

Fayetteville State University
College of Arts and Sciences
Department of English
ENGL 341 Advanced Composition
Fall Semester 2011

I. Locator Information:

Instructor: Dr. Marlene Allen

Office Location: Butler Building Room 136

Email Address: mallen16@uncfsu.edu

Office Phone: 910-672-2150

Office Hours: Mondays and Wednesdays: 10:00 a.m.-12:30 p.m.

 Thursdays: 12:30-2:30 p.m.

 Fridays: 10:00 a.m.-11:00 a.m. (and by appointment)

Day and Time Class Meets: 11:00-12:15 TR

Semester Credit Hours: 3

Total Contact Hours for Class: 3

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: This course is a study of rhetorical strategies, sentence combining, editing, logic and persuasion, diction, usage, and research methods.

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, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook and Required Materials:

Peterson, Linda H., and John C. Brereton, *The Norton Reader*. 12th ed. New York: Norton, 2008.

MLA Handbook for Writers of Research Papers. 7th ed. New York: The Modern Language Association of America, 2009.

A good college-level dictionary and thesaurus
A jump drive to save papers

V. Student Learning Outcomes: By the end of this course, students will be able to:

- 1) Use technology to find, store and present information from online and print sources.
- 2) Apply proofreading strategies to prepare documents in Standard Formal Written American English appropriate to academic and professional work.
- 3) Develop mastery of page formatting, citation, and incorporation of sources in MLA format.
- 4) Evaluate rhetorical strategies in published and peer texts.
- 5) Create a portfolio of written work.

VI. Course Requirements and Evaluation Criteria:

a. 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

Papers: Students will write two shorter essays and a longer final research paper in this course. Papers must be typed, double-spaced, using 10- or 12-point font with one-inch margins on all sides. Your papers should use MLA-style documentation for your sources and should include a properly formatted Works Cited page. Consult your copy of the *MLA Handbook for Writers of Research Papers* for more information on how to document sources in your paper. **Points will be deducted from your grade for failure to follow MLA style correctly.** You must always cite any sources you consult while writing your paper with both an in-text parenthetical citation and an entry on your Works Cited page. Failure to do so is plagiarism and will be penalized accordingly.

All papers should be submitted to Blackboard by class time on the date indicated on the syllabus. You are also required to submit drafts of your papers to Smarthinking and to submit the comments made on your papers by the tutor along with the final draft of your paper. Please send those comments to me via email on Blackboard or you can submit a hard copy. Computer problems are not acceptable excuses for turning in a paper late. Be sure to always save a backup copy of your work or print your papers in case of emergency. **Late papers will be penalized five points per day. You will only be allowed to turn in ONE paper late.** The paper must be turned in within **one week** of the due date or it will not be accepted.

Oral presentation: Each student is required to do an individual presentation in this class. For your presentation, you will discuss the topic you write about in your final research paper. You will need to speak for 15 minutes on the subject and must create a Powerpoint presentation to accompany your talk. Your grade will be based on how well you present your knowledge of the topic, composition and organization, clarity of expression and effectiveness in delivery of the presentation.

Other assignments: To get the most out of this class, you must actively participate in the discussions. To that end, students must come to class prepared with at least four discussion questions or talking points for the readings assigned for the day. A variety of other assignments to complete in the course (both in and out of class), including short writings, peer review workshops, and in-class reading exercises, will be given throughout the semester.

Grading:

Assignment	Percentage of Final Grade
Paper 1	20%
Paper 2	25%
Research Paper (including prospectus and annotated bibliography)	30%
Oral Presentation	10%
Class assignments (peer review, discussion questions; in-class reading exercises, short writings)	10%
Class participation	5%

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

b. Attendance Requirements: Regular class attendance is expected and essential to doing well in this course. Students are expected to attend all class meetings and conferences in this course. Students will be allowed **three** absences without penalty. For each absence after the third absence, your final course grade will be lowered by a letter grade. On your **fifth absence, you will fail this course**. Please note that attendance is factored into your class participation grade. There are no “excused” absences in this course, so use your absences wisely in case you get ill. Please schedule all doctors’ appointments, meetings with advisors, etc., during your free time, not during class time. If you have a job that may interfere with your attendance in this course, I suggest that you take this class at another time. No exceptions will be made for work obligations. If you decide that you no longer wish to take this course, you are responsible to withdrawing from the course, not the instructor. Failure to do so will result in an F for nonattendance. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY AND THIS POLICY WILL BE STRICTLY ENFORCED.** (If you must miss class due to a university-sponsored event, such as for a sporting or other event, it is your responsibility to let me know of the reason for your absence so that I don’t count it against you).

You are responsible for keeping up with your absences and any content that you miss when you are absent, as well as for keeping up with all assignments. If you arrive in class late, it is your

responsibility to ensure that I mark you present. Repeated tardiness will result in a reduction of your class participation and/or final grade for the course. Work turned in late will be penalized five points per day. No assignments will be accepted once it is a week late (this includes weekends).

c. Policy on Plagiarism: You are expected to adhere to the policies regarding academic honesty outlined in the FSU Student Handbook. **Cheating and plagiarism on any assignment will result in a failing grade for this course.** Students guilty of academic dishonesty will also not be recommended for admission to Teacher Education, Nursing, Graduate School, or other programs. All work submitted for credit in this class must be original and may not be submitted for credit in any other course at Fayetteville State University or other university. Resubmitting course work that was submitted for credit in another course will result in a failing grade in this course.

