research paper presentations (3-4 minutes): display your abstract and references page, show your required sources, and explain how you are using your required sources in your research paper
W 11/11  Veteran’s Day: University Closed
11/12  Research paper presentations (3-4 minutes): display your abstract and references page, show your required reliable sources, and explain how you are using your required sources in your research paper

Week 14:
T 11/17  “Getting Response and Revising” (pp. 275-281) and writing workshop: bring draft materials, sources, and any end-of-semester questions to class (Butler 312 Requested)
R 11/19  “Punctuation” group presentation(s) (HB-60-91) and one-on-one professor-student conferences (Butler 312 Requested)

Week 15:
T 11/24  “Reading Strategies” and “Taking Essay Exams” (pp. 396-418) and Research Paper Due (in one document in Turnitin for grading by 11:59 pm)
W 11/25  Thanksgiving Holiday: University Closed—Enjoy your break!
R 11/26  Thanksgiving Holiday: University Closed—Enjoy your break!

Week 16:
T 12/1  Final Exam Review: bring your textbook, notes, and any end-of-semester questions to class.
R 12/3  Final Exam

Note: If you are planning on graduating this semester, check your grades in Blackboard before you complete your final exam, and turn in any missing/late coursework and/or excused absence documentation before turning in your final exam to receive course credit. If you have any grade-related questions, or if you have not submitted all assigned coursework, speak with me directly after you complete your final exam, that is, before you leave the exam room. Final grades for graduating seniors will be submitted according to scores in “MyGrades” shortly after you complete your final exam in order to comply with university grade submission deadlines for graduating seniors.

Week 17: Final Discussions and Feedback
T 12/8  10:00-11:50 am (in our normal classroom); see http://www.uncfsu.edu/registrar/faculty-and-staff for details.

Note: Check your grades in Blackboard before our final scheduled meeting period, and turn in any missing/late coursework and/or excused absence documentation before leaving our final scheduled meeting period to earn course credit. If you have any grade-related questions, or if you have not submitted all assigned coursework, speak with me before leaving this class period. Final grades will be submitted according to scores in “MyGrades” shortly after this class period, and you will not be able to access our course in Blackboard after this class period.

XI. Teaching Strategies: In this section of English Composition II, students will develop their writing, argumentative, and research skills by reading, analyzing, discussing, and writing texts, such as résumés, letters, annotated bibliographies, abstracts, and proposals included in The Norton Field Guide to Writing, with Readings and Handbook. The participation and presentation coursework clarifies expected behavior, including regular attendance and active engagement during class. Writing assignments will familiarize students with rhetorical situations, the scholarly research process, and APA citation guidelines. Discussions, presentations, and writing workshops will give students opportunities to communicate findings and expertise with peers. Lectures, Smarthinking submissions, Turnitin submissions, and professor-student conferences will give students opportunities to receive feedback on writing assignments before the assignment deadline, and therefore, will encourage students to regard writing as a process.

Enjoy the course!