Fayetteville State University  
College of Arts and Sciences  
Department of English  
English 110: English Composition

Fall 2015

I. Locator Information:
Instructor: Joyce Russell, Ph.D.
Course # and Name: English 110-14
Office Location: Bu 132
Semester Credit Hours: 3
Office hours: MWF 10:00-10:50 and by Appointment
Day and Time Class Meets: MWF 11:00-11:50
Office Phone: 919-672-1589
Total Contact Hours for Class: 5x week
Email address: JRussell@uncfsu.edu

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: This 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. Textbook: *Language Awareness* by Paul Eschholz et al. (11th edition)

**Supplementary Sources**
- Selected articles from peer-reviewed journals
- Youtube
- *Death of a Salesman* by Arthur Miller

IV. NCATE/NCDPI STANDARDS

NCDPI Secondary English/Communication Skills Guidelines and Competencies (1994; revised, 2000)
[http://www.ncpublicschools.org/teacher_education/ProgGuidelines_Competen1.pdf](http://www.ncpublicschools.org/teacher_education/ProgGuidelines_Competen1.pdf) (pp. 60-64)

(Introductory paragraph not included herein.)

Enhance understanding through various levels of comprehension. (4.5)

Stress cultural literacy as well as functional literacy.

Set a good example through effective writing practices (5.1)

Promote the various aspects of pre-writing (5.2)

Apply the principles of editing to a draft to prepare it for revision (5.4)
Aid student self-evaluation to determine strengths and weaknesses (5.5)

Develop techniques for engaging the entire class in cooperative writing experiences (5.6)

Demonstrate effective group discussion skills (6.5)

Demonstrate familiarity with a wide variety of film types such as features, documentaries, and animated non-printed media (8.2)

Provide opportunities for the development of taste and selectivity in viewing (8.3)

At the end of this course, the facilitator of learning will demonstrate the following competencies, here organized around the FSU SOE Conceptual Framework:

A. General Areas
1. Knowledge
Demonstrate an understanding of the subject matter, how it relates to other disciplines, and to their lives.
Demonstrate in-depth knowledge of the content that they plan to teach.

2. Assessment
Use a variety of formal and informal assessments aimed at meeting program goals and positive student learning.

3. Reflection
Reflect on and evaluate teaching and learning.

4. Technology
Integrate technology with instruction to improve student learning and achievement.
Apply new technologies to teaching, learning and research.

5. Diversity
Understand the differences that exist among people and their cultures and the ways in which these differences affect individuals’ views of the world, their values, and their interpretations of events in their lives.

6. Collaboration
Collaborate with colleagues, parents, local schools, agencies and the community to support learning and achievement for all students.

B. Specific Competencies Related to SOE Framework Categories
1. Knowledge
INTASC #1
The teacher understands the major concepts, assumptions, debates, *NCDPI #1 processes of inquiry and ways of knowing that are central to the disciplines he or she teaches.

NCTE 3.0
The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory and findings.

2. Reflection
INTASC #9.4
The teacher is committed to reflection, assessment, and learning in an ongoing process.
NCDPI #9
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.
NCTE 2.3
Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will engage in reflective practice and pursue continued professional growth and collaboration with colleagues.
NCDPI Performance-based Licensure Program*
3. Assessment
INTASC #8.7
The teacher solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
NCCPI #8.3
The teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals of learning.
NCTE #4.12
The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of the English language arts, students, teaching, and practice; as a result, the candidate will use assessment as an integral part of instruction and learning.

4. Technology
INTASC #6, 13 NCDPI #6.4
The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities.
ISTE I B
The teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

5. Diversity
INTASC #3
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
NCDPI #3.1
The candidate designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.
NCTE #2.1
Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will demonstrate a respect for the worth and contributions of all learners.

6. Collaboration
INTASC #10.12, NCDPI #10
The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
NCTE #1.3
The institution establishes a specific curriculum for pre-service English language arts teachers; as a result, the candidate will experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers.
V. Student Learning Outcomes--

Upon completion of this course, students will be able to:
--understand the relationship between reading and writing;
--see their papers as a combination of grammar, style, diction, and critical and analytical thinking;
--demonstrate skill in using relevant and credible sources in the development of their papers;
--use relevant content in papers to demonstrate their comprehension of the connections;
--differentiate between (and among) the language of power, the language of culture, and the language of prejudice.

