

Fayetteville State University  
College of Arts and Sciences  
Department of English and Foreign Languages  
English 120-25: English Composition II  
Spring 2009

### I. Locator Information

Instructor: Dr. Brenda Mann Hammack  
English120-25: English Composition II

Credit Hours: 3  
TR 9:30-10:45

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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>

### II. Course Description

A course that continues practice in the composing process with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. Prerequisite: ENGL 110.

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

### IV. Texts

Book

George and Trimbur *Reading Culture: Contexts for Critical Reading and Writing*, 6<sup>th</sup> edition

Films

*The Namesake*

*The Great Debaters*

## V. Student Learning Outcomes

Upon completion of this course, students will be prepared to

1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, preferably APA
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

### NCDI Standards

- 1, 4: Teachers know relevant applications of the content they teach.
- 2, 8: Teachers teach communication, thinking, and problem solving skills.
- 2, 9: Teachers help students develop skills of teamwork, leadership, and cooperation in their classroom and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication. They understand how an individual's belief system affects behavior.
- 3, 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is strength.
- 3, 2: Teachers treat students as individuals.
- 3, 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a student's development and personality.

### Diversity Standards

The essays in *Reading Culture: Contexts for Critical Reading and Writing* provide stimulating discussions of gender, race, class, politics, language, pop culture, and other subjects that will generate examination of diverse experiences, ideologies, and interests.

- 1, 2: Teachers users multiple strategies to address the needs of individual learners.
- 4, 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.
- 5, 2: Teachers continually refine practices that address the individual needs of diverse learners.
- 6, 1: Teachers identify own biases and reflect on them in terms of practice.

## VI. Course Requirements and Evaluation Criteria

Papers will be graded according the following scale: A=4.0; B=3.0; C=2.0; D= 1.0; F=0. Free writes, quizzes, and journal entries will initially receive softer grades (check plus; check; check minus); at the end of the semester, these grades will be figured into a cumulative grade. See below. Occasionally, I may assign the grade of "R" for required rewrite. This grade will only be assigned if I believe that a basic misunderstanding has rendered the material un-gradable. (Absence from class during relevant discussion of requirements is not a valid excuse for failure to adhere to standards.)

Attendance/participation (includes in class free writes and quizzes) 10%

Reading journal 15%

Profile 10%

Ethnography 15%

Review 15%

Annotated Bibliography 15%

Deliberative, research essay on controversy in popular culture 20%

### *Attendance/Participation*

If you are not present, you cannot participate. Since this class will be discussion- rather than lecture-oriented, you must come to class prepared to interact with the professor and classmates. Participation should be active rather than passive. Sitting in a chair in my classroom twice a week is not enough to earn you an “A.” You need to demonstrate your involvement in the material through in-class free writes and verbal interaction. In other words, you must be able to demonstrate your completion of assigned readings. All students will be expected to interact constructively and maturely with peers.

If absences are unavoidable, you will be expected to submit make-up free writes to demonstrate your completion of assigned readings. Absence is not an excuse for not being informed. It’s your responsibility to contact the instructor to make up in-class assignments. If you miss class on a film day, you will be expected to watch the film outside of class. After three absences, I will deduct a half a letter grade from the participation grade per absence. Tardiness will also impact the participation grade. Do not expect full credit for attendance if you don’t plan on attending class during the entire period in which it is scheduled to meet.

### *Free writes and Quizzes*

On occasion, students will be expected to complete homework exercises outside of class in order to prepare for group work, in-class writing exercises and discussions. You won’t be able to participate if you do not complete the homework so your grade will be affected in two different categories. You should not expect full credit for late homework, because you won’t be able to complete the in-class activities that will occur during class. If you miss writing exercises or peer review sessions, you are unlikely to know “what I’m looking for” in the papers.

Students should also be prepared for quizzes and free writes on assigned readings and films. While quizzes will usually involve simple content-based questions, free writes may involve personal reactions to both the texts and ideas expressed in the texts. I don’t recommend speed reading. If you keep up with the schedule, you should not have difficulty answering the questions. I won’t try to trick you. However, it is your responsibility to convince me that you’ve read and digested this material. If you’re overly vague, I’ll assume that you’re trying to bluff-- and you’ll receive an “NC” for “No Credit.” If you are absent during a film viewing, you should be able to rent the video, watch it on your own time, and turn in any assigned free writes.

