

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 110: Basic Composition
Fall, 2009

I. Locator Information:

Professor: G McConnell

Course: ENGL 110 Basic Composition

Office: Butler 124

Semester Hours of Credit: 3

Office Hours: 9:30—11 TR; 10—3 W

Day and Time: Section 11 12:30—1:45 TR

Office Phone: x1902

Total Class Contact Hours: 3 hours per week

E-mail address: gmccconnell@uncfsu.edu

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 110 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. Fayetteville State University recognizes the importance and the advantage of providing Learning Community pedagogy, and this course is especially designed for prospective healthcare professionals. As such, this Learning Community class will focus on issues of illness, medical care, and the effectiveness of drug policy in the United States.

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: Various texts, print and online, will be provided by the instructor.

V. Student Learning Outcomes:

Fayetteville State University Student Learning Outcomes:

Communication

Evaluate effectiveness of various forms of communication *Emphasize*

Create written and spoken communication: organization *Emphasize*

Create written and spoken communication: clarity *Emphasize*

Ethics and Civic Engagement

Develop and demonstrate personal system of ethics and morality

Reasoning: Critical Thinking

Evaluate reasonableness of arguments *Introduce*

Construct reasonable arguments *Introduce*

Inquiry Skills

Cite sources appropriately *Emphasize*

NCDPI, NCATE and Specialty Area Standards

This course will model the following NCDPI Standards:

Enhance understanding through various levels of comprehension (4.5)

Promote the appreciation of literature and an understanding of the various levels of comprehension (4.6)

Stress cultural literacy as well as functional literacy

Set a good example through effective writing practices (5.1)

Promote the various aspects of pre-writing (5.2)

Enable students to apply the major components of oral composition (6.3)

Demonstrate effective group discussion skills (6.5)

Develop the students' ability to listen for a purpose (literal, interpretive, critical, creative) (7.2)

Provide an understanding of visual communication through interpretation of images and visual symbols (8.1)

Provide opportunities for the development of taste and selectivity in viewing (8.3)

Provide an understanding of critical thinking through the visual process (8.5)

The course will meet the following NCDPI Core Standards:

1. Knowledge

INTASC #1

The professor understands the major concepts, assumptions, debates, the NCDPI Performance-based Licensure Program 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 who actively seek 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.

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.

NCDPI #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#4.112

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 and 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 1 B

The teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

NCTE #4.6

The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will incorporate technology and print and non-print media into instruction.

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 profession attitudes needed by English language arts teachers; as a result, the candidate will demonstrate a respect for the worth and contributions of all learners.

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 and university faculty in both English and education, and by middle and junior high and senior high school supervising teachers.

Technology

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Technologies for this course include Internet, e-mail, on-line course applications (such as the Criterion program and Smart Thinking program), Microsoft Word and MS Excel. The English Department Computer Lab is located in Butler 312 and will be used for draft-checking workshops and doing some on-line research workshops.

Dispositions

Dispositions will be addressed through readings, modeling, reflecting, and discussions. This course will enhance and strengthen the following dispositions:

Professional Competence

- 1) Appreciates and engages in self-reflection

- 2) Shows a commitment to ongoing learning
- 3) Desires to learn and apply new technologies
- 4) Is receptive to new ideas and feedback
- 5) Writes and speaks clearly and effectively

Professional Responsibilities

- 1) Attends class regularly and participates in the class
- 2) Completes assignments and tasks in a timely manner

Professional Dispositions and Qualities

- 1) Values and respects diversity and individual differences
- 2) Interacts appropriately and positively with others

Professional Integrity

- 1) Accepts and uses constructive criticism

Specifically, the course will pursue the following objectives: students will develop the ability to:

Discern salient and subtle formal distinctions;
Discern the effect of form upon content;

Apply literary terms to a literary discussion;
Understand a literary work as a cultural product;
Acquire cultural knowledge and use it as a means with which to compete in a literate society;
Become familiar with seminal texts as literary prototypes;
Express a verbal appreciation of literary texts;
Acquire basic information about the English language, including its history, influences, structures and variations;
Communicate understanding of literary texts;
Read literary texts with attention to gender and cultural diversity;
Demonstrate understanding in pedagogical form.

Students will demonstrate knowledge of the following, as recommended by the Department of Public Instruction as stated in “Guidelines and Competencies for Undergraduates in the English/Communication Skills Preparation Program”:

Basic information concerning the English language: its history, influences, structure, standards, and variations;
Effective strategies for teaching comprehension and critical analysis of all media (print and non-print);
British, American, and World Literature (including film and adolescent literature as well as literature for mature readers) with attention to gender and

cultural diversity;
Various modes of discourse (narration, exposition, description, and persuasion)
and their appropriate use in all areas of experience: personal, social,
educational, business, and vocational;
Elements of literature and how these elements affect interpretation;
Genres common to oral, written, and visual expression;
Characteristics and appropriate use of propaganda devices which affect
audience perceptions.

