



**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English and Foreign Languages**  
**ENGL 110-13 English Composition I**  
**Fall 2009**

\*Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society\*

**I. Locator Information:**

Credit Hours: 4

Course Number and Name: ENGL 110-13 English Composition I

Course Location & Meeting Time: MW 9:00 a.m. –10:50 a.m. HPEC 222

F 9-9:50 a.m. BU211

Office Hours: MW 12 :00-2:00 p.m.

T 9:00 -Noon.

F 10-11

Other times by appointment

Instructor: Dr. Ji Young Kim

Office Location: Butler 387

Office Telephone: 672-1848

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**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**

English composition I is a course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

In conjunction with Fayetteville State University’s **Reading Across the Curriculum program**, this course is a reading-centered course geared towards improving students’ reading, reading comprehension and literacy skills and will thereby incorporate various proven reading strategies in helping to accomplish these learning goals.

**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. Textbook:**

Langan, John. College Writing Skills with Reading. 7<sup>th</sup> ed. Pearson, McGraw-Hill, New York, 2008.

**V. Student Learning Outcomes for English 110:**

**Upon completion of this course, students should be able to**

1. Read and respond critically to published texts
2. Produce writing that is text-based as opposed to experience-based only
3. Summarize, quote, paraphrase, and analyze material in relation to one source
4. Cite material according to a citation style, preferably MLA
5. Demonstrate proof of the writing process, including prewriting; organizing; drafting; revising; editing; and proofreading.

**VI. Course Requirements and Evaluation Criteria**

- a. Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.  
**A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or less**
- b. Attendance Requirements – According to the Fayetteville State University Undergraduate Catalog, "Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies." In regards 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." 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.
- c. Graded Assignments

<b>Assignments</b>	<b>Percentage of Final Grade</b>
<b>Three Essays :</b> Papers for this course are due on the required due dates at the beginning of the class. Papers must be typed and double-spaced. There is 0/F will be recorded for papers submitted after this time and for non-submissions. Be sure to allow adequate time to brainstorm, pre-write, revise and edit, so that you may meet course deadline. Peer evaluation in class and Smarthinking, an online response service are required. Students should demonstrate accurate use of in-text citation and end-of text documentation of sources using MLA.	<b>30%</b>
<b>Critical Reading &amp; Response Project</b> Summarize, quote, paraphrase, and analyze reading materials. Identifying and Synthesizing responses to common questions at issue, various perspectives on a topic or solution to a problem. Drawing reasonable conclusions based on the reading into the development of written project. Students will complete three Critical Reading & Response projects.	<b>15%</b>

<b>Collegiate Learning Assessment (CLA) Performance Task:</b> CLA requires students to use critical thinking, analytic reasoning, and problem solving skills to answer several open-ended questions about a hypothetical but realistic situation. Students will be instructed to use the set of documents in preparing their answers to the questions within a set amount of time.	<b>15%</b>
<b>Class assignments:</b> All the work you do in class, including free writing, drafts, grammar worksheets, in-class activities, Blackboard discussion boards, quizzes, notebook check, other short assignments and tutor consultations will be averaged to make this grade.	<b>20%</b>
<b>Portfolio &amp; Reflection:</b> All your work for the semester gathered into a portfolio that shows your progress and development as a writer	<b>10%</b>
<b>Final Exam</b>	<b>10%</b>

- d. Policy on Missed or Late Assignments –Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments/ tests.
- e. **Academic Dishonesty:** 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.
- f. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA. For example, every paper should have a title, a date of submission, and your name on a title page at the beginning (refer to the example below)

Name: ENGL 110- (section number) Instructor: Dr. Jiyoung Kim Essay # (or Reading Response #) Date: (Double Space) <div style="text-align: center; margin-top: 10px;">Title</div> (Double Space and begin your paragraph)
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**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

**VII. Student Behavior Expectations:** -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the

instructor, and refrain from preparing to leave class until it is dismissed.

2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
- 3 Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

**Consequences for Failing to Meet Behavioral Expectations :** The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

**VIII. Academic Support Resources-** This course will require the use of Smarthinking, University College Learning Center and **Purdue University’s Online Writing Lab** <http://owl.english.purdue.edu/>.

