Course:
English 120-10: English Composition II M W F 12-12:50 p.m. SBE 108
English 120-11: English Composition II M W F 1-1:50 p.m. SBE 108

Instructor:
Lonnell E. Johnson, Ph.D.

Required Text:

Office Hours
MWF: 10 a.m. - 12 p.m. and by appointment/Room 319 Chesnutt Library

Telephone Number
614-745-9200

E-mail Address (preferred method of contact)
ljohns79@uncfsu.edu

II. 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. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

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
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

Required Course Materials
Composition notebooks, pens / pencils, USB, highlighters (various colors), full set of index cards

Course Objectives and Learning goals for English 120:
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, 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 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 a personal system of ethics and morality.
Reasoning: Critical Thinking
5. Evaluate reasonableness of arguments.
6. Construct reasonable arguments.
Inquiry Skills
7. Formulate effective questions.
8. Organize, sort, evaluate and retrieve academic information.
Course Requirements and Etiquette:
Please turn OFF all cell phones (do not put them on vibrate) and other electronic devices during class.
Students are expected to attend every class session. Students who miss more than one class before midterm will be assigned an interim grade of “EA” (excessive absences).

Students with three or more absences throughout the course of the semester will have his/her final course grade lowered by one letter grade per subsequent absence. For example, students who earn an “A” in the course with three absences will receive a “B,” and students who earn an “A” in the course with four absences will receive a “C.” Absences resulting from death in the family or illness are considered “excused;” however, students must present a doctor’s note (illness) or note from the dean’s office (death in the family) upon the first day of their return to class in order for the absence to be excused.

Tardiness is disruptive to the class, and students are expected to be on time. Students who are late for class will be counted absent for the day unless the student called ahead of time to inform me of the reason for his/her tardiness. Three accounts of tardiness will count as a single absence. Remember, three or more absences result in the lowering of a student’s final course grade; students are warned to be aware of the affect tardiness and absences have on their final course grade.

Class Climate:
One of the primary objectives of this course is to establish the classroom as a "safe haven" where fruitful, meaningful dialogue and exchange of ideas take place. We strive to provide a place where ideas may be challenged and minds may be changed or positions affirmed, but where ideas, views, and responses are listened to with respect and where courtesy is always maintained. We will engage in dialogue with the texts through reading and writing and with one another through discussion and peer editing.

Teaching: To create a space where the community of truth is practiced

Parker J. Palmer
Skills to be Developed:

1) to read, listen and write critically and analytically as demonstrated in essays, examinations, and class discussion, thus becoming a more active and discerning reader, listener and writer.

2) to develop an argument or a position on a given topic.

3) to develop a clear **thesis** for a paper and organize an essay around that main point or idea.

4) to use relevant evidence and textual examples within an argument to support conclusions.

5) to Summarize, quote, paraphrase and analyze material in relation to multiple sources.

6) to improve writing skills through analyzing, synthesizing, researching, forming clear theses and supporting them well, through the process of planning a draft, writing the successive drafts; proofreading, editing, and revising.

7) to conduct independent research on a topic using various library databases and other research tools.

8) to incorporate outside sources, using the revised APA format in documented essays.

Grading

Your final grade in this course is not based on how “good” of a writer you are. Writing is difficult work, and there is ALWAYS room for improvement. It is a practice. Thus, students who do well in this course are students who attend class, show up on time, complete all assignments and work hard at improving their writing. Students who consider themselves strong writers but fail to fulfill the aforementioned duties WILL NOT do well in this course. So, stop now and take a minute to ask yourself, “How much am I willing to work at improving my writing?” This is a question that only you can answer.

Academic Dishonesty

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat.

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. The grade will be accompanied by a typed letter explaining that the student is under suspicion for plagiarizing and the reason for the suspicion. Also, the student will be
asked to conference with me and the chair of the English and Foreign Languages department regarding the matter.

**Assignments and Late Work**
All assignments, particularly drafts of the research paper, are due at the **beginning of the class period**. Assignments received later than **five minutes past the start** of class will be considered late and deducted by **half a letter grade** for every day it is late. It is important to turn in your work on time.

