

Fayetteville State University
College of Arts and Sciences
Department of English
Spring 2012

Course:

English 120-07: English Composition II
Bronco Women Learning Community

Instructor:

Trela N. Anderson, Ph.D.

Course Theme:

Issues Concerning Women

Required Text:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, Seventh Edition.*

Office Hours

MWF: 9 a.m.- noon

Telephone Number

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Required Course Materials

daybooks, pens, USB, highlighter, index cards

Course Theme: Issues Concerning Women

This English 120 course is part of the **Bronco Women learning community**, and its focus is research. This semester, students' research projects will relate to various issues concerning women. As you know, women's lives today are complex and multi-faceted. During the course of the semester, you will choose a research topic related to women's lives (the topic must be narrow and specific enough for a 5-7-page argumentative research paper), and you will explore the topic from a number of different angles, using various academic sources. To compliment your research, you will complete daily journal writing exercises related to a plethora of women's issues and discuss them briefly in class. Also, we will read and examine a number of scholarly and commercial writings on women's issues.

Course Objectives and Learning goals for English 120:

After successfully completing this course, students will be able 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.

ENGL 120 contributes to the following 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.

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, research and thinking abilities. 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.

Here are a few daybook reading strategies we may 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.

Course Requirements and Etiquette:

Please turn OFF all cell phones (do not put them on vibrate) and other electronic devices during class.

Students are expected to attend every class session. Students who miss **more than one** class **before midterm** will be assigned an interim grade of “EA” (excessive absences).

Students with **three or more** absences throughout the course of the semester will have **his/her final course grade lowered by one letter grade per subsequent absence**. For example, students who earn an “A” in the course with three absences will receive a “B,” and students who earn an “A” in the course with four absences will receive a “C.”

Absences resulting from death in the family or illness are considered “excused;” however, students must present a doctor’s note (illness) or note from the dean’s office (death in the family) upon the **first** day of their return to class in order for the absence to be excused.

Tardiness is disruptive to the class, and students are expected to be on time. Students who are late for class will be counted absent for the day unless the student called ahead of time to inform me of the reason for his/her tardiness. **Three** accounts of tardiness will count as a single absence. Remember, **three** or more absences result in the lowering of a student’s final course grade; students are warned to be aware of the affect tardiness and absences have on their final course grade.

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:

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;

Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

Use of cell phones and other electronic devices

Overt inattentiveness (sleeping, reading newspapers)

Eating in class (except as permitted by the faculty member)

Threats or statements that jeopardize the safety of the student and others

Failure to follow reasonable requests of faculty members

Entering class late or leaving class early on regular basis

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.

Direct student to cease disruptive behavior.

Direct student to change seating locations.

Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

Dismiss class for the remainder of the period. (Must be reported to department chair.)

Lower the student's final exam by a maximum of one-letter grade.

File a complaint with the Dean of Students for more severe disciplinary action.

The use of profanity and eating in class is prohibited.

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.

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. The grade will be accompanied by a typed letter explaining that the student is under suspicion for plagiarizing and the reason for the suspicion. Also, the student will be asked to conference with me and the chair of the English and Foreign Languages department regarding the matter.

Assignments and Late Work

All Assignments are due at the **beginning of the class period**. Assignments received later than **five minutes past the start** of class will be considered late and deducted by **half a letter grade** for every day it is late. It is important to turn in your work on time.

Breakdown of Grades

MLA / research assignments	10%
Daily journals and in-class reading comp. assign.	5%
Research paper draft 1 (2 pgs.)	6 %
Research paper draft 2 (4 pgs.)	8 %.
Research paper final draft (5-7 pgs.)	30 %.
Research paper optional revision	30% (the higher grade stands)
SMARTHINKING submissions	6%
Writing center visit	5%
Individual writing conference	5%
Class participation /attendance/attentiveness	10%
PowerPoint presentation	15 %.

MLA research assignments (10%.)

Students will receive a number of in-class or out-of-class MLA research-related assignments throughout the course of the semester. Assignments might include anything from constructing an MLA Works Cited List and quoting from critical sources to bringing library database articles to class.

Daily Journals / Brief in-class reading comprehension assignments (5%)

Students will write in their journals for the first five minutes of class each class session. Journal entries must appear in your course daybook. Also, occasionally, students will perform brief in-class reading comprehension assignments related to assigned readings or research.

