

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English and Foreign Languages**  
**English 110.09: Freshman Composition**  
**Fall 2009**

**I. Locator Information:**

Instructor: Dr. Jeff Sychterz

Course # and Name: English 110.09

Semester Credit Hours: 3

Day and Time Class Meets: MWF 10-10:50

Total Contact Hours for Class: 2.5

Email address: [jsychter@uncfsu.edu](mailto:jsychter@uncfsu.edu)

Class meets: Butler 362

Office Location: Mod Hut 110

Office hours: MTWR 12:00-2:00

Office Phone: 672-2505

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

This section of English 110 is part of the Business and Entrepreneurship Learning Community. This learning community consists of the following courses and sections:

ECON200-01	Economics of Decision Making	(Okpala)	MWF 8-8:50
UNIV101-29	Freshman Seminar I	(Rich/McIver-Bell)	MWF 11-11:50
ENGL110-09	Freshman Composition	(Sychterz)	MWF 10-10:50
MATH 123	College Algebra	(Any)	(Any)

To participate in the learning community, students must be enrolled in ALL of the sections listed above.

A learning community is a set of courses linked around a topic or theme. By linking together students, faculty and courses, learning communities create more opportunities for enrichment, interaction, and exploration.

**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:** Connelly, Mark. The Sundance Writer: A Rhetoric, Reader, Handbook, 3rd Ed.

**V. Student Learning Outcomes:** upon completion of this course, you will 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**

**A. Grading Scale :** A=100-92%; B=91-83%; C=82-73%; D=72-64%; F=63% or less

**B. Attendance Requirements:** Attending class is the single most important habit you can get into as a university student. From the Course Catalogue: “Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons (i.e., illness, family emergencies, or participation in official university sponsored activities), they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.”

- As per university policy, if you miss two classes without talking to me, I may withdraw you from this course.
- If you miss more than four (4) classes, your **final** grade will be lowered by one third. Each two subsequent absences will reduce your final grade by another third.
- 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 phone or email **and** provide written documentation (a doctor’s note about whichever family member you were helping, a sports schedule *and* a letter from your coach saying you’re on the team, a mechanic’s bill) within two class periods of your return. In this event, your absence will be excused, but you will still be required to hand in all the written work needed.

**C. Graded Assignments:** One of the most important aspects of writing you must learn is that writing is a process not a completed object. This semester we will try to better replicate the writing process that you will follow out there in the real world by including plenty of practice at giving and receiving advice as you revise your and your peers’ work. Over the course of the semester you will write three formal papers and receive advice from your peers in workshops and from me in the form of written feedback before you hand in a smooth paper for a final grade. The formal assignments are:

**1. Papers: (You must turn in all written assignments to pass the class)**

- a. Paper 1:** Description (2 pages). Due **Wednesday, September 16th.**
- b. Paper 2:** Summary (1 page). Two Parts:
  - Part 1 due **Friday, September 25th.**
  - Part 2 due **Friday, October 2<sup>nd</sup>.**
- c. Paper 3:** Analysis Paper (2-3 pages). Due **Monday, October 26th.**
- d. Paper 4:** An Entrepreneurship Proposal (2-3 pages). Due **Monday, November 16<sup>th</sup>.**
- e. Resume and Cover Letter.** (2 pages). Due **Monday, November 30<sup>th</sup>.**

- All papers must be submitted through turnitin.com on Blackboard.
- All papers must be edited for content, style, format and grammar. Papers containing easily remedied errors will be docked accordingly.
- They must be typed, stapled, use 12-point Times New Roman font, and have 1-inch margins. **I will not accept unstapled papers .**
- Papers are due at the beginning of class on the day they are due. **I do not accept work via email.**

In addition, you will complete a handful of informal assignments, including homework, in-class writing and short responses. I will pass out more complete instructions for formal papers well in advance of due dates.

**2. Peer Editing Workshops:** All formal assignments will first be submitted to a jury of your peers. These workshops are in some ways the most important class periods of the semester because you learn a great deal about your own writing when advising someone else. Therefore, **Peer Editing Workshops are required**, and you must show up for class with two copies of a complete rough draft and prepared to participate. I will check to make sure that you have a completed draft (word processed, of proper length, full sentences and paragraphs, etc.). If you do not turn in a complete rough draft, your grade on the final paper will be lowered by a full letter grade.

