

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
ENGL 110-16/18 English Composition I
Fall 2009

I. Locator Information:

Instructor: Dr. Alison Van Nyhuis	Office Location: Modular Unit 112
Course # and Name: ENGL 110 English Composition I	Office Hours: WF 9:00-11:00 am and 11:30 am-1:30 pm
Semester Credit Hours: 3.000	Office Phone: (910) 672-2506
Day and Time Section 16 Meets: TR 12:30-1:45 pm	Section 16 Location: SBE 213
Day and Time Section 18 Meets: TR 3:45-5:00 pm	Section 18 Location: Taylor Science 103
Total Contact Hours per Section: 45.000	
Email address: avannyhu@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: ENGL 110 (3-3-0) English Composition I: A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing. When taken for 4 credits two lab hours are included.

Your section of English Composition I is part of a learning community entitled Stories of the Modern World. The Stories of the Modern World I learning community consists of the following courses and sections:

- English Composition I, Section 16, TR, 12:30-1:45 p.m., Dr. Van Nyhuis
- Freshman Seminar I, Section 07, MW, 2:00-2:50 p.m., Ms. Muhammad
- World History Since 1600, Section 01, MWF, 12:00-12:50 p.m., Dr. Kadel

The Stories of the Modern World II learning community consists of the following courses and sections:

- English Composition I, Section 18, TR, 3:45-5:00 p.m., Dr. Van Nyhuis
- Freshman Seminar I, Section 13, MW, 9:00-9:50 a.m., Ms. Muhammad
- World History Since 1600, Section 01, MWF, 12:00-12:50 p.m., Dr. Kadel

To participate in the learning community, students must be enrolled in ALL of the sections of Stories of the Modern World I or II. 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.

The past 400 years have seen empires rise and fall. Wars of hitherto unimaginable scales waged and the globe explored and transformed. This learning community will bring the past alive through readings in history and literature that together tell the larger story of our shared past.

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. Required Textbooks: 1) Davis, Paul, Gary Harrison, David M. Johnson, Patricia Clark Smith, and John F. Crawford, eds. *The Bedford Anthology of World Literature, Compact Edition: The Modern World (1650-Present)*. Bedford /St. Martin's, 2009. 2) Hacker, Diana, ed. *The Bedford Handbook*. Boston: Bedford /St. Martin's 2009.

V. Student Learning Outcomes: Upon completion of this course, students 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 MLA citation style
- 5) Demonstrate proof of the writing process, including prewriting; organizing; drafting; revising; editing; and proofreading

VI. Course Requirements and Evaluation Criteria:

a. Grading Scale:

A / 1,000-915 points total / 92-100 %

B / 825-914 points total / 83-91 %

C / 725-824 points total / 73-82 %

D / 635-724 points total / 64-72 %

F / 634 points or less / 63% and Below

- b. **Attendance Requirements:** You may miss two classes without negatively affecting your participation grade: each set of three unexcused absences will lower your participation grade by a full letter grade. Tardiness also affects your participation grade. Arriving late or leaving early three times constitutes one unexcused absence. For attendance credit, sign the attendance sheet at the beginning of each class period. Sign a “T” next to your name if you arrive late or leave early.

c. Graded Assignments and Value of Assignments:

