I. Locator Information:
Instructor: Eric Hyman
Course # and Name: ENGL 110-04, 05, 20. Semester Credit Hours: 3
Day and Time Class Meets: Section 04 meets MWF 8-8:50 in Butler 325; Section 05 meets MWF 10 in Butler 359; Section 20 meets MWF 12 in Butler 325.
Office Location: Butler 133
Office hours: MWF 9-10 a.m.; 11-12; 1-2 p.m.; MWF 3-5; TuTh 9:30 a.m.-2 p.m.
Office Phone: 672-1901 Home Phone: (910) 433-2070
Total Contact Hours for Class: 45
Email address: ehyman@uncfsu.edu

The following statement should appear on the first page of each course syllabus:

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:
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 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. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
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:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

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:


A decent dictionary, preferably Merriam-Webster’s Collegiate Dictionary. On-line dictionaries, especially computer spellcheck, won’t do nearly as well.

V. FSU Student Learning Outcomes –

Upon completion of this course, students will be able to:

1. Evaluate effectiveness of various forms of communication
2. Create written and spoken communication: organization
3. Create written and spoken communication: clarity
4. Develop and demonstrate personal system of ethics and morality
5. Evaluate reasonableness or arguments
6. Construct reasonable arguments
7. Cite sources appropriately

ENGL 110 contributes to the following FSU Core Objectives:

Communication
1. Evaluate effectiveness of various forms of communication.
2. Create written and spoken communication: organization.
3. Create written and spoken communication: clarity.

Ethics and Civic Engagement
4. Develop and demonstrate personal system of ethics and morality.

Reasoning: Critical Thinking
5. Evaluate reasonableness of arguments.
6. Construct reasonable arguments.
   Inquiry Skills
7. Cite sources appropriately.

VI. Course Requirements and Evaluation Criteria -

   a. Grading Scale – The class grading scale must be consistent with the university catalog.

   **Final Grades – This policy becomes effective on August 16, 2007**

   Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned</td>
<td>4 per credit hour;</td>
<td>Exceptionally high</td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Hours attempted and earned</td>
<td>1 per credit hour</td>
<td>Marginally passing</td>
</tr>
<tr>
<td>F</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing</td>
</tr>
<tr>
<td>FN</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
</tr>
</tbody>
</table>

b. Attendance Requirements: Fayetteville State University no longer has a WN grade. So, for this course, **if you miss more than five (5) classes you will receive an F for the course**. If you miss a class when an assignment is due, not only will that count as an absence, but also there will be a lateness penalty attached to the assignment. If something important occurs, **negotiate with the instructor as soon as possible, preferably in advance**: maybe something can be worked out. Missing your conference appointment will count as TWO absences.
Graded Assignments:

Five major essays:
- Essay I @ 10%
- Essay II @ 13%
- Essay III @ 16%
- Essay IV (position paper) @ 17%
- Essay V @ 14%

TOTAL: 70%

Notice that the later the essay, the higher the percent value, because what you can do at the end of the course is more valuable and important than what you couldn’t do at the beginning.

Five peer comment checklists @ 2% each = 10%
Midterm Examination October 12 or 14 @ 5% = 5%
Miscellaneous In-class and Homework Exercises @ 5% = 5%
Final Examination @ 10% at the time set by the Registrar = 10%

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

EXPECTATIONS: Be on time for classes. Classes begin ON THE HOUR—not five minutes after. The rudeness of interrupting something in process is only part of the concern. **Even more important is that papers for peer comments are exchanged and you need to be there at the beginning so this can be done.**

Turn in all work on time.

Note that all major at-home essays require at least TWO editions, and you must turn in both editions and your classmate’s peer comment checklist.

Bring to class each and every day a pen and/or pencil, paper, and the textbook. Be prepared to write.

