

**Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 108 Grammar and Usage
Fall 2009**

I. Locator Information

Course: English 108 section 01
MW 9-10:50 & F 9-9:50
Contact Hours Weekly: 5
Credit Hours: 4

Instructor: Dr. Sonya C. Brown
Office: 388A Butler Building
E-mail: scbrown@uncfsu.edu
Office hours: 11:30-12:30 T; 10-2, and by appt.
Office phone: (910) 672-1861

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

English 108 introduces students to issues of grammar and usage in written forms.

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 Thomson Reader: Conversations in Context. Yagelski, Robert. Thomson Publishers. 2006. ISBN: 1413009980.

The Brief Thomson Handbook. Blakesley and Hoogeveen. Thomson/Wadsworth. 2008. ISBN: 1413010164.

Note: You will also need a set of 50 3x5 cards with lines on one side. If you do not already own a stapler, you should purchase one.

V. Student Learning Outcomes:

- A. Develop greater confidence as writers and readers within a college environment; increase facility with effective strategies for developing their own academic literacy as demonstrated by performance on summary-response essay on final examination.
- B. 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/it's, your/you're), pronoun agreement, and sentence boundaries

This objective will be demonstrated through use of tutors and through essays.

- C. Be aware of appropriate format for purpose (i.e. size and type of font, margins, titles, and other conventions as necessary) as demonstrated by essays.
- D. Read and respond to a variety of texts; identify, summarize, paraphrase, and critique main ideas as demonstrated by homework, quizzes, and essays.
- E. Think critically about topics of written and spoken language, culture, and power, especially as it relates to the student's own life in practical ways as demonstrated in homework and essays.

VI. Evaluation Criteria

A. Daily Grade: *Homework, short writings, readings, daily work including participation in class discussion, group work, conferences with the instructor on days when class is canceled for conferences, writing exercises and quizzes:* All non-essay homework *and* all the work you do in class will be averaged together to count as 20% of your final grade.

Quality class participation includes:

- showing up on time with required materials (textbook, paper, writing tool, etc.) and homework when assigned;
- staying focused on coursework for entire class period,
- listening to whomever is designated as the speaker by the instructor,
- answering questions voluntarily or when called-upon,
- participating actively in group work (2 or more students collaborating on a task) by contributing relevant ideas to the discussion and maintaining positive attitude towards others
- writing on the board voluntarily or when called-upon to demonstrate grammar points;
- refraining from all distracting or disallowed behaviors.

Acceptable class participation is when you do all of the quality class participation but only about 75% of the time. If you do everything else well, your class participation is at an acceptable level (grade of C/acceptable) if you

- are absent sometimes (4-6 times per semester) and don't present a university-approved excuse and/or attempt to make work up
- forget your textbook or other materials about 1 out of every 4 days or so
- fail to do your homework about 1 in 4 times it is assigned ESPECIALLY if not having the homework means you cannot participate in class activities
- show up late and disrupt the class by entering once every few days or so OR leave frequently OR leave early without a legitimate explanation for such behavior
- seem drowsy or unfocused in class once every 4 days or so
- keep your hand cell phone in your hand under your desk though you think your instructor can't see it
- fail to volunteer for class work like writing on the board and seem reluctant when called-upon

Poor class participation includes the opposite of all of the quality participation. You may earn a D or F in class participation if you

- show up late frequently, or leave early frequently
- miss class more than 6 times without providing a university-approved explanation for your absence
- arrive without required materials frequently (including paper),
- fail to do most of the homework assignments,
- are frequently drowsy or falling asleep in class,
- are frequently and obviously sending text messages in class,

- say nothing during group activities or behave in a way that alienates or distracts other group members,
- never volunteer to join discussions or write on the board AND ask not to have to do so or behave negatively when called-upon, or
- frequently engage in distracting behaviors such as chatter, getting up frequently and leaving class to return, eating noisily, etc.

You will be given a Daily Grade at midterm that MAY CHANGE depending on your future behaviors in class, but will let you know if you need to take action to improve the grade.

B. *Four essays, worth 50% of your final grade together.* Each essay will have a rubric on it, indicating what criteria will matter the most in assessing the essay. The rubrics will become more complex with each paper because we will be covering more and more material in class. The essays will also be worth more and more as the semester progresses: the first two essays are worth 10% each, the third and fourth essays are worth 15% each.