### IX. Course Outline and Assignment Schedule

Day	Date	In Class Activities & Topics	Work Due at Beginning of Class
F	8/21	<i>Course Expectations:</i> overview, mechanics, course policies and procedures; the syllabus ( <i>Course syllabus</i> ) Pretest	
M	8/24	Ch.1 Introduction to Writing Ch.2 Writing Process Writing Inventory	Read Ch. 1 &2
W	8/26	Ch.18 &19 Writing a Summary and Response Summarize, quote, paraphrase, and analyze material	Read Ch. 3, 4
F	8/28	Ch. 3 Writing a Good Thesis Informal outlines and completing thesis statements	Evaluating thesis statement
M	8/31	Part II Patterns of Essay Development <ul style="list-style-type: none"> <li>• Writing a thesis and a formal plan Worksheet</li> <li>• Vocabulary quiz</li> </ul>	Choose a Major Essay #1 topic Formal outline and prewriting Develop ME #1 introduction
W	9/2	Ch.8 Description <ul style="list-style-type: none"> <li>• Class reading</li> <li>• Writing an introduction</li> </ul> Preparation for Major Essay 1	Work on ME #1 first draft
F	9/4	ME #1 Writing a conclusion <ul style="list-style-type: none"> <li>• Class Activity : Descriptive details</li> </ul>	Submit ME #1 to Smarthinking

		<ul style="list-style-type: none"> <li>Evaluate introduction</li> <li>Writing an conclusion</li> </ul>	
M	9/7	<b>No Class: Labor Day</b>	
W	9/9	<b>Writing workshop for ME #1</b>	<ul style="list-style-type: none"> <li>Work on a worksheet “Revising sentences” in Bb and bring it to class</li> </ul>
F	9/11	<b>ME #1 Peer Evaluation</b> Smarthinking Revision	Bring your Smarthinking Response to class
M	9/14	Ch. 5 Revising & Editing Writer’s handbook- Sentence skills	Working with a writing tutor for Major Essay #1 (optional) Complete “Revising sentences” worksheet
W	9/16	Quiz on sentence revising ME #1 Editing	Complete S-V agreement worksheet
F	9/18	Ch.9: Narration: Connecting Events Class discussion on “The Yellow Ribbon, Pete Hamil” Choose a Major Essay #2 topic & Prewriting	<b>ME #1 Final draft due</b> <ul style="list-style-type: none"> <li>Preparation for class discussion on “The Yellow Ribbon, Pete Hamil”</li> <li>Study vocabulary</li> </ul>
M	9/21	ME#2 Introduction Vocabulary quiz	Work on ME # 2 Introduction
W	9/23	<b>ME #2 Writing workshop for ME #2</b>	Submit ME #1 to Smarthinking
F	9/25	Class reading: “Shame”(645) Discuss universal emotions: shame, embarrassment, and the burning desire to hold on to one’s self-respect	Major Essay #2 Develop body paragraphs
M	9/28	Discuss success in relation to Critical Reading & Response Project 2	
W	9/30	<b>ME #2 Peer Evaluation</b> Smarthinking Revision	
F	10/2	Writer’s Handbook: Punctuations Edit ME #2	<b>ME #2 Final draft due</b>
M	10/5	Conference with instructor (Last name A-M) Come to my office, BU 387 Bring your notebook with you	
W	10/7	Conference with instructor (Last name N-Z) Come to my office, BU 387 Bring your notebook with you	<b>Critical Reading &amp; Response Project 1 due</b> <b>Post it on Bb</b>
F	10/9	<b>CLA Performance Test</b>	
M	10/12	Class discussion on “Propaganda Techniques in Today’s Advertising,” Ann McClintock (706)	Read “Propaganda Techniques in Today’s Advertising,” Ann McClintock (706)
W	10/14	Discuss constant stream of sexual images in relation to Critical Reading & Response Project 2	Find two related sources for your Critical Reading & Response Project # 2
F	10/16	<b>No Class: Mid-Semester Break</b>	