VII. 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.

Other points of class etiquette:

- If you send me an email, please do not begin with "Hey" or other informal forms of address. Use capital letters and punctuate your sentences correctly. Use my correct title (Dr. or Professor). In other words, write as you would any professional correspondence, which means your email should be courteous and respectful in tone. Also, please sign your name at the end of the email; I probably will not know who you are based on your email address alone. I will not respond to emails that do not follow these requirements.
- Do not expect an immediate answer via email (normally, I will respond to your email within 2 business days [i.e., weekdays]). If you send your email at the last minute, I may not be able to answer your email before an assignment is due.
- Please allow a sufficient amount of time after turning in papers (at least a week) before inquiring when graded papers will be returned to you.
- Come to class on time. If you come after the classroom door is closed, ***close the door behind you***. Do not leave until class is dismissed. If you must leave class early for an important reason, please let me know in advance. During exams, ask permission to leave to use the restroom (but please try to use the restroom *before* class).
- Acquire the textbooks and always ***bring them*** to class with you. Do not expect to borrow my or other students' books for assignments if you do not bring yours.

VIII. Academic Support Resources: Please feel free to drop by my office during office hours (or make an appointment to see me) if you need help with any assignments. You can also receive help at the Writing Center and through the Smarthinking website.

IX. Course Outline and Assignment Schedule

Note: *This is a tentative outline. Changes may be needed and will be announced in class or on Blackboard.*

Week 1: Thursday, August 18: Introduction to the course

Week 2: Tuesday, August 23: Writing workshop—discussion of most common writing errors
Thursday, August 25: Writing workshop—MLA style

Week 3: Tuesday, August 30: Douglass, “Learning to Read,” pp. 428-432; Franklin, “Learning to Write,” pp. 539-543
Thursday, September 1: Holt, “How Teachers Make Children Hate Reading,” pp. 449-456;
Barber, “America Skips School,” pp. 457-467

Week 4: Tuesday, September 6: Chanoff, “Education Is My Mother and My Father,” pp. 438-448; Bird, “College Is a Waste of Time and Money,” pp. 467-475
Thursday, September 8: Staples, “Why Colleges Shower Their Students with A’s,” pp. 410-412;
Zinsser, “College Pressures,” pp. 481-487

Week 5: Tuesday, September 13: Draft of paper 1 due for peer review and submission to Smarthinking
Thursday, September 15: **Paper 1 due**

Week 6: Tuesday, September 20: Anzaldúa, “How to Tame a Wild Tongue,” pp. 523-532;
Agosín, “Always Living in Spanish,” pp. 532-534
Thursday, September 22: Cofer, “More Room,” pp. 179-182; Baldwin, “Stranger in the Village,” pp. 387-396

Week 7: Tuesday, September 27: Hurston, “How It Feels to Be Colored Me,” pp. 43-47;
Gourevitch, “After the Genocide,” pp. 839-845
Thursday, September 29: Naylor, “Mommy: What Does ‘Nigger’ Mean?,” pp. 510-512; Kingston, “Tongue-Tied,” pp. 513-516

Week 8: Tuesday, October 4: Pilardi, “The Immigration Problem Is About Us, Not Them,” pp. 406-408; Thiong’o, “Decolonizing the Mind,” pp. 1053-1061
Thursday, October 6: Riós, “Green Cards,” pp. 47-50; Raunch, “In Defense of Prejudice,” pp. 680-688

Week 9: Tuesday, October 11: Staples, “Black Men and Public Space,” pp. 396-398; Rodriguez, “Aria,” pp. 517-522
Thursday, October 13: Draft of paper 2 due for peer review and submission to Smarthinking

Week 10: Tuesday, October 18: Midterm break—no class

Thursday, October 20: **Paper 2 due**

Week 11: Tuesday, October 25: Cunningham, "Why Women Smile," pp. 262-267; Maduro, "Excuse Me While I Explode," pp. 255-262;

Thursday, October 27: **Research paper prospectus due**

October 28: deadline for withdrawing from classes with no impact on GPA.

Week 12: Tuesday, November 1: Rollin, "Motherhood: Who Needs It?," pp. 369-378; Rich, "Taking Women Students Seriously," pp. 487-493

Thursday, November 3: Sanders, "Looking at Women," pp. 226-236; Steinem, "The Good News Is: These Are Not the Best Years of Your Life," pp. 268-273

Week 13: Tuesday, November 8: Theroux, "Being a Man," pp. 223-226; Sullivan, "What Is a Homosexual?," pp. 236-240

Thursday, November 10: **Annotated bibliography for research paper due**

Week 14: Tuesday, November 15: Research paper conferences—bring draft of research paper to conference and submit draft to Smarthinking

Thursday, November 17: Research paper conferences—bring draft of research paper to conference and submit draft to Smarthinking

Week 15: Tuesday, November 22: Presentations

Thursday, November 24: Thanksgiving holiday

Week 16: Tuesday, November 29: Presentations

Thursday, December 1: Presentations

Final Research Paper due: Tuesday, December 6 at 10:00 a.m.