Students will develop their ability to do the following:

- Design and implement balanced communication skills programs/lessons which integrate reading, writing, speaking, listening, and viewing;
- Design and implement balanced communication skills programs/lessons which recognize that learning takes place in a social context involving cooperation and collaboration;
- Respond to and build upon prior experiences of students, honoring unique dialectical, linguistic, and cultural experiences;
- Develop higher-level thinking in students, e.g. analysis, synthesis, and evaluation, through activities involving critical and creative thinking;
- Develop instruction which brings together a variety of complete works of literature and a variety of other texts such as student writing, television, advertising, video, specialty magazines, film, and technical reports;
- Provide appropriate preparation for students to take standardized state and national tests;

- Evaluate and select appropriate instructional strategies, materials, and technologies.
- Complete a specific language arts course of study;
- Demonstrate a respect for the worth and contributions of all learners;
- Help students develop lifelong habits of critical thinking and judgment;
- Recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;
- Promote the arts and humanities in the daily lives of students;
- Show an understanding of language acquisition and development;
- Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- Recognize the impact of cultural, economic, political, and social environments upon language;
- Show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
- Show an understanding of the evolution of the English language and the historical influences on its various forms;
- Show the various purposes for which language is used;
- Use writing, speaking and observing as major forms of inquiry, reflection, and

expression;
Apply knowledge of language structure and conventions to creating and critiquing print and non-print texts;
Demonstrate how to respond to and interpret what is read in different ways;
Demonstrate how to discover and create meaning from texts;
Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts;
Demonstrate how written discourse can influence thought and action;
Show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:
 Promote works from a range of cultures;
 Promote works from a range of genres.

VI. Course Requirements and Evaluation Criteria

Students will present papers typed and double-spaced, and the papers will adhere consistently to the conventions of Standard Written English (SWE). Students will also demonstrate a clear understanding and application of argumentative and research methods with the appropriate use of format and citations.

The class will use the departmental computer lab in Butler 312 for revising of first draft, using the Criterion resource, and also for on-line research.

Common Rubric for English 110:

In an **excellent** paper, a student

- Includes and analyzes source material to forward a specific and original purpose;
 demonstrates evaluation of source material, pointing out strengths and weakness
- Selects direct quotations that are almost always suited to purpose
- Uses a signal phrase well and incorporates quotation into grammatical structure of the overall sentence
- Accurately paraphrases source material in student's own language
- Accurately cites in-text citations and works cited according to details of MLA style
- Demonstrates revulsion for organization, clarity, and proofreading for conventions of Standard American written English in final draft

In a **good** paper, a student

- Includes and analyzes source material to forward a purpose;
 demonstrates evaluation of source material
- Selects direct quotations that are often suited to purpose
- Usually uses a signal phrase well and incorporates quotation into grammatical structure of the overall sentence
- Paraphrases source material accurately but may be too close to original sentence structure
- Usually accurately cites in-text and works cited according to details of MLA style
- Demonstrates evidence of the writing process in final draft

In an **acceptable** paper, a student

- Includes and analyzes source material that does not necessarily forward purpose, and repeats source material without evaluation
- Selects direct quotations sometimes suited to purpose or sometimes uses quotations to the exclusion of original writing
- Sometimes uses a signal phrase well and incorporates quotation into grammatical Structure of the overall sentence
- Paraphrases misinterpret or misrepresent source material
- Cites in-text or works cited not conforming to MLA style
- Demonstrates evidence of the writing process in final draft

In an **unacceptable** paper, a student

- Rarely includes or analyzes source material that forwards a purpose
- Rarely selects direct quotations that suit purpose or uses quotations to the exclusion of original writing
- Rarely includes signal phrases or rarely incorporates quotations grammatically
- Inaccurately or incorrectly cites in-text or works cited according to MLA style
- Does not show evidence of the writing process

The “A” paper demonstrates strengths in critical thought,, rhetorical development, and rhetorical grammar. It also demonstrates fulfillment of the criteria for the writing assignment. It is insightful, engaging, and informative. It is free of grammatical, careless, idiosyncratic or dialectical items. It displays a strong command of Standard American English (SAE), and it demonstrates extensive analysis of the subject matter through research and reflective thought.

