

Fayetteville State University  
College of Arts and Sciences  
Department of English and Foreign Languages  
English 120- 05 Composition II

**I. I. Locator Information**

Fall 2008 Instructor: Barbara Blevins

**I. Locator Information:**

Instructor: \_ Barbara Blevins

Office Location: Old Academic  
Affairs Trailer, 101

Course # and Name: Engl. 120-05

Office hours: MW 10:00-11:45, F  
9:00-11:45 and Tuesday 9:30-10:45.  
Before class by appointment.

Semester Credit Hours: \_\_3

Email address:  
bblevins@uncfsu.edu

Day and Time Class Meets: TT: Engl. 120-05,  
8:00-9:15, SBE Building 145

Office Phone: 910-672-2147

Total Contact Hours for Class: 45

**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 course continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources, including extensive use of internet sites.

*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. Textbooks:**

Connelly, Mark. The Sundance Writer. 3/e. United States: Thompson Wadsworth, 2007.  
Portfolio (notebook or professional folder for papers)  
Data Stick/flash drive or CD

**V. Student Learning Outcomes: Learning goals for English 120:**

**By the end of this course, students should be able to**

1. Conduct independent research on a topic using various library databases and other research tools. The evaluation will include papers one – three.
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources. The evaluation will include papers one – three, quizzes and power points..
3. Cite material according to a citation style, preferably APA. The evaluation will include papers one – three, quizzes and power points
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. The evaluation will include papers one – three.

**VI. Course Requirements: Evaluation Criteria:**

Grading Scale – This class will use the university’s “10-point” scale as follows:

90-100=A

80-89=B

70-79=C

60-69=D

59 and below=F

**Evaluation:**

Paper 1= 20 %

Paper 2= 20%

Paper 3= 20%

Journals= 10%

Class work and completion of online modules for conducting research and preparing research papers and quizzes= 20%

Final Presentation=10%

Total = 100%

a. Attendance:

.Regular class attendance is necessary for successful completion of English 110; therefore, students will follow the attendance policies as outlined in the student handbook. You have a responsibility to explain to your instructor, at the earliest possible time, any absence, lateness, or early departure from class.

b. Requirements:

The semester will involve you in a research sequence as follows:

**COMPOSING  
ACTIVITIES****RESEARCH  
SKILLS****WRITING  
PRODUCED**

1. Argument: Identifying Points  
**Essay**

Research in  
periodicals and journals  
from the  
Data Bases

**Documented**

2. Argument: Identifying  
**Documented Essay**  
points

Research in  
e-books and periodicals only

3. Argument:  
Developing Focus  
**Research Paper**

Research in books, interviews,  
periodicals, and web

The research sequence for this course begins with Paper One: a paper on a topic chosen in class using 2-3 sources from periodicals and journals found in the online Data Bases. Paper Two continues the research process by requiring students to uncover further points for the argument in paper One. At this point, students may choose to change topics. The paper requires a minimum of 4 online(Data Bases) or hard copy periodicals, journals or newspapers. Paper Three will be a longer and more fully researched development of Paper Two. The requirement for Paper Three is a minimum of 10 sources: at least 2 books (**no dictionaries or encyclopedias**), 2 interviews from credible sources, **no more** than 5 online periodicals or newspapers sources (Data Bases0, one web article and as many hard copy newspapers and periodicals as needed. Paper One should not be more than 1,000 words, Paper Two not more than 2,000, Paper Three not more than 3,500. These word limits reinforce the need for focus. **Students must use appropriate data bases and credible sources to receive credit for the writing.**

Paper One is due Week Six

Paper Two is due Week Eleven

Paper Three is due Week Fourteen

***Each writing, including drafts, must be written in Microsoft Word using a Times New Roman font set at size 12. You must submit the papers as hard copies.*** Each student will serve as the “editor” for another student’s papers and conduct peer reviews of other in-class writings. Readings from the class text will be the basis of in-class writings. Students will complete research-based exercises online in the department’s Writing Lab. Students will also use the appropriate software to generate American Psychological Association format for their research papers.

