

**Fayetteville State University  
College of Arts and Sciences  
Department of English  
English 341-03: Advanced Composition  
Fall 2009**

**Course Theme:  
Domestic Violence among Teenagers and Young Adults:  
Using Writing and Research as a Vehicle for Change**

**Locator Information:**

Instructor: Trela N. Anderson  
Course # and Name: English 341, Advanced. Composition  
Semester Credit Hours: 3  
Day and Time Class meets: MWF, 3-3:50 p.m.  
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Office Location: Butler Building, Room 130  
Office Hours: MWF (8-9 a.m., 10 a.m. - noon and by appointment)  
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“Reading [really]  
is fundamental.”

In conjunction with Fayetteville State University’s **Reading Across the Curriculum program**, this course is a reading-centered course geared towards improving students’ reading, reading comprehension and literacy skills and will thereby incorporate various proven reading strategies in helping to accomplish these learning goals.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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>

**Please check your campus email and Blackboard daily.**

## **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 (1<sup>st</sup> Floor); 910-672-1203.

## **Course Description:**

This course will be conducted as a project-based course, meaning students will engage in both individual and group writing and research projects in relation to our course theme, **domestic violence among teenagers and young adults**. This topic will be examined from diverse perspectives, allowing students to harness skills apropos to academic writing and research in bringing the topic to life.

## **Introduction to the Daybook**

The majority of your course work will be completed in a daybook, which I will provide for all students on the first day of class. Think of the daybook as your brain on paper or as a type of drawer that holds various tools and gadgets you may use to reach a desired goal. In this case, the desired goal is improvement in your critical reading, writing, and thinking abilities. This course will use scaffolding as a technique to take you from one place to the next in your writing, and each step of the journey will be recorded in your daybook.

### **Here are a few daybook reading strategies we will use in class:**

double entry journals	dialogical journals
freewriting	word study
partner journals	lists
quickwrites	multi-genre responses

**Scholarship:** Lil Brannon, et. al. *Thinking Out Loud on Paper: The Student Daybook as a Tool to Foster Learning*. Portsmouth, NH: Heinemann, 2008.

**NOTE: Your daybook is your pass to class, and most of your work will be assessed through your daybook. So, you must bring your daybook to class everyday; I will collect them for assessment at my own discretion. Some typed assignments will be glued into your daybook with a glue stick.**

## **Required Texts:**

*The Norton Field Guide to Writing* (with handbook) by Richard Bullock and Francine Weinberg  
*They Say I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein

## **Student Learning Outcomes:**

By the end of this course, students should be able to

- 1) Use technology to find, store and present information from online and print sources.
- 2) Apply proofreading strategies to prepare documents in Standard Formal Written American English appropriate to academic and professional work.
- 3) Develop mastery of page formatting, citation, and incorporation of sources in MLA format.
- 4) Evaluate rhetorical strategies in published and peer texts.
- 5) Create a portfolio of written work.

### **Course Requirements and Etiquette:**

All cell phones and other electronic devices must be turned off and stowed away during class.

### **Eating, drinking, and using profanity is prohibited during class.**

Students are allowed **three** free absences, meaning absences without penalty throughout the semester. These absences include those that may be deemed “excused” and “unexcused.” Every subsequent absence will result in the lowering of the student’s final grade by one letter. For example, a student who averages an “A” in the class but has four absences will receive a “B” in the course. A student who averages an “A” in the class but has five absences will receive a “C” in the course. Thus, faithful attendance to class is necessary. **Students who are ill or suffer a death in the family (God forbid!) must provide proper documentation upon the first day of returning to class in order for the absence to be excused**

**You simply cannot and will not pass this course without faithful attendance, regardless of how strong a writer you are. The first step towards gaining something valuable from a course is faithfully attending the course.**

**Tardiness is highly disruptive to the class. For every two times that a student is late for class, it will be counted as a single absence. Students who contact me beforehand with news that they will be tardy to class might be excused, depending upon the reason for their tardiness.**

Late work will not be accepted without penalty. **Thus, students who do not attend class on the day assignments are due and attempt to drop them by after class will NOT receive full credit. The paper will be considered one day late and will be deducted by seven points for each day it is late. Students who are ill or suffer a death in the family (God forbid!) must provide proper documentation upon the first day of returning to class in order to receive full credit for the assignment.**

The first and final drafts of research papers will be collected at the beginning of class. Students who are absent on the day final drafts of essays are due must turn in the assignment early or trust a classmate to turn them in.

