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 from University Catalog
English 110 is a course designed to give extensive practice in evidence-based writing for academic purposes.

III. Disabled Student Services:
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
Ms. Linda Melvin
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

dhall9@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 and Required Materials:

Spiral notebook ($1.25-$2.50 size) for the DayBook and a data stick/flash drive.

VI. Student Learning Outcomes for English 110:
After successfully completing this course, students will 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.

Core Learning Outcome: Communication Skills
Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.

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

Three documented argument essays (20% each) for a minimum total of 13 pages. The subjects for most of the writings will be supported by sources from the text or data bases. Checklists outlining the requirements for each essay and the point system are under Content on Blackboard. All students will be required to use Turnitin located in Content, Turnitin Essays 1, 2 and 3 on Blackboard and SmarThinking, located under Tools on Blackboard. The point system and requirements for Turnitin and SmarThinking are also on the Checklists. Students must give me the papers and rough drafts as hard copies. The papers will be graded using a Departmental Rubric.

Class Participation (10%): The class participation grade involves reading assignments, some department requirements, remediation tests on Blackboard which may be taken multiple times, workshops, online work, homework or group work. I will determine which assignments will receive a grade. Homework is due on the day assigned and at the beginning of each class. We will also use a Daybook (spiral notebook) daily in class to keep assignments, such as, a double entry journal, to take notes, or to plan an essay. You may use a glue stick (which I will provide) to glue assignments completed on regular paper into the Daybook.

Journals (10 %): The four Journal assignments are due as scheduled in the syllabus. You may access them through Content on Blackboard or click on the Discussion Board. Please make sure your journal entries are appropriate to be shared with the class. I will evaluate Journal entries based on clarity and adherence to the assignment; each entry is worth up to 25 pts. Journal entries that are incomplete or late will lose 10 points.

Final Presentation (10%) On the final exam day you will give a brief presentation on the last essay using questions which are under Content on Blackboard.

I will accept late assignments without penalty if the student brings an official excuse, such as a doctor’s note; otherwise, no late work will be accepted. There is no make-up for in class work, including workshops. If students miss the date for an instructor critique of a rough draft, they must arrange a meeting with me before the final draft of the essay is due or lose the privilege. Students are responsible for all course material from the first day of class to the last day of the semester; this responsibility includes material missed due to late registration and /or excused absences, and all assignments whether or not discussed in class.

Essay 1 –Documented Argument (1200-1300) words, not including the works cited)……………………..20%
Essay II–Documented Argument (1300-1400) words, not including the works cited)………………….. 20 %
Essay III–Documented Argument (1400-1500) words, not including the works cited)………………….. 20 %
Journals........................................10%
Class Participation............................20%
Final Presentation..............................10%

Grading Scale – This class will use the university’s “10-point” scale as follows:
90-100=A
80-89=B
70-79=C
60-69=D
59 and below=F
Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Attendance:
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."

FSU Policy on Disruptive Behavior in the Classroom (Optional)

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.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

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
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
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

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 conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources – Academic support resources available in this class: Smarthinking, Turnitin and University College Learning Center.

Tentative Course Outline
Various school requirements, lab openings, a possible library presentation and other necessary changes may affect the assignment schedule. I will send emails and post Announcements about changes, so check your email and Blackboard each day. The class will continue any assignments unfinished on the day posted in the syllabus the following class day. Any collaborative work not finished in class must be completed for homework and is due the next class day.

Week One
8/19 W: **Introduction to Class.** Discuss Departmental Assignments. Discuss syllabus. Review grammar and punctuation: [www.chompchomp.com](http://www.chompchomp.com). Introduce BlackBoard: location of the tests, Discussion Board, Content, Grades and Course Documents. Printing instructions. Discuss Day Book and SmarThinking. Introduce the principles of prewriting and peer editing. Review sentence development. Discuss essay format, thesis sentence, outlining, brainstorming, free associating, journalistic question, and clustering and paragraph structure. **Homework:** Assign groups to read “Description,” (pp. 150-161); “Narration,” (pp.186-191), “Illustration,” (pp. 229-
233); and “Argument,” (pp. 462-468). Think how “Description,” “Narration,” and “Illustration” relate to the Argument essay. Each group will provide an answer. We will have a collaborative assignment on these readings in class on Monday. Check Announcements for works cited for readings.

8/21 F: Discuss MLA: Chapter 24. Collaborative assignment--Double Entry (10 points): Groups will write key terms (given in class) from MLA style on the left of the page and examples/definitions of the terms on the right side of the page. Students should use pages in the text: “The Research Paper”, MLA style pp.547-573: direct quotes, 547-553; block/long quote, 549, 555; parenthetical citations, 551-553, 554-555; works cited, 555-556, 556-563 and sample MLA paper, 569-573.