Turn off (or, better, leave behind) all cell phones and pagers. Do not allow them to ring during class; do not play with them during class. Do not text or IM in class. Violators risk having their cell phones, iPods, or other disruptive electronic devices confiscated.
Academic integrity and honesty are assumed. Cases of academic cheating, especially plagiarism, will be handled according to university policy as outlined in the catalog and the student handbook.

VII. Academic Support Resources

The Writing Center in the basement of the Helen T. Chick Building. The instructor is available most of the day MTuWThF (except for meetings)—take advantage of that!

VIII. Course Outline and Assignment Schedule:

SCHEDULE OF READINGS AND ASSIGNMENTS
The schedule is arranged by week, not by individual class days, and is deliberately designed to be flexible. There might be changes, especially in the order of the readings from Hirschberg and Hirschberg. Those changes will be announced in advance and/or posted on Blackboard. So you need to keep up and keep in touch so you know just exactly when something is due.

More precise specifications will be furnished as we go along. Due dates for Essays refer to when to start working on them; the final turn-in dates will be set later. ALL AT-HOME ESSAYS WILL REQUIRE SEVERAL EDITIONS. Department requirements, in-class exercises, and other readings might be assigned as the occasion prompts. Numbers in the reading assignments refer to pages in Hirschberg and Hirschberg.

►DO ALL THE READINGS BEFORE CLASS BEGINS. That is so you can be prepared to discuss—and often write about—the works in class. Operate on the assumption there might be a quiz: even if there is not a quiz, when people are prepared and aware, less time is wasted doing the basics and—most important of all—class is less boring. (HINT: Think about the questions at the end of each selection. They will help you understand the selection better, and they just might be the question on the quiz or in-class writing.) Much of the in-class assignments (summaries, comparison-and-contrast) will be based on the reading selections assigned.

If you don’t know what a word means, LOOK IT UP. Don’t be embarrassed: nobody—NOBODY, not even an English teacher—knows every word there is; and learning new concepts and the words that go with them is one good reason to go to college in the first place.

►ALL WRITING ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS. That is so you can share (and sometimes work on) your writings with your classmates. Papers turned in after the
beginning of class count as LATE and will be PENALIZED. All versions must be typed or (preferably) done on a computer. Double space. Use standard, default margins, fonts, and point size (11 or 12).

Do not wait until the night before the paper is due to begin writing. The night before is for proofreading and, even more important, to insert ideas that occurred to you after you started writing.

Do not wait until the last minute to print out assignments. Computer glitches happen ☹, but you are responsible, not the University, not the instructor. “The dog/computer ate my homework” doesn’t work anymore.

If for some legitimate reason you cannot bring a hard copy of assigned work to class, you may email it to the instructor. Email it as a Word document attached to the email. ☎️ BUT that email and attachment must arrive at least a half hour BEFORE class begins so that the instructor has a chance to print it out. And procrastination does not count as a legitimate reason.

Further specifications for each paper will be furnished as we go along.

IMPORTANT: the readings from Hirschberg and Hirschberg are ESSAYS, not “stories,” although frequently there will be stories embedded within them as part of the supporting material. If you think of them as “stories” and call them “stories” there is substantial risk you will not fully understand them, because you might miss that they are thesis-driven, not merely narratives.

The schedule is arranged by week, not by individual class days. Numbers after authors’ names refer to pages in Hirschberg and Hirschberg. Some due dates will be determined by class vote.

WEEK BEGINNING, i.e. Monday, unless there is a holiday:

August 19 (Wednesday): Introduction. Begin Essay I. Describe, in full, extensive, in-depth detail, one of the vending machines on the third floor of Butler. Especially look for features that normally would be overlooked. Reflect on the machine and its details. Organize the specific details into paragraphs. Then write an essay in which you incorporate the details into some thoughtful, thesis-driven driven essay of your own. HINT: do not use the five-paragraph theme format. Think about context: its setting, who uses it, both its advantages and its potential negative aspects. Essay I is to be based on your own observation and reflection ONLY—DO NOT DO
ANY RESEARCH; do not retrieve anything from online. The main objective of this assignment is to merge direct, real, specific observation with some creative thought of your own.


