

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
ENGL 110—35 (6210)/ 5 (6188)
English Composition I
Fall 2009

Dr. Dean Swinford Email: dswinfor@uncfsu.edu PH: 672-2425
Sec. 35 **Time:** MWF 2-2:50 PM **Location:** HPEC 334
Sec. 5 **Time:** MW 3-4:50 PM; F 3-3:50 PM **Location:** SBE 145/ 117

Office Hours and Location: MWF 11 AM-1 PM in Smith 220. Please come by for help with assignments or to discuss the readings. I am also happy to make appointments to meet with you at other times.

Required Texts:

Taking Sides: Environmental Issues, 11th ed, Thomas A. Easton. Regular edition: ISBN 0073051403 (Amazon.com)
Writing Analytically with Readings, David Rosenwasser and Jill Stephen (available at the campus bookstore)

Course Description: ENGL 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. In this section, we will explore a variety of contemporary issues as we develop our facility with university-level readings, writing, and research skills. Writing assignments move from personal narrative to research-based argumentation and encourage creative response to current issues. Teaching methods encourage active learning and include process-based writing prompts, directed discussion, and writing workshops.

Student Learning Outcomes: By the end of this course, students should be able to:

- Read and respond critically to published texts
- Produce writing that is text-based as opposed to experience-based only
- Summarize, quote, paraphrase, and analyze material in relation to one source
- Cite material according to MLA citation style
- Demonstrate proof of the writing process, including prewriting; organizing; drafting; revising; editing; and proofreading

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>

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, please contact the Center for Personal Development (Spaulding Building, Room 155; 910-672-1203) if you have a disability or think you have a disability.

Academic Support Resources: The university has a number of support resources designed to enhance your academic performance. The University College Tutorial Center (located in Chick 216C) hosts the Writing Center. Consider using the Writing Center for help on student papers. The Writing Center's homepage (<http://www.uncfsu.edu/writingcenter/>) includes hours and additional information. Smarthinking is an online tutoring service that offers individualized feedback on student writing. You can access Smarthinking through Blackboard. Make sure to submit a draft of a writing assignment at least 72 hours before the due date. See the following link for additional information on Smarthinking:

<http://www.uncfsu.edu/fsuretention/SMARTHINKING%20Student%20Handbook.pdf>.



Course Requirements and Evaluation Criteria¹

Grading Scale. Assignments in this course are graded according to the following scale:

A	92-100	B	83-91	C	73-82	D	64-72	F<64
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Graded Assignments:

• Personal Narrative (3-4 pp.)	15%
• Rhetorical Analysis (4-5 pp.)	20%
• Proposal Argument (5-6 pp.)	25%
• Writing Development Exercises (5 @ 2% each; 10-point scale)	10%
• Midterm Exam	10%
• Final Exam	15%
• Professionalism/ participation (includes discussions, in class work, and punctuality)	5%
Total:	100%

Attendance Requirements and Assignment Submission: Successful performance in this class depends on good attendance and student participation. In a writing intensive class like ours, attendance is crucial; missing more than two classes can impact your overall course performance. Attendance is also important to ensure punctual assignment submission. All assignments must be turned in on the assigned due date. Assignments must be printed and submitted during the class period on the due date. I have included major due dates on the course calendar. It is your responsibility to turn in assignments at the required time. Late assignments are penalized by one grade level per class session missed. The only exceptions to this are assignments accompanied by appropriate documentation for the absence. Dates for exams and quizzes are also included on the course calendar. If you will miss one of these dates, you must (1) arrange a make up time with me at least one week before the day in question or (2) provide appropriate documentation. Otherwise, your grade will be penalized by one grade level per day. All assignments that are not submitted or completed within a week of the due date will receive zero credit. I will not issue incompletes.

Participation Grade Guidelines: The following criteria, arranged from high to low performance, are used to determine student participation grades. Participation deserving of an A grade will be strong in most categories; participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Listening: Actively and respectfully listens to peers and instructor
Sometimes displays lack of interest in comments of others
Projects lack of interest or disrespect for others

Preparation: Arrives fully prepared with all assignments completed
Sometimes arrives unprepared or with only superficial preparation
Exhibits little evidence of having read or thought about assigned material

Contributions: Comments are relevant and reflect understanding of class material and other student contributions
Comments sometimes irrelevant, show lack of preparation, or indicate lack of attention
Comments reflect little understanding of the class material or other student contributions

Frequency: Actively participates at appropriate times
Sometimes participates
Seldom participates and is generally not engaged

¹ Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Assignment Preparation and Classroom Decorum

Plagiarism and Academic Honesty: Students are responsible for properly documenting all sources (MLA format). Plagiarism can be punished by expulsion. In cases of suspected plagiarism, I will discuss the charge with you, give an F grade for the assignment, and provide a 1-week rewrite opportunity. The rewrite grade will be averaged with the F.

Using MLA Format: Make sure to follow Modern Language Association (MLA) guidelines for using and citing primary and secondary sources. Please consult Diana Hacker's Research and Documentation Online (<http://www.dianahacker.com/resdoc/>) for more on correct documentation formats. This website includes information on in-text citation and creating correctly formatted works cited pages under the heading "Documenting Sources."

