

**Fayetteville State University
College of Arts and Sciences
Department of English
English 110-16 English Composition I
Fall/ 2011**

1. Locator Information

Instructor: Dr. Micki Nyman

Room, Days and Time: Southeast Nursing Building 112, M W , 1-1:50

Office Location and Phone Number: Williams Hall 206, 672-2426

Credit Hours: 3; Contact Hours 2. This is a blended learning composition course.

Office Hours: M 2-5, T 12-2, W 2-5, & by appointment

E-Mail: mnyman@uncfsu.edu

To ensure a prompt reply, please use email and follow email guidelines:

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. Course Description

From FSU Catalog: 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 course is also designed to assist you in thinking about writing as an activity that is always situated within multiple competing discourses. We will learn how to make the kind of rhetorical moves that anticipate audience demands but not abandon our sense of individuality and cultural distinction. Writing effectively for the demands of Academia will remain our top priority. This will be a **GREEN** classroom!

3. Textbook

Maasik, Sonia and Jack Solomon, Eds. *Signs of Life in the USA: Readings on Popular Culture for Writers*. Boston: Bedford/St. Martin's, 2009.

Additional resources will be placed on Blackboard.

Please bring your textbook to class every day!

Additional materials will be posted on Blackboard or on e-reserve through the library.

Access Blackboard through iNside FSU or through <http://blackboard.uncfsu.edu>

4. FSU Student Learning Outcomes

Course Objectives

After successfully completing this course, students will 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

- Evaluate effectiveness of various forms of communication *Emphasize*
- Create written and spoken communication: organization *Emphasize*
- Create written and spoken communication: clarity *Emphasize*

Ethics and Civic Engagement

- Develop and demonstrate personal system of ethics and morality *Introduce*

Reasoning: Critical Thinking

- Evaluate Reasonableness of arguments *Introduce*
- Construct reasonable arguments *Introduce*

Inquiry Skills

- Cite sources appropriately *Emphasize*

5. GENERAL REQUIREMENTS

Attendance and tardiness

Class attendance is required for all students enrolled in **English 110**.

Three unexcused absences will result in an interim grade of EA on your transcript, which will indicate Excessive Absences. According to the catalog, "Students who receive EA interim grades must either withdraw or resume attendance...The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class."

Six tardies will constitute an absence. Please arrive to class on time and prepared. Being prepared means having done your homework and/or reading assignments, rough drafts, any required work, and bringing in your own paper and pens.

Cell phones: Cell phones, pagers, iPods, Blackberries, and other electronic devices (including laptops) are a distraction to the learning process and can be used to aid academic dishonesty. Therefore, they must be turned off and *stowed out of sight* for the duration of class time. No headphones or earpieces or headgear of any kind is allowed.

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.

6. Course Requirements, Percentages, and Evaluation Criteria

- a) Assignments : All work will be turned in through Blackboard with attached Rubrics
- 1) Attendance in class- You may earn 5 points per day for attending class as long as you are attentive and participate in the activities of that class meeting.
 - 2) Blackboard Participation- 10 points per activity, grading requirements differ for each prompt
 - 3) Summary/Synthesis Work- You are required to turn in 6 summary/synthesis papers for which you may earn up to 30 points each.
 - 3) Essays- You are required to turn in 4 essays for which you may earn up to 125 points each.
 - 4) Rough Drafts for essays- You may earn 20 points for **on-time** rough drafts.
 - 5) Final- 50 points
 - 6) Portfolio- Will be turned in through Blackboard with attached Rubric

You will assemble a final portfolio that showcases what you have learned this semester. This portfolio will include a formal letter detailing your strengths and weaknesses as a writer and what you hope to aspire to with respect to your writing in the future. Your portfolio will also include your initial four essays, the scoring guides to these essays, and the four rewritten essays. Worth 100 points

*You have the freedom to rewrite the essays or not to rewrite the essays.

Grading: We will use a 10-point grading scale:

90-100 A 80-89 B 70-79 C 60-69 D 59 and under F

Grades will be kept current on a weekly basis on Blackboard's Grade Center.

7. Teaching Strategies

Large and small group activities, individual and group projects, reflections, structured overview, demonstration, discussion, Internet research, on-line discussion board.

8. Disabled Student Services In accordance with Section 504 of the 193 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

9. Academic Support Resources

We will use the writing/tutoring lab, computer lab, SmartThinking, and the Library.

10. Course Outline

August 19 Introduction to Composition 110. What is a writer?

Aug. 22, 24, Pretest; Read "Introduction" *Signs: 1-21*
Choose a concept and go into detail for **Summary/Synthesis (S/S) One Due 8/26**

Aug. 29, 31 Conversation: "Introduction," **Read Signs: 33-67**
Choose an image and concept for S/S Two: Due 9/2

Sept. 8, 10 Begin "Consuming Passions: The Culture of American Consumption"
Read Shames, Norton, Hine; Choose one author for S/S Three Due 9/9,

- Sept. 12, 14 Continue class focus on “Consuming Passions” chapter
Read Kron, Goewey, Friedman; Choose one author for S/S Four Due 9/