**4. Participation:** In addition to teaching you how to write, this class also focuses on your critical reading skills, which are not only necessary for any college graduate but also a fundamental part of writing. You cannot develop these skills by passively absorbing analyses developed by others, you must actively engage in the analysis process. This means that in addition to writing papers you must participate daily in class discussions. Doing so will not only get you an A in participation, it will also focus your reading so that you do better on papers. As a side benefit, participating in class helps make the class more interesting for you, so that you stay awake and time goes faster.

**D. Value of Each Assignment:**

Participation:	10%
Quizzes (includes in class writings, pretest and posttest)	10%
Homework (includes drafts, outlines and responses):	10%
Paper 1:	10%
Paper 2:	10%

Paper 3:	10%
Paper 4:	10%
Resume/Cover Letter:	10%
Midterm:	10%
Final:	10%

**You must turn all written assignments to pass the class**

**E. Late Assignments:** Late papers without extensions will be penalized 1/3 of a letter grade for each calendar day they are late (except, of course, in emergency cases, such as illness or death).

**F. Classroom/Course Behavior:**

**1. FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Threats or statements that jeopardize the safety of the student and others
6. Failure to follow reasonable requests of faculty members
7. Entering class late or leaving class early on regular basis

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

**2. Dishonesty in Academic Affairs:** Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Any plagiarism will result in failure of the assignment and possibly of the class. Remember, you must turn in all written assignments to pass the course. If I determine that the assignment does not constitute original work by you (i.e. it is wholly or almost wholly someone else's work), then you have not completed that assignment and you will fail the class. If you are unsure of what plagiarism is, please ask me rather than risk crossing the line and costing us both a lot of grief.

**3. Cell phone/behavior policy:** Cell phones should be off while in the classroom--you can answer your messages on break; however, if you are waiting on an important call (really important, i.e. death in the family) then put it on vibrate and in your pocket. If your cell rings, you are to leave the room quietly to answer it. I do not want them out on a desk or in view at any time.

**4. Email Etiquette:** As this class is part of a business and entrepreneurship learning community, I expect all communication, whether written, electronic, or spoken, to be conducted professionally. When contacting me via email be sure to properly format your email—write as if you were contacting your boss. Follow these basic rules:

- a. Account: use only your FSU account.
- b. Subject Line: state the primary reason for your email (i.e. "Question," "Absence on Wed Aug 20," "Grade Complaint"). Do not use overly general titles such as "Hello" or "Hey."
- c. Body: Use an abbreviated letter format
  1. Open with a greeting (Dr. Sychterz)—you don't need to use "Dear"
  2. Use full sentences and paragraphs
  3. Edit for spelling and grammatical mistakes
  4. Do not use texting abbreviations
  5. Close with your name—don't use "sincerely" or any other formality.
- d. See *The Sundance Writer*, pp. 215-17 for further guidance.

If I receive either a sloppy email or one I cannot read, I will respond by directing you to this paragraph of the syllabus and ask you send me a rewritten email before I answer your question.

**VII. Academic Support Resources:** The English and Foreign Languages **Computer Lab** is located in Butler 312. 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 their papers; instructors receive

weekly reports of students who attend the center. Writing tutors are also available through the online service, **Smarthinking.com**, which you can access via Blackboard. Tutors are available for one-on-one chats or to read and comment on drafts of your paper. Papers submitted to Smarthinking.com normally are returned within 24 hours, so if you intend to use the service, be sure to plan ahead.