“Interim grading period begins 8/25. Interim grades serve as a warning to students who are at risk of failing due to non-attendance or poor academic performance. Faculty assign grades of X (No-show) before census date; and EA (Excessive Absences) and F (Failure for poor academic performance) throughout the semester. See "Interim Grades" for more information.”

Week Two
8/27 “Deadline for X (No-Show) grades. Faculty assign X grades to students on the class roster, but who have never attended.”

8/24 M: Continue discussion of MLA: Chapter 24. Group and complete two paraphrases and one short quote with parenthetical citations and use a works cited from the Announcements. Make sure you use parenthetical citations. Readings to use for the paraphrases will be given in class. These assignments are due at the end of the class. Make sure each person has a copy of the work completed even though the group assignment is on one paper. Homework: Complete Diagnostic Quiz under Content on Blackboard due 8/28. You may take any of the quizzes as many times as you like to make a good score up until the due date. Also due Friday 8/28: Journal 1 (post on the Discussion Board on Blackboard): a. Describe at least 5 items the syllabus explains about class. b. List four items that describe essay format from the Thesis Paragraph handout and the Body and Conclusion handout. These are located on Blackboard under Content. Find Turnitin on Blackboard under content Essay 1. Open Content and look for the Checklist for Essay 1. Print and bring the Checklist for Essay 1 from Blackboard to class on 8/26, Wednesday (5 pts).

8/26 W: Group and check the citation work from Monday. Questions. Continue discussion of MLA Essay 1 (1200-1300). Discuss Essay I Checklist, Turnitin, Smarthinking and Blackboard issues. Homework: Using the Checklist, decide on a topic relating to Social Issues. Make your three development points and bring these to class. Groups will Read “Definition”, pp. 265-275 and “Organizing Comparison and Contrast Papers” pp. 302-305. We will have a collaborative assignment on parenthetical citations from these readings the first 10 minutes of class on Friday.

8/28 F: The three development points are due at the beginning of class or I will not be able to review them and speak to you about the points. Group and complete the collaborative assignment on the readings the first 10 minutes of class (10 points): complete two paraphrases and one short quote with parenthetical citations and use a works cited from the Announcements. Make sure you use parenthetical citations. Group and grade the collaborative assignment. Begin writing Essay 1
thesis paragraph in class. The final draft is due for a grade 9/14 Monday. You will be using one of the sources in the Checklist as support for your topic. The essay has only one source. **Homework:** Bring at least 1-2 pages of your rough draft of Essay 1 to class on Monday with the work cited attached and the Checklist. **NO HANDWRITTEN PAPERS ACCEPTED AND NO ESSAYS CRITIQUED ON LAPTOPS. Please print.** Remember you will receive 5 points for one visit to the Writing Center. Bring your proof. Begin writing Essay.

**Week Three**

8/31 M: Rough draft of Essay 1 due at the **beginning** of class (10 points). I will return essays in class today that do not meet the requirements of the Checklist. Discuss p. 557. I will take Essay 1 home for a critique on format, paragraph 1, work cited, paraphrase, short quote and block quote. Students must have the Checklist in order to have the essay critiqued. I will take the rough drafts home and return them the next class day. **Homework:** Continue to work on Essay 1. The final draft of **Essay 1 is due on Monday 9/14.**

9/2 W: Critiqued essays returned. Workshop on Essay 1. You must begin submitting Essay 1 on Content Turnitin under Essay 1 by 9/7 Monday so that you will have time to lower your score if necessary. You must use SmarThinking on Blackboard (see the Checklist for Essay 1). Continue correcting and resubmitting as you change/correct your essay. Your final submission to both sites should be on 9/11. **Homework:** Make any corrections necessary to Essay 1.


**Week Four**

9/7 Monday Labor Day University Closed

9/9 W: I will check Turnitin submissions in class. Homework: Complete Comprehensive Quiz and Definition Quiz under Content on Blackboard due 9/15. Final draft of Essay 1 due on Monday 9/14. Remember to submit on Turnitin and to attach the SmarThinking copy and the checklist I have been using to write comments. **Circle the corrections in your paper that ST advised in order to receive your points. Meet in the library on 9/12.**

9/12 F: Library. Last day to ask questions on Essay 1. Essay due Monday.