C. *Each student must visit the writing center four times* to discuss their essays with a tutor for a total of 10% of the final grade. Each writing center visit will be recorded at the center and reported to me. Each writing center visit gives you 2.5% of your final grade: that means you either earn 2.5% by going each time by the due date or you earn 0% by not going. Just being in the lab and signing onto a computer does not count; you must meet with a tutor to discuss your writing assignment!

E. *A midterm examination and a final examination* make up the last 20% of the course grade; each is worth 10%.

F. English 108 uses the following grading scale as recommended by the university:
 90-100 A 80-89 B 70-79 C 60-69 D 59 and under F

G. Requirement Summary and Grade Determination

<u>Assignment</u>	<u>Percent of Total Grade</u>
Daily Grade	20
Essay 1	10
Essay 2	10
Midterm	10
Essay 3	15
Essay 4	15
Writing Lab Visits	10
Final Examination	10

To figure out your grade at any point in the semester, multiply your score by the percentage it's worth. Add up the totals and divide by the total possible.

Example: A student who had an 87 on Essay 1 and an 85 on the midterm exam would multiply each by 10% or .10, then would add the results (8.7+8.5=17.2) and then divide the total (17.2) by the total possible (20) to get .86, or 86/100, which is a B. .5 and above round up; .4 and below round down to the nearest whole number.

H. Policy on Missed or Late Assignments - Tests can be made up only in the case of an excused absence. Each student may turn in one paper, one class day late, with no penalty, except for the Narrative Argument. Other late papers will be penalized 5% points per business day the paper is late.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VIII. Additional Course Policies

A. Attendance/Tardiness: You are expected to attend all class sessions unless your absence is excused according to FSU policy (for documented emergencies, documented ill health, court appearances, etc.). You may have two unexcused absences before absenteeism affects your class participation grade. Assignments missed during unexcused absences cannot be “made up.” Consistent absences and/or tardiness will negatively affect your class participation grade (A under Evaluation Criteria). Missing three classes will result in receiving an “EA” on your midterm grade (Excessive Absences). This is a warning grade only, not a final grade: see grading policy attached to this syllabus.

B. Written Work: All written work should be formatted in MLA style. Print all essays, including drafts brought to class for workshops, from a computer, in black ink unless otherwise specified.

C. Academic Integrity and Student Honor: All students are expected to do their own work for this course with no unauthorized assistance. If you have questions about what constitutes unauthorized assistance, by all means check with me before turning in the paper in question! Here are the guidelines: All *ideas* or *words* you obtain through sources other than yourself, me, or your peer partners in class, or writing tutors in the lab in Chick 216C, must be attributed to those sources somehow in your papers. Papers that are found to be taken nearly or completely word-for-word from an unauthorized, un-cited source, will receive a grade of 0/F.

VII. Support Services

This class will use the following campus resources: computer classrooms, Smarthinking tutoring service, Criterion software, the University Writing Lab.

VIII. Course Schedule

Day	Date	Due/Do BEFORE Class	In Class
F	8/21		Welcome, syllabus, pretest
M	8/24	Read Chapter 1 in Thomson Reader, p. 3-15 and take notes on reading. Write all new vocabulary with definitions from the textbook or dictionary on a 3x5 card: word on unlined side, definition on the lined side.	Discussion of reading. KW: context, audience, rhetorical triangle, discourse, discourse communities. Grammar and punctuation: sentences, fragments, commas, semi-colons.
W	8/26	Read p. 16-24 in Thomson Reader. Go to www.flickr.com and choose any photo OR pick a photo out of a newspaper or magazine. Write 10 simple sentences and 10 compound sentences about that picture. Use appropriate punctuation in every sentence and proofread for spelling. Type and print!	Group work: review of homework sentences. New grammar: more commas, complex sentences. Reading images/discussion.
F	8/28	Write 5 simple sentences, 5 compound sentences, and 10 complex sentences. Correctly use at least one of the homophones covered in class in each sentence. Use p. 477-487 for punctuation advice/review (end punctuation, commas, semi-colons).	Review complex sentences. Group work: proofreading paragraph.
M	8/31	Develop a playlist of 8-10 songs that represent you. First, explain why the songs represent you. Then, write what listeners would learn about you by hearing the collection, AND one or two things they would they NOT learn.	Share playlists. Grammar: “salad tongs” comma rule and homophones.
W	9/2	Read p. 40-44 in Thomson Reader.	1) Group work: proofreading paragraph. 2) The writing process. KW: prewriting, planning, drafting, revision, proofreading. 3) Assignment