Submission Format: Print all writing assignments (other than in-class writing that is collected the day it is produced) on one side of 8.5" x 11" white paper; double-space the text; write in Times New Roman (font 12) or a similarly sized font; and use 1" margins or smaller on all sides. Remember: a typical page in an academic essay contains anywhere from 250 to 300 words. Also please note that each writing assignment must reach the minimum page requirement. Essay text that fills only four pages and runs over to the top of the fifth page does not constitute a five-page paper. Text must run down at least three-quarters of the fifth page to meet the page requirement.

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. Eating in class (except as permitted by the faculty member).
6. Threats or statements that jeopardize the safety of the student and others.
7. Failure to follow reasonable requests of faculty members.
8. Entering class late or leaving class early on regular basis.
9. Personal grooming during class.

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.

Course Outline and Assignment Schedule: These dates and assignments are subject to change at my discretion. These dates are not set in stone; students are responsible for keeping updated on any modifications made to this document. Assignments do not reflect everything that may happen during a particular class session. For example, some additional homework and reading assignments may not be provided or mentioned on the calendar. Assignments listed are to be completed for the date featured.

Describing Identity: Noticing the Details

Week 1

8/21 F: Introduction. Syllabus

Week 2

8/24 M: The Difference Between High School and College (on Blackboard)

8/26 W: Writing Pretest
The Difference Between High School and College (on Blackboard)

Writing Development Exercise 1 Due

8/28 F: Seeing Better: Seeing the Details (1-11)

Week 3

8/31 M: **Labor Day. Class canceled**

9/2 W: Reading Strategies (109-136)

Writing Development Exercise 2 Due: Try This 1.8 (p.10)

9/4 F: Read and Respond Critically: Reed (622-629)

Week 4

9/7 M: Read and Respond Critically: Reed (622-629)

9/9 W: Read and Respond Critically: Torgovnick (630-638)

9/11 F: Read and Respond Critically: Torgovnick (630-638)

Week 5

9/14 M: **Prewrite, Organize, and Draft**

9/16 W: **Writing Workshop**

9/18 F: What is Analysis? Five Analytical Moves (41-61)

Essay 1 (Personal Narrative) Due

The Review as Cultural Analysis

Week 6

9/21 M: What is Analysis? Five Analytical Moves (41-61)

9/23 W: What is Analysis? Rhetorical Analysis (69-75; 749-751)

9/25 F: Read and Respond Critically: Gopnik (752-758)

Week 7

9/28 M: Read and Respond Critically: Gopnik (752-758)

9/30 W: Read and Respond Critically: Gladwell (780-792)

10/2 F: Read and Respond Critically: Gladwell (780-792)

Week 8

10/5 M: **Prewrite, Organize, and Draft**

10/7 W: **Writing Workshop**

10/9 F: **Essay 2 (Rhetorical Analysis) Due**

Collegiate Learning Assessment (CLA) 1

Week 9

10/12 M: Collegiate Learning Assessment (CLA) 1

10/14 W: Midterm Exam

10/16 F: **Midterm break. Class canceled**

Taking Sides on Environmental Issues

Week 10

10/19 M: Finding and Citing Sources (323-347)

10/21 W: Finding and Citing Sources (323-347)

10/23 F: Finding and Citing Sources (323-347)

Week 11

10/26 M: Taking Sides: Environmental Issues
10/28 W: Taking Sides: Environmental Issues
10/30 F: Taking Sides: Environmental Issues
Writing Development Exercise 3 Due

Week 12

11/2 M: Taking Sides: Environmental Issues
11/4 W: Taking Sides: Environmental Issues
11/6 F: Taking Sides: Environmental Issues
Writing Development Exercise 4 Due

Week 13

11/9 M: Making a Thesis Evolve (163-195)
11/11 W: **Veteran's Day. Class canceled**
11/13 F: Making a Thesis Evolve (163-195)

Week 14

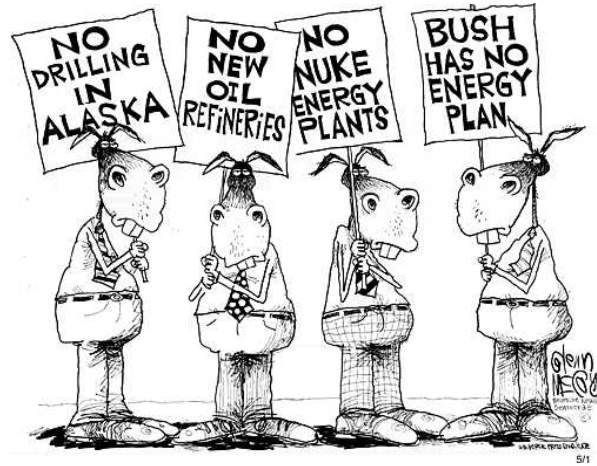
11/16 M: Taking Sides: Environmental Issues
11/18 W: Taking Sides: Environmental Issues
11/20 F: Taking Sides: Environmental Issues
Writing Development Exercise 5 Due

Week 15

11/23 M: Writing the Researched Paper (295-322)
11/25 W: Writing the Researched Paper (295-322)
11/27 F: **Thanksgiving. Class canceled**

Week 16

11/30 M: **Prewrite, Organize, and Draft**
12/2 W: **Writing Workshop**
12/4 F: **Final Paper Due**
Writing Posttest
Last day of class



Final Exam During Finals Period: TBA