**Week Five**

9/14 M: Library. Essay 1 due with the check list on which I have been making comments and SmarThinking **Circle the corrections in your paper that ST advised in order to receive your points.** Appointments assigned to discuss Essay 1. In the library, read the Checklist for Essay 2 (due 10/9) on Education Issues. Print and bring to class the Checklist for Essay 2. Find the Data Bases, especially Academic Search Complete and the citations for the work cited page on the Data Base. Come see my copy as I will have the cite circled. Remember the work cited information is available on Academic Search Complete under cite on the drop down menu. Copies of the library directions for the Data Bases are on Blackboard under Content. **Homework:** Wednesday: Possible Education topic: Read “Dyslexia”, p. 277-279. Write a (one) paragraph describing your reaction to the article (10 pts). **Journal 2:** By 5:00 P.M.
Friday 9/18, answer the following in a paragraph of 5-8 sentences on the Discussion Board: How do your perceptions on your chosen topic for Essay 2 agree or disagree with the research from the library. Wednesday the class will meet in the library or lab (see the Announcements) to find an outside source. **Homework:** Find an outside source and make your three development points.

9/17 W: Library. Continue to look for one source for essay on the Data Bases, Academic Search Complete. Remember the work cited information is available on academic Search complete under cite on the drop down menu. Thesis sentence and development points due by the end of the class (10 points). **Homework:** Bring the thesis paragraph and work cited. Remember to follow the Checklist.

9/19 F: **Appointments on Essay 1.** Workshop on Essay 2: Check the thesis paragraph and work cited with the checklist. Remember your work cited will be pasted from the Data Base (Academic Search Complete). MLA: Chapter 24. Students should use pages in the text to complete the collaborative assignment: “The Research Paper”, MLA style pp.547-573: direct quotes, 547-553; block/long quote, 549, 555; parenthetical citations, 551-553, 554-555; works cited, 555-556, 556-563 and sample MLA paper, 569-573. Due at the end of class: collaborative assignment--Double Entry (10 points): Students will write key terms (given in class) from MLA style on the left of the page and examples/definitions of the terms from the text or the OWL at Purdue on the right side of the page. **Bring the work cited and two pages of Essay 2** to class on Monday. Using the Checklist, you need to have at least 3 short quotes, 4 paraphrases and a block quote by Monday. **NO HANDWRITTEN PAPERS ACCEPTED AND NO ESSAYS CRITIQUED ON LAPTOPS. Please print. You must bring your checklist or I will not take your essay.**

**Week Six**

9/21 M: All essays returned. Each group will check another group’s collaborative work. Make the corrections necessary. Questions on Essay 2 about workshop on Friday (5 minutes). **Appointments.** Essay 2 collected for teacher critique on paraphrases, short quotes, block quote, format, and thesis paragraph using the checklist. **Homework:** Remember you will receive 5 points for one visit to the Writing Center for Essay 2. Bring your proof. Complete Blackboard Diagnostic Test (due 9/29). Prepare for questions on the Essay 2 Checklist in class. Complete rough draft of Essay 2 due on Friday. Remember to continue submitting on Turnitin for a lower score and SmarThinking. I will check these scores.


**Week Seven**

9/28 M: **Questions on class work from Friday.** Workshop on paraphrases in Essay 2.
Individual assignment: Explain how you have used different types of essays in Essay 2 (10 points). **Appointments. Homework:** Read “Example”, 229-233; “Process”, pp.340-344; and “Cause and Effect”, pp. 424-430. We will have a collaborative assignment on these readings the first 10 minutes of class. Bring printed draft of Essay 2. You must always bring your Checklist.

9/30 W: Teacher critique of **paragraph 6** and work cited of Essay 2. Collaborative assignment on readings from homework the first 10 minutes of class (10 min). Collaborative writing on directions (10 points); find a partner and write out a short paragraph giving directions to a place on campus; do not mention the name of the place you are directing the other group to find. See if the group can guess where you are directing them. **Appointments. Homework:** Continue to correct errors and add to the essay.


**Week Eight**  **Appointments to discuss grades.**

10/5 M: Continue to discuss MLA using pages from Week Six. Workshop: find 3 short quotes, 4 paraphrases and one block quote in another student’s paper. Another peer will double check the work. I will settle disputes. Make sure the format is correct (10 points). Assign appointments. Print your grades from Tools/ Gradebook. Meet in the library.

10/7 W: Library. Double entry assignment on MLA work cited (10 points). **Appointments to discuss grades.**

10/9 F: Library. Essay 2 is due today. Remember to submit on Turnitin and to attach the SmarThinking copy. **Circle the corrections in your paper that ST advised in order to receive your points. (Essay 2 is not part of your midterm grade).** **Appointments.**

**Week Nine**

10/12-10/14 M-W: You must come to class Monday even if you do not have an appointment because I will return Essay 2. Appointments for grade.