August 31: INDIVIDUAL CONFERENCES—no classes (but your other classes are still on).

September 7: Read Natadecha-Sponsel 282-289. Second edition of Essay I DUE.

September 14: Begin Essay II: Summarize and respond to Slater 391-396. “Respond” means to align your direct, specific observations with Slater: do your observations confirm, contradict, or modify his discussion? Use MLA style to cite from Hirschberg and Hirschberg. Read Gabler 54-57.

September 21: Read Counts 281-288 and Gündüz 137-145.

September 28: Read Chan 86-93 and Brown 94-100. We will work with them together, so it is crucial that you read them both beforehand. Begin Essay III. Choose ONE of the following pairs of essays in Hirschberg and Hirschberg and write a comparison and contrast essay:

Parker 257-261/Parks 262-268

OR

Minatoya 116-121/Cofer 137-142

OR

Hofman 357-363/Shah 382-386

OR

Accawi 122-128/Norberg-Hodge 192-196

OR

Linden 363-368/Del Guercio 369-377

(Another pair might be provided.) NOTE: you must chose a pair, not one from one pair and another from another pair, because the members of each pair are thematically connected. STRONGLY RECOMMENDED: Read (or at least skim) all ten essays, so that
you can choose the pair you feel most comfortable with. Don’t just choose the first pair or the one that seems the shortest.

October 5: Read Chapman, “The Prisoner’s Dilemma” 236-243. We will do this debate style. Thus it is crucial that you be well prepared before class.

October 12: MIDTERM EXAMINATION. The materials will be furnished beforehand.

October 19: Read Nanda 127-136. We will do this debate style. Thus it is crucial that you be well prepared before class. Read Fernea and Fernea 266-273.

October 26: Begin Essay IV. Essay IV is a researched position paper mandated by the English Department. It will require at least three sources; and simple-minded sources like Wikipedia do not count towards the three minimum sources (it is, however, a good idea to begin with Wikipedia or somesuch to get started). At least one source must be an argument AGAINST the position you adopt. Choose ONE of these three topics: Immigration Policy of the United States; the Iran Nuclear Deal; Free-Trade Agreements. It is possible that another topic choice will come up in the course of the semester. The ideas behind all three topics are something controversial where there could be more than one reasonable position, involving globalization, and participation in the current national debate. The specific parameters will be furnished later.

Friday October 30: Read Del Guercio 127-136.


November 9: Read Counts 281-288. Read Fernea and Fernea 266-273.

November 16: Begin Essay V. Essay V is the next step up from Essay III. Essay V goes beyond comparison and contrast. That means that you write your own essay on a subject inspired by one of the pairs of topics from Essay III, except that you must choose a different pair from the one you used for Essay III. Use material from the two essays to support and illustrate your position on whatever topic you choose. Thus Essay V uses comparison and contrast only as a beginning, or a platform for your own ideas. You may use sources beyond the ones for Essay III if you wish, but use MLA style to cite from Hirschberg and Hirschberg and anywhere else.

Read Kaur 44-53.

November 23: Read Burciaga 174-177.

December 7: the FINAL EXAMINATION will be held on the date and time assigned by the Registrar.
ESSAY ELEMENTS

For all writing—well, almost all—writing, at least in this course, you do the following:

Observe

Reflect

Raise an issue. An issue is a phrase headed by a Wh-word, usually whether, but it might also be when, what, how, or why.

Discuss that issue

Derive a thesis by reaching a conclusion (sometimes called position or point of view). A thesis MUST be a statement in sentence form; it is not the same as a topic, subject, or theme.

Support that thesis/conclusion

This is the (approximate) order of your thinking and preparation for writing. It is not necessarily the order that your final written version will be in. For example, very often you would state your conclusion/thesis in the first paragraph, or state the issue before your observations. You might have an introduction of some kind, perhaps a story or example, before you provide your observations or state your conclusion. Sometimes writers even begin by outlining what they are against or disagree with.

