

**Fayetteville State University  
College of Arts and Sciences  
Department of English and Foreign Languages  
English 108-02 Grammar and Usage  
BRONCO MEN  
Fall 2009**

**I. Locator Information:**

Instructor: Dr. Beth Bir  
Office Location: 219 Helen T. Chick  
Course: English 108-02 Semester Credit Hours: 4  
Office Hours: MWF 10-12, TR 9-12  
Day and Time Class Meets: MW 12-1:50, F 12-12:50  
Office Phone: 910-672-1824  
Email Address: [ebir@uncfsu.edu](mailto:ebir@uncfsu.edu)

*To ensure a prompt reply, please use FSU email and follow email guidelines.*

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@bronzos.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:**

English 108 introduces students to issues of grammar and usage in written and spoken forms. This particular section of English 108 is part of a learning community linked with Mr. Conyers' UNIV 101-24 and Dr. Klomegah's SOCI 210-01. Our courses will explore some of the social difficulties faced today by young African American males, including problems with mental and physical health, financial issues, the influence of pop culture, and issues between men and women. *All of our courses will require assignments related to our integrative activity, service learning.*

**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. Textbook and Required Materials:**

***The Black Male Handbook.* Edited by Kevin Powell. Atria Books, 2008.**

Additional readings will be posted on Blackboard or on e-reserve through the library. Access Blackboard through iNside FSU or through <http://blackboard.uncfsu.edu>

Access library e-reserves through <http://library.uncfsu.edu>. Click on Course Reserves, put in my name or the course number, and the documents will come up. You will need a username and PIN (you pick them).

## V. Student Learning Outcomes:

### FSU Student Learning Outcomes

#### *Communication*

- Evaluate effectiveness of various forms of communication *Introduce*
- Create written and spoken communication: organization *Introduce*
- Create written and spoken communication: clarity *Introduce*

#### *Ethics and Civic Engagement*

- Develop and demonstrate personal system of ethics and morality *Introduce*

### English 108 Learning Outcomes

After completing this course, students will be able to:

1. Have confidence in themselves as writers and readers within a college environment
2. Consciously engage in the stages of the writing process, including
  - Engaging in some process for generating ideas and getting started
  - Organizing writing so that it has a clear beginning, middle, and end
  - Separating ideas into paragraphs that are developed with relevant details
  - Participating in a writing community that involves providing feedback for and accepting feedback from a variety of readers
  - Revising writing based upon reader reaction and new thoughts and ideas
  - Proofreading for subject-verb agreement, possessive apostrophes, homophones (specifically there/their/they're, where/were, whether/weather, its/it's, your/you're), pronoun agreement, and sentence boundaries
3. Be aware of appropriate format for purpose (i.e. size and type of font, margins, titles, and other conventions as necessary)
4. Read published and peer texts actively and critically
5. Think critically about topics of written and spoken language, culture, and power, especially as it relates to the student's own life in practical ways

*Students who show they have met these course objectives by earning an A in the class, scoring at least a 75 on the post-test, and having their portfolio reviewed and approved by a committee of instructors of English 120 may move straight into English 120, bypassing English 110.*

## VI. Course Requirements and Evaluation Criteria

a. Grading Scale 90-100=A 80-89=B 70-79=C 60-69=D 59 and below=F

<b>Assignments</b>	<b>108 LO/FSU SLO</b>	<b>Percentage of Final Grade</b>
<i>Homework, short writings, daily work including participation in class discussion, group work, writing exercises, Blackboard discussion boards, and quizzes: All non-essay homework and all the work you do in class will be averaged together. If you complete the assignment on time and as instructed, you will generally</i>	<b>1, 2, 4, 5/ <i>Communication, Ethics and Civic Engagement</i></b>	<b>40%</b>

receive a grade of 100 for it. If you do not complete the assignment as instructed but do turn in something, you will receive a lesser grade, usually a 50.		
<i>Portfolio</i> Your portfolio will consist of a selection of your homework and all your essays with a cover letter showcasing and explaining your progress over the semester.	<b>1, 2, 3, 4, 5</b>  <b><i>Communication</i></b>	<b>40%</b>
<i>Each student must visit the writing center five times</i> to discuss their essays with a tutor. Each writing center visit will be recorded at the center and reported to me. Each writing center visit gives you 2% of your final grade: that means you either earn 2% by going each time by the due date or you earn 0% by not going. Keep in mind that if you skip the writing center visits, you cannot earn points to make them up later. Just being in the lab and signing onto a computer does not count; you must meet with a tutor to discuss your writing assignment!	<b>1, 2</b>  <b><i>Communication</i></b>	<b>10%</b>
<i>Power Point presentation: This I Believe (must include significant reference to service learning activity; more details in assignment rubric)</i>	<b>1, 5</b>  <b><i>Communication, Ethics and Civic Engagement</i></b>	<b>10%</b>

b. Attendance Requirements –

**Attendance and tardiness:** Class attendance is required for all students enrolled in English 108. Class absences will be excused only when valid documentation is provided within a week of your absence for participation in university sponsored events, serious illness, court dates and family emergencies (for example, death or extreme illness of a direct relation).