**OVERVIEW OF REQUIRED WORK**

**Class Participation** Attendance, punctuality, class/online discussion, participating in Peer Review, Conferencing  
50 points

**Advertisement Analysis.** (3-4 pages) In this assignment you will select two advertisements (print or video) which are selling the same type of product (shampoo, bathroom cleaners, deodorant, etc.) and dissect their rhetorical strategies and effectiveness. You will form a clear thesis statement which is supported by clear and substantial evidence.  
100 points

**Critical Reading Response Project** allows you to summarize, paraphrase and analyze the reading materials and then evaluate as you reflect on your reactions. Respond to the readings in at least 300 words. The first step involves identifying and synthesizing the questions at issue that include various perspectives on a topic. After presenting your reactions, think about the reasons for your particular reactions. In your responses, consider addressing: what you liked/disliked about the reading, did you agree or disagree with the author's stance, did the author put forth a good argument with substantial evidence, etc. You can also use the questions that are listed after most readings in the textbook to guide your response. Use about half your response to record your reactions and half your response to reflect on those reactions. Post your writing on the Blackboard.  
100 points

**Debate:**
Students will be grouped into “Pro” and “Con” teams who will debate a contemporary issue. Groups will be given time during class to draft a basic pro/con argument and a rebuttal. They will prepare to extemporaneously cross-examine the other team and to make final statements about their position on the topic. Students should include a list of 3-5 references used to support their positions. The references page should contain reliable sources submitted according to the APA format. Elements of the debate will include opening statements, presenting arguments, cross examinations, rebuttals, and closing statements.  
100 points

**Midterm Reflection.** (1-2 pages) In the Midterm Reflection you will consider what you have learned about your writing process so far, identify your strengths and weaknesses, and indicate how you feel you need to improve your writing.  
25 points
**Research Proposal.** (2-3 pages) In this assignment you will propose a topic for your final Research Paper. You will list possible research questions, directions which your argument may take, places where you may run into issues, and a tentative thesis. You will also provide a tentative References page in the correct APA format. 25 points each

**Annotated Bibliography.** After having successfully submitted the Research Proposal, students will create an Annotated Bibliography of the sources they plan to use. Each annotation will include a summary of the source, and a brief description of how you plan to use the source in your paper. The Annotated Bibliography must be in alphabetically order and follow proper APA formatting. 150 points

**Research Papers.** (6-7 pages)
Two 6-7 page long research papers for this course are required. In these papers students will set forth to answer one of the questions indicated in the Research Proposal, form a clear thesis, and support the thesis with the sources you provided in the Annotated Bibliography. Students will strive to form a clear, well argued, researched, and supported stance on a controversial issue that interests you.

Students should demonstrate accurate use of in-text citation and end-of text documentation of sources, using MLA and/or APA. Peer evaluation in class, Smarthinking, an online response service and writing center visit are required. Students must make use of both resources throughout the course of the semester. Each research paper must be accompanied by supplemental materials, including copies of sources, drafts, outlines, Smarthinking responses, writing center visit forms, etc. Be sure to allow adequate time to brainstorm, pre-write, revise and edit, so that you may meet course deadline. 200 points each

**Final Reflection.** (1-2 pages) In the Final Reflection students will evaluate your progress throughout our course. What did you learn? What have you become stronger at? What do you still need to improve? 25 points

**Research Assignments**: Students will complete the following five research related assignments
1. Complete the library assignments: library tour and library research orientation
2. Define these terms: Academic Dishonesty, Fair Use, Digital Millennium, Cyber cheating, Plagiarism (http://www.plagiarism.org/), Self-Plagiarism, Copyright (http://www.copyright.gov/)
   http://www.lib.unc.edu/instruct/manuscripts/glossary/
   http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf 50 points
Breakdown of Grades (the point system)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Debate</td>
<td>100</td>
</tr>
<tr>
<td>Advertising Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Critical Reading Response</td>
<td>50</td>
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<tr>
<td>Research Paper 1</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper 2</td>
<td>200</td>
</tr>
<tr>
<td>Research Assignments</td>
<td>50</td>
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<tr>
<td>Research Proposal 1</td>
<td>25</td>
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<tr>
<td>Research Proposal 2</td>
<td>25</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>150</td>
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<tr>
<td>Midterm Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>25</td>
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</tbody>
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You have the opportunity to earn **1000 points in the class!**

Course Requirements and Evaluation Criteria

Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = 59% or less

Attendance Requirements – According to the Fayetteville State University Undergraduate Catalog, "Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies." In regards to tardiness, the FSU Catalog states, "Students are required to arrive at each class on time and remain in class until dismissed by the instructor." It is important for you to attend class. I do not accept makeup work for unexcused absences. Having poor attendance lowers your grade for the course.

