

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

I. Locator Information:

Instructor: Michele McIver-Bell

Course #/Name: English 108/Grammar and Usage

Semester Credit Hours: 4

Day and Time Class Meets: MW 2-3:50, F 2-2:50

Total Contact Hours for Class: 45

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Office Location: HTC 215

Office hours: TR 9-12, 3:30-4:00

Office Phone: 910-672-2142

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 108 (3-3-0) English Grammar and Usage: This course is designed to provide students with awareness of and expertise in using the varieties and grammatical structures of present-day English, including standard varieties and actual varieties, with emphasis on written English. Placement in this course is based on profile scores. This course may serve as a University College restricted elective.

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: Yagelski, Robert P., *The Thomson Reader: Conversations in Context* Boston, Thomson Wadsworth 2007.

V. Student Learning Outcomes –

Upon completion of this course, students will be able to:

- 1 Express confidence as writers and readers within a college environment.
- 2 Consciously engage in the stages of the writing process, including
 - .01 Engaging in a process for generating ideas and getting started.
 - .02 Organizing writing so that it has a clear beginning, middle, and end.
 - .03 Separating ideas into paragraphs that are developed with relevant details.
 - .04 Participating in a writing community that involves providing feedback for and accepting feedback from a variety of readers.

- .05 Revising writing based upon reader reaction and new thoughts and ideas.
- .06 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.

- 3 Be aware of appropriate format for purpose (i.e. size and type of font, margins, titles, and other conventions as necessary).
- 4 Read published and peer texts actively and critically.
- 5 Think critically about topics of written and spoken language, culture, and power, including Standard Written American English and African American Vernacular English, especially as it relates to the student's own life in practical ways.

V. Competencies

DPI

- 2.9 A variety of instructional uses of the available communication technologies, e.g. word processing, database, e-mail, and various audio-visual materials
- 2.11 Strategies for coaching all stages of the composing processes
- 2.14 Principles of cooperative learning and strategies for implementing those principles

NCATE

- 2.1 Demonstrate a respect for the worth and contributions of all learners
- 2.2 Use the English language arts to help students become familiar with their own and others' cultures
- 3.1.3 Recognize the impact of cultural, economic, political and social environments upon language
- 3.2.1 Demonstrate the influence of language and visual images on thinking and composing
- 3.2.3 Use of the processes of composing to create various forms of oral, visual, and written literacy
- 3.4.3 Demonstrate how written discourse can influence thought and action
- 3.5.1.1 Works from a range of cultures
- 3.5.1.3 Works by female authors
- 3.5.1.4 Works by authors of color
- 3.6.1 Recognize the influence of media on culture and on people's actions and communication
- 3.6.2 Construct meaning from media and non-print texts
- 3.6.3 Display and understanding of the role of technology in communication

VI. Course Requirements and Evaluation Criteria:

Short writings, daily work, drafts, and quizzes: All the work you do in class, including drafts, in-class activities, and quizzes together count as 20% of your final grade.

Writing Center: You must utilize SmarThinking and the Writing Center, receiving tutor response at least once for each essay and once for your portfolio cover sheet after you have received a response from SmarThinking. Six SmarThinking responses and evidence of six Writing Center tutorial sessions will count as 20% of your final grade.

Portfolio: All your work for the term will be gathered into a portfolio that will show your progress over the semester. The portfolio will be assessed based on inclusion of required elements (Literature Circles Worksheets, essays, drafts of essays, cover letter) as well as specific papers that you choose to be graded. The portfolio will count as 30% of your final grade.

Conferences: Attendance at and active participation in five scheduled conferences with the instructor will comprise 20% of your final grade.

Final Exam: The final exam will count as 10% of your final grade.

B. We will use the following grading scale:

92-100 A 83-91 B 73-82 C 72-64 D 63 and under F

VI. Course Requirements

Attendance and tardiness: Attending class is the single most important habit you can get into as a university student, and that holds true for this class as well. If you miss 2 classes without talking to me, I may submit an interim grade of EA for you. Three instances of tardiness (coming in after I take roll) will count as one absence. 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 documentation within 2 class periods of your return. In this event, your absence may be excused. If you accumulate more than six (6) unexcused absences, you will receive a grade of F for English 108.

Policy on Late Work: Work will not be accepted late and may not be made up unless the result of an excused absence.

Cell phones: Cell phones, pagers, iPods, and other electronic devices must be turned off and *stowed out of sight* for the duration of class time. If there is some sort of emergency that requires you to be accessible during class, let me know ahead of time, set your phone to silent, and excuse yourself quietly if it should ring.

Academic Dishonesty: According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she *attempts* to cheat or plagiarize, *cheats* (receiving unauthorized aid or assistance on any form of academic work), *plagiarizes* (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one's own original work), *falsifies* (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or *aids and abets* others to cheat or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.

Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Instructor reserves the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VII. Academic Support Resources –Use of SmarThinking and University College Learning Center are mandatory. Students must utilize SmarThinking and the Writing Center, receiving tutor response at least once for each essay and once for your portfolio cover sheet after you have received a response from SmarThinking.

VIII. Teaching Strategies

Teaching strategies which support current research regarding multiple intelligences, brain research, cooperative learning, and the role of student involvement in the learning process will be used. To supplement traditional lectures, the instructor will engage students in collaborative exercises that will occur in class and may continue as homework assignments. Students will engage in email exchanges with classmates and with the instructor. Students should expect to spend an average of 5-7 hours locating and reading materials online and preparing for class discussions.

Teaching Strategies

- Active Learning
- Collaborative Learning
- Demonstration
- Discussion
- Oral Presentation
- Inquiry Methods

IX. 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.

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.

X. Course Outline and Assignment Schedule

	English 108 Lesson Topics
Week 1 8/20-21	Diagnostic Grammar Pretest, Writing Center expectations, Literature Circles, “The Glass Castle,” Diagnostic Essay due 8/26
Week 2 8/24-28	Double Negatives, Reading Club Assignment- <i>Dreams from My Father</i> “Fat and Politics: Suing Fast Food Companies” (608-612) Essay 1 due 8/29
Week 3 8/31-9/4	108 Conference 1 “Should I Have Asked John to Cool It?” (278-286) Fragments, Run-ons
Week 4 9/8-11	Thesis, Topic Sentences, Paragraph Development Subject-Verb Agreement, “Being Country”(77-81)
Week 5 9/14-18	Commas, Plurals and Possessives “Sex, Lies and Conversation,” (306-311) Presentation Update Essay 2 due 9/21
Week 6 9/21-25	108 Conference 2 “Mother Tongue”
Week 7 9/28-10/2	Modifiers, Its/It’s, Two/Too “The First Seven Years”
Week 8 10/5-9	Pronouns, Parallel Structure, Word Choice “No Name Woman”(83-92)
Week 9 10/12-14	“Why I Want a Wife” (274-277) “From Silence to Struggle” (343-355) Essay 3 due 10/19
10/15-16	Fall Break
Week 10 10/19-23	108 Conference 3 Presentation Update “The Wife of His Youth”
Week 11 10/26-30	“No Name Woman” (83-92)
Week 12 11/2-6	“Trifles”
Week 13 11/9-13	“Salvation” (210-213) Essay 4 due 11/16
Week 14 11/16-20	108 Conference 4 Presentation Update Portfolio Self-Evaluation
Week 15 11/23-25	Reading Club Presentations
Week 16 11/30-12/4	Portfolio Presentations
12/7-11	Conference 5 Final Exam Monday December 7 2:00-3:50