

**Fayetteville State University  
College of Arts and Sciences  
English and Foreign Languages  
English 120: English Composition  
Fall 2009**

**I. Locator Information:**

Instructor: Brooksie Harrington, Ph.D.

Course # and Name: English 120-47

Office Location: \_Butler 135

Semester Credit Hours: 3 [ Office hours:TWF 11-1 and Wed. 5:00pm]

Day and Time Class Meets: \_MW 6:00 pm --8:00 p.m.

Office Phone: 910-672-1931\_

Total Contact Hours for Class: 7x week

Email address [bharrington@uncfsu.edu](mailto:bharrington@uncfsu.edu)\_\_\_\_\_

**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 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.**

**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. Textbook:** *The Amen Corner* by James Baldwin

*Go Tell It on the Mountain* by Baldwin

*Ideas Across Time* by Igor Webb

**IV. NCATE/NCDPI STANDARDS**

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

[http://www.ncpublicschools.org/teacher\\_education/ProgGuidelines\\_Competen1.pdf](http://www.ncpublicschools.org/teacher_education/ProgGuidelines_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)

## ME #2

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

#### 1. 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.

#### 2. 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\*

## ME #2

### 3. 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.

### 4. 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.

### 5. 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.

### **V. Student Learning Outcomes –**

Upon completion of this course, students will be able to:

- understand the relationship between reading and writing
- see their papers as a combination of grammar, style, diction, and critical and analytical thinking
- compose their papers on the computer
- see the computer as a research tool

**VI. Course Requirements and Evaluation Criteria** - This section should indicate how the student's final grade

for the course will be calculated. It must include each of the following:

- a. Grading Scale – Consistent with the university catalog.
- b. Attendance Requirements –Consistent with the university catalog

## ME #2

c. Graded Assignments --tests, papers, quizzes, reports, group or individual projects

The graded assignments will be based on the assigned readings from the textbook and any other supplemental assignments.

--three (3) short essays: 3-4 pages

--three (3) presentations based on the short essays

--one (1) long essay : 10-12 pages

**The short essays will constitute 50% of your final grade; the long essay, 50%. Although the oral reports**

**carry no specific numerical value, they, nevertheless, are required. If you fail to present the oral reports,**

**your final grade will be adversely affected.**

d. Policy on Missed or Late Assignments - If you do not hand in an assignment on the day that is due, I will not accept the assignment unless it is accompanied by one of the following:

--a statement from a health care provider

--a statement from an officer of the court

--an obituary

\* Any paper that is more than one week late will not be accepted under any circumstances.

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will**

**distribute a written amendment to the syllabus.**

**VII. Academic Support Resources** – Writing Center, Criterion, two mandatory office visits

**VIII. Course Outline and Assignment Schedule**

Week 1 Introduction

Week 2 Saki The Analysis of Dusk .(Hand-out)

Week 3 "Library Research with Jan Whitfield

"Feminism: A Movement to End Sexist Oppression, " hooks, p. 528

"The Problem That Has No Name," Friedan

**Due: Essay # 1**

Week 4-5

<http://www.lib.uiowa.edu/ref/documents/howcitemla.pdf>

<http://www.ccc.commnet.edu/mla/index.shtml>

<http://www.aresearchguide.com/1steps.html>

(B) n **All students** -- go to the library's circulation desk and ask for the books that Dr.

Harrington has on reserve. These books, The Bedford Guide for College Writers, can only be used in the library. Read very carefully the following pages: 626-651.

As we prepare to do research papers, you must become familiar with the MLA Style Manual, and you must become comfortable with constructing parenthetical citations.

The aforementioned readings and web sites should not be taken lightly, as you should study this material with serious care.

Week 5-6 Shirley Jackson: The Lottery

Week 7 Conferences ; **Due: Essay # 2**

Week 8-9 Baldwin's *The Amen Corner*

Due : **Essay # 3**

Reviewing the MLA manuscript style

Final week Preface to the Picture of Dorian Gray," Wilde, p. 587

**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.

Week 13 Conferences and Writing Workshop ( We will work on our ten-page final essays .)

Week 14 Ten- page essays are due. We will begin presentations.

Week 15 Wrap-up and Final Exam

Note: Specific instructions for each essay will be posted on Blackboard.

### **IX. Teaching Strategies**

Instruction will be delivered through lectures, class discussions, small group discussions, conferences, and computerized lessons (research, blackboard). E- mail will also be used.

Students must check blackboard and email each Friday to get announcements and any special

assignments that may be posted.

**This course is a part of a university "learning community." At times we shall approach our studies from**

**a psychological perspective by involving faculty from the Department of Psychology.**

**Instruction will be**

**supplemented by scholarly articles, film screenings, and presentations by guest lecturers.**

**Look for**

**frequent announcements on Blackboard.**