

Fayetteville State University
College of Arts and Sciences
Department of English

Fall 2011

I. Locator Information:

Instructor: Joyce Russell, Ph.D.
Course # and Name: English 110-06
Office Location: Bu 132
Semester Credit Hours: 3
Office hours: MWF 9:00-10:00 and MWF 12:00-1:00
Day and Time Class Meets: MWF 10:00-10:50
Office Phone: 919-672-1589
Total Contact Hours for Class: 3x 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.

Note: This is a learning community that is concerned with different kinds of risky behavior and the negative consequences of the choices that people sometimes make. This theme will be addressed in this class and also in your psychology and university college classes.

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. Textbooks

Tales of Addiction and Inspiration for Recovery by Barbara Sinor, Ph.D.

Supplementary Sources:

Various websites on pharmaceuticals and illegal drugs
Literature from drug treatment centers

Films: *The Man with the Golden Arm* by Otto Preminger
Requiem for a Dream by Darren Aronofsky

V. NCATE/NCDPI STANDARDS

NCDPI Secondary English/Communication Skills Guidelines and Competencies (1994; revised, 2000)
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.

VI. Student Learning Outcomes--

After successfully completing 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
- compose their papers on the computer
- see the computer as a research tool

English 110 contributes to the 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 a personal system of ethics and morality.

Reasoning: Critical Thinking

5. Evaluate reasonableness of arguments.
6. Construct reasonable arguments.

Inquiry Skills

7. Formulate effective questions.
8. Organize, sort, evaluate and retrieve academic information.
9. Cite sources appropriately.

VII. Course Requirements and Evaluation Criteria - This section should indicate how the student's final grade for the course will be calculated. It must include each of the following:

- a. Grading Scale – Consistent with the university catalog.
- b. Attendance Requirements –Consistent with the university catalog
- c. Graded Assignments --tests, papers, quizzes, reports, group or individual projects

The graded assignments will be based on the assigned readings from the textbook and any other supplemental assignments.

--four (4) short essays: 2-4 pages

--four (4) presentations based on the short essays

--one (1) longer essay : 5-6 pages

--an annotated bibliography on some aspect of risky behavior

--a **creative nonfiction essay (the integrative assignment for this learning community)**

--A **field trip and service learning** are also components of this course and will be plugged at the appropriate times.

You must maintain a writing portfolio for this class. Your portfolio must contain all hand-outs, essays, in-class assignments, notes, quizzes, and tests. I will check your portfolio at midterm and at the end of the term.

Self-Evaluation

You must also maintain a class journal in which you evaluate your weekly progress in this class. Your entries may be brief (between 150 and 300 words). I will make every effort to review your journal each week, at which time we will engage in a brief conference. Your journal may be kept in a notebook or in an electronic format. You decide.

The short essays will constitute 50% of your final grade; the long essay, 50%. Although the oral reports carry no specific numerical value, they, nevertheless, are required. If you fail to present the oral reports, or maintain your portfolio and journal, your final grade will be adversely affected.

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.

VIII. Academic Support Resources – Writing Center, Computer Lab, and two mandatory office visits, Smart thinking

IX. Course Outline and Assignment Schedule

Week 1 Introduction, pre-tests

Week 2 “Prescription and Over-the Counter Drugs: Has Anything Changed?—
Maria Victoria Delgado, Ph.D. (Website)
Assignment: Outline the article by Wednesday.

--“The Allure of Opium Abuse in the 19th Century”—jreuter (website)

Short Essay 1: Due August 26—Write a two-page essay in which you explain what you believe to be the most shocking revelations of this article.

Week 3 “Opium” <http://opioids.com/opium/history/index/html>

Read and annotate this article.

There will be a reading quiz based on the above article.

Week 4 Thomas De Quincey: *Confessions of an English Opium-Eater* (1821)

Discussion of De Quincey: Read a summary of this work. Does De Quincey discuss the negative side of opium use? Explain. (Write one paragraph.)

Discussion of Samuel Taylor Coleridge: “Kubla Khan”

Discuss the imagery in the poem.

Week 5 Discussion of Edgar Allan Poe: “Ligeia”

Electronic text is available through the University of Virginia.

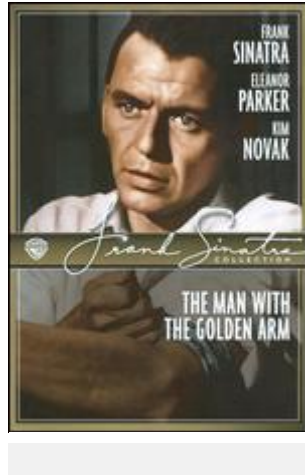
--pp. 248-68

--pp. 259-68

Essay 2: Describe the drug horrors of the lives of the above authors. Did De Quincey, Coleridge, and Poe all hit “rock bottom”? Do you think that they would have been more productive had they not used drugs and alcohol? (three pages)

Also, your paper must be accompanied by an outline. We will discuss the format in class.

Week 6 Film: *The Man with the Golden Arm*



After screening this film, you will be required to write a paper in which you discuss different types of risky behavior and the consequences of the choices that people sometimes make.

- Week 7 Midterm Conferences and Midterm Essay
- Week 8 ***Tales of Addiction and Inspiration for Recovery*** –Sinor
Chapters 1, 2
Chapters 3,4
Chapters 5,6
- Week 9 Chapters 7,8
Chapters 9, 10
Chapter 11
- Week 10 **Essay 3 (Based on above book)**

- Introduction to Creative Nonfiction
- Selecting an individual for integrative assignment

Work on interviewing techniques for integrative assignment in preparation for five-page creative nonfiction essay.

Week 11 Oral report on interview experience.

Week 12 Writers' Workshop on creative nonfiction

Week 13 Film: *Requiem for a Dream* (You will be required to write a paper on this film.)

Week 14 Research papers due on 20th and 21st century celebrities whose lives were negatively by risky behavior. More specific requirements will be given in class and during conferences.

Week 15 Wrap-up; Post-test

X. Teaching Strategies

Instruction will be delivered through lectures, class discussions, small group discussions, conferences, and computerized lessons (research, blackboard, electronic databases). E-mail will also be used. Students must check blackboard and e-mail frequently to get announcements and any special assignments that may be posted.