

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English and Foreign Languages**  
**English 110-41 English Composition I**  
**Fall 2009**

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The most important experience that could happen in our classroom was that students would learn to think critically and analytically, not just about the required books, but about the world that they live in. – bell hooks

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I. Locator Information:

<b>Instructor:</b> Dr. Marie Moeller <b>Semester Credit Hours:</b> 3 <b>Date/Time of Course:</b> T/R 9:30-10:45 <b>Course Location:</b> SBE 145 <b>Total Contact Hours:</b> 45	<b>Office Location:</b> Mobile Unit 102 <b>Office Hours:</b> M 8:30-11:30, T/R 8:15-9:15, 2-3:30 and by appointment <b>Office Phone:</b> 910-672-2439 <b>Email Address:</b> <a href="mailto:mmoeller@uncfsu.edu">mmoeller@uncfsu.edu</a> and <a href="mailto:marie.e.moeller@gmail.com">marie.e.moeller@gmail.com</a> (most effective/expedient mode of communication) *to assure email response, please read and follow <a href="http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf">http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf</a>
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II. Catalog Course Description

English 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.

II a. Extended Course Description

The purpose of English 110 is to introduce students to their own literacy practices and styles, and literacy practices within the university and different communities. We also, throughout the semester, engage in and reflect upon these practices. Therefore, English 110 provides students with a variety of occasions to use writing as a means to learn and to communicate.

Obviously, this is a writing course, but all of you have written in some form or another for quite some time. Everyone comes to this course having had wonderful practice, and this class will expand, develop and build on the practice that you've already had. Writing, just like anything else (be it sports, music, driving, etc.), is not innate, but with practice, can continually improve for everyone. There are steps in the writing process (which we will learn in this course) that help ease the pressure of feeling like you must produce "perfect" texts each time you sit down to write.

I will collect certain drafts of each paper – I use the language "drafts" because that is what they are -- drafts. Although I expect them to be clean (grammatically, etc.) I don't, and won't, expect complete perfection from you. And this is why -- the process we will rely heavily on in this course is revision – you'll hear me say that a lot this semester. If you think about the word carefully – RE-vision, it means to see again, in a different manner, in a different light. In taking this approach, I always can assume that a paper, no matter how many drafts have been done, can always be revised. Therefore, all my suggestions and all your peers' suggestions, will take into account, as well, which draft they are reading.

We will be doing much revision in this course, both in the form of my commentary to you, and your commentary to one another, which is called peer review or peer response. You'll see this appear on the

tentative schedule for the semester. This is where you all get a chance to participate in your peers' writing processes. This not only hones your peers' papers, but also hones your skills as critical readers, thinkers and learners. If you can comment effectively on your peers' papers, you should also be able to more effectively construct, critique and organize your own, as well. We will also be reading essays throughout the course of this semester. These pieces are not designed as models of "good writing," but serve as pieces for you to critically analyze and reflect upon, just as you will do with your peers' writing, and with your own. This does sound like a lot to do in one semester, and you will be challenged, but if you manage your time, and your effort wisely, you will be successful.

### III. Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> floor). Phone: 910-672-1203.

### IV. Textbook and Required Materials

Hacker, Diana. *A Writer's Reference*. 6<sup>th</sup> Ed. New York: Bedford/St. Martin's, 2006.  
McQuade, Donald and Christine McQuade. *Seeing and Writing 3*. New York: Bedford/St. Martin's, 2006.

Daily Notebook/Pens

Thumb drive/reliable way to save in the computer lab

Additional readings, discussions, and other information will be made available on Blackboard throughout the semester. To access Blackboard, go to <http://blackboard.uncfsu.edu>

### V. Student Learning Outcomes

- After completing this course, students will be able to:
- Evaluate effectiveness of various forms of communication
- Create written and spoken communication: organization
- Create written and spoken communication: clarity
- Develop and demonstrate personal system of ethics and morality
- Evaluate reasonableness of arguments
- Cite sources appropriately

### VI. Teaching Strategies

- Large-Group Discussion
- Small-Group Discussion
- Workshop
- One-on-One Interaction
- Conferencing
- Lecture
- Presentation/Demonstration

### VII. Course Requirements and Evaluation Criteria

**a. Grading Scale** -- This class will use the University's "10-point" scale as follows:

90-100 = A

80-89 = B  
70-79 = C  
60-69 = D  
59 and below = F

### **b. Course Grade Breakdown**

Attendance and Participation	10 %
Paper One	15 %
Paper Two	15 %
Paper Three	15 %
Paper Four	15 %
Quiz One	10 %
Quiz Two	10 %
Presentation	5 %
Required Conference	5 %

To figure out your grade at any point in the semester, multiply your score by the percentage it's worth. Add up the totals and divide by the total possible.

