



Fayetteville State University
 College of Arts and Sciences
 Department of English
 ENGL 110-22 English Composition I

Fall 2011

Bronco Women II Learning Community

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

I. Locator Information:

Credit Hours: 3

Course Number and Name: ENGL 110-22 LC English Composition I

Course Location & Meeting Time: MWF 11:00 a.m. –11:50 a.m. BUT 342

Office Hours: MWF 8:20 a.m.-10:00 a.m. & noon-1:00 p.m.

Other times by appointment

Instructor: Dr. Ji Young Kim

Office Location: Butler 134

Office Telephone: 672-1848

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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 from University Catalog

English composition I 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.

This section of ENGL 110: English Composition is part of a learning community entitled "Bronco Women II". This learning community consists of the following courses and sections:

- ENGL 110 Dr. Ji Young Kim
- UNIV 101 Ms. Elois Wingfield
- CRJC 200 Dr. Lori Guevara

To participate in the learning community, students must be enrolled in ALL of the sections listed above.

A learning community is a set of courses linked around a topic or theme. By linking together students, faculty, and courses, learning communities create more opportunities for enrichment, interaction, and exploration. This learning community will study the connections between values and language, including the values we inherit through our learned language and those reflected in our individual choices. Students will: (1) examine societal and individual values, (2) explore the process of developing principles that direct our lives, including those from family, peers, spirituality, economics, and other relevant areas, and (3) analyze and reflect upon how choices mirror values. The Bronco Women Initiative is a program designed to explore experiences of women, and to improve their success by integrating social and academic activities, formally and informally. This class will emphasize positive self-images and encourage social networking. Students will engage in practical problem solving and explore the function of power in individual and group settings. Students will learn to articulate their own social identities.

Learning Outcomes

The Team developed a set of learning outcomes for learning communities that can become the basis of a better pedagogy and means of assessment:

1. LC Outcome 1: **Integrative learning**. Students will demonstrate that they
 - a. understand different disciplinary approaches to a topic or theme.
 - b. use skills and knowledge from one course to master material in another course.
 - c. use knowledge and methods from different disciplines to solve problems.
2. LC Outcome 2: **Collaborative Learning**. Students will demonstrate problem-solving through teamwork
 - a. with peers.
 - b. with faculty.
3. LC Outcome 3: **Ethics and Civic Engagement** (CSLC 6). Students will demonstrate personal and social responsibility by
 - a. showing understanding, tolerance, and respect for diversity.
 - b. developing ethics and respect for self, peer, and faculty.
 - c. taking leadership in collaborative projects.
 - d. participating in service-learning projects.
4. LC outcome 4: **Transferrable Skills**. Students will demonstrate broad skills in
 - a. Information technology (CSLC 3)
 - b. Critical and analytical thinking (CSLC 2)
 - c. Oral and written communication (CSLC 1)

Students will be able to apply these skills to solve complex and novel problems.

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 and Required Materials:

Bridges to Better Writing. Luis A. Nazario, Deborah D. Borchers, William F. Lewis. Wadsworth Cengage Learning. 2010.

Blackboard site located at <http://blackboard.uncfsu.edu>

V. Student Learning Outcomes for English 110:

Upon completion of this course, students should be able to

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

ENGL 110 contributes to the following FSU Core Objectives:

Communication

1. Evaluate effectiveness of various forms of communication.
2. Create written and spoken communication: organization.
3. Create written and spoken communication: clarity.