### **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. 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. (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.

**Grading:** Your final grade in this course is not based on how "good" of a writer you are. Writing is difficult work, and there is ALWAYS room for improvement. It is a practice. Thus, students who do well in this course are students who attend class, show up on time, complete all assignments and work hard at improving their writing. Students who consider themselves strong writers, but fail to fulfill the aforementioned duties **WILL NOT** do well in this course. So, stop now and take a minute to ask yourself, "How much am I willing to work at improving my writing?" This is a question only you can answer.

### **Academic Dishonesty**

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she *attempts* to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying 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. Penalties include failing the course, suspension and/or expulsion.

### **Plagiarism**

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized and the reason for such suspicion. If the student protests his/her grade on the assignment. He or she will be asked to conference with me and the chair of the English and Foreign Languages department concerning the assignment.

## **Assessments**

Response papers and in-class reading strategies exercises	10%
4-5 page research paper (draft #1)	8%
4-5 page research paper (final draft)	15%
PowerPoint presentation (individual grade)	8%
PowerPoint presentation (group grade)	5%
Weekly meeting evaluation (Fridays)	10%
Two Smarthinking submissions	6%
Mandatory individual writing conference	8%
Group project --- Public Service Announcement / Portfolio	30%

### **Response Papers and In-class Reading Strategies Exercises**

Students will write response papers weekly related to assigned articles on the topic of domestic violence among teenagers and young adults. Papers must be typed, consist of at least two pages, adhere to MLA formatting rules, include an MLA works cited page, and be glued into their daybooks. I will collect daybooks on the day assignments are due. Response papers will be graded according to a rubric.

The in-class reading strategies exercises will, as stated, be done in class and will relate to assigned readings. These strategies may involve everything from dialogical journaling to textual analysis and must be completed in the daybook (See list of daybook reading strategies on previous page). These exercises will be graded and collected in conjunction with response papers and will be graded with either a check, check plus or check minus.

### **Research Paper Draft #1 and Final Draft**

Each student within an assigned group will be required to write a research paper on some aspect of our course theme, **domestic violence among teenagers and young adults**. Each group member will address a separate aspect of the topic. Students will submit two drafts of the paper, and the paper must consist of **four-five academic sources** and adhere to **MLA formatting rules**, including a works cited list. Papers will be graded according to a rubric.

### **PowerPoint Presentations --- Group and Individual**

Students will be divided into groups and required to give PowerPoint presentations on various aspects of our course theme, **domestic violence among teenagers and young adults**. Students will be assigned two presentation grades, one group grade and one individual grade, and each presentation must be accompanied by a handout, which will be distributed to each classmate. Also, each group member's PowerPoint presentation must correlate with his/her research paper. For example, if a student researches the emotional affects of domestic abuse, his/her PowerPoint presentation must cover this same topic. Please make enough copies for all students and the instructor. Students' oral presentations will be evaluated based upon the following criteria:

#### **1. Professionalism**

style of dress  
pitch of voice  
clarity of speech  
overall demeanor

2. **Quality of PowerPoint --- Aesthetics**
3. **Quality of PowerPoint --- Content**

## **Weekly Meeting Evaluations**

**At some point in the semester, we will not have traditional class on Fridays. This day will be used for students to meet with their group members to work on their group projects, have group meetings with me, or take part in individual writing conferences, the latter two of which will be held in my office.** Students present at the meeting must sign a roll and one group member must take minutes at the meeting. Towards the end of the month, I will meet with each group, review the roll minutes, and draft materials indicating the progress of the group in relation to the project. Thus, each group member should complete assignments in relation to the project each week, ranging from collecting articles for research, drafting an outline for the project, brainstorming ideas, etc. . . . I will assign a grade to the group each month based upon what is submitted. **Each member of the group will receive the same meeting evaluation grade.**

**Attending these meetings and doing your part in completing the group project will account for 10% of your grade.**

## **Smarthinking Submissions**

Students are required to submit the both drafts of their 4-5-page research papers to the Smarthinking website for review. The results should be brought to the student's individual writing conference and submitted with the final draft.

