I. Locator Information:
Instructor: Dr. Ji Young Kim
Course # and Name: ENGL 110-01 English Composition I
Office Location: Butler 134
Semester Credit Hours: 3
Day and Time Class Meets: T&R 9:30 a.m.–10:45 a.m. BUT 359
Office Phone: 910-672-1848

II. Course Description from University Catalog
English composition I is 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. 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 and Required Materials:
VI. Student Learning Outcomes for English 110:
Upon completion of this course, students should be able to
1. Read and respond critically to published texts
2. Produce writing that is text-based as opposed to experience-based only
3. Summarize, quote, paraphrase, and analyze material in relation to one source
4. Cite material according to a citation style, preferably MLA
5. Demonstrate proof of the writing process, including prewriting; organizing; drafting; revising; editing; and proofreading.

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.

VII. Course Requirements and Evaluation Criteria

a. 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
b. 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.

c. Graded Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Essays:</strong> Papers for this course are due on the required due dates at the beginning of the class. Papers must be typed and double-spaced. There is 0/F will be recorded for papers submitted after this time and for non-submissions. Be sure to allow adequate time to brainstorm, pre-write, revise and edit, so that you may meet course deadline. Peer evaluation in class and Smarthinking, an online response service are required. Students should demonstrate accurate use of in-text citation and end-of text documentation of sources using MLA. Students will complete two major essays.</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Common Rubric Assignment:</strong> The common rubric assignment is a paper that will be assigned to all students in English 110.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Critical Reading &amp; Response Project:</strong> A critical reading response project allows you to summarize, paraphrase and analyze the reading materials and then reflect on your reactions. 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. Students will complete three Critical Reading &amp; Response projects.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Class assignments:</strong> All the work you do in class, including free writing, drafts, grammar worksheets, in-class activities, Blackboard discussion boards, quizzes, other short assignments and tutor consultations will be averaged to make this grade.</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Reflection on Yourself as a Writer and a Learner:</strong> Reflection is a form of internal inquiry that promotes active learning. Students are encouraged to share and explore your reflections with other students through Blackboard.</td>
<td>10%</td>
</tr>
</tbody>
</table>
d. **Policy on Missed or Late Assignments**—Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments / tests.

e. **Academic Dishonesty**: According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat or plagiarize, cheats (receiving unauthorized aid or assistance on any form of academic work), plagiarizes (copies 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 or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.

f. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA. For example, every paper should have a title, a date of submission, and your name on a title page at the beginning (refer to the example below)

```
Name:
ENGL 110- (section number)
Instructor: Dr. Ji Young Kim
Essay # (or Critical Reading Response #)
Date:  
(Double Space)  Title
(Double Space and begin your paragraph)
```

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

VIII. **Student Behavior Expectations**: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

**Consequences for Failing to Meet Behavioral Expectations**: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

**FSU Disruptive Behavior Policy**

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.
RESPONSIBILITIES OF FACULTY MEMBERS

A. Instructional Setting

Faculty members are responsible for maintaining an instructional setting in which the rights of all students are respected. To establish such a setting, faculty members are responsible for:
1. Behaving in ways that exhibit professionalism and civility;
2. Providing in the course syllabus clear statements of expectations for student behavior; and
3. Using instructional strategies that encourage students’ active engagement in the learning process.

B. Application of Policy

Faculty members are responsible for applying this policy in a reasonable manner (as defined by what most faculty members in similar circumstances would consider reasonable). Faculty may not use the policy to limit the rights of students to express points of view different from that of the faculty member or other students.

Faculty members should seek guidance in handling cases of classroom misconduct from the Dean of Students and/or Legal Counsel. Current case law in higher education has been fairly consistent in setting higher standards of due process in conduct cases involving students than in academic cases.

C. Reporting an Incident of Disruptive Behavior

Each incident of disruptive behavior should be reported to the Dean of Students.

Faculty members shall report such incidents on the university’s Report of Disruptive Classroom Incident form which is included as a part of this policy.

VIII. Academic Support Resources

This course will require the use of Smarthinking, University College Learning Center and Purdue University’s Online Writing Lab http://owl.english.purdue.edu/.

