

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English**  
**English 110-45: English Composition I**  
**Fall 2011**

**Locator Information:**

Instructor: Dr. Trela N. Anderson  
Course # and Name: English 110, English Composition I  
Semester Credit Hours: 3  
Day and Time Class meets: TR, 5:15-7:45 p.m.  
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Office Location: Butler Building, Room 130  
Office Hours: MW (9-noon); T (3-5 p.m.) and by appointment  
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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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>

**Please check your campus email and Blackboard daily.**

**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 (1<sup>st</sup> Floor); 910-672-1203.

## Introduction to the Daybook

The majority of your course work will be completed in a daybook, which I will provide for all students on the first day of class. Think of the daybook as your brain on paper or as a type of drawer that holds various tools and gadgets you may use to reach a desired goal. In this case, the desired goal is improvement in your critical reading, writing, and analytical skills. This course will use scaffolding as a technique to take you from one place to the next in your writing, and each step of the journey will be recorded in your daybook.

Your daybook is your pass to class. You must bring it to class every session. Also, I expect students to come to class with assigned readings in hand and having read ALL assigned materials. As your instructor, I will keep a daily log of student's participation and preparedness in relation to the course. Not bringing your daybooks, reading materials and assignments to class will **OF COURSE** negatively affect your final grade.

Here are a few daybook reading strategies we will use in class:

double entry journals	dialogical journals
freewriting	word study
partner journals	lists
quickwrites	multi-genre responses

**Scholarship:** Lil Brannon, et. al. *Thinking Out Loud on Paper: The Student Daybook as a Tool to Foster Learning*. Portsmouth, NH: Heineman, 2008.

**NOTE:** Your **daybook** is your pass to class, and most of your work will be assessed through your daybook. So, you must bring your **daybook** to class everyday; I will collect them for assessment at my own discretion. Some typed assignments will be glued into your daybook with a glue stick.

## Student Learning Outcomes:

By the end of this course, students should 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

## Required Text

Students, copies of your assigned readings will be on Reserves in the library. You must go there and photocopy the readings for yourselves until they are placed on electronic Reserves, which will allow you to print from the computer. **There is no official text for the class.** I expect all students to come to class with their assigned readings, along with your assigned written responses (exercises), in hand --- no excuses!

## Assigned Readings for the course:

1. "Beauty: When the Other Dancer is the Self" by Alice Walker
2. *The Third and Final Continent* by Jhumpa Lahiri
3. "The Myth of the Latin Woman: I Just Met a Girl Named Maria" by Judith Ortiz Cofer
4. *A Civil Peace* by Chinua Achebe
5. "Fiesta" by Junot Diaz
6. "Homemade Education" by Malcolm X
7. "Nigger: The Meaning of a Word" by Gloria Naylor
8. *Her Mother* by Anjana Appachana

**\*\* Again, assigned readings are on Blackboard under "Course Documents." Print and read all assignments prior to class.**

## Course Requirements and Etiquette

All cell phones and other electronic devices must be turned off and stowed away during class.

**Eating is prohibited during class. However, you may drink beverages. Just be sure to throw away cans, bottles, etc. by the end of the class period. NO EATING is allowed in class. At approximately 6:30 p.m., I will grant students a 20-minute break. I will take roll again after the break, and students who do not return will be counted absent for the day.**

Students are allowed two free absences, meaning absences without penalty throughout the semester. These absences include those that may be deemed “excused” and “unexcused.” Every subsequent absence will result in the lowering of the student’s final grade by one letter for every subsequent absence. Students who are ill or suffer a death in the family (God forbid!) must provide proper documentation upon the first day of returning to class in order for the absence to be excused.

You simply cannot and will not pass this course without faithful attendance, regardless of how strong a writer you are. The first step towards gaining something valuable from a course is faithfully attending the course.

Tardiness is highly disruptive to the class. For every two times that a student is late for class, it will be counted as a single absence. Students who contact me beforehand with news that they will be tardy to class might be excused, depending upon the reason for their tardiness.

Late work will not be accepted without penalty. Papers are due at the beginning of class within the first five minutes. Those received after the first five minutes will be deducted ONE letter grade for every day it is late. Thus, students who do not attend class on the day assignments are due and attempt to drop them by after class will NOT receive full credit. Students who are ill or suffer a death in the family (God forbid!) must provide proper documentation upon the first day of returning to class in order to receive full credit for the assignment.

## **FSU Policy on Disruptive Behavior in the Classroom**

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.

## 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 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. Penalties include failing the course, suspension and/or expulsion.

## Plagiarism

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized and the reason for such suspicion. If the student protests his/her grade on the assignment. He or she will be asked to conference with me and the chair of the English and Foreign Languages department concerning the assignment.