## **Mandatory Individual Writing Conference**

Students are required to meet with me concerning the first draft of their research papers. This conference is mandatory and will prove helpful in helping students to revise their paper before submitting the final draft.

## **Public Service Announcement / Portfolio**

Each group is required to create a public service announcement (PSA) video relating to our course theme, **domestic violence among teenagers and young adults.** The video can be made with a standard video camera or a Flip video camera, which can be checked out of the English department office. The PSA video should be a culmination of each group member's research paper and PowerPoint presentation and convey a message the group wants to send to its audience in relation to the topic. PSA's will be graded according to a rubric, and each member of the group will receive the same grade. **At the end of the course, each student will submit a portfolio comprised of his / her revised essay and a hard copy of the PowerPoint presentation. Also each group will be required to submit their PSA video.**

**Course Outline and Assignment Schedule (Tentative)**  
**\*\*\*Check Blackboard daily for specific assignment due dates**

### **Week 1 (August 21)**

pretest

**Week 2 (August 24-28)**

discussion of syllabus (cont.)/group assignments/how to write good response papers/ **article assignment #1**

**Week 3 (Aug. 31-Sept. 4)**

**reading strategies for article #1**/ discussion of thesis sentences / lead-in sentences / intro to MLA formatting

**Week 4 (Sept. 7-11)**

**no class on Monday, Sept. 7 (Labor Day)** / guest speaker from Hoke County Domestic Violence Center / library research orientation

**Week 5 (Sept. 14-18)**

MLA formatting (cont.) **article assignment #2 / reading strategies for article assignment #2**/

**Week 6 (Sept. 21-25)**

**no class on Friday / begin meeting with groups / research paper assignment /** counterarguments / support examples and details

**Week 7 (Sept. 28-Oct. 2)**

**no class on Friday; meet with groups** / discussion of word choice and active verbs

**Week 8 (Oct. 5-9)**

**article assignment #3**/ reading strategies for article assignment #3/ **no class on Friday; two groups will meet with instructor**

**Week 9 (Oct. 12, 14)**

**No class on Friday, Oct. 16 (fall break); article assignment # 4 / reading strategies for article assignment #4**

**Week 10 (Oct. 19-23)**

**no class on Friday; two groups will meet with instructor** / MLA formatting (cont.)

**Week 11 (Oct. 27-31)**

**No class on Friday; meet with groups / first draft of research paper is due** / review of writing techniques and MLA formatting

**Week 12 (Nov. 2-6)**

**no class on Friday; individual writing conferences**/ review of writing techniques and MLA formatting (cont.) /

**Week 13 (Nov. 9-13)**

**No class on Wednesday (Veteran's Day); No class on Friday; two groups will meet with instructor** / review of writing techniques and MLA formatting (cont.)

**Week 14 (Nov. 16-20)**

**no class on Friday; two groups will meet with instructor / article assignment # 5 / reading strategies for article assignment #5**

**Week 15 (Nov. 23-27)**

**Group PowerPoint presentations / PSA video / turn in portfolio comprised of revised paper and hard copy of PowerPoint presentation**

**Week 16 (Nov. 30-Dec. 4)**

**Group PowerPoint presentations / PSA video / turn in portfolio comprised of revised paper and hard copy of PowerPoint presentation**

**Teaching Strategies:**

essay writing

project-based learning

group work

in-class writings (daybooks) and discussions

response papers

Smartthinking website

individual writing conferences