

Fayetteville State University  
College of Arts and Sciences  
Department of English  
English 120-04, 06: English Composition

**Spring 2012**

**I. Locator Information:**

Instructor: Joyce Russell, Ph.D.  
Course # and Name: English 120  
Office Location: Bu 132  
Semester Credit Hours: 3  
Office hours: MWF 9:00-9:50; 12:00-12:50  
Day and Time Class Meets: MWF  
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](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:** 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. Textbooks:** *The Amen Corner* by James Baldwin  
*Go Tell It on the Mountain* by Baldwin  
*Ideas Across Time* by Igor Webb

**Supplementary Text:** *The Great Debaters* --Denzel Washington

**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
- compose their papers on the computer
- see the computer as a research tool

**VI. 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.

--three (3) short essays: 3-4 pages

--three (3) presentations based on the short essays

--one (1) long essay : 10-12 pages

**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.**

**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, 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.

## **VII. Academic Support Resources – Writing Center and two mandatory office visits**

## **VIII. Course Outline and Assignment Schedule**

Week 1 Introduction, pre-tests

Week 2 “Changing America,” Swerdlow, p. 11

“The Discovery of What It Means to Be an American,” Baldwin, p. 29

*Song of Myself*, Walt Whitman, p. 55

Week 3 Reading Quiz

"The Ghosts of Ellis Island," Gordon, p. 37

" Silent Dancer," Ortiz Cofer, p. 45

**Due: Essay # 1**

Week 4 *Incidents in the Life of a Slave Girl*, Jacobs, p. 464

Film: *The Great Debaters*

"Civil Disobedience," Thoreau, p. 371

Week 5

**Due: Essay # 2**

James Baldwin and *Go Tell It on the Mountain*

Themes: Church, religion, spirituality

Week 7 Conferences :**Due: Essay # 3**

Week 8 -9 Baldwin's *The Amen Corner*

Themes: Church, music, sexuality

**In-class essay**

Week 10

Week 11 Reviewing the MLA manuscript style

Week 12 "Preface to the Picture of Dorian Gray," Wilde, p. 587

Week 13 Conferences and Writing Workshop ( We will work on our ten-page final essays .)  
(Gaines)

Week 14 Ten- page essays are due. We will begin presentations. Oral presentations are required.

Week 15 Wrap-up and Final Exam

Note: More specific instructions for each essay will be posted on Blackboard.

**IX. Teaching Strategies**

Instruction will be delivered through lectures, class discussions, small group discussions, conferences, and computerized lessons (research, blackboard). E- mail will also be used.

Students must check blackboard and email each Friday to get announcements and any special assignments that may be posted.

**Instructions for Major Essays ( Check Blackboard for more specific instructions.)**

**Essay # 1                    Topic: What Does It Mean to You to Be an American?**

After visiting a few websites, and after considering the views of Joel L Swerdlow, James Baldwin, Mary Gordon, Walt Whitman and others, explain how Americanism has changed through the years.

This will be a three-page typed paper with a works cited page.

**Essay # 2                    Topic: Civil Disobedience in Selected Readings and in  
the film *The Great Debaters***

Define civil disobedience, and demonstrate its manifestation in the film and in the readings.

This will be a four-page paper with a works cited page.

**Essay # 3                    Topic: James Baldwin's *Go Tell It on the Mountain***

Compare this novel to the Old and New Testaments.

This will be a seven-page paper with a works cited page.

There will be occasional quizzes and short in-class papers.