Assessment of SLOs:
1. Three writing assignments graded by rubric
2. MLA documentation
3. The process of writing: prewriting, developing thesis, organizing, drafting, revising

VI. Course Requirements and Evaluation Criteria – This indicates how your final grade for the course will be calculated.

A. Grading Scale – Consistent with the university catalog.

B. Attendance Requirements –Attendance is required except in those cases when the instructor makes an adjustment ( Two examples: Students may be required to attend a cultural or educational program. Or on the day (s) set aside for student conferences, the class as a whole will not meet. However, you must keep your scheduled appointment.)

C. Graded Assignments –essays (50%) and discussions, classwork, homework (50%)

Your essays will be based on the assigned readings from the textbook and any other supplemental assignments. In all four of your essays, you must demonstrate that you have read the assigned readings.

Specific Requirements:
--four (4) short essays: 3-4 pages of text (excludes works cited page, cover page)
--four (4) presentations based on your essays (not graded but required)

--Blackboard discussions as assigned: Your discussion posts count as class participation.

Failure to make the posts will adversely affect your grade.

--A final long essay based on Death of a Salesman will be required (approximately 8 pages).
**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, headphones and the like.
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.

**VII. Academic Support Resources** – Writing Center and Smarthinking

**VIII. Course Outline and Assignment Schedule**

**Week 1**  Introduction/ Pretest (Not graded); overview of syllabus; overview of pp. 21-42 in *Language Awareness* (LA); Read “Selection, Slanting, and Charged Language” by N. Birk and G. Birk, pp.223-31; “The Hard –Sell: Advertising in America” by Bill Bryson, pp. 397-414. Discuss readings.

**Week 2:** Read and discuss “Weasel Words: The Art of saying Nothing at All” by William Lutz, pp. 415-26. Introduce Health Unit; “Be it Ever So Homespun, There’s Nothing Like Spin” by Kim Severson (Read before class.) A Youtube on slanting will be viewed and discussed.
A Youtube on food deserts will be read and discussed. Writers’ Workshop: prepare Essay # 1: TBA. Submit paper in two ways: via Blackboard and in hard copy. The hard copy will be marked and returned; the electronic copy will be filed.

**Week 3:** Submit **Essay # 1**; give two-minute talk about essay. Be prepared to discuss “What’s Natural about Our Food Products” by Federman, pp. 441-45. Pay close attention to the “Thinking Critically” section, 1-5 at the top of the page. Go to [www.markwinne.com/excerpts-from-closing-the-food-gap/](http://www.markwinne.com/excerpts-from-closing-the-food-gap/)

Read the article. Make a 250-word post under Discussions. Be sure that your post offers your own perspective. Be prepared to discuss what you read and what you posted.

**Week 4:** Research Assignment: Find, read, print, and annotate—“A Tale of Two Food Deserts” by Katie Walker. This peer-reviewed article may be found in the 2012 February/March issue of *Organic Gardening*. MLA manuscript style will be discussed.

**Week 5:** Writers’ Workshop: **Essay # 2** date TBA. Submit in two ways: via Blackboard and in hard copy. Be prepared to discuss “The Meaning of a Word” by Gloria Naylor, pp. 336-41. Pay close attention to both sections on p. 339.

**Week 6:** Before coming to class, please read “Black Men and Public Space “ by Brent Staples, pp. 346-50. Pay close attention to pp. 349-50. Find the online article “Don’t Call Me a Kaffir” by Conrad Steenkamp. You will most likely find it at this site: [www.thoughtleader.co.za](http://www.thoughtleader.co.za). (That’s where I found it.) After reading the article, make your 250-word post, which will be a reaction to the article. (How does a certain word relate to another certain word used in America?) Post before coming to class. Discuss requirements for Essay # 3

**Week 7:** Find this online article: “I Don’t Think Black Men Teach Because How They Get Treated as Students: High-Achieving African American Boys’ Perception of Teaching as a Career Option” by Anthony Graham and Kimberly D. Erwin. As you did with the other Discussion posts, give your reaction in a 250-word post. Writers’ Workshop. Research and drafting of Essay # 3. Conferences will be conducted during this week.


Conferences will be conducted. During your conference we will discuss your progress in the course.

**Week 9:** Discuss “Should English Be the Law?” by Robert D. King, pp.483-92. “In Plain
English..” by C. Krauthammer pp. 493-95.