The observation might be of a physical object, or a phenomenon or process or event. Observe not just the overall appearance—that is too easy and too general—but specific DETAILS. Try to observe details that would normally be overlooked or not noticed, or what you might not expect. This will take time and more than one observation session. Use your other senses, touch, sound, smell, not just vision.

Sometimes observation will include research—that is, what other people have said or written would be part of and included within what you have observed. In academic writing, as in English 110, writing that merges reading with direct observation and sometimes personal experience is the usual procedure.

Reflect on what you have observed. Create a reason why these observations might matter. Very likely after reflection you might need to go back and observe some more. One very important component of reflection is to consider alternatives: how is this like or unlike something similar to it? or, what would happen if what you have observed didn’t exist? Consider context.

Build on your observations and reflections to raise an issue. An issue is signaled by a WH-word: it is not a synonym for “problem.” This is where you can begin to be creative and choose what you want to do. How does what you observed fit into our way of life? What are the positives and negatives? What might be there alternatives? Perhaps you can imagine a controversy or something reasonable people could debate.

Then discuss that issue. State all sides, possibilities and alternatives (try to be fair, even—especially—with positions you disagree with).

Reach a conclusion; turn it into a thesis. Choose a side. Do not simply say something evasive like “it’s up to each reader.” The conclusion, also called a thesis, is the answer to the
question posed by the WH-word issue. The thesis guides and controls the whole essay; the essay fulfills the thesis.

This is true for both the essays you write and the essays you read.

**Support that conclusion.** Show what evidence or reasoning you used to reach your conclusion. Try to persuade your readers that your position, while not necessarily the only possible position, is stronger than alternatives. (If you are taking, or have taken, Critical Thinking, use the methods from that course.)

**Evaluation Criteria (rubric)**

An **Exceptionally High** essay will be fully detailed. The details will be highly specific and will often be of things not easily or routinely noticed. They will use senses other than vision (texture, for example). They will be organized by topics into paragraphs. No paragraphs will be only one or two sentences. The issue raised will have some social or cultural significance and will bring readers’ attention to something they might not have thought of before. The discussion of that issue will be full, presenting all the possible alternatives or choices. The conclusion/thesis will follow logically from the observations and discussion of the issue, and will be fully supported by evidence and reasoning.

Readers will come away from having read it with a new understanding; perhaps their minds will have been changed.

The conventional formal written English (cfwE) will have very few deviations from standard written academic English, and those deviations will be minor.

A **Good** essay will have many details, but only the easily noticed ones, and perhaps have only visual details. It will be organized into paragraphs. The issue will be a worthwhile one. The discussion will cover most of the possible alternatives, and the conclusion will connect to the observations. Support for the conclusion will be given.

Readers will have rethought some of their previous ideas or understandings.

The conventional formal written English (cfwE) will have few deviations from standard written academic English.

A **Satisfactory** essay will have the usual, easily perceived observations. Paragraph organization will be minimal. An issue will be raised and briefly discussed. That issue will seem tacked on, not connected very well to the observations. The discussion will cover some of the alternatives but not in great depth.

Readers will perceive the discussion as familiar or routine.

The conventional formal written English (cfwE) will have some deviations from standard written academic English, but they will not be severe enough to grossly distract the reader.

A **Marginally Passing** essay will have few, easily observed and obvious details. They will be scattered throughout the essay and not well organized into paragraphs. Some of the paragraphs will have only one or two sentences. The issue raised will be mentioned rather than discussed, and few alternative possibilities will be presented.

The conventional formal written English (cfwE) will have enough deviations from standard written academic English to be noticed by readers.

