

FAYETTEVILLE STATE UNIVERSITY
ENGL 110-07 English Composition I
College of Arts and Sciences
Department of English and Foreign Languages

Locator Information

Semester: Fall 2009
Course No. & Name: ENGL 110-07, English Composition I

Semester Hours of Credit: THREE
Time Classes Meet: MWF 4:00 AM – 4:50 AM, BU 359

Instructor: Ms. Mary Ferguson
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Office Hours: TBA

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (usnamer@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU E-mail as the primary code 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 computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU E-mail may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>.

Course Description

This writing course is designed to give the student extensive practice in the writing process, with emphasis on expository forms appropriate to everyday social, personal, business, and academic writing. Each student will be required to demonstrate his or her mastery of basic composition, reading, and mechanical skills by (a) preparing and presenting for evaluation at least two essay examinations and six 400-500 word papers, (b) demonstrating his or her ability to analyze and evaluate expository prose, and (c) participating responsibly and actively in the course. Each paper must be a minimum of four pages. Students will have an opportunity to write at least one rough draft for each paper; the drafts will be edited in class by student peers. Also, students will be also be given an opportunity to revise one of the five papers for a higher grade.

Disabled Student Services: In accordance with Section 505 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, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Textbooks

Faigley, L. & Selzer, J., Good Reason with Contemporary Arguments 7th Edition. New York: Pearson & Longman Publishers 2009. ISBN: 10-0-205-59871.

Any College-level dictionary.

Two Blue Books to be used for the Mid-term and Final Essay Examinations (Ask Bookstore Clerk). Please note that the FSU Bookstore is located in Bronco Square.

Course Objectives

The objectives of English 110 are to help students develop aptitudes in the following areas:

- 1 Expand vocabulary and increase reading rate.
- 2 Demonstrate the ability to use study skills effectively.
- 3 Identify the main ideas, supporting details, organizational patterns, and the overall thesis of an essay.
- 4 Recognize that the writer—using organizational patterns such as cause and effect, definition, explanation, analogy, or example—has a variety of choices in conveying meaning to the audience.
- 5 Evaluate the strength of an argument by distinguishing fact from opinion, assessing evidence, and determining the effectiveness of the author's logic and writing.
- 6 Understand different disciplinary approaches to a topic or theme.
- 7 Use skills and knowledge from one course to master material in another course.
- 8 Work collaboratively with other students.

Course Requirements

The grade for the course will be broken down as follows:

Papers -----	60%
Midterm Grades-----	10%
Class assignments, exercises, quizzes, and preparation-----	15%
Final Examination-----	15%

Evaluation Criteria

We will follow the following Grading Scale for this course:

A=92-100

B= 83-91

C=73-82

D=64-72

F=63 and less

Since two key parts of your total learning experience in this class are sharing your opinions and experiences with others and working within teaching-learning groups, your regular attendance is critically important. Moreover, many studies support the thesis that class attendance affects performance

Computer Lab

The English and Foreign Languages Computer Lab (EFL Comp. Lab 312) is located on the third floor in Butler 312. There may be an occasion to use the computer lab for drafting some papers. You are required to bring two disks and printing paper (at least 10 sheets) for lab days. The department also has a **Writing Center** located in the Helen T. Chick building; the center is designed to give students one-on-one tutorial assistance with writing papers; instructors receive weekly reports of students who attend the center.

ETS Criterion *Online Writing Support*: “Research suggests that planning plays just as important a role as revising drafts in helping students produce better quality writing. Based on these findings, as well as discussions with writing experts, ETS now offers *prewriting tools* as an assignment option with the *Criterion Online Writing Evaluation*. There will be opportunities to do group ONLINE assignments in the Writing Lab. Note: Students who use research will be required to use *Turnitin.com* before papers are submitted. See the instructor for details about both *Criterion* and *Turnitin.com*.