- 1) **Collaborative Oral Presentation (8-10 minutes / 150 points possible / 15%):** At the beginning of the semester, you will select group members and a topic for the oral presentation. Each oral presentation should summarize and paraphrase a selected part of *The Bedford Handbook*. Include visual illustrations and a relevant activity that links the *Bedford Handbook* information to assigned reading in *The Bedford Anthology of World Literature*. Every group member will receive the same grade for this project—unless group members provide evidence of unequal contributions *before* the presentation day.
- 2) **Position Paper (2-3 pages / 100 points possible / 10%):** Analyze one of the literary texts assigned before the position paper due date. Quote at least one primary source in your position paper, and list your source on a works cited page.
- 3) **Midterm Exam (Take-Home Writing and In-Class Exam/ 250 points possible / 25%):** Your midterm examination consists of two parts. In part one, you will apply lessons from part one through five of *The Bedford Handbook* to *The Bedford Anthology of World Literature* reading assigned before the midterm exam. You will receive writing prompts before the exam period, and you will turn in your take-home writing at the beginning of the exam period. You will complete part two during the exam period. Part two will examine your knowledge of part one through five of *The Bedford Handbook* and *The Bedford Anthology of World Literature* reading assigned before the midterm exam. We will review for the examination in class.
- 4) **Integrative Assignment (3-4 pages / 150 points possible / 15%):** For the integrative assignment, you should visit the 31st Annual International Folk Festival in downtown Fayetteville on September 25, 26, or 27, 2009. Then write a report on how to integrate assigned world literature and world history reading into an event at the 32nd Annual International Folk Festival. Quote at least one world history source and one world literature source in your report, and list your sources on a works cited page.
- 5) **Final Exam (Take-Home Writing and In-Class Exam / 250 points possible / 25%):** Your final examination consists of two parts. In part one, you will apply lessons from part seven through ten of *The Bedford Handbook* to *The Bedford Anthology of World Literature* reading assigned after the midterm exam. You will receive writing prompts before the exam period, and you will turn in your take-home writing at the beginning of the exam period. You will complete part two during the exam period. Part two will examine your knowledge of part seven through ten of *The Bedford Handbook* and *The Bedford Anthology of World Literature* reading assigned after the midterm exam. We will review for the final exam in class.
- 6) **Participation (includes performance in discussions, in-class work, writing workshops, conferences, and composition tests / 100 points possible / 10%):** In order to achieve the maximum number of participation points, you should always do the following: do the assigned reading before class; annotate the assigned reading in preparation for class discussions; bring the required textbooks to each class meeting; actively participate in class activities and discussions, making at least one informed response or asking at least one relevant question per class period; encourage other students to participate in class; focus on the course material during the entire class period. You will receive fewer participation points if you generally, but do not always, prepare for class discussions and actively participate in class. You will receive an average participation grade if you rarely volunteer your opinions and/or ask informed questions. You will receive a below average participation grade if you only speak if called on. You will receive a failing participation

grade if you generally come to class unprepared and generally respond “I don’t know” when asked a question in class.

- d. **Policy on Missed or Late Assignments:** Assignments are due in class on the dates listed on the syllabus. Missed or late assignments will drop *at least one letter grade per class meeting period*--unless you turn in your missed or late assignment during the next class meeting period with documentation of an excused absence.
- e. **Text Requirements:**
- Type all major writing assignments according to *MLA format*: type on 8 1/2” x 11” paper, double-space the text, write in Times New Roman (font 12), use 1” margins on all sides, and include a header at the top of each page (with your last name and page number). See *The Bedford Handbook* for additional MLA information.
 - Bring one completed, polished, printed copy of your writing assignment to each writing workshop.
 - Bring pre-writing, drafts, and a list of at least three written questions to each writing conference.
 - A essays illuminate complexities of language as well as theme, B essays are well organized, well developed, relatively error-free essays that need more complex development and/or clearer focus, and lower grades mean greater problems with development, organization, and grammar.
- f. **Academic Integrity**
- Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty may range from a lower or failing assignment or course grade to suspension or expulsion from the university, as explained in the Code of Student Conduct.

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

VII. Academic Support Resources: For course materials, including our syllabus, your grades, and Smarthinking access, see Blackboard at <http://www.blackboard.uncfsu.edu>. For writing center assistance, contact Ms. Felicia R. Crittenden: (910) 672-2455; fcritten@uncfsu.edu; Helen T. Chick 218. Please feel free to call or see me during my office hours, especially when you have questions about the class, an assignment, or a letter of recommendation. Of course, you always can use your FSU email account to contact me at avannyhu@uncfsu.edu.