Course Schedule

A schedule of readings and other assignments can be found below. **The schedule is subject to change based on the progress of the class and other factors.**

**Week 1  August 19-21**
W 8-19-15 Introductions, Syllabus, Class Motto and its application

F 8-21-15 Meet in Computer Lab SBE 231--Overview of the Writing Process
    Let’s Get Ready to Win Playbook/Let’s Get Ready to Win Cookbook

**Week 2  August 24-28**
M 8-24-15 Introduction to Ad Analysis assignment, review of *Ethos, Pathos and Logos*. Read *Current Issues*, pp. 149-155.
F 8-28-15 Meet in Computer Lab SBE 231
Week 3  August 31-September 4
M 8-31-15 Library research orientation—Chesnutt Library Board Room 3rd floor
W 9-2-15  Let’s Get Ready to Win Playbook—Comparison/Contrast Essay
Let’s Get Ready to Cook Cookbook
F 9-4-15  Meet in Computer Lab SBE 231--Work on Advertising Analysis

Week 4  September 7-11
M 9-7-15  Labor Day—no classes
W 9-9-15  Introduction to Research—Advertising Analysis due

Research Paper #1: Creating Research package
Locate and evaluate various sources; summarizing and responding to sources; construct a working outline and thesis statement
- Research paper planning: Choose a topic; Formulating research question; limiting your topic and stating your thesis
- Research orientation: Research your topic: library, databases, reliable internet sources
- Choose a topic; library research orientation; take notes (index cards)

Annotated bibliography http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

F 9-11-15  Meet in Computer Lab SBE 231—Looking at Proposal #1

Week 5  September 14-18
W 9-16-15—Writing Workshop
- What is research paper writing?
- How to conduct a research
- Evaluating Sources
- Introduction to APA documentation style

F 9-18-15  Meet in Computer Lab SBE 231—work on Research Paper

Week 6  September 21-25
W 9-23-15 Read Ch. 6 in Current Issues. Presentation on Toulmin Model
Discuss “Developing an Argument of Your Own.”

F 9-25-15  Meet in Computer Lab SBE 231
- Work on Debate Assignment
- Research Paper #1 Proposal due
Week 7 September 28-October 2
M 9-28-15 The Great Debaters excerpt and discussion
Implementing Debate Strategies

W 9-30-15 Assign Teams/Judges and Topics
F 10-2-15 Meet in Computer Lab SBE 231

Week 8 October 5-9
M 10-5-15 Work on Debate Strategies; Judges prepare Rules/Scoring Sheets

W 10-7-15— “The Great Debate”
F 10-9-15 Meet in Computer Lab SBE 231

Drafting and Editing
Research paper #1 due
Annotated Bibliography due

Week 9 October 12-16
M 10-12-15 —Evaluating Sources

W 10-14-15 Midterm Reflections due-- post on Blackboard
F 10-16-15 Fall Break—No classes

Week 10 October 19-23
M 10-19-15 Critical Reading Response #1 Assignment
Critical Terms

F 10-23-15 Meet in Computer Lab SBE 231

Week 11 October 26-30
M 10-26-15 Critical Reading Response #1 due
Discussion of plagiarism/Avoiding plagiarism

W 10-28-15 Assign Critical Reading Response Group Project
Research Paper #2 Proposal due
F 10-30-15 Meet in Computer Lab SBE 231—work on Research Paper 2
Week 12  November 2-6
M 11-2-15  Pros and Cons of Group Assignments
W 11-4-15  Critical Reading Response Group Project
F 11-5-15  Meet in Computer Lab SBE 231

Week 13  November 9-13
M 11-9-15  Draft of Research Paper #2—peer editing
W 11-11-15  Veterans Day
F 11-13-15  Meet in Computer Lab SBE 231  Research Paper #2 due

Week 14  November 16-20
M 11-16-15  Research Summary Reports
W 11-18-15  Critical Reading Response Group Project
F 11-20-15  Meet in Computer Lab SBE 231

Week 15  November 23-25
M 11-23-15  Research Summary Reports
W 11-25-15  Meet in Computer Lab SBE 231
F 11-27-15  Thanksgiving—no class

Week 16  November 30-December 2
M 11-30-15  Final wrap-up and Review
W 12-2-15  Meet in Computer Lab SBE 231 ---Last day of classes for English 120

MWF 12-1:50 pm  December 9  12-1:50 pm Final Reflections due
MWF 1-1:50 pm  December 11  12-1:50 pm Final Reflections due

Note: As the instructor, I reserve the right to make changes, when necessary, to this course outline.