Grading Scale

Definitions of Letter Grades

The “A” Paper (Excellent)- demonstrates strengths in critical thought, rhetorical development, grammar and usage, and fulfillment of the criteria for the writing assignment. It engages, informs, and entertains the reader with a unique writing style or approach. It is free of grammatical, careless, idiosyncratic or dialectical errors. It displays a strong command of Standard American English (SAE) as well as extensive analysis of the subject matter through research and reflective thought.

The “B” Paper (Very good)- demonstrates some strengths of the “A” paper but displays a few key weaknesses. It shows some critical thought and some area of development but lacks substantial support for the claims. It has some grammatical and/or careless errors. It fulfills some but not all of the criteria for the writing assignment.

The “C” Paper (Average)- demonstrates strengths in few areas, and has more weaknesses than strengths. It lacks in areas of critical thought, grammar and usage, and/or fulfillment of the criteria for the writing assignment. It lacks significant rhetorical development and/or a command of SAE. It needs improvement.

The “D” Paper (Below Average)- needs much improvement. It is deficient in areas of critical thought, rhetorical development, and grammar and usage. It is especially lacking in fulfillment of the criteria for the writing assignment and displays poor usage of Standard American English (SAE). It shows significant weaknesses in development of the paper.

The “F” Paper (Poor)- lacks significant thought, has deficiencies in such things as critical thought, rhetorical development, grammar and usage. It has too many grammatical and careless errors. It is poorly prepared and does not fulfill the criteria for the writing assignment.

Teaching Strategies

The style of teaching in this course is lecture and peer group format. Several in-class collaborative activities are requirements for the course. On some occasions our writing workshops may be held in the library, instead of class. This is a required class meeting, and failure to attend will result in an absence recorded for non-attendance.

Attendance

Class attendance is required. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies. Other absences may be excused at the discretion of the instructor, who may require documentation. Students must notify instructors in advance when possible, of the reasons for class absences. When prior notification is impossible, students are required to explain the reasons for their absences at the next class meeting. When students fail to explain class absences, those absences are unexcused. **PLEASE NOTE THAT EXCESSIVE UNIVERSITY-EXCUSED ABSENCES (seven or more), FOR ATHLETIC EVENTS AND STUDENT-SPONSORED PROGRAMS MAY ALSO AFFECT YOUR FINAL GRADE.**

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- 1 **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. **See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- 1 **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- 1 **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

- 1 **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled.
*See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

- 2 When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- 3 If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- 4 **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

DEADLINE FOR STUDENT-INITIATED WITHDRAWAL: OCTOBER 31, 2008

Please be cautious of class absences exceed ten percent of the total contact hours scheduled for the class for the semester (e.g., for courses meeting sixty hours (60) per semester [four (4) hours per week], you are permitted six (6) hours of absences; for courses meeting 45 hours per semester [three (3) hours per week], you are permitted four (4) hours of absences.) **You do have the option to appeal a grade by an instructor, but begin the appeal with the teacher.**

With regard to tardiness, the *FSU Catalog* states, "Students are required to arrive at each class on time and remain in class until dismissed by the instructor" (online). It is important for you to attend class. I do not accept makeup work for unexcused absences. Having poor attendance lowers your grade for the course. The following excerpt is FSU's policy concerning poor attendance:

Classroom Policies

- 1) We will have a variety of classroom activities involving pairing or group work. All are expected to participate in this collaborative learning process.
- 2) It is important for you to be in class in a timely manner. Please understand that you are late, if I have already started the lesson for the day. Three tardies equal ONE absence.
- 3) When you are absent from my class, it is your responsibility to find out what you've missed. There will be no make-up work for unexcused absences. Unless you provide me with supporting documents explaining your absence as excused (refer to *Student Handbook* and *FSU Undergraduate Catalog*), then unexcused absences will be recorded.
- 4) Any student who submits intentionally plagiarized papers will be penalized according to the university policy concerning plagiarism. I will review what constitutes plagiarism with you in class.
- 5) I require respect for all persons in this class regardless of our differing opinions, beliefs, and backgrounds. Any offensive comments, gestures, or sounds to me or to students in this class may result in prompt removal from the course.