VIII. Course Outline and Assignment Schedule:

Week 1: “An Entire World of Literature” (Davis et al. v)

8/20 R: Syllabus Review, Course Introduction, and Composition Pre -Test Preparation

Week 2: “Global Contact, Conflict, and Exchange” (7)

8/25 T: Syllabus Quiz and Composition Pre -Test

8/27 R: Reading Assignment: Cruz, 195-205

Week 3: “Intellectual and Social Change” (11)

9/1 T: Reading Assignment: Molière, 51-61

Presentation: “The Writing Process,” Handbook Part I

9/3 R: Reading Assignment: Molière, 61-71

Week 4: “East-West Relations” (29)

9/8 T: Reading Assignment: Pu Song Ling, 116-121

Presentation: “Document Design,” Handbook Part II

9/10 R: Reading Assignment: Basho, 131-141

Week 5: “Enlightenment” (366)

9/15 T: Writing Workshop and Conferences

Presentation: “Clear Sentences,” Handbook Part III

9/17 R: **Position Paper Due.** Reading Assignment: Descarte, 376-380

Week 6: “Enlightenment through Romanticism” (15)

9/22 T: Reading Assignment: Goethe, 560-570

Presentation: “Word Choice,” Handbook Part IV

9/24 R: Reading Assignment: Goethe, 570-580

Week 7: “World War I and Its Aftermath” (881)

- 9/29 T: Reading Assignment: Kafka, 1391-1401
 Presentation: “Grammatical Sentences,” Handbook Part V
 10/1 R: Reading Assignment: Kafka, 1401-1412

Week 8: Exam Review

- 10/6 T: Exam Review
 10/8 R: Writing Workshop and Conferences

Week 9: Midterm Exam

- 10/13 T: **Midterm Exam**
 10/15 R: Midterm Break

Week 10: “Modernism” (883)

- 10/20 T: Reading Assignment: Eliot, 1458-1465
 Presentation: “Punctuation,” Handbook Part VII
 10/22 R: Reading Assignment: Eliot, 1465-1472
 10/25-27: International Folk Festival (http://www.theartscouncil.com/International_Folk_Festival.html)

Week 11: “Modernist Literature” (887)

- 10/27 T: Reading Assignment: Woolf, 1371-1381
 Presentation: “Mechanics,” Handbook Part VIII
 10/29 R: Reading Assignment: Woolf, 1381-1385

Week 12: “World War II and Beyond” (888)

- 11/3 T: **Integrative Assignment Due.** Reading Assignment: Senghor to Brooks, 1711-1721
 Presentation: “Critical Thinking,” Handbook Part IX
 11/5 R: Library Demonstration

Week 13: “Postcolonialism” (892)

- 11/10 T: Reading Assignment: Walcott, 1736-1745
 Presentation: “Researched Writing,” Handbook Part X
 11/12 R: Reading Assignment: Neruda, 1548-1556

Week 14: “Postmodernism” (893)

- 11/17 T: Reading Assignment: Danticat, 1781-1792
 11/19 W: Composition Post-Test and Final Exam Preparation

Week 15: Composition Post-Test

- 11/24 T: Composition Post-Test
 11/26 R: Thanksgiving Break

Week 16: Final Exam Review

- 12/1 T: Final Exam Review
 12/3 R: Writing Workshop and Conferences

Week 17: Final Exam

- TBA **Final Exam**

IX. Teaching Strategies: Students will increase their knowledge of the major authors, historical periods, and themes of modern world literature through reading, analyzing, and discussing world literature, from the seventeenth century to the present. A collaborative oral report will give students the opportunity to communicate findings and expertise with peers. An integrative assignment will familiarize students with texts’ literary and historical contexts. Writing workshops and one-on-one conferences will enhance students’ ability to write, assess, and revise essays on world literature. A library demonstration and library research will increase students’ ability to integrate scholarly sources into essays.

Enjoy the Course!