Example: A student who had an 83 on Paper One and an 85 on Paper Two would multiply each by 15% or .15, then would add the results ( $12.45+12.75=25.2$ ) and then divide the total (25.2) by the total possible (30) to get .84, or 84/100, which is a B. .5 and above round up; .4 and below round down to the nearest whole number.

### **c. Attendance Requirements**

Attendance is required. As this is a process-based course (which means we progress in topic and expectation from week to week) and your peers, as well as your progress, will rely on your feedback and input in class, it is imperative you attend. As a common courtesy, professional or otherwise, if you are to be absent from class, please alert me. After 2 unexcused absences, each unexcused absence will affect your grade.

### **d. Other Requirements/Policies**

Class Discussion and Participation: Due to the nature of the course, we will be utilizing several different instructional techniques, including but not limited to: small group work, one-on-one interaction, group discussion, in-class writing workshop, individual projects, etc. Your own involvement is absolutely imperative, and is something you yourself control. Please come to class prepared to discuss material and engage in related activities. Just showing up for class does not count for attendance – you'll need to be prepared and engaged, as well. Your own active participation will influence your overall grade.

Cell Phones and Other Various Electronic Devices: Put simply, please try to remember to turn off or put on silent all electronic devices when you walk into the classroom. Vibrate does not count. I expect that for an hour and fifteen minutes, we can do without those devices. Not only does it detract from your learning, but it also detracts from those around you who are attempting to participate in the course. If I see you texting, or speaking on the phone, I will ask you to leave the room and you'll be counted absent for the day. There may be times that I will encourage you to bring iPods and other MP3 players to class if we have a bit of time for these devices, but I will alert you to when that is appropriate.

Assignment Due Dates: When I assign due dates, it is to stay on track with what we must accomplish during this semester. In this same light, I cannot accept late work. If I accepted late work for all of my courses, I would never be able to keep things straight, or get anything back to you on time and on track. Therefore, being absent does not excuse you from turning in your work on time. Get to know the people sitting around you – you may come to rely on one another for this very reason when the need arises.

Format for Your Work: In English, as in the rest of the humanities, we work within the parameters of the Modern Language Association (MLA) format. All of your work must be double-spaced in twelve-point “Times New Roman” font. No other font size or style is acceptable. Your margins should be one inch on each side and your type should be justified to the left margin. All electronic documents MUST be in Word 97-2003 format. For more information about MLA formatting, please consult your Hacker text.

Policy Regarding Computer Usage in the Classroom: At times we will be holding class in a computer classroom. During those days, I expect that you will only be engaged in activities related to the course. If you are working on non-course-related software or documents (personal email, web browsing, games, work for other courses, etc.), you will be asked to leave the classroom, and you will receive an absence for that day.

#### **e. Policy on Plagiarism**

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.

Please note: If these criteria must be revised, the instructor will distribute a written amendment to the syllabus

#### VIII. FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is an 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 learning and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the right of 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 statement 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. Others as specified by the instructor.

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. Will then be reported to the 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.

#### IX. Academic Support Resources

#### X. Course Outline and Assignment Schedule

<b>Date</b>	<b>Before Class</b>	<b>During Class</b>
R 8/20		Welcome, Introductions, Syllabus Discussion, In-Class Writing
T 8/25	Read <i>Seeing and Writing 3 (SW3)</i> Introduction pp. 3-26 <i>A Writer's Reference (AWR)</i> Composing and Revising pp. 3-13	Discuss Readings, In-Class Activity, Introduce Paper One
R 8/27	Read <i>(SW3)</i> Chapter One Roe Ethridge's "Portfolio" pp. 27-36 Larry Woiwode's "Ode to an Orange" pp. 44-46 Tillie Olsen's "I Stand Here Ironing" pp. 66-70 Visualizing Composition: Close Reading pp. 72-73	Pre-Test, Reading Discussion, In-Class Writing, Topic Generation/Discussion
T 9/1	Draft One of Paper One – make sure to have a draft for today!	Peer Response – Paper One. Bring paper copy of essay with you to class, as well as notebook paper and a pen.
R 9/3	Read <i>(SW3)</i> Context: Osorio p. 97 Interview: Osorio p. 98 Joseph Jacobs' "Pepón Osorio -- Badge of Honor" pp. 99-102	Reading Discussion, In-Class Activity, Hand in Draft Two to Dr. Moeller