Ethics and Civic Engagement

4. Develop and demonstrate personal system of ethics and morality.

Reasoning: Critical Thinking

5. Evaluate reasonableness of arguments.
6. Construct reasonable arguments.

Inquiry Skills

7. Cite sources appropriately.

VI. Course Requirements and Evaluation Criteria

- a. Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.
A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or less
- b. Attendance Requirements – According to the Fayetteville State University Undergraduate Catalog, "Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies." In regards to tardiness, the FSU Catalog states, "Students are required to arrive at each class on time and remain in class until dismissed by the instructor." It is important for you to attend class. I do not accept makeup work for unexcused absences. Having poor attendance lowers your grade for the course.
- c. Graded Assignments

Assignments	Percentage of Final Grade
Three Essays: Papers for this course are due on the required due dates at the beginning of the class. Papers must be typed and double-spaced. There is 0/F will be recorded for papers submitted after this time and for non-submissions. Be sure to allow adequate time to brainstorm, pre-write, revise and edit, so that you may meet course deadline. Peer evaluation in class and Smarthinking, an online response service are required. Students should demonstrate accurate use of in-text citation and end-of text documentation of sources using MLA.	30%

Critical Reading & Response Project: A critical reading response project allows you to summarize, paraphrase and analyze the reading materials and then reflect on your reactions. The first step involves identifying and synthesizing the questions at issue that include various perspectives on a topic. After presenting your reactions, think about the reasons for your particular reactions. Students will complete two Critical Reading & Response projects.	10%
Collegiate Learning Assessment (CLA) Performance Task: CLA requires students to use critical thinking, analytic reasoning, and problem solving skills to answer several open-ended questions about a hypothetical but realistic situation. Students will be instructed to use the set of documents in preparing their answers to the questions within a set amount of time.	10%
Class assignments: All the work you do in class, including free writing, drafts, grammar worksheets, in-class activities, Blackboard discussion boards, quizzes, notebook check, other short assignments and tutor consultations will be averaged to make this grade.	10%
Bronco Women Project: The interactive assignment in this course will be a Current Event paper. Each student will be assigned and responsible for discussing one current event article about the criminal justice system. The article can come from newspapers, magazines, or the Internet. Students will create written and spoken communication through clarity and organization. They will also evaluate the reasonableness of arguments and construct reasonable arguments. Students will present their project in class. Current Event Paper: Students will create a well-reasoned essay with relevant and sufficient evidence by synthesizing information from the text and integrates it into the flow of the argument. Details/evidence should be convincing and compelling. Oral Presentation: Students will present their Bronco Women Project in class and evaluate other students' presentations.	20%
Portfolio & Reflection: All your work for the semester gathered into a portfolio that shows your progress and development as a writer	10%
Posttest	10%

- d. Policy on Missed or Late Assignments –Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments/ tests.
- e. **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.

- f. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA. For example, every paper should have a title, a date of submission, and your name on a title page at the beginning (refer to the example below)

Name: ENGL 110- (section number) Instructor: Dr. Jiyoung Kim Essay # (or Reading Response #) Date: (Double Space) Title (Double Space and begin your paragraph)
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Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. 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.

FSU Disruptive Behavior Policy

Disruptive Behavior – As used in this policy, any student behavior that interferes with instruction and learning. Examples include, though are not limited to, the following:

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 in violation of the class syllabus;
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; and/or
8. Entering class late or leaving class early on a regular basis.

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited above.

RESPONSIBILITIES OF FACULTY MEMBERS

A. Instructional Setting

Faculty members are responsible for maintaining an instructional setting in which the rights of all students are respected. To establish such a setting, faculty members are responsible for:

1. Behaving in ways that exhibit professionalism and civility;
2. Providing in the course syllabus clear statements of expectations for student behavior; and
3. Using instructional strategies that encourage students' active engagement in the learning process.

B. Application of Policy

Faculty members are responsible for applying this policy in a reasonable manner (as defined by what most faculty members in similar circumstances would consider reasonable). Faculty may not use the policy to limit the rights of students to express points of view different from that of the faculty member or other students. Faculty members should seek guidance in handling cases of classroom misconduct from the Dean of Students and/or Legal Counsel. Current case law in higher education has been fairly consistent in setting higher standards of due process in conduct cases involving students than in academic cases.

C. Reporting an Incident of Disruptive Behavior

Each incident of disruptive behavior should be reported to the Dean of Students. Faculty members shall report such incidents on the university's *Report of Disruptive Classroom Incident* form which is included as a part of this policy.