			of Essay 1: Relationships
F	9/4	Read "The Other 'L' Word," p. 268 and make vocabulary cards for all unfamiliar words	Vocab work; discussion of reading.
M	9/7		Labor Day—No Classes
W	9/9	Read "Why I Want a Wife," p. 274	Discuss reading. Organizing essay 1 (including thesis and format). Writing introductory paragraphs.
F	9/11	Finish first draft of Essay 1. Print two copies and bring to class with Thomson Reader textbook for workshop.	Workshop in class. Develop a revision agenda by reviewing your readers' comments AND asking yourself the questions on p. 43 in the textbook. Also look at the rubric for essay 1 on your assignment sheet.
M	9/14	Use p. 231-240 in handbook to make sure your essay is formatted for MLA style. Review p. 492-495 for apostrophes. Bring a printed, revised copy of your paper to class on Wednesday.	Apostrophes; proofreading and format review/Q&A. Proofreading in class—if possible, we will do this in Butler 312 from 10-10:50. Vocab review through creative writing.
W	9/16	Submit essay to Smarthinking (if desired) and go to writing lab (required). Bring textbook to class.	Proofreading workshop. Individual reading and responding activity.
F	9/18	Last day to visit writing lab for Essay 1! Bring a printed, revised, proofread copy of your paper to class on Friday.	
M	9/21	Essay 1 DUE. Do any final revisions and proofreading and prepare essay 1 for submission. Turn in: the copy I should grade on top of the stack; your prewriting and planning of essay; revision agenda made in class on 9/11; all drafts and peer and tutor comments; rubric on assignment sheet. Make sure the copy I should grade is ON TOP. Bring the Thomson Reader to class, too.	Preparation for Essay 2: Discussion of Identity Issues.
W	9/23	Read "Black Like I Thought I Was" p. 105-108; create vocab cards; and write a response to "Entering the Conversations" question 1 on p. 109. Try to write at least a full page, double-spaced. Proofread and bring to class.	Discussion of reading; Assignment of Essay 2; Identity and music activity.
F	9/25	Read "Who Invented White People" p. 96-102; create vocab cards; and respond to "Understanding the Text" question #2 on p. 103.	Discussion of reading; Developing a thesis for Essay 2.
M	9/28	Write a thesis with supporting points and examples to prewrite and plan essay 2.	Individual presentations of thesis/plan; drafting in Butler 312 from 10-10:50 if possible.
W	9/30	Continue writing Essay 2 until finished OR take partial draft to writing lab for assistance getting ideas.	Workshop Essay 2 first draft; Identity and Religion discussion.
F	10/2	Read "Salvation" by Langston Hughes; create vocabulary cards; write a 1-2 paragraph (real, developed paragraphs, not itty-bitty ones) response to the reading and post it to Blackboard	Find a computer lab; do not go to our Butler 342 classroom. Log onto our Blackboard site. Read THREE posts by your classmates on the discussion board about Langston Hughes' "Salvation" and respond to what they have

		discussion group. You can respond to Hughes' ideas, experiences and explain how they made you feel or what they made you think about. And/or you can include a personal response, such as telling your own story related to religion. You can explain how your own religion (or lack thereof) informs your identity.	written. If someone responded to a post before you did, you can respond to the first and/or second post. BE RESPECTFUL in your responses; don't write anything online that you wouldn't say in class with your professor there.
M	10/5	Submit your essay to Smarthinking online and/or go to writing lab with draft of paper. Note: we are going to set essay 2 aside until after midterm so that you not only can get some critical distance from the paper but also will not be working on an essay during midterms week.	Writing a Summary-Response paper (midterm prep). Group work: read "Fat and Politics" p. 608-611; look up vocab; underline or otherwise identify what you believe are the main points in the article. Put the main points you have underlined in your own words. Develop a 2-part response.
W	10/7	INDIVIDUALLY write (type) a summary-response paper on "Fat and Politics"	Read "Should We All Be Vegetarians" p. 588 in class; group work to identify main points and look up unfamiliar words; individual work to draft a summary and response, possibly in Butler 312.
F	10/9	Develop an A-Z list about 108. Directions in class on Wednesday or through Blackboard (or both).	Midterm review
M	10/12	Study for Midterm	MIDTERM EXAMINATION
W	10/14	Write an analysis of your most current draft of essay 2: using p. 43 in textbook, identify where you might improve your essay. Got to the writing lab if you have not already done so.	New grammar. Style translations (1 sentence 20 ways).
F	10/16	Finish revising your draft of essay 2. Print and bring two copies to class.	FALL BREAK
M	10/19	Tomorrow (Tuesday) is the last day to visit writing lab for essay 2! Bring revised paper to class on Monday with handbook.	Workshop. Revise and proofread in lab from 10-10:50.
W	10/21	Finish revising and proofreading essay 2; prepare to turn in.	Essay 2 due. Begin discussion of Essay 3 topic (language).
F	10/23	Read "Sex, Lies and Conversation," p. 306 and do vocab cards.	Discussion of reading. Thesis statements for Essay 3, if time.
M	10/26	Read "Mother Tongue" and do vocab cards.	Discuss reading. Planning Essay 3; begin drafting in Butler 312 if possible.
W	10/28	Read Essence article on 11 tips for better communication (handouts). Write a response only (no summary).	Dramatize 11 tips for better communication. Share responses/homework.
F	10/30	Read "Solitude and the Fortress of Youth" by Michael Chabon, p. 356-9. Build vocabulary cards and write an answer to "Understanding the Text" question 2 on p. 360	Discussion of Chabon and homework.
M	11/2	Work on Essay 3; submit to Smarthinking and/or go to writing lab if you haven't yet. Be ready to work on essay in class. Tuesday 11/3 is the last day to go to the writing lab for essay 3!	Proofreading practice; vocab review. Revising E3 in lab if possible for second half of class.