*Addition Course Information*

**Journals are due by the end of the week specified. Grades for late journals will have 10 points deducted. Hard copies (final and rough drafts) of papers are due on the week specified; otherwise a late penalty of 10 points will be deducted. In-class**

**collaborative writings cannot be made-up, but any quizzes may be taken late if you are absent and have an excuse. You will receive five points for using Criterion ten times for each paper and an additional five points if you score a 6/6 on your paper. You will receive five points for a score of 10% or less on turnitin, minus five points for 11%-20%, minus 10 points for 21%-30% and minus 20 points for any score above 30%.**

d. Plagiarism and Cheating:

I expect students to do their own work for grades. I will not accept any paper/writing/test you give me for a grade that you completed through association with others (unless I assign you a partner), through plagiarism, or through means other than your own efforts. In case of a dispute, Dr. McShane will make the final decision.

## **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.

#### **VIII. Academic Support Resources:**

- a. **Writing Center**  
[Helen T. Chick](#), room 216-C  
Phone: (910) 672- 1864
- b. **Smarthinking: an online resource located on the Home page of Blackboard that you may use to submit your paper to an online tutor.**

## IX. TENTATIVE COURSE OUTLINE-ENG 120 ENGLISH COMPOSITION II

**Once we begin the papers, you must always bring your portfolio with your drafts and sources to class.**

### **Week One**

#### **8/20 Thursday**

August 20 Thursday First day of classes

Discussion of Syllabus. Discuss/review “The Research Paper”, 797-799: direct quotes, 797-822, plus notes from owl; block/long quote, 819, plus notes from owl; parenthetical citations, 797-799; references, 799-809; and sample 810-820. **We will have occasional use of the Computer Lab; always check to see if there is a note on the classroom door if the room is empty. Library days are on the syllabus.** Review Essay Format (handouts). Discuss Grammar Check, criterion.ets.org, [www.turnitin.com](http://www.turnitin.com), Blackboard, readings and journals; **always expect an in-class writing assignment on the reading.** Discuss **Pretest**. *Homework: Read the text pages and the syllabus.* Register on Criterion and turnitin Complete **APA Questions on Blackboard and check the APA Answers when the site opens. We will discuss conflicting answers in class.**

### **Week Two**

8/25-8/27 Anticipate **Pretest**. Continue discussion of APA style and discuss conflicting answers to APA Questions. Discuss argumentation, 633-643. Discuss paraphrasing. **Homework:** Decide on an argument topic for your paper--I must give you permission to use your topic--.

### **9/1-9/3 Week Three**

Discuss topics for papers 1-3. We will go to the library on Tuesday at 8:30. Possible Reading Assessment. Discuss Skimming and Scanning. **Homework:** Complete thesis paragraph and reference page for your paper. Post on Criterion and turnitin. **Print the work from Word and bring to class. Please remember to bring your rubrics.** Journal I: Why can't I pick whatever topic I want for my paper?

Monday 9/7 is a holiday.

### **Week Four**

9/8-9/10 Continue discussion of Skimming and Scanning. Collaborative writing: 656-659. Critique of thesis paragraph and reference page. Questions about turnitin and Criterion. *Homework:* APA quiz on blackboard under Assignments.

Journal 2: How do you like Criterion and turnitin? Have 3 sources on your topic, complete the first draft, post on turnitin and Criterion, print the draft and working references page. Please remember to bring your rubrics.

### **Week Five**

**9/15-9/17** Peer review of working references page and first draft. Continue Skimming and Scanning. Collaborative writing: 661-663. Class discussions of the work you chose for your paper and the criticisms you found. Continue to work on Paper 1. *Homework: Paper 1, final draft due Tuesday. Journal 3: My problems in Paper 1 Journal due on Thursday.* Remember to continue using Criterion and turnitin.