The “B” paper demonstrates some strengths of the “A” paper but displays a few key weaknesses. It shows some critical thought and some area of development, but it lacks substantial support for the claims. It may have grammatical or careless errors. It fulfills some of the criteria for the writing assignment, but it is a bit lacking in other areas.

The “C” paper demonstrates strengths in few areas and has more weaknesses than strengths. It lacks in areas of critical thought, rhetorical grammar, and fulfillment of the criteria for the writing assignment.

The “D” paper needs much improvement. It is deficient in areas of critical thought, rhetorical development, and rhetorical grammar. It is especially lacking in fulfillment of the criteria for the writing assignment and displays poor usage of Standard American English (SAE). It shows significant weaknesses in development of the paper.

The “F” paper lacks significant thought and has deficiencies in such things as critical thought, rhetorical development, and rhetorical grammar. It does not appropriately fulfill the writing assignment. It has too many grammatical and careless errors, and it lacks insight. It is poorly prepared and does not fulfill the criteria for the writing assignment.

English 110 Basic Composition
Health Professionals Learning Community
Office: 124 Butler
Fall, 2009

Professor: G McConnell
(gmccconnell@uncfsu.edu)
Hours: 9:30—11 TR; 10—3 W

- August 20 Course Introduction and Policy
- 25 Aims of Personal and Professional Writing
- 27 ***In-class writing assignment***: ten points
- September 1 Preliminary discussion of Paper #1: Illness
- 3 In-class rough draft
- 8 Review of rough drafts
- 10 ***Paper due: Narrative of Personal Experience***
- 15 Stylistics
- 17 Preliminary discussion of Paper #2 : Description
- 22 In-class rough draft
- 24 Review of rough drafts
- 29 ***Paper due: Personal Description***
- October 1 Website Visit: Focus on Medical and Health Issues
- 6 In-class rough draft
- 8 Review of rough drafts
- 13 ***Paper Due: The Medical Profession***
- 15 Fall break
- 20 Stylistics
- 22 Website Visit: The APA Style Sheet (on-line)
- 27 Review of Rough Drafts
- 29 ***Paper Due: Learning Community Assignment (APA Citations)***
- 30 ***Last Day to Drop a Course***
- November 3 Discussion of Drug Policy
- 5 Screening of Documentary Film: *The Opiates* (History Channel)
- 10 Writing the Film Review
- 12 Website Visit: The APA Style Sheet (on-line)
- 17 Review of Rough Drafts
- 19 ***Paper Due: Film Review (APA Citation)***

- 24 Stylistics
- 26 Thanksgiving

December 1 ***Paper Due: In-class Essay***
 3 Final Course Evaluations

Five papers: 70%
 Ten paragraphs (in class): 20%
 End of semester essay (in class): 10%

Paper #1: Personal Narrative	(10%)	September 10
#2: Personal Description	(15%)	September 29
#3: The Medical Profession	(15%)	October 13
#4: Learning Community Common Assignment	(15%)	October 30
#5: Film Review	(15%)	November 19
#6: In-class Essay	(10%)	December 1

Papers will be typed, double-spaced, about 600 words. Papers may be handed in no more than one class day late (for a 10% penalty). Students should email only papers that otherwise would be late so their timely reception may be noted, but the professor will not print them. Printed versions of these emailed papers must be handed in the next class the student attends.

The schedule offers in-class paragraph writing as drafting for papers, the ten best counting. Missed paragraphs (2% each) cannot be made up. Students can expect to turn in about 4,500 words of graded work over the semester.

Late arrivals to or early departures from class count one-half an absence. In addition, each absence after the third costs one point from the course total. Students who will be unable to maintain faithful class attendance should drop the course.

Students who have a disability should contact the Office of Personal Development.

Some Approaches to a Third-Person Critique of Creative Writing

- 1) Assume the work is relatively successful or worth reading: the critique shows why.
- 2) Introduce the essay by title and author and context (the name of the award).
- 3) Give a summary of the focus or the point of the essay.
- 4) Describe the tone of the essay: Humorous? Sad? Sentimental?
Does the essay describe a comedy? A tragedy? Something in between?
- 5) Describe the style of the essay: Is it scientific? Conversational? Colloquial?
Does the author use dialogue? Does the author observe or violate the conventions of academic or professional English?
- 6) Who might be an appropriate audience for the essay? Does it speak to a universal audience or a more limited group? In what way does it do this?
Content? Style?
- 7) Are there any weaknesses in the essay? Any elements that make the essay less effective or less believable?
- 8) What else can be said to critique the essay as one worth reading?