## Structure of the Course

**On Tuesday nights, we will focus on the readings and related reading strategies. You will take part in group discussions and complete work in your daybooks related to the readings. All students are expected to participate in class discussions.**

**On Thursday nights, we will focus primarily on writing. Many of these sessions will take place in the writing lab located in Butler 312. Students will complete assignments related to the mechanics of writing and the writing process.**

## Assessments

Daily journal writing exercises	5%
Reader response questions and reading strategies exercises	10%
Essay #1 (draft)	8%
Essay #2 (draft)	8%
Essay #3 (draft)	8%
Three SMARTHINKING submissions	6% (2% each)
Mandatory individual writing conference	6%
Writing center visit	5%
Portfolio of revised writings	25%
Class participation	9%
<b>Final Exam</b>	<b>10%</b>

## Daily Journal Writing Exercises

We will begin each class session with a journal prompt. Students are to write for five minutes uninterrupted in their daybooks in response to the journal prompt.

## Reader Response Questions and In-class Reading Strategies

### Exercises

The in-class reading strategies exercises will, as stated, be done in class and will relate to assigned readings. These strategies may involve everything from dialogical journaling and thinking cap questions to textual analysis and must be completed in the daybook (See list of daybook reading strategies on previous page). **These exercises will be graded with either a check plus (A), check (C) check minus (D) or minus (F).**

### Essay Drafts

Students will draft **three** essays during the eight-week. Drafts will be evaluated according to a rubric.

### SMARTHINKING Submissions

Students are required to submit all three drafts of their essays to the SMARTHINKING website for review. The results should be brought to the student's individual writing conference and included within the portfolio, which is due towards the end of the semester.

### Mandatory Individual Writing Conference

Students are required to meet with me before submitting their end-of-course writing portfolio.

### Writing Center Visit

Students are required to visit the writing center before submitting their end-of –course writing portfolio. Proof of receiving assistance with each of the three essay drafts is required via a “Writing Center Verification Slip.” Students may visit the writing center as many times as they like.

### End-of-Course Writing Portfolio

Towards the end of the semester, each student is required to submit a portfolio, comprised of revisions of their three essays along with SMARTHINKING results, writing center verification forms and essay drafts. The portfolio accounts for the bulk of the student's grade. The portfolio will be graded according to a rubric.

### Class Participation

Students are expected to come to class and arrive on time. Also, students are expected to turn in all assignments and to turn them in on time. Additionally, students are expected to participate in class discussion. These components will factor into a student's class participation grade.

### Tentative Weekly Course Schedule

- Thurs., Aug. 18: Introductions; discussion of course syllabus; journal writing; read Walker's essay, “Beauty...” ; do reading strategies assignment in daybook; the mechanics of writing exercises
- Tues., Aug. 23: Walker's essay continued; journal writing; discuss Lahiri's *The Third and Final ...*; do reading strategies assignment in daybook
- Thurs. Aug. 25: **Essay assignment #1**; journal writing; the writing process; do pre-writing and organizing activity; computer lab, Butler 312; the mechanics of writing exercises
- Tues., Aug. 30: **Draft of Essay 1** is due; journal writing; discuss “The Myth of the Latin Woman . . .”;

- do reading strategies assignment in daybook
- Thurs., Sept 1: **Essay assignment #2**; journal writing; do pre-writing and organizing activity; computer lab, Butler 312; the mechanics of writing exercises
- Tues., Sept. 6: **Draft of Essay 2** is due; journal writing; discuss *A Civil Peace* by Achebe; do reading strategies assignment in daybook
- Thurs., Sept. 8: **Essay assignment #3**; journal writing; do pre-writing and organizing activity; computer lab, Butler 312; the mechanics of writing exercises
- Tues., Sept. 13: **Draft of Essay 3** is due; journal writing; discuss “Fiesta, 1980” by Junot Diaz; do reading strategies assignment in daybook
- Thurs., Sept. 15: No class; mandatory writing conferences
- Tues., Sept. 20: Discuss “Homemade Education” by Malcolm X; journal writing; do reading strategies assignment in daybook; submit essay drafts to SMARTHINKING website
- Thurs., Sept. 22: Portfolio revisions; journal writing; writing center visits
- Tues. Sept. 27: Discuss “Nigger: . . .” by Gloria Naylor; journal writing; do reading strategies assignment in daybook
- Thurs. Sept. 29: Portfolio revisions; journal writing; writing center visits
- Tues., Oct. 4: Discuss *Her Mother* by Anjana Appachana; journal writing; do reading strategies assignment in daybook
- Thurs., Oct. 6: Portfolio revisions; journal writing; writing center visits
- Tues., Oct. 11: Portfolios are due; journal writing; discuss final exam