VIII. Academic Support Resources- This course will require the use of Smarthinking, University College Learning Center and **Purdue University's Online Writing Lab** <http://owl.english.purdue.edu/>.

IX. Course Outline and Assignment Schedule

Day	Date	In Class Activities & Topics	Work Due at Beginning of Class
F	8/19	<i>Course Expectations:</i> overview, mechanics, course policies and procedures; the syllabus (<i>Course syllabus</i>) Pretest	

M	8/22	Ch.1 Let's Talk about Writing Collaborative Critical Thinking (p. 16) Writing for College	Read Ch. 1
W	8/24	Ch.13 Working with Sources Writing a Summary and Response Summarize, quote, paraphrase, and analyze material Avoid Plagiarism	Read Ch. 13 Bring ten features of MLA format.
F	8/26	Review "Documenting Sources in MLA Style:2009 Update." http://image.mail.bfwpub.com/lib/feed1c737d6c03/m/1/Hacker_MLA2009Update.pdf	Read Ch. 14 Writing Your Research Paper Take an MLA quiz, click on the link below. http://www2.athabascau.ca/services/write-site/mla-quiz.php ME #1 to Smarthinking
M	8/29	Bronco Women II Project: Current Event paper. Create written and spoken communication through clarity and organization. Evaluate the reasonableness of arguments and construct reasonable arguments.	Discuss "Justice in Action"
W	8/31	Ch. 2 Writing Your Descriptive Paragraph	Read Ch. 2 Summary and Response Read "The Inheritance of Tools" by Scott Sanders and complete Understanding the Reading and Making Connection (p. 737-742)
F	9/2	Ch.3 Writing Your Descriptive narrative Essay Formulating your thesis (p. 61-64)	Read Ch. 3
M	9/5	No Class: Labor Day	
W	9/7	Ch. 15 Editing for Fragment	Read "Me Talk Pretty One Day" by David Sedaris and complete Understanding the Reading and Making Connection (p. 742-746)
F	9/9	Gender representation in advertising. Major Essay I Gender Representation in Advertising Discuss the summary and response on "Killing Me Softly."	Read the following articles. http://personal.nbnet.nb.ca/rosellam/sexist_publicity.html http://www.now.org/nnt/spring-2003/superbowl.html
M	9/12	Discuss media and advertisement. Talk about introductions. What should be included in an intro? What's the point of an intro? Share introduction: What works? What doesn't?	

W	9/14	Bronco Women Project presentation	Bronco Women II Project due (Last name A-M)
F	9/16	Bronco Women Project presentation	Bronco Women II Project due (Last name N-Z)
M	9/19	Major Essay 1: Work on Body paragraphs	
W	9/21	Discuss conclusion paragraphs. What works? What should be included? What's the point of a conclusion?	
F	9/23	Writing Workshop: Major Essay 1 First Draft Submit draft of Essay 1 to Smarthinking.	
M	9/26	Ch. 16 Editing for Run-on Sentences Ch. 26 Using Commas, Semicolons, and Colons	
W	9/28	ME #1 Peer Evaluation Smarthinking Revision	Worksheet
F	9/30	Class Reading " Professor Is a Dropout" by Beth Johnson	ME #1 Final draft due
M	10/3	Ch. 4 Writing Your Expository Writing <ul style="list-style-type: none"> • Write appropriate topic sentence • Provide major and minor supports • Create well-organized, developed, and unified paragraph 	Critical Reading & Response Project 1 due Post it on Bb
W	10/5	Self reflection and peer reflection CLA Performance Task practice	Expository paragraph
F	10/7	CLA Performance Test	
M	10/10	Ch. 5 Developing Your Essay through Illustration <ul style="list-style-type: none"> • Support general statements with appropriate examples • Employ examples effectively in paragraphs and essays 	
W	10/12	Ch. 6 Developing Your Essay through Process Analysis-informational process writing	
F	10/14	Mark Winne: Closing the Food Gap http://www.youtube.com/watch?v=dEAjHsesycQ http://www.youtube.com/watch?v=cZbKBwXWwJc&feature=related	
M	10/17	No Class: Mid-Semester Break (October 17-18)	Read Mark Winn's article http://www.beaconbroadside.com/broadside/2008/01/the-food-gap-po.html
W	10/19	Ch. 7 Developing Your Essay through Cause/Effect Analysis Ch. 8 Developing Your Essay through Comparison and Contrast Major Essay 2 Food Gap	Work on thesis development