M	10/26	Ch. 12 Cause & Effect Complete the writing prompt	
W	10/28	Class discussion on “Born to Be Different?, Camille Lewis (298)”	Read “Born to Be Different?, Camille Lewis (298)” <ul style="list-style-type: none"> <li>• Preparation for class discussion</li> <li>• Study vocabulary</li> </ul>
F	10/30	Ch. 13 Comparison or Contrast Complete the writing prompt	
M	11/2	Ch. 16 Argument Class discussion on “Ban the Things. Ban Them All,” Molly Ivins (362)	Read “Ban the Things. Ban Them All,” Molly Ivins (362) <ul style="list-style-type: none"> <li>• Preparation for class discussion</li> <li>• Study vocabulary</li> </ul>
W	11/4	Class discussion on “Smash Thy Neighbor,” John McMurtry (660) Topic selection for ME #3	Read “Smash Thy Neighbor.” John McMurtry (660) <ul style="list-style-type: none"> <li>• Preparation for class discussion</li> <li>• Study vocabulary</li> </ul>
F	11/6	Writer’s Handbook: Pronoun Agreement	<b>Critical Reading &amp; Response Project 2 due Post your response on Bb</b>
M	11/9	ME #3 Introduction Share your introduction with your group Quiz on pronoun agreement	Bring your introduction of ME #2
W	11/11	<i>No Class: Veteran’s Day</i>	
F	11/13	Writer’s Handbook: Dangling modifiers	Submit your ME #3 to Smarthinking
M	11/16	Discuss capital punishment in relation to Critical Reading & Response Project1 Vocabulary quiz	Find two related sources for your Critical Reading & Response Project # 3
W	11/18	ME #3 Writing Workshop	
F	11/20	ME # 3 Peer Evaluation	
M	11/23	Smarthinking Revision Editing ME # 3	Bring your Smarthinking feedback to class
W	11/25	Portfolio preparartion	<b>ME # 3 final draft due</b>
F	11/27	<i>No Class: Thanksgiving</i>	
M	11/30	Ch. 17 Taking Essay exams	Portfolio preparation
W	12/2	Portfolio Evaluation/presentation	<b>Critical Reading &amp; Response Project 3 due Post your response on Bb</b>
F	12/4	Posttest Last Day of Class	
	TBA	Final Exam	

*Note: As the instructor, I reserve the right to make changes, when necessary, to this course outline.*

**X. TEACHING STRATEGIES**

Teaching strategies include the use of structured overview, large and small group activities, individual and group projects, individual oral presentation, reflections, structured overview, demonstration, discussion, Internet research and reading.

**XI. Bibliography (Suggested Readings, Internet and/or Multi-media Resources)**

Alfano, Christine, and Alyssa O'Brien. Envision: Persuasive Writing in a Visual World. New York: Pearson Longman, 2005.

Costanzo, William. The Writer's Eye: Composition in the Multimedia Age. Boston: McGraw Hill, 2008.

Crystal, David. The Cambridge Encyclopedia of the English Language. New York: Cambridge UP, 1995.

Durkin, Diane and Lisa Gerrard. Seeking Common Cause: Reading and Writing in Action. Boston: McGraw Hill, 2006.

Mayberry Katherine. For argument's sake. New York: Longman, 1999.

McWhorter, Kathleen. Successful College Writing. Boston: Bedford/St. Martin's, 2006.

Langan, John. College writing skills with readings. Boston: McGraw Hill, 2001.

Kennedy X. J, et. Al. The Bedford guide for college writers. Boston: Bedford/ ST Martin's. 2005.

Sedley, Dorothy. Anatomy of English: An Introduction to the Structure of Standard American English. New York: St. Martin's Press, 1990.

Skwire, Sarah and David Skwire. Writing with a Thesis: A Rhetoric and Reader. Boston: Thomson Wadsworth, 2005.

Trent, Mary. Ethics in the 21<sup>st</sup> Century. New York: Longman, 2005.

Trimbur, John. The Call to Write. New York: Person Longman, 2007.

Webb, Igor. Ideas Across Time: Classic and Contemporary Readings for Composition. Boston: McGraw Hill, 2008.