

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

I. Locator Information

Semester: fall Term I 2009

Course: ENGL 110-45 English Composition

Location SBE 106

Semester Credit hours: 3

Instructor: Ms. Toni Thomas

Tues/Thurs 6:00-8:30
trthomas01@uncfsu.edu

II. Course Description

A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

III. Textbook

Connelly, Mark. *The Sundance Writer: A Rhetoric Reader Handbook*. 3rd ed. (Australia, Canada, Mexico, Singapore, Spain, United Kingdom, and the United States: Thomson/Heine, 2006)

IV. Course Objectives and Competencies

Students who successfully complete English 110 should:

- I. Have confidence in themselves as writers and readers within a college environment
- II. 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/its, your/you're), pronoun agreement and sentence boundaries.
- III. Be aware of appropriate format for purpose (i.e. size and type of font, margins, titles, and other conventions as necessary)
- IV. Read published and peer texts actively and critically
- V. Think critically about topics of written and spoken language, culture, and power, including Standard Written American English and African American Vernacular English, especially as it relates to the student's own life in practical ways

We will also be doing a lot of writing in this course, and we will talk about your writing. All of the writing you do for this course should be considered "public" writing,

meaning it may, and probably will be shared with others in the class, perhaps even the entire class.

A large portion of this course will revolve around workshops (in-class response to student writing and editing sessions). Workshopping means you will share your writing with other students in the class. The class will read these pieces or listen while the writer reads his/her piece aloud. The class will then respond to the writing, pointing out how it achieves its goals, making suggestions for improvement, describing its effect upon potential audiences, and evaluating it. For workshops to be effective, active respectful participation is required for each student.

V. Evaluation Criteria

Three Major essays 10% each (30% total)

In-class writings/exercises 10%

Class participation 10%

Midterm Exam 20%

Oral report 30%

FSU Grading Scale

A = 90%-100%

B = 80% - 89%

C = 70%- 79%

D = 60%- 69%

F = 59% or less

VI. Course Requirements

Attendance and tardiness: Attending class is the single most important habit you can get into as a university student, and that holds true for this class as well. As per university policy, if you miss two classes without communicating with me, I will withdraw you from this course. Three tardies (coming in after I take roll) will count as one absence. If you are forced to miss class due to something beyond your control, you will need to get in touch with me as soon as possible via telephone or e-mail and provide documentation within two class periods of your return. In this case your absence will be excused.

Policy on late work: Work will not be accepted late and may not be made up.

Academic Dishonesty: Academic integrity and honesty are assumed. Cases of academic cheating, especially plagiarism, will be handled according to the university policy as outlined in the catalog and the student handbook.

Expectations: Be on time for classes which will begin promptly at 5:15 unless otherwise noted. The rudeness of interrupting something in progress is only part of the concern. Even more important is that papers for peer comments are exchanged and you need to be there in the beginning so that this can be done.

Bring to class each day a pen and/or pencil, paper, and the text book. Always be prepared to write.

Turn off, or better yet, leave behind, all cell phones and pagers. Do not allow them to ring during class; do not talk on them during class.

Be prepared and ready to discuss comprehension questions at the end of each essay/section. Respect everyone's opinion.

Requirements for papers: All essays and drafts will be typed MLA style, using a 12pt font. These essays will be 2 ½ - 4 pages in length. In-class writings will be hand written in pencil or pen, using only the front side of the paper, subsequent pages will be used if needed. There is no page requirement for in-class writings. It is however, imperative that you write in your neatest handwriting.

Schedule of Readings and Assignments

The schedule is deliberately designed to be flexible. So you need to keep up and keep in touch so you can know exactly when something is due. More precise specifications will be furnished as we go along. Please ensure that you look over all reading assignments.

VII. Tentative Course Outline

August 20: Introduction to the course: Syllabus, paper set up, Strategies for succeeding in composition pgs 7-8. Submit a one-page writing sample describing your attitude towards English class. The paper should include, but not be limited to the following: why you have this particular attitude, your strengths and weaknesses as far as writing is concerned, and what you expect to get out of this class. This will be a timed writing piece; therefore, your paper must be completed in the fifty minutes allotted.

August 25: Review in-class essays and discuss common mistakes.*Read pgs. 11-25 Read "In the Kitchen." (handout) as a class assignment. Go over pages 262-270 for Essay I: Descriptive paper. Rough draft of essay I (typed) due the next class meeting. **Descriptive writing assignment Essay I: Think of a room where something regularly took place in your home when you were growing up—something that embodies a distinctive aspect of your family and/or cultural affiliation. Then write an essay in which you remember that room, its special significance, and other associated memories that come to mind.**

August 27: *Read Peer review strategies pgs.145. (Writer's Workshop) **Draft of essay I due.** Go over past descriptive writing papers. *Read Chapter 18 pgs. 271-275 answer questions 1-6 pg.272. A writing suggestion topic from pg 273 will be chosen for you to write a brief description on. The class will be split up into four groups to complete the writing in context section on page 274.