F	10/21	Class Discussion on Poverty. Ponder what comes to your mind when you envision poverty? What is its physical and emotional effect?	Read the article "What is Poverty?" by Jo Goodwin Parker (p. 768-771)
M	10/24	Share introduction	
W	10/26	Writing Workshop: Major Essay 2 Submit draft of Essay 1 to Smarthinking	
F	10/28	Peer Evaluation	
M	10/31	Ch. 17 Editing for Subject-Verb Agreement Ch. 18 Editing for Pronouns	
W	11/2	Major Essay 3 Prejudice Class reading "The Myth of the Latin Woman: I just Met a Girl Named Maria" by Judith Ortiz Cofer (p. 763-768)	ME #2 final draft due
F	11/4	Class Discussion on prejudice <ul style="list-style-type: none"> • Think about a time when someone made an assumption about you based solely on your appearance. How did you feel and how did you react? • How does Cofer's experience change your attitude toward those who are different from you ethnically or racially? 	
M	11/7	Ch. 12 Making Choices: Developing an Integrated Essay	Critical Reading & Response Project 2 due Post it on Bb
W	11/9	Share introduction	
F	11/11	No School: Veteran's Day	
M	11/14	Writing Workshop: Major Essay 3 Submit draft of Essay 1 to Smarthinking	
W	11/16	Peer Evaluation	
F	11/18	Ch. 22 Writing Clear Sentences Ch 23. Writing Varied Sentences	
M	11/21	Major Essay 3 revision and editing	ME # 3 final draft due
W	11/23	Portfolio Preparation	
F	11/25	No Class: Thanksgiving	
M	11/28	Portfolio presentation	
W	11/30	Posttest	
F	12/2	Last Day of Class	
M	12/5	Final Exam (10-11:50 a.m.)	

Note: As the instructor, I reserve the right to make changes, when necessary, to this course outline.

X. TEACHING STRATEGIES

Teaching strategies include collaborative learning, the use of structured overview, large and small group activities, individual and group projects, individual oral presentation,

reflections, structured overview, demonstration, discussion, Internet research and reading.

XI. Bibliography (Suggested Readings, Internet and/or Multi-media Resources)

- Alfano, Christine, and Alyssa O'Brien. Envision: Persuasive Writing in a Visual World. New York: Pearson Longman, 2005.
- Costanzo, William. The Writer's Eye: Composition in the Multimedia Age. Boston: McGraw Hill, 2008.
- Crystal, David. The Cambridge Encyclopedia of the English Language. New York: Cambridge UP, 1995.
- Durkin, Diane and Lisa Gerrard. Seeking Common Cause: Reading and Writing in Action. Boston: McGraw Hill. 2006.
- Mayberry Katherine. For argument's sake. New York: Longman, 1999.
- McWhorter, Kathleen. Successful College Writing. Boston: Bedford/St. Martin's, 2006.
- Langan, John. College writing skills with readings. Boston: McGraw Hill, 2001.
- Kennedy X. J, et. Al. The Bedford guide for college writers. Boston: Bedford/ ST Martin's. 2005.
- Sedley, Dorothy. Anatomy of English: An Introduction to the Structure of Standard American English. New York: St. Martin's Press, 1990.
- Skwire, Sarah and David Skwire. Writing with a Thesis: A Rhetoric and Reader. Boston: Thomson Wadsworth, 2005.
- Trent, Mary. Ethics in the 21st Century. New York: Longman, 2005.
- Trimbur, John. The Call to Write. New York: Person Longman, 2007.
- Webb, Igor. Ideas Across Time: Classic and Contemporary Readings for Composition. Boston: McGraw Hill, 2008.