

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

I. Locator Information:

Instructor: Joyce Russell, Ph.D.
Course # and Name: English 110-06 Office Location: Bu 132
Semester Credit Hours: 3 Office hours: MWF 9:00-9:50; MW 12:00-1:00; 2:00; F 11:00-1:00
Day and Time Class Meets: MWF 10:00 Office Phone: 910-672-1589
Total Contact Hours for Class: 5x week
Email address: JRussell@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: This 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.

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. Texts: A Gathering of Old Men by Ernest J. Gaines

Thirteen Filmic Texts – linked with Introduction to Psychology

Ideas Across Time by Igor Webb

V. NCATE/NCDPI STANDARDS

NCDPI Secondary English/Communication Skills Guidelines and Competencies (1994; revised, 2000)
http://www.ncpublicschools.org/teacher_education/ProgGuidelines_Competen1.pdf
(pp. 60-64)

(Introductory paragraph not included herein.)

Enhance understanding through various levels of comprehension. (4.5)

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)

Apply the principles of editing to a draft to prepare it for revision (5.4)

Aid student self-evaluation to determine strengths and weaknesses (5.5)

Develop techniques for engaging the entire class in cooperative writing experiences (5.6)

Demonstrate effective group discussion skills (6.5)

Demonstrate familiarity with a wide variety of film types such as features, documentaries, and animated non-printed media (8.2)

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

At the end of this course, the facilitator of learning will demonstrate the following competencies, here organized around the FSU SOE Conceptual Framework:

A. General Areas

1. Knowledge

Demonstrate an understanding of the subject matter, how it relates to other disciplines, and to their lives.

Demonstrate in-depth knowledge of the content that they plan to teach.

2. Assessment

Use a variety of formal and informal assessments aimed at meeting program goals and positive student learning.

3. Reflection

Reflect on and evaluate teaching and learning.

4. Technology

Integrate technology with instruction to improve student learning and achievement.

Apply new technologies to teaching, learning and research.

5. Diversity

Understand the differences that exist among people and their cultures and the ways in which these differences affect individuals' views of the world, their values, and their interpretations of events in their lives.

6. Collaboration

Collaborate with colleagues, parents, local schools, agencies and the community to support learning and achievement for all students.

B. Specific Competencies Related to SOE Framework Categories

1. Knowledge

INTASC #1

The teacher understands the major concepts, assumptions, debates, *NCDPI #1 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 and who actively seeks 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.

NCDPI Performance-based Licensure Program*

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.

 NCCPI #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 #4.12
 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 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 I B
 The teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
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 professional attitudes needed by English language arts teachers; as a result, the candidate will demonstrate a respect for the worth and contributions of all learners.
6. Collaboration
 INTASC #10.12, NCDPI #10
 The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

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

VI. Student Learning Outcomes –

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

- understand the relationship between reading and writing
- see their papers as a combination of grammar, style, diction, and critical and analytical thinking

- compose their papers on the computer
- see the computer as a research tool

VII. **Course Requirements and Evaluation Criteria** - This section should indicate how the student's final grade for the course will be calculated. It must include each of the following:

- a. Grading Scale – Consistent with the university catalog.
- b. Attendance Requirements –Consistent with the university catalog
- c. Graded Assignments --tests, papers, quizzes, reports, group or individual projects
The graded assignments will be based on the assigned readings from the textbook and any other supplemental assignments. Major assignments include:
 - a writing portfolio
 - Final Examination
 - three (3) essays
 - three (3) presentations based on the short essays

The short essays will constitute 50% of your final grade; the long essay, 25%; and the final exam, 25%. Although the oral reports and the portfolio carry no specific numerical value, they, nevertheless, are required. If you fail to present the oral reports, or if you fail to maintain a portfolio, your final grade will be adversely affected.

- d. Policy on Missed or Late Assignments - If you do not hand in an assignment on the day that is due, I will not accept the assignment unless it is accompanied by one of the following:
 - a statement from a health care provider
 - a statement from an officer of the court
 - an obituary* Any paper that is more than one week late will not be accepted under any circumstances.