A significant portion of your overall grade will be earned during class time. If you are absent, you will not earn these points, and it is unlikely you will be able to pass the course. No work missed while you were absent may be made up.

Three unexcused absences will result in an interim grade of EA on your transcript, which will indicate Excessive Absences. According to the catalog, “Students who receive EA interim grades must either withdraw or resume attendance . . . The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.”

You must not only attend class, but you must arrive on time and remain in class for the entire period. Three unexcused late arrivals or early departures will count as one absence for the purpose of the attendance policy.

c. **Cell phones:** Cell phones, PDAs, laptops, and other electronic devices are a distraction to the learning process and can be used to aid academic dishonesty. Therefore, they must be turned off and *stowed out of sight* for the duration of class time. If there is some sort of emergency that requires you to be accessible during class, let me know ahead of time, set your phone to silent, and excuse yourself quietly if it should ring.

d. **Plagiarism:** According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she *attempts* to cheat or plagiarize, *cheats* (receiving unauthorized aid or assistance on any form of academic work), *plagiarizes* (copies 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 or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.

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

## **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.

#### **VII. Academic Support Resources –**

The University College Learning Center offers one-on-one consultations about writing at any stage of the process. The Center is located in HTC 216-C and is open 8am-8pm Monday-Thursday and 8am-5pm Friday.

*Smartinking* is an online resource that offers individual feedback on writing in process. It is accessible through Blackboard. Please note that feedback may take up to 24 hours to return to your FSU email account.

#### **VIII. Tentative Course Outline and Assignment Schedule (Please check Blackboard daily for updates)**

**August 21** Introduction to the course: Young Black Males: Finding a sense of purpose.

##### **Unit One: Origins**

**August 24-28 Pretest.** Freewriting. Reading: Forward. "Redefining Black Manhood," part one. **LO 4, 5** Writing: summary. Grammar: identifying subjects and verbs. **LO 2**

**Aug. 31-Sept. 4** Prewriting. Reading: "Redefining Black Manhood," part two. **LO 4, 5** Writing: summary. Grammar: complete sentences/run-ons. **LO 2**

**Sept. 9-11** Revising. Reading: This I Believe. "Remembering All the Boys;" "Good Can Be as Communicable as Evil." **LO 4, 5** Draft essay 1: Origins. **LO 1-5** Grammar: fragments. **LO 2**

*Optional movie: Glory*

##### **Unit Two: Physical and Mental Health**

**Sept. 14-18** Essay 1 due. **LO 1-5** Reading: “Taking Care of Your Physical Health.” **LO 4, 5** Writing: response. Grammar: commas. **LO 2**

**Sept. 21-25** Reading: “Moving Toward Mental Wellness.” **LO 4, 5** Writing: response. Draft essay two: summary and response. Grammar: apostrophes. **LO 2**

**Sept. 28-Oct. 2** Reading: This I Believe: “The Hardest Work You Will Ever Do,” “The Power of Presence” **LO 4, 5** Writing: draft essay 2. **LO 1-5** Grammar review. **LO 2**

**Oct. 5-9** Essay two due. **LO 1-5** CLA midterm.

*Optional Movie: Super Size Me*

### **Unit Three: Spirituality and Finances**

**Oct. 12-14** Reading: “Creating a Spiritual Foundation.” **LO 4, 5** Writing: argument. Grammar: easily confused words. **LO 2**

**Oct. 19-23** Reading: “Starting a Plan for Economic Empowerment.” **LO 4, 5** Writing: argument. Grammar: pronoun problems. **LO 2**

**Oct. 26-29** Reading: This I Believe: “The Elusive Yet Holy Core;” “A Daily Walk Just to Listen” **LO 4, 5** Grammar: pronoun agreement . **LO 2** Draft essay 3. **LO 1-5**

*Optional movie: Get on the Bus*

### **Unit Four: I Am A Man**

**Nov. 2-6** Essay three due. **LO 1-5** Reading: “Ending Violence against Women and Girls.” **LO 4, 5** Writing: argument. Grammar: S-V agreement. **LO 2**

**Nov. 9-13** Reading: “I Am a Man.” **LO 4, 5** Writing: argument. Grammar: proofreading practice. **LO 2**

**Nov. 16-20** Reading: This I Believe “Free Hearts and Minds at Work;” “Always Go to the Funeral.” **LO 4, 5** Grammar: proofreading practice. **LO 2** Draft essay 4/integrative essay with SOCI 210. **LO 1-5**

*Optional Movie: The Color Purple*

**Nov. 23** Power Point Presentations: This I Believe (*must include significant reference to service learning activity; more details in assignment rubric*)

**Nov. 30-Dec. 4** Power Points, Portfolios due, Post test. **LO 1-5**

**The final exam will be given at a date and time established by the university’s final exam schedule, and it cannot be changed or taken early. Please make plans now to attend the final exam period.**