I do not allow students to make up pop quizzes.

### *Reading Journal:*

Students should write at least one page in a reading journal for each class in which reading is assigned—unless the reading schedule indicates otherwise. (All journal entries are listed in bold

on the schedule.) Writing may be informal. Students may discuss personal experiences that are related to content of assigned readings, but must demonstrate some thoughtful consideration of ideas expressed by assigned authors. I do not want mere summary of readings, but I should be able to tell who has read all of the assigned work. Some journal entries may be longer than one page if the student is particularly inspired by a topic—and I recommend that students use the reading journal as a site for discovering possible subjects for essays.

### *Essays*

You will compose four essays (the profile, the ethnography, the review, and the deliberative essay). Each assignment will give you the opportunity to practice analysis, argument, and integration of source material. I will provide theme, research, and documentation requirements in handouts for each essay. The profile and review will be 2-3 pp. minimum. The ethnography and deliberative essays should be 4-5 pp. minimum.

### *Annotated Bibliography*

The annotated bibliography is similar to a Work Cited page, but contains one paragraph abstracts of each source. This assignment is linked to the final essay and must be turned in when it is due so that the student will be able to benefit from my feedback prior to composing the deliberative essay. Students who do not turn in the bibliography on time are likely to receive low grades on both the bibliography and the essay if sources are deemed weak or un-credible.

Due dates for written assignments are on the following schedule.

### *Academic Integrity*

Near the beginning of the semester, you will be required to complete an exercise that should help you to distinguish between paraphrasing and plagiarism. I will keep these exercises as documentation of your participation in this session. I will not grade your first essay if you have not turned in a completed worksheet that demonstrates your comprehension of proper documentation.

All sources must be acknowledged. That includes primary texts that inspire essays or projects. You should include parenthetical notes in the body of your text as well as a Work Cited reference at the end. Follow APA format. If you are still confused about the distinctions between paraphrasing and plagiarizing after our in-class workshop, you should ask me before submitting work as your own. Plagiarized papers (whether they are submitted as drafts or as final products) will result in automatic “F’s.”

### *Other Notes on Written Work:*

All essays should be typed and double-spaced. Please use a 10, 11, or 12 point font size.

Lateness will result in lowered grades. A “B” will become a “B-” if the essay is one day late, a “C+” if it is two days late--and so on. Extensions *may* be granted if the student contacts the professor in advance of the due date; however, late papers will not be accepted on a consistent basis.

Ideally, all projects and free writes should be submitted to the instructor in person. If you choose to send work via E-mail, you should verify my receipt of your material (especially if you are leaving the area for vacation). Likewise, if you leave papers in my English department mailbox or if you slip them under my door, you should also verify receipt before you leave campus.

## VII. Academic Support Resources

Students are encouraged to take advantage of academic support resources such as the Writing Center, Smarthinking, Criterion, and reference librarians. These services will be especially for students who may be unfamiliar with APA standards.

### **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.

## VII. Academic Support Resources.

Students will be expected to access blackboard for various supplemental guidelines on research and documentation. External links to websites will be directly related to homework assignments. Backup copies of the syllabus and other handouts will also be available at this site.

Students will also be encouraged to use Smarthinking and Criterion tutoring services as well as to visit the Writing Center.

## VIII. Course Outline (Reading and Assignment Schedule )

Note: Be prepared to discuss the readings assigned for each date on the schedule below. Most of the assigned readings can be found in the required course textbook. Occasionally, however, you will be directed to blackboard to read on-line essays.

Jan

Th 8: Discuss syllabus.

T 13: “Introduction: Reading Culture” (1-4) and Williams “Culture is Ordinary” (4-6). [Note: You do **not** have to complete a reading journal entry for this class period.] Homework exercise distributed.

Th 15: **Plagiarism homework exercise due**. Discuss.

T 20: Jayson “It’s Time to Grow Up—Later” (84-88) **Journal Entry 1 due**.