Common Courtesy: Please turn all cell phones to the off position or to vibration before you enter the classroom.

SPECIAL NOTES:

1. **The instructor reserves the right to make changes to this syllabus.**
2. **Turn cell phones off or to vibration position during class.**
3. **Some assignments are due on the same day as papers are due. Please do not miss class when a paper is due. Papers must be turned in during class time. You are still responsible for each reading assignment. It is your responsibility to develop effective study habits.**
4. **REGULAR ATTENDANCE IS NECESSARY IF YOU INTEND TO PASS THIS CLASS WITH A "C" OR BETTER.**

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 Web sites provide information on citation.

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, 2000.

Glenn, Cheryl, et al. **Hodges' Harbrace Handbook**. 15th ed. Thomson-Wadsworth, Boston.

Strunk and White's **Elements of Style**.

Raimes, Ann. **Keys for Writers**. 4th Ed. Boston: Houghton Mifflin Co., 2005.

Online Writing Labs (OWLS)

http://www.columbia.edu/cu/cup/cgos/idx_basic.html

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

Grammar Online

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

How to Organize a Research Paper and Document It with MLA Citations

<http://www.geocities.com/Athens/Oracle/4184/>

MLA citations

http://occ.awlonline.com/bookbind/pubbooks/hairston_awl/chapter4/custom1/deluxe-content.html

<http://www.library.wvu.edu/ref/Refhome/Mla.htm>

<http://www.mla.org/>

<http://www.tyler.net/ruskhslib/cited.htm>

Statement on Plagiarism: See the Georgetown University Web site *What is Plagiarism?* at

<http://www.georgetown.edu/honor/plagiarism.html>.

2. Select one of the activities (from 1 through 6) to do as homework for today. Your work may be checked as part of class participation.

LABOR DAY HOLIDAY: MONDAY, SEPTEMBER 1 (NO CLASSES)

GETTING READY FOR PAPER ONE: THE PERSONAL EXPERIENCE PAPER

Week III (Sept. 3, 5):

- Wed.
1. Read "Narration," pp. 191-207.
 2. Discuss narrative strategies.
 3. Do Activity #3, pp. 206-207.
- Fri.
1. Before coming to class, read Audre Lorde's "The Fourth of July," pp. 208-210.
 2. Do Questions for Close Reading, pp. 210-211. Be prepared to show your homework in class.

Week IV (Sept. 8, 10, 12):

- Mon.
1. **BRING ROUGH DRAFT OF PAPER ONE TO CLASS TODAY!!! NO EXCUSES. SEE PAGES 224-225 FOR NARRATION TOPICS.**
 2. In-class Peer Editing Workshop. See p. 100 for Peer Editing Rubric.

GETTING READY FOR PAPER TWO: THE ILLUSTRATION (DESCRIPTION)

- Fri.
1. Open Writing Workshop. Teacher's discretion.

Week V (Sept. 15, 17, 19):

- Mon.
1. **BRING FINAL DRAFT OF Paper One to Class (typed, 4-5 pages, double-spaced, using 1-inch margins). SUBMIT TO CRITERION first.**
 2. Read pp. 226-242.
 3. Do Activity #4, p. 243.
- Wed.
1. Read "Black Talk and Pop Culture," pp. 258-263.

2. Do Questions for Close Reading, pp. 263-264.
- Fri. 1. Open Writing Workshop, or continue discussion of Illustration Paper. Teacher's discretion.
- Week VI (Sept. 22, 24, 26):
- Mon. 1. **BRING ROUGH DRAFT OF ILLUSTRATION PAPER TWO TO CLASS TODAY. Topics on pp. 265-267.**
2. In-class Peer Editing Workshop.
- Wed. 1. Open Writing Workshop.
- Fri. 1. **BRING FINAL DRAFT OF ILLUSTRATION PAPER TO CLASS TODAY. SUBMIT TO CRITERION.**

