

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 120- 16

I. I. Locator Information

Fall 2009 Instructor: Barbara Blevins

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Instructor: _ Barbara Blevins

Course # and Name: Engl. 120-16

Office Location: Old Academic Affairs Trailer, 101
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: Butler Building 211 ,

MWF: Engl. 120-16,

.8:00-9:50 MW; 8:00-8:50 F

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) 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 (1st 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 Bases), 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. TENATIVE 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

8/21

August 20

Discussion of Syllabus and class format. 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. Review Essay Format (handouts). Discuss Grammar Check, criterion.ets.org, www.turnitin.com 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. 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

8/24-8/28

Anticipate **Pretest.** Continue discussion of APA style and discuss conflicting answers to APA Questions. Discuss argumentation, 633-643. Discuss paraphrasing. **We will always use the extra hour on MW for writing: Review paragraph format. Homework:** Decide on an argument topic for your paper--I must give you permission to use your topic-.

Week Three

8/31-9/4

Discuss topics for papers 1-3. Library on Wednesday. Possible Reading Assessment. Discuss Skimming and Scanning. **We will always use the extra hour on MW for writing: Write an opinion**

paragraph on the topic in class. Develop a Venn diagram using your library research; apply to the thesis paragraph for research paper. **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

9/9-9/11 Continue discussion of Skimming and Scanning. Collaborative writing: 656-659. Critique of thesis paragraph and reference page. Questions about turnitin and Criterion. **We will always use the extra hour on MW for writing: Discuss the differences between your opinion paragraph and the the Paper 1 paragraph. Rewrite the thesis paragraph, making sure you have all of the development points and references; peer critique.** *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

9/14-9/18 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. **We will always use the extra hour on MW for writing: In depth review of the relation of thesis paragraph to the body of the paper, using your first draft. Apply the points discussed to the first draft. Discuss relation of conclusion paragraph to the thesis and body; make appropriate corrections. Peer critique of the paragraph structure of the collaborative writing and corrections.** *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

9/21-9/25

Paper I due. Discuss "Argument and Persuasion". Skimming and Scanning. Collaborative writings on 665-667. Discuss topics for Papers 2 and 3. Library visit. **We will always use the extra hour on MW for writing: Make a Venn diagram of the points of development you found in the library. Peer critique of the paragraph structure of the collaborative writing and corrections.** *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

9/28-10/2

Peer review of references page and outline. Skimming and Scanning. Collaborative writings on 669-671. **We will always use the extra hour on MW for writing: Using the Venn diagram, begin writing your thesis paragraph; peer critique.** *Homework: first draft and working reference page due Week Nine Monday for peer critique.*

Week Eight

10/5-10/9 Appointments to review Paper 1 and discuss Interim Grade..

October 9 Friday Interim grading period ends

Week Nine

10/12-10/14 October 15 Thursday Midterm break begins

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

Collaborative writings on 673-675. Peer review of Paper 2. Continue working on Paper 2. **We will always use the extra hour on MW for writing: In depth review of the relation of thesis paragraph to the body of the paper, using your first draft. Apply the points discussed to the first page. Peer critique of the paragraph structure of the collaborative writing and corrections.**

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

10/19-10/23 Peer and instructor review of Paper 2. Collaborative writings on 679-681. **We will always use the extra hour on MW for writing: In depth review of the relation of thesis paragraph to the body of the paper, using your first page. Apply the points discussed to the first page. Discuss relation of conclusion paragraph to the thesis and body; make appropriate corrections. Peer critique of the paragraph structure of the collaborative writing and corrections.** *Homework: Final draft of Paper 2 due Monday with turnitin and Criterion scores. Journal 5: Reflection on which data base sites you prefer and explain why.*

Week Eleven

10/26-10/30

Paper 2 due. Library on Monday. Class discussion on the opposing viewpoints to your argument on Paper 2. Discuss expectations for Paper 3. **We will always use the extra hour on MW for writing: Make a Venn diagram of the points of development you found in the library. Begin writing your thesis paragraph. Questions on structural errors on Paper 2.** 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

11/2-11/06

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. **We will always use the extra hour on MW for writing: In depth review of the relation of thesis paragraph to the body of the paper, using your first draft. Apply the points discussed to the first draft. Discuss relation of conclusion paragraph to the thesis and body; make appropriate corrections.** *Homework: Paper 3, draft 2 due*

Week Thirteen

11/09-11/13 (November 11 Veterans' Day—University closed)

Peer critique of Paper 3, draft 2. Collaborative writings on 688. **We will always use the extra hour on MW for writing: In depth review of the relation of thesis paragraph to the body of the paper, using your first draft. Apply the points discussed to the first draft. Discuss relation of conclusion paragraph to the thesis and body; make appropriate corrections.** *Homework: Paper 3, draft 3 due.*

Week Fourteen

11/16-11/20

Final draft of Paper 3 due.

Week Fifteen November 26 Thursday Thanksgiving holiday

University closed November 27 Friday Thanksgiving holiday

University closed

11/23-11/25 Individual conferences begin.

Week Sixteen

11/30-12/4 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 Ruskiewicz, 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://owl.english.purdue.edu/>

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

MLA Documentations

http://owl.english.purdue.edu/handouts/research/r_apa.html