**VIII. Course Outline and Assignment Schedule:** (subject to change with advance notice)

Day	Date	Read- <i>before</i> class	Work due at beginning of class	In Class
F	8/21			Syllabus Review
M 1	8/24	Ch. 2, “The Writing Process: An Overview” “Strategies for Writing Email,” (pp. 11-20, 215-17)		Pretest Preparation
W	8/26	Pretest Materials	Introduction Email	Pretest
F	8/28	Orwell, “Politics and the English Language” (Blackboard)		Discuss Article
M 2	8/31	Ch. 18, “Description: Presenting Impressions,” pp. 262-75		Intro Description Paper
W	9/2	Capote, “Out There,” pp. 285-87	Response—Answer the “Understanding Context” and “Evaluating Strategy” questions on p. 287.	Discuss Homework (bring hardcopy of homework to turn in)
F	9/4	Ch. 5, “Prewriting Strategies,” pp. 59-69		Brainstorm Description Paper
M 3	9/7	Labor Day		NO CLASS
W	9/9	Ch. 8, “Organizing Ideas,” pp. 92-111		Planning and Organizing
F	9/11		Description Outline	Conferences
M 4	9/14		Description Draft	Peer Editing
W	9/16	Ch. 3, “The Writing Context, or Genre,” pp. 21-36	<b>Description Paper</b>	Audience Analysis
F	9/18		Bring a magazine	Present and Discuss

			advertisement to class. Write a paragraph analyzing what it reveals about its audience.	Advertisements
M 5	9/21	Ch. 17, "Becoming a Critical Reader," pp. 251-60		
W	9/23	Essay (tbd)		In Class Writing Discuss Essay
F	9/25	Statement on Plagiarism (Blackboard)	<b>Summary of Essay</b>	Plagiarism Exercise
M 6	9/28	Quoting and MLA, pp. 771-79		How to Quote
W	9/30	Ch. 4, "Critical Thinking," pp. 45-57		Summary vs. Analysis Intro Analysis Paper
F	10/2	Essay (tbd)	<b>Rewrite Summary w/ Quotes</b>	Discuss Essay
M 7	10/5	Ch. 6, "Developing a Thesis," pp. 70-9		Review Thesis Statements
W	10/7		Thesis for Analysis Paper	Workshop Theses
F	10/9	Ch. 7, "Supporting a Thesis," 80-91		In Class Exercise (p. 88)
M 8	10/12			Midterm
W	10/14			NO CLASS
F	10/16	Midterm Break		NO CLASS
M 9	10/19	Review Ch. 8	Analysis Outline, Intro and Conclusion	Workshop Intros and Conclusions
W	10/21	Ch. 10, "Writing First Draft," pp. 124-39	Bring textbook to class	In class exercise (p. 135)
F	10/23		<b>Draft Analysis Paper</b>	Meet in Computer Lab Submit to Smartthinking
M 10	10/26		<b>Analysis Paper</b>	Intro to Entrepreneurship Proposal
W	10/28	Ch. 26, "Argument and Persuasion," pp. 633-51		Discuss Logos, Pathos and Ethos
F	10/30	Essay (tbd)	Homework: Analyze Essay	Discuss Homework
M	11/2	Business Letters and		Discuss Letter and

11		Proposals (Blackboard)		Proposal format
W	11/4		Proposal Homework	Workshop Proposal ideas
F	11/6	Ch. 11, "Revising and Rewriting," pp. 141-57	Revise paragraph homework (p. 152)	Discuss Homework
M 12	11/9	Ch. 12, "Editing and Proofreading," pp. 158-72		Editing Exercises (pp. 166, 168-69)
W	11/11	Veteran's Day		NO CLASS
F	11/13		<b>Draft Proposal</b>	Peer Edit Proposals
M 13	11/16		<b>Entrepreneurship Proposal</b>	Intro Job Unit
W	11/18	Ch. 15, "Business and Professional Writing," pp. 213-26		Resume Strategies
F	11/20			Cover Letter Strategies
M 14	11/23		<b>Rough Resume and Cover Letter</b>	Peer Edit Job Package
W	11/25	Mayleas, "How to Land the Job You Want"		Discuss Article
F	11/27	Thanksgiving Holiday		NO CLASS
M 15	11/30		<b>Resume and Cover Letter</b>	Review Posttest Materials
W	12/2			Posttest
F	12/4			Review and Exam Prep.
TB A				Final Exam

**IX. Teaching Strategies:** Lecture, Discussion, Group Activities, Demonstration, Conferences

**X. Bibliography.**