GETTING READY FOR PAPER THREE: THE DEFINITION PAPER

- Week VII (Sept. 29; Oct. 1, 3):
- Mon. 1. Read pp. 419-433.
2. Do Activity #4, p. 434.
- Wed. 1. Read "The Cute Factor," pp. 446-450.
2. Do "Questions for Close Reading," p. 450.
- Fri. 1. **Bring Rough Draft of Definition Paper to class today. See topics on pp. 452-453.**
2. In-class Peer Editing.
- Week VIII (Oct. 6, 8):
- Mon. 1. **Bring Final Draft of Definition Paper to class today. Submit paper to Criterion.**
2. Read "How to prepare for the Exam Essays," pp. 657-665.
3. Do Activity: Writing Exam Essays, p. 665.

Wed. 1. In-class Midterm Essay Examination TODAY.

FALL BREAK: OCTOBER 9-10

Week IX (Oct. 13, 15, 17):

Mon. 1. **Open Writing Workshop (review three papers written already).**

GETTING READY FOR PAPER FOUR: THE COMPARISON-CONTRAST PAPER

Wed. 1. Read pp. 346-362.
2. Do Activity #2, p. 362.

Fri. 1. Read "A Slow Walk of Trees," pp. 364-367.
2. Do Questions for Close Reading," p. 368.

Week X (Oct. 20, 22, 24):

Mon. 1. **Bring Rough Draft of Comparison Paper to class today. Topics are pp. 379-380.**
2. In-class Peer Editing.

Wed. 1. Open Writing Workshop. Teacher's discretion.

Fri. 1. **BRING FINAL DRAFT OF COMPARISON PAPER TO CLASS TODAY. SUBMIT TO CRITERION WITH THE REVISED DRAFT.**

Week XI (Oct. 27, 29, 31):

Mon. 1. Open Writing Workshop. Teacher's discretion.

GETTING READY FOR PAPER FIVE: THE PROCESS PAPER

Wed. 1. Read pp. 307-324.
2. Do Activity #3, p. 324.

Fri. 1. Read "Don't Just Stand There," pp. 333-337.
2. Do Questions for Close Reading," p. 337.

- Week XII (Nov. 3, 5, 7):
Mon. 1. **Bring ROUGH DRAFT of Process Paper to class today. See topics on pp. 344-345.**
2. In-class Peer Editing.
- Wed. 1. Open Writing Workshop. Teacher's discretion.

- Week XIII (Nov. 10, 12, 14):
Mon. 1. **Bring Final Draft of Process Paper to class today. Submit to CRITERION FIRST.**

REVISING PAPERS

- Wed. 1. Read pp. 95-107.
2. In-class discussion.
- Fri. 1. Read pp. 110-135.
2. In-class discussion.
- Week XIV (Nov. 17, 18, 21):
Mon. 1. Read pp. 139-148.
2. In-class discussion.
- Week XV (Nov. 24, 26):
Mon. 1. **ROUGH DRAFT OF REVISED PAPER DUE TODAY. YOU MAY REVISE ANY ONE OF THE FIVE PAPERS YOU HAVE WRITTEN FOR A HIGHER GRADE.**
2. In-class Peer Editing.
- Wed. 1. Open Writing Workshop. Teacher's discretion.

THANKSGIVING BREAK: NOV. 27-28 ONLY.

- Week XVI (Dec. 1, 3, 5):
Mon. 1. **FINAL DRAFT OF REVISED PAPER DUE TODAY.**
- Wed. 1. Open Writing Workshop. Teacher's discretion.
- Fri. 1. Last Day of Class (Open Writing Workshop).

Final Examination: to be announced

NCATE/NCDPI STANDARDS (required by to printed by FSU for informational purposes)

NCDPI Secondary English/Communication Skills Guidelines and Competencies (1994; revised, 2000)

http://www.ncpublicschools.org/teacher_education/ProgGruidelines_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

7. 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.

8. 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*

9. 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.

10. 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.

11. 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.