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

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. (Faculty members reserve 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.

VIII. Academic Support Resources – Writing Center, two mandatory office visits

Overview for English 110, Section 06; Learning Community on Racism and Sexism

In your learning community you will be working with two other classes: Psychology and University Studies. In your Psychology class you screen thirteen films; here, in your English 110 class you will write essays about the films; and in your University Studies class you will concentrate on reading comprehension. Reading comprehension will be important when your learning community explores the racism and racial tensions of Ernest J. Gaines' A Gathering of Old Men, the novel on which one of your "filmic" texts is based.

IX. Course Outline and Assignment Schedule:

- Week 1 Introduction to course
- Week 2 The Original Declaration of Independence, Jefferson (p. 354)
The Prince, Machiavelli (p. 339)
- Week 3 "Woman as Other," Beauvoir (p. 481)
"Feminism: A Movement to End Sexist Oppression," Hooks (p. 528)
"The Problem That Has No Name," Friedan

DUE: Essay # 1: Discuss the presence of racism or sexism in three of the above works. (Oral Report)

- Week 4 Incidents in the Life of a Slave Girl, Jacobs (p. 464)
The Social Contract, Locke (p. 348)
- Week 5 Discuss the elements of fiction. Focus specifically on character and plot. Relate the elements of fiction to the films you have screened (and to Gaines' text).
- Five Short Writing Assignments on the films.

Week 6 Chancellor's Reading Club Selection

DUE: Essay # 2: Discuss the concern of racism and sexism in Obama's or Gaines' text. (Oral Report)

Week 7 Conferences
If you have not finished A Gathering of Old Men, you should finish this week.

Week 8 The Republic, Plato (p. 565)
Poetics, Aristotle (p. 579)

Week 9 Review MLA manuscript style

DUE: Essay # 3: You must choose your own topic. Your topic must be approved by your instructor and must concern racism or sexism.

Week 10 Go to this link:
http://www.pbs.org/blackpress/modern_journalist/staples.html
"Black Men and Public Space," Brent Staples (Handout)

Reader's Roundtable: Questions on Staples, Black Men, and racial identity.

Week 11 Writer's Workshop on draft of Final Paper (Mon. and Wed.)
Outlines due Friday

Week 12 and 13 Discussion of A Gathering of Old Men
First Draft of long essay due.

Week 14 Finals week. Your paper is due on the day of your final exam.

Friday Assignments for English 110-06

NOTE: Remember that on Fridays this class will meet in SBE 229.

August 21	Introduction to course
August 28	<u>A Gathering of Old Men</u> by Ernest J. Gaines "George Eliot, Jr." "Janice Robinson"
September 4	<u>A Gathering of Old Men</u> "Myrtle Bouchard"
September 11	<u>Old Men</u> "Robert Louis Stevenson Banks"
September 18	In-class Writing Assignment; peer editing
September 25	<u>Old Men</u> "Matthew Lincoln Brown" "Grant Bello"
October 2	In-class Writing Assignment
October 9	Editing a newspaper article. Article to be assigned.
October 16	Fall Break

October 23	<u>Old Men</u> “Cyril Robillard” “Louis Alfred Dimoulin”
October 30	Conclude “Louis Alfred Dimoulin
November 6	<u>Old Men</u> “Joseph Seaberry”
November 13	<u>Old Men</u> “Thomas Vincent Sullivan”
November 20	<u>Old Men</u> “Lou Dimes” “Sully”
November 27	Thanksgiving
December 4	Final in-class writing assignments

Please remember that you are responsible for reading the entire text of Old Men.

X. Teaching Strategies

Instruction will be delivered through lectures, class discussions, small group discussions, conferences and computerized lessons (research, blackboard). Email will also be used. Students must check Blackboard and email each Friday to get announcements and any special assignments that may be posted.