## **Week Six**

9/22-9/24 Paper I due. Discuss “Argument and Persuasion”. Skimming and Scanning. Collaborative writings on 665-667. Discuss topics for Papers 2 and 3. Library visit on Thursday. *Homework: Begin work on Paper 2. If you want to change topics, now is the time to do so. Collect sources for Paper 2. Write a thesis paragraph and a working references list of 4 periodicals*

## **Week Seven**

9/29-10/1 Peer review of references page and outline. Skimming and Scanning. Collaborative writings on 669-671. *Homework: first draft and working reference page due Week Nine Tuesday for peer critique.*

## **Week Eight**

10/6-10/8 Appointments to review Paper 1.

October 9 Friday Interim grading period ends

## **Week Nine October 15 Thursday Midterm break begins**

**October 16 Friday Midterm break ends. No classes - university open**

**10/13** Collaborative writings on 673-675. Peer review of Paper 2. Continue working on Paper 2. *Homework: Journal 4: Discuss any problems you are having with Paper 2 and put on the Blog. Complete draft of Paper 2 due on Tuesday. Remember to continue using Criterion and turnitin.*

## **Week Ten**

**10/20-10/22** Peer and instructor review of Paper 2. Collaborative writings on 679-681. *Homework: Final draft of Paper 2 due Tuesday with turnitin and Criterion scores. Journal 5: Reflection on which data base sites you prefer and explain why.*

## **Week Eleven**

**10/27-10/29** Paper 2 due. Class discussion on the opposing viewpoints to your argument on Paper 2. Discuss expectations for Paper 3. Library on Thursday. Discuss references for books and interviews. *Homework: Bring anticipatory references for Paper 3 and thesis paragraph. Journal 6: Discuss any problems you are having with Paper 3 and enter as a Blog.*

## **Week Twelve**

**11/3-11/05 Anticipate Post test.** Discuss Reading Assessment. Collaborative writing: 683-684. First draft of paper due by end of the week. Peer review of Paper 3. *Homework: Paper 3, draft 2 due*

## **Week Thirteen**

**11/10-11/12**

**(November 11 Veterans' Day—University closed)**

Peer critique of Paper 3, draft 2. Collaborative writings on 688. *Homework: Paper 3, draft 3 due.*

## **Week Fourteen**

**11/17-11/19** Final draft of Paper 3 due.

**Week Fifteen November 26 Thursday Thanksgiving holiday**  
**University closed November 27 Friday Thanksgiving holiday**  
**University closed**  
**11/24 Individual conferences begin**

Final draft of Paper 3 due.

**Week Sixteen**

**12/1-12/3 Individual conferences scheduled**

**Last Day of Classes December 4 Friday Last day of classes**

**Final Exam Days 12/5-12/11** December 5 Saturday Final exams begin (for students not graduating)

December 11 Friday Final exams end (for students not graduating)

**Final exam day for your class will be announced.**

### **XI. Bibliography:**

This is a list of references for help with grammar and composition. The Online Writing Labs (OWLS) give tutorials on grammar and usage. The MLA style websites provide information on documentation.

#### *Grammar Handbooks*

Hairston, Maxine, John Ruskiewickz, and Christy Friend. The Scott, Foresman Handbook for Writers. 7/e. Addison and Wesley, 2004.

Hacker, Diana. A Writer's Reference Bedford/St. Martin's P: Boston, 2005.

Troyka, Lynn and Douglas Hesse. Simon and Schuster Handbook for Writers, 7/e, Prentice Hall, 2005.

#### *Online Writing Labs (OWLS)*

*www.chompchomp.com*

"[http://www.columbia.edu/cu/cup/cgos/idx\\_basic.html](http://www.columbia.edu/cu/cup/cgos/idx_basic.html)"

<http://owl.english.purdue.edu/>

"<http://online.ohlone.cc.ca.us/~mlieu/>"

#### *MLA Documentations*

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)