

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 120.13: Freshman Composition 2
Fall 2009

I. Locator Information:

Instructor: Dr. Jeff Sychterz

Course # and Name: English 120.13

Semester Credit Hours: 3

Day and Time Class Meets: MWF 11-11:50

Total Contact Hours for Class: 2.5

Email address: 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) 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: Eng 120 continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources.

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: Williams, Joseph and Gregory Colomb. The Craft of Argument. 3rd Ed. New York: Pearson/Longman, 2007.

V. Student Learning Goals: By the end of this course, you should be able to:

1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, preferably APA

4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; 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:

1. Papers: (You must turn in both papers to pass the class)

a. Paper 1: Argument Response (2-4 pages). **Due Monday, September 28th.**

b. Research Paper: (8 pages). **Due Friday, December 4th.**

This paper will be supported by five shorter assignments:

1. a one page proposal due Monday, October 5th;
2. an annotated bibliography due Friday, October 23rd;
3. an outline due Monday, November 2nd;
4. a rough draft due Monday, November 13th.

- All papers will be submitted to turnitin.com through 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, quizzes, in-class writing, and short responses. I will pass out more complete instructions for formal papers well in advance of due dates.

2. Participation: In addition to teaching you how to write arguments, this class aims to have you develop the skills necessary to be a discerning reader of other people’s arguments—a critical skill for any college graduate. You cannot develop these skills by passively absorbing analysis 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 (includes quizzes and in-class-writing):	10%
Homework (includes outlines, responses and critiques)	15%
Paper 1	15%
Final Exam	10%
Research Assignment (total of assignments below):	50%
Proposal:	5%
Annotated Bibliography:	5%
Outline	5%
First Draft	10%
Research Paper	25%

You must turn in Paper 1 and the Research Paper to pass the class

E. 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 any 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.

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)

Key: BB=Blackboard; CA=*The Craft of Argument*

Day	Date	Reading--Do <i>before</i> class	Assignment due at beginning of class	In Class
F	8/21			Syllabus Review
M	8/24	Syllabus		Composition II Pretest
W	8/26	Orwell, "Politics and the English Language" (BB)		In Class Writing Discuss Responses
F	8/28	Hunt, "In Praise of Plagiarism" (BB)		How to Avoid Plagiarism Exercise and Discussion
M	8/31	"Plunderphonics" (BB)		Paraphrasing Exercise
W	9/2		Response Part I	Share and Discuss Responses
F	9/4	"How to Quote" Handout (BB)		Quoting Exercise
M	9/7	Labor Day		NO CLASS
W	9/9	Ch. 2 Argument as Civil Conversation (CA)	Response Part II	Movie Argument Analysis
F	9/11	Essay (tbd)	Argument Critique	Discuss and critique essay
M	9/14	Ch. 3 Motivating Your Argument (CA)		Fractured Fairytales
W	9/16	Essay (tbd)	Introduction Analysis	Share and Discuss Assignment
F	9/18	Ch. 4 Finding and Stating a Claim (CA)	Paper #1 introductions	Peer Edit Introductions
M	9/21	Ch. 5 Reasons and Evidence (CA)		Planning and Outlining
W	9/23	Ch. 7 Your Reader's Role in Argument (CA)		Discuss Acknowledgements and Responses
F	9/25		Paper #1 Outline	Conferences in Office
M	9/28		Paper #1	Introduce Research Unit

W	9/30	Ch. 9 The Forms of Reasoning; AND Appendix 2 Logical Fallacies (CA)		
F	10/2	Essay (tbd)	Argument Analysis	Critique and Discuss Essay
M	10/5		Research Proposal	Intro to Library Resources; meet in library
W	10/7	Ch. 6 Reporting Evidence (CA)		Conducting Online Research; meet in Computer Lab
F	10/9		Web Searching and Evaluation Assignment	Share and Discuss Assignment
M	10/12	Research Day in Library		NO CLASS
W	10/14	Research Day in Library		NO CLASS
F	10/16	Midterm Break		NO CLASS
M	10/19	APA Format Handout	Database Searching Assignment	Review APA Format
W	10/21			APA Format cont.
F	10/23		Annotated Biblio.	Conferences in Office
M	10/26	Chap. 12 Clear Language (CA)		Car Letter Exercise
W	10/28	“Concision” handout (BB)		Concision Quiz and Workshop
F	10/30		Concision Homework	Review Concision Homework
M	11/2		Research Outline	Conferences
W	11/4	“Clarity” handout (BB)		Clarity Quiz and Workshop
F	11/6		Clarity Homework	Review Clarity Homework
M	11/9	“Cohesion” handout (BB)		Cohesion Quiz and Workshop
W	11/11	Veteran’s Day		NO CLASS
F	11/13		First Draft Research Paper	Review and Catch Up
M	11/16		Cohesion Homework	Review Cohesion Homework

W	11/18	Essay (tbd)		Discuss Essay
F	11/20		Research Paper Title, Introduction and Conclusion	Conferences
M	11/23	Essay (tbd)		Discuss Essay
W	11/25			Research Paper Feedback
F	11/27	Thanksgiving Holiday		NO CLASS
M	11/30		Second Draft Research Paper	Peer Editing Research Paper
W	12/2		Draft of Research Paper	Peer Editing Research Paper
F	12/4		Research Paper	Exam Review
TBA				Final Exam and Posttest

IX. Teaching Strategies: Lecture, Discussion, Group Activities, Demonstration, Tutoring, Workshop.