	<p>VW's ads pp. 105-107 Annie Dillard's "Seeing" pp. 108-117</p> <p>Revise for Draft Two – bring paper copy for Dr. Moeller to turn in for comments</p>	
T 9/8	<p>Read (SW3) Chapter Two Richard Misrach's "Portfolio" pp. 139-148 Eudora Welty's "Storekeeper" p. 154 and "The Little Store" pp. 155-159 Context: Marshall p. 171 Retrospect: Camilo Jose Vergara's Photographs of 65 East 125th Street, Harlem pp. 176-177</p>	<p>Dr. Moeller returns Draft Two, Short In-Class Conferences, Reading Discussion, In-Class Activity</p>
R 9/10	<p>Read (SW3) David Guterson's "No Place Like Home" pp. 183-191 Joel Sternfeld's "Portfolio" pp. 192-200 Visualizing Composition "Tone" p. 209 Scott Russell Sander's "Homeplace" pp. 210-213</p> <p>(AWR) Composition and Revising pp. 14-37</p> <p>Revise Essay One, Bring Paper Copy of Draft Three to Class</p>	<p>Reading Discussion, Peer Editing Workshop</p>
T 9/15	<p>Read (AWR) Composition and Revising pp. 38-54</p> <p>Finish Draft Four (Final Draft for Grading), Bring all four drafts to class to hand in to Dr. Moeller in a folder with pockets</p>	<p>Hand in Final Packet-Paper One, In-Class Writing</p>
R 9/17	<p>Read (AWR) Sentence Style pp. 93-119</p>	<p>Introduce Paper Two, Quiz over AWR readings thus far, In-Class Writing, Topic Generation Activity</p>
T 9/22	<p>Read (SW3) Chapter 6 Opening Portfolio "Bathroom Signs" pp. 499-507 Mercedes-Benz "What Makes a Symbol Endure?" pp. 520-523 Sally Stein's "Passing Likeness: Dorothea Lange's Migrant Mother and the Paradox of Iconicity" pp. 533-544 Visualizing Composition "Metaphor" p. 545</p> <p>Begin Work on Essay Two</p>	<p>Reading Discussion, Computer Image Analysis Activity</p>
R 9/24	<p>Continue Work on Essay Two</p>	<p>Continue Reading Discussion, In-Class Activity</p>
T 9/29	<p>Work on Draft One of Essay Two – Bring a paper copy of this draft to class</p>	<p>Peer Response Activity – Paper copy of Draft One necessary</p>

R 10/1	Read ( <i>SW3</i> ) Re: Searching The Web "Google.com" p. 551 Tom Perrotta's "The Cosmic Significance of Britney Spears" pp. 568-573 Jason Mercier's "Making Faces" p. 575 Anne Fadiman's "A Piece of Cotton" pp. 580-585 Looking Closer "The Stars and Stripes" pp. 586-587 Matt Groening's "Life in Hell" p. 594	Reading Discussion, In-Class Activity
T 10/6	Finish revision on Draft Two – turn in Draft Two in class	Turn in Draft Two to Dr. Moeller, Image Activity/Discussion
R 10/8	Check Blackboard for readings/discussion	Image Activity/Discussion
T 10/13	Check Blackboard for readings/discussion	Dr. Moeller returns Draft Two, In-Class Conferences
R 10/15		Midterm Break – NO CLASS
T 10/20	Readings TBA (See Blackboard) Work on Draft Three – Bring Paper Copy to class	Peer Editing Workshop
R 10/22	Readings TBA (See Blackboard) Work on Draft Four – Bring all drafts in a folder to class	Paper Packet Two due to Dr. Moeller at the beginning of class, In-Class writing, Begin discussion of Paper Three
T 10/27	Readings TBA (See Blackboard)	Library Tour
R 10/29	Read ( <i>AWR</i> ) Academic Writing pp. 57-90 MLA Papers pp. 355-412  Work on Draft One, Paper Three – Bring a Paper Copy to Class	Peer Response Workshop, Reading Discussion
T 11/3	Readings TBA (See Blackboard) Work on Draft Two, Paper Three – Bring a Paper Copy to Class	Bring Draft Two to Class for Dr. Moeller, MLA Jeopardy, Reading Discussion
R 11/5	Readings TBA (See Blackboard)	Dr. Moeller returns Draft Two, Conferences, Reading Discussion
T 11/10	Work on Draft Three – Bring a Paper Copy to Class	Peer Editing Workshop
R 11/12	Work on Draft Four – Bring all drafts in a folder to class	Hand in Paper Packet Three, Begin Paper Four
T 11/17	Readings TBA (See Blackboard) Work on Paper Four, Draft One – bring a paper copy to class	Peer Response Workshop
R 11/19	Work on Paper Four, Draft Two	Reading Discussion
T 11/24	Work on Paper Four, Draft Two – bring a paper copy to class	Peer Editing Workshop
R 11/26		Thanksgiving Break – NO CLASS
T 12/1	Prepare Final Projects and Presentations	Final Projects and Presentations DUE
R 12/3	Prepare Final Projects and Presentations	Final Projects and Presentations DUE