September 1: Essay I due. Descriptive paper *Read pgs. 26-36. Answer questions 1-3 on pages 31-32. Introduction to comparison and contrast papers pgs. 445-446. Venn diagrams.

September 3: Comparison and Contrast: Indicating Similarities and Differences. *Read pgs. 445-459. Pgs 469-471 will be read as a class and the class will be split up into three groups: Understanding Context, Evaluating Strategy, and Appreciating language.

Comparison and contrast writing assignment Essay II: Write a comparison paper on one of the topics listed on the bottom of pg. 458. You may use either subject-by-

subject or point-by-point methods of organization. Your paper will likely blend both of these approaches. *Clearly determine your purpose—to inform or persuade.*

September 8: (Writer's Workshop) **Draft of essay II due.** *Prewriting: 59-69. Produce a free writing journal entry from writing suggestions on pg. 471.

September 10: Essay II due Comparison and Contrast paper. *Read Critical thinking pgs 45-56. Mid-term review

September 15: Midterm Exam

September 17: (No Class) begin working on Narrative essays

September 22: Individual conferences (Time TBA)

September 24:*Narration: Relating events pgs 311-321, in-class timed writing.
Narrative writing assignment Essay III: Write a narrative on any of the topics on pgs. 321-322. your narrative may contain passages making use of other modes, such as description or persuasion. Choose your narrative structure carefully and avoid including minor details that add little to the story line. Use flashbacks and flash forwards carefully. Transitional statements, paragraphing, and line breaks can help clarify changes in chronology.

September 29: (Writer's workshop) **Draft of essay III due : Narration. Read pgs 334-338. Class will be split up into three groups to answer comprehension questions. Narrative writing suggestion 1-3 will also be assigned. This activity will be timed and structured appropriately.**

October 1: Essay III due: Narration. : Argument and Persuasion: Influencing Readers 633-642. Argument and Persuasion writing assignment: Choose a topic of your choice. You may choose a topic that is a controversial issue, something that has been in the news, or anything you feel deserves to be taken notice of i.e. the war, stars in the news, recent court cases etc. The key here is to choose something you feel very strongly about and use this assignment as a plat form to finally get it off your chest. Your presentation should be no longer than 3-5 minutes, which is equivalent to a 2 ½ page paper. You may use note cards, posters, power point, props etc. Please be prepared to answer questions pertaining to your topic and be prepared to defend your position. You will be graded on a rubric that will be provided for you.

October 6: *Read 507-511 and 528-532. Answer questions at the back of each section. Be prepared to share your insights. Review Chapter 26 for tips and topics concerning oral presentations.

October 8-13 Oral Reports due (as scheduled)

Fayetteville State University
College of Humanities and Social Sciences
Department of English and Foreign Languages

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October: 21: (no class) Read pages 11-25

October 26: Review in-class essays and discuss common mistakes.*In the Kitchen”(handout) as a class assignment. Go over pages 262-270 for Essay I: Descriptive paper. Rough draft of essay I (typed) due the next class meeting. **Descriptive writing assignment Essay I: Think of a room where something regularly took place in your home when you were growing up—something that embodies a distinctive aspect of your family and/or cultural affiliation. Then write an essay in which you remember that room, its special significance, and other associated memories that come to mind.**

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November 2: Essay I due. Descriptive paper *Read pgs. 26-36. Answer questions 1-3 on pages 31-32. Introduction to comparison and contrast papers pgs. 445-446. Venn diagrams.

November 4: Comparison and Contrast: Indicating Similarities and Differences. *Read pgs. 445-459. Pgs 469-471 will be read as a class and the class will be split up into three groups: Understanding Context, Evaluating Strategy, and Appreciating language. **Comparison and contrast writing assignment Essay II: Write a comparison paper on one of the topics listed on the bottom of pg. 458. You may use either subject-by-subject or point-by-point methods of organization. Your paper will likely blend both of these approaches. Clearly determine your purpose—to inform or persuade.**

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November 16: Midterm Exam

November 18: Individual conferences

November 23: *Narration: Relating events pgs 311-321, in-class timed writing. **Narrative writing assignment Essay III: Write a narrative on any of the topics on pgs. 321-322. your narrative may contain passages making use of other modes, such as description or persuasion. Choose your narrative structure carefully and avoid including minor details that add little to the story line. Use flashbacks and flash forwards carefully. Transitional statements, paragraphing, and line breaks can help clarify changes in chronology.**

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December 2 *Read 507-511 and 528-532. Answer questions at the back of each section. Be prepared to share your insights. Review Chapter 26 for tips and topics concerning oral presentations. . **Some oral presentations may be presented tonight depending on the size of the class.**

Dec 7: Oral Reports due (as scheduled)