**IX. Teaching Strategies:** Some lecture, but mostly writing, in-class exercises, homework, and class discussion.

1 Conventional formal written English (cfwE) means the spelling, “grammar,” punctuation, formatting normally expected in college-level writing.
HOW TO SUCCEED IN COMPOSITION

READING

Always read everything at least TWICE.

An important key to success in this course is to know the difference between a story and an ESSAY. A story is a narrative, a sequence of events. One thing happens, then something else happens, and then something else, and so on to the climax. A story might have a meaning attached or implied but not always. Some of the selections in Hirschberg and Hirschberg are stories—that is, fiction—but they are labeled in the Table of Contents as short stories.

An ESSAY, on the other hand, has a thesis, sometimes called a point, main idea, conclusion, or position. That thesis controls the essay and guides its readers. Determine its thesis and use that to understand the writer’s argument. An essay tries to persuade its readers of something or get them to think about something, preferably in a way different from the way they had been thinking before. Essays require more thought than stories, both to read and to write. Very often an essay will use a story to illustrate or lead into its thesis, but don’t think the story is the main enterprise.

This has immediate and direct importance for you in English 110. First, you will be writing essays, not stories, as the assignments state. Second, reading becomes easier and more successful if you know what you are looking for: a thesis, a point of view, a position. You will understand the reading selections much better if you think of them as ESSAYs and don’t call them "stories.” That is, look for the thesis or position the writer is advocating.

The reading advice that Hirschberg and Hirschberg give (1-18) is mostly right. My difference with them is that you should not be marking a text as you read (4-5). Do that on your second reading, not on the first run-through, because it is not until the second reading that you really know what is the most important. And making notes in a journal is much more effective than marking in the book. Using highlighter is way too passive and probably does more harm than good—write out your notes. (And if you are not planning to keep your book, your notes and highlighting in the book will spoil it for the next person.)

Paraphrase as you go along in your second reading. That is, rewrite each paragraph in your own words before you move on to the next paragraph. Yes, this is time-consuming, but as you catch on it will go much faster AND you will understand much better.

Then, after your second reading, make a summary (it is IMPOSSIBLE to make a summary after only one reading). A summary is not in the same order as the original. Instead, look for the author's thesis. Put that in the first or second sentence of your summary, even though it might not be in the author’s opening paragraph. Then arrange the author’s main supporting points in order of importance, which will not necessarily be the same order as they appeared in the original essay. Finally, include an important example or two.
Then, since reading is a species of observing, DETAILS DO MATTER. The general overview of the thesis is quite important, yes, but the details and the thesis work together. A thesis without details is mush; details without a controlling thesis are random data.

Perhaps most important of all, when you read and observe, look for things that are DIFFERENT from what you expect, or know, or think you know. Some reading is to confirm what you already believe, but the most valuable reading, especially in a university, is to offer newness, not just additional information, but new ideas, new perspectives, new points of view. This is not always easy but sometimes requires special, conscious effort.

WRITING

People usually can write quite well when they are writing about something that matters to them. The catch is that in college you often are writing what someone else wants you to write, not what you want. The way out of this catch is to find something that can matter to you, or that you can make matter to you, within the givens of the assignment. The assignments for this course have been designed to give you as much freedom as possible.

The common-sense view of writing is that you have an idea and then you write it up. But the common-sense view of writing is wrong, wrong, WRONG. So be prepared to change your mind. The good ideas are not usually the ones that come to you at first; the good ideas are the ones that come after some preliminary going through the motions. Too many composition papers reach some good idea at the end and then stop instead of following through. The first writing you do for any assignment is like the loosening up and stretching exercises you do before a race or game or performance: it gets you to the starting line but the real effort comes next. So revise. Rethink. Keep growing.

Now, that will take time. Do not write anything in one sitting. Never, ever wait until the last minute—instead begin thinking and writing right away.

Specifics and details are indispensable, not just to inform your readers, but, even more important, to stimulate your own thinking. Do not try for brevity. Short is not sweet.

And DON'T PANIC.