10/ Midterm grades due

**Faculty assign A, B, C, D or F grades at mid-term to provide an assessment of student progress during the first half of the semester.**

10/15-10/16 Thursday –Friday Fall Break.

**Week Ten**

10/19 M: Appointments to discuss Essay 2. Discuss Essay 3, an argument essay on Communication (1400-1500) words, not counting the work cited. You will be using an online book or an online newspaper article to support the essay. Discuss Checklist for
Essay 3. Discuss Google. Look at a site that you should not use= cheating and Turnitin will know: The Death Penalty: Argumentative Essay Writing.com
A good site to use is http://deathpenalty.procon.org/view_resource.php?resourceID=002000
Be ready to explain how you would know if a site was legitimate.


10/23 F: Library. Check development points. Appointments to discuss Essay 2. **Homework:** Continue to work on Essay 3. **Homework:** Bring your thesis paragraph and work cited for Essay 3 to class.

**Week Eleven**
10/26 M: Discuss Refutation or opposing viewpoints. Text: pp.548. Write one example of an opposing viewpoint from your work cited or your opinion that opposes your article. You may use the opposition article for the one example of refutation for your essay and for your Final Presentation. You will have to have an example for the Final Presentation. Workshop on Essay 3 thesis paragraph and work cited. Appointments to discuss Essay 2. **Homework:** Correct any errors on Essay 3 from the workshop. Assign presentations on online sites to create a work cited. Two pages of the essay by Friday.

10/28 W: Share opposing viewpoints (10 pts) and Presentations (10 pts). Show that you are correcting the errors SmarThinking shows. Questions on Turnitin score. Assignment: Correct errors and begin putting the essay on Turnitin. Two pages of the essay due by Friday. The FINAL DRAFT due on 11/20.

10/30 F: Library. Post the two pages of the essay and work cited on Turnitin and SmarThinking today. Discuss Turnitin scores and questions on Essay 3. **Homework:** Monday I will take Essay 2 home for a critique on paragraphs 1 and 4, so make sure you bring a printed copy and the checklist

**Week Twelve**
11/2 M: Continue to share opposing viewpoints and Presentations. Continue discussing Refutation or opposing viewpoints. Workshop on Essay 3. I will take the essay and the checklist home for a critique on paragraphs 1 and 4. No checklist no critique. **Journal 4:** Why should a writer use refutation in a research paper? Due on 11/17.

11/4 W: Critique returned. Questions. We will meet in the library on Friday. I will check the Turnitin submissions.

11/6 F: Library. Correct Turnitin submissions as directed. Assign Data Bases Presentations (10 points). **Homework:** Presentations due next week.
**Week Thirteen**
11/11 Veteran's Day Wednesday No Class
11/9 and /11/13
M and F: Presentations on Data Bases. Workshops on Essay 3, including SmarThinking and Turnitin.

**Week Fourteen**
11/16 Interim grading period ends
Interim grades serve as a warning to students who are at risk of failing due to non-attendance or poor academic performance.

11/16 M: One question per person on Essay 3. **Homework:** Essay 3 due on Wednesday. Attach the checklist I have been using to write comments and the SmarThinking copy. **Circle the corrections in your paper that ST advised in order to receive your points.** Meet in the library. Workshops on Essay 3, including SmarThinking and Turnitin. Questions.


**Week Fifteen**

11/25 W: Appointments to discuss Essay 3 and Final Grade.

11/26 -11/27 Thursday –Friday Thanksgiving Holiday.

**Week Sixteen**
12/1 M: Appointments for Final Grade.

12/2 W: Last day of classes 12/3. Appointments for Final Grade. **Prepare for Final Presentation on Final Exam Day.**

**Final Exam Days:** December 6-11 Final exams begin (for students not graduating)

**Final exam day for your class will be announced.**

**IX. Teaching strategies:**
A variety of teaching strategies will be used in English 110, such as, discussion/lecture, group and individual work, online / in-class exercises and tutorials.
X. Bibliography:
This is a list of references for help with grammar and composition. The Online Writing Labs (OWLS) give tutorials on grammar and usage. The MLA style websites provide information on documentation.

Grammar Handbooks


Online Writing Labs (OWLS)
www.chompchomp.com
"http://www.columbia.edu/cu/cup/cgos/idx_basic.html"

http://owl.english.purdue.edu/
"http://online.ohlone.cc.ca.us/~mlieu/"