Research paper drafts 1 & 2 (14%)

Students will write and turn in **two** drafts of their research papers. Drafts must be double-spaced with one-inch margins on top, bottom, left and right. Also, drafts must be written in Times New Roman font, typed, **placed within a double-pocket folder**, and adhere to **MLA** heading and citation guidelines. Furthermore, all research papers must be accompanied by supplemental materials, including copies of sources, drafts, outlines, notes, peer editing sheets, etc. . . . **Papers not accompanied by these supplemental materials are deemed non-credible and will not receive a much lower grade.**

Research paper final draft (30%)

The final draft of the **5-7 pg. research paper** is due towards the end of the semester. The final draft must be written in Times New Roman font, typed, **placed within a double-pocket folder**, and adhere to MLA heading and citation guidelines. Furthermore, all research papers must be accompanied by supplemental materials, including copies of sources, drafts, outlines, SMARTHINKING responses, writing center verification forms, etc. . . . **Papers not accompanied by these supplemental materials are deemed non-credible and will receive a failing grade.**

Research paper optional revision (30%)

All students will have an opportunity to revise the third draft of their research papers for a higher grade. **However, revision is optional, not required.** The higher research paper grade will stand and account for **30%** of your final grade.

Two SMARTHINKING Submissions (6%)

Students are required to submit the second draft of their research paper to the SMARTHINKING website, which has proven quite helpful in improving students' writing. Your SMARTHINKING results must appear in your folder when submitting the second draft of your research paper.

Writing Center Visit (5%)

All students are required to visit the writing center before submitting the final draft of their research papers. The writing center is located in the Chick Building. Call 672-1864 to make an appointment with a tutor. The "Writing Center Verification Form," posted under "Course Documents," must be completed and serves as proof of your visit. Also, the form must be included in your research paper folder.

Individual Writing Conference (5%)

Students are required to meet with me individually concerning their research paper. We will conduct conferences in lieu of class after students have submitted the second draft of their research papers. Conferences will be held in my office (Butler 130). **Please note that SMARTHINKING submissions, the writing center visit and the individual writing conference collectively account for 11% of your final grade, which is substantial. Class**

Class Participation/ Attendance/Attentiveness (10%)

Students' class participation points are based upon the following criteria: turning in all assignments and turning them in on time, attending class regularly, arriving to class on time, participating in class discussions and adhering to rules concerning course etiquette (no cell phones present in class, eating or drinking in class, etc. . . .) **This component accounts for 10% of a student's final grade.**

PowerPoint Presentation (15%)

Towards the end of the semester, each student is required to present his or her research paper to the class via an **8-10 minute PowerPoint presentation**. Students will receive a grading rubric for this assignment during the course of the semester.

Monthly Tentative Course Schedule

Please check Blackboard on a regular basis for specific assignment due dates.

January

introductions; pretest; discussion of course syllabus; introduction to library research databases; introduction to MLA style quoting and paraphrasing; discuss thesis sentences and outlining

This month's assignments and activities:

brief MLA research assignments
brief reading comp. assignments; journals
library research orientation

- **No class on Monday, January 16 (MLK holiday)**

February

Practice constructing thesis sentences; form research paper working outline; discuss research paper organization; evaluate "acceptable" versus "unacceptable" research sources; review MLA rules for citing web sources; library database articles, books, film, etc.; discuss MLA Works Cited list; introduction to SMARTHINKING and writing center

This month's assignments and activities:

brief MLA research assignments
brief reading comp. assignments; journals
research paper draft 1

March

Continue work with MLA citation style; work on first and second drafts of research paper; interview family member(s); continue exploring free genealogy websites and collect data on family surname, history, birth certificates, death certificates, etc. continue review of MLA rules for citing web sources, library database articles, books, film, etc.; discuss MLA Works Cited list

This month's graded assignments:

brief MLA research assignments
brief reading comp. assignments; journals
research paper draft 2

- **No class on March 5-9 (spring break)**

April

Continue work with MLA citation style; work on third draft of research paper; continue review of MLA rules for citing web sources, library database articles, books, film, etc.; discuss MLA Works Cited list; discuss and assign PowerPoint presentations

This month's graded assignments:

brief MLA research assignments
brief reading comp. assignments; journals
research paper draft 3
optional revision of research paper
PowerPoint presentations begin

- **No class on April 6 (Good Friday holiday)**

May

May 4: last day of classes
conclude PowerPoint presentations
final exam period