Th 22: Hine “Goths in Tomorrowland” (78-84) **Journal Entry 2 due**.

T 27: Jordan “Nobody Mean More to Me Than You and the Future Life of Willie Jordan” (160-170) **Journal Entry 3 due**.

Th 29: Delpit “Skills and Other Dilemmas of a Progressive Black Educator” (180-186) **Journal Entry 4 due**. Discuss Paper 1 (The Profile).

Feb

T 3: Complete in-class interviewing exercise. Handout/essay distributed.

Th 5: “Soup Kitchen Nazi.” Bring a copy of this essay to class with you b/c I will use it as a model during class discussion. Instead of a journal entry, you should bring your transcript of a completed interview to class. This transcript will count as **Homework Exercise 2**.

T 10: **Draft of Paper 1 due**. Peer review Workshop.

Th 12: **Paper 1 (Profile) due**. Begin watching *The Namesake*.

T 17: Finish *The Namesake*.

Th 19: Discuss Paper 2: Ethnography. Nakao “Cell Phone Etiquette: Shut Up, Already!” (315-318) **Journal Entry 5 due**.

T 24: Sullivan “Society is Dead: We Have Retreated into the iWorld” (271-274) **Journal Entry 6 due**.

Th 26: “Graphic Design in Rock Culture” (256-257), Palmer “One Love” (569-574) **Journal Entry 7 due**.

Mar

T 3: **Homework 3 due:** Bring ethnography notes to class. In-class writing exercise.

Th 5: **Draft of Paper 2:** Ethnography due. Peer Review Workshop.

T 10: Midterm Break

Th 12: Midterm Break

T 17: **Paper 2 (Ethnography) due.** Discuss Paper 3: Review. Begin watching *The Great Debaters*.

Th 19: Finish watching *The Great Debaters*.

T 24: Associated Press “Young America’s News Source: Jon Stewart” (14-16); Sacco “Complacency Kills” (44-53) **Journal Entry 8 due.**

Th 26: Blackboard Reviews. Print copies and bring to class with you. No journal entry due.

T 31: **Draft of Paper 3 due.** Peer review workshop.

Apr

Th 2: **Paper 3 (Review) due.** Discuss paper 4 and Annotated Bibliography.

T 7: Brunvand “The Hook and Other Teenage Horrors” (350-358); Turner “I Heard It through the Grapevine” (358-364) **Journal Entry 9 due.**

Th 9: “Terms to Keep in Mind as You Read Television News” (23), “Reading About the News: Reporting War” (36-38), “Reading Web Sites” (56-57) **Journal Entry 10 due.**

T 14: **Home work 4 due.** Bring proposal with discussion of potential sources to class.

Th 16: **Homework 5 due.** Bring copies of source materials with citation data to class. Annotated Bibliography and APA citation workshop.

T 21: **Annotated Bibliography due for everyone .** Student conferences.

Th 23: Student conferences.

T 28: Student conferences.

Th 30: **Draft of Paper 4 due.** Peer review workshop for research paper.

May

Exam date: Th 7 8-9:50 (the schedule for all classes will eventually be posted at the registrar’s home page). **Paper 4 (Deliberative Essay) due.** Students will turn in final paper and will be required to deliver an informal oral presentation on their essay.

## **IX. Teaching Strategies**

This class will be discussion-oriented with some lecture on argumentation, documentation, and integration of research. Students will participate in peer review workshops. The course will involve intensive writing and reading both in and out of the classroom.

Students will be expected to access blackboard for various supplemental guidelines on research and documentation. External links to websites will be directly related to homework assignments. Backup copies of the syllabus and other handouts will also be available at this site.

Electronic media (e-zines, DVDs, CDs, etc.) will be required elements in the deliberative essay. The class will occasionally employ a Smart Board classroom for in-class research/documentation exercises. Two films will be viewed during class time. Students will also be encouraged to use Smarthinking and Criterion tutoring services.

## **X. Bibliography**

Freccero, Carla. *Popular Culture: An Introduction*. New York: New York University Press, 1999.

Maasik, Sonia and Jack Solomon, eds. *Signs of Life in the USA: Reading on Popular Culture for Writers*. New York: Bedford/St. Martin's, 2005.