**Week 10:** Topic for **Essay # 4:** How Do Words Hurt? This essay will be due during final exam week. The essay will be based on hurtful words.

**Week 11:** “Spread the Word to End the Word” by John McGinley, pp. 535-38. Writers’ Workshop.

**Week 12:** “The’ Great R-word’ Debate: Is It Ever Okay to Say? by Vicki Santillano, pp.539-42. We will also discuss *Death of a Salesman* during this week.
**Week 13:** “Missing the Nose on Our Face: Pronouns and the Feminist Revolution” by John McWhorter, pp. 461-68.

**Week 14:** “‘ Queer’ Evolution: Word Goes Mainstream” by Martha Irvine, pp.477-80.

**Week 15:** Conferences and final essay submitted.

Note: I will follow the syllabus as closely as possible. However, I reserve the right to amend the syllabus if I see the need to do so. If a significant change is deemed necessary, I will announce the change in class. A significant change means adding or deleting a reading.

I hope that you will enjoy the course.
The four assignment sheets follow on the next three pages.
Essay One

Media and Advertising

For this paper, you will be writing on the topic of media and advertising. One topic would be to write about three of the concepts Newman P. Birk and Genevieve B. Birk’s claim in “Selection, Slanting, and Charged Language” (223-31). Toward this end, you will find either an article in a newspaper or magazine that interests you, (this can, of course, be found on line) and write about the slanted or charged language the author uses to convince the reader (you) of his ideas. The other topic would be to write about Bill Bryson’s “The Hard Sell: Advertising in America” (397-414). Search the Internet for slogans that you can compare to three of the concepts Bryson discusses. For either topic choice, use plenty of examples and descriptions to back up your generalizations or main discussion points. Introduce the author, article, and briefly but clearly summarize her/his arguments and introduce the textual examples you will relate to a few of this author’s ideas.

Create a thesis statement that becomes the organizing principle of the paper.

Be sure to provide plenty of support for your ideas, developing each paragraph well. The support would be to introduce, describe, and explain all connecting points you bring up from either an article or slogan(s), as well as any and all relevant ideas that you have about them.

When referring to the source, include the title and author and attribute, integrate, and synthesize information from the text(s). Using two parenthetical expressions is required in this paper. We will practice using MLA citation style in class, as this citation style is part of the course’s objectives.
Do you believe, like Mark Winne, that a “food gap” exists between the well-to-do and the poor? How difficult is it for low-income people to eat well in America? Is it simply a matter of money, or are other factors like education and willpower involved? Develop an argument/thesis in the action stasis; you can choose to answer one or more of the following questions or develop a unique thesis that answers a different question on this issue.

Definition: Does a “food gap” really exist? What exactly is the “food gap”?

Cause: What causes the “food gap”—is the problem purely economic or are social values, lack of education, and other concerns also important? What are the results of the “food gap”?

Evaluation: Are there people and/or laws to blame for the “food gap”?

Action: What can be done about the “food gap”? What can poor people do? What can the well-off do? What can government do? What can volunteer organizations do?

When relevant, use source material (texts, video, etc.) to help you develop your essay. Be sure to follow the guidelines for using sources: integrate sources into your text; quote, paraphrase, and summarize properly; cite ALL uses of sources with both in-text citations and works cited page entries in MLA format.
Essay Three

Stereotypes and Discrimination

For this paper, you will be creating an essay on the topic of prejudice, discrimination, and stereotypes that will be based on textual sources. Develop your thesis by focusing in on the stasis (definition, cause, evaluation, action) that you want to focus on. Questions to help you organize your thinking might include: What are some types of prejudicial thoughts and actions? What types of stereotypes exist—and how, if at all, are they perpetuated by media? Why does discrimination exist? Is discrimination good, bad, or a mix of both—and why? What can be done about negative prejudices—consider whether you want to argue how a single individual can address his/her prejudices OR whether you want to consider society overall? In your essay, wherever the ideas of the authors we have read are relevant, include them in addition to your ideas and experiences. Cite at least two articles in the text to help support your viewpoint.

Essay Four

How Do Words Hurt?

This essay will allow you to write about a personal event. Recall a time when words were hurtful to you. Did someone say something about you? Call you a name? Did someone write a hurtful comment about you?

Develop a four-page essay in which you respond to some aspect of the above prompt