IX. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Activities &amp; Topics</th>
<th>Work Due at Beginning of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Expectations: overview, mechanics, course policies and procedures; the syllabus (Course syllabus) Miller Ch1 Thinking Rhetorically About Real World Writing</td>
<td></td>
</tr>
<tr>
<td>(8/18 &amp; 8/20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Miller Ch. 2 Writing ProcessMiller Ch. 4 Different Modes of WritingHolstein Ch.1 Food as Memory and Identity Collaborative Critical ThinkingWriting for College • Write appropriate topic sentence • Provide major and minor supports • Create well-organized, developed, and unified paragraphClass discussion on Critical Reading and Response #1</td>
<td></td>
</tr>
<tr>
<td>(8/25 &amp; 8/27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>CRR #1 RevisionMiller Ch. 3 Revision ProcessMiller Ch. 10 Finding and Evaluating SourcesHolstein: Researching and Writing about Food (p.423)Writing a Summary and ResponseSummarize, quote, paraphrase, and analyze material, Avoid PlagiarismReview “Documenting Sources in MLA Style.” <a href="http://image.mail.bfwpub.com/lib/feed1c737d6c03/m/1/Hacker_MLA2009Update.pdf">http://image.mail.bfwpub.com/lib/feed1c737d6c03/m/1/Hacker_MLA2009Update.pdf</a></td>
<td>Critical Reading and Response (CRR) #1 Bring ten features of MLA format.</td>
</tr>
<tr>
<td>(9/1 &amp; 9/3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Holstein Ch.2 Food and EnvironmentMiller Ch. 5 PurposeWriting Clear SentencesMLA Flipbook ActivityClass Discussion on Critical Reading and Response #2</td>
<td>Writing Your Research Paper</td>
</tr>
<tr>
<td>(9/8 &amp; 9/10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Miller Ch. 6 AudienceWriting Varied SentencesCRR #2 RevisionDiscussion on Major Essay Topic One: Identity</td>
<td>Critical Reading and Response (CRR) #2 Check the Bb resources for your topic development</td>
</tr>
<tr>
<td>(9/15 &amp; 9/17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Miller Ch. 7 ArgumentHolstein Chapter 5 Food and American Culture</td>
<td>Major Essay One: First draft</td>
</tr>
<tr>
<td>(9/22 &amp; 9/24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 7 (9/29 & 10/1) | Miller Ch. 8 Voice  
Major Essay One Revision and Editing | Major Essay One: Smarthinking/Revision |
| 8 (10/6 & 10/8) | Critical Reading and Response Project #3  
Mid-semester reflection online activity | Major Essay One: Final draft |
| 9 (10/13 & 10/15) | **Midterm Break (March 15 – March 17)** | Critical Reading and Response (CRR) #3 |
| 10 (10/20 & 10/22) | Miller Ch. 9 Credibility  
Holstein Ch.4 Food and Health  
Writing Workshop for Major Essay Two: Food Gap | Major Essay Two First Draft |
| 11 (10/27 & 10/29) | Major Essay Two: Revision & Editing | Major Essay Two: Smarthinking/Revision |
| 12 (11/3 & 11/5) | Holstein Chapter 3 The Politics of Food | Major Essay Two: Final draft |
| 13 (11/10 &11/12) | Common Assignment: Position paper  
Class discussion and work on first draft | |
| 14 (11/17 & 11/19) | Writing Workshop for Common Assignment  
Common Assignment revision | Common Rubric Assignment  
First draft |
| 15 (11/24 & 11/26) | **Final Research Presentation** | Common Rubric Assignment due |
| 16 (12/1 & 12/3) | **Final Research Presentation**  
Reflection on Learning | |

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

**X. TEACHING STRATEGIES**

Teaching strategies include collaborative learning, the use of structured overview, large and small group activities, individual and group projects, individual oral presentation, reflections, structured overview, demonstration, discussion, Internet research and reading.

**XI. Bibliography (Suggested Readings, Internet and/or Multi-media Resources)**