W	11/4	Prepare to turn in Essay 3.	Essay 3 due. Film in class for Essay 4/Rap Music.
F	11/6	Write a response to the film as assigned.	Assignment of Essay 4/Rap Music Position Paper
M	11/9	Read "The Challenge of Rap Music" p. 386. Create vocab cards. Underline or otherwise note what you think are main points. Put those main points in your own words.	Vocab, discussion of Kitwana, group work.
W	11/11		Veteran's Day—No Classes
F	11/13	Do outside research for essay 4, including obtaining lyrics to songs, or reading articles about rap music. If you find an interesting article about rap music, bring a copy to class. Be prepared to read a paragraph or up to three paragraphs from your article that you felt were most important.	Videos, lyrics, reading of articles, discussion.
M	11/16	Prewrite and plan essay one. Bring an outline to class on Monday that you are ready to share with the class.	Use document camera to discuss student outlines; develop quality thesis statements; begin drafting essay 4 in lab (if possible).
W	11/18	Continue to draft essay 4. Go to the writing lab for help if you get stuck.	Tba—probably mega-proofreading but we'll see what we need to do to get essay 4 ready.
F	11/20	Finish a first draft of essay 4 and print for workshop.	Workshop Essay 4 and develop a revision agenda.
M	11/23	Go to writing lab for essay 4 if you haven't yet. Read "The Library Card" by Richard Wright and do vocab cards.	Discussion of reading: issues of literacy and social/economic power. Second half of class: go to lab, if possible, to revise and proofread essay 4.
W	11/25	Prepare to turn in Essay 4.	Essay Four DUE
F	11/27		Thanksgiving Holiday—No Classes—University Closed
M	11/30	Work on Portfolios	Work on Portfolios
W	12/2	Portfolios or Exam Review	Portfolios or Exam Review
F	12/4	Exam Review homework	Exam Review
W	12/9	8-9:50 AM	Final Examination Period

IX. Teaching Strategies

This course will utilize the following:

Discussion; on-line discussion board, demonstration; guided classroom practice; group work; workshops; Writing to Learn exercises; in-class reading (silent and aloud); reading homework.

X. Bibliography

Barry, Anita K. *English Grammar: Language as Human Behavior*. 2nd. ed. Upper Saddle River, NJ: Prentice Hall, 2002.

Clouse, Barbara Fine. *Jump Start! With Readings: A Workbook for Writers*. New York: McGraw-Hill, 2002.

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

Elbow, Peter. *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. New York: Oxford UP, 2000.

Eschholz, Paul, Alfred Rosa, and Virginia Clark. *Language Awareness: Readings for College Writers*. 9th Ed. New York: Bedford/St. Martins, 2005.

Graddol, David, Dick Leith, and Joan Swann. *English: History, Diversity and Change*. New York: Routledge, 1997.

- LeTourneau, Mark S. *English Grammar*. New York: Harcourt, 2001.
- Sedley, Dorothy. *Anatomy of English: An Introduction to the Structure of Standard American English*. New York: St. Martin's Press, 1990.
- Truss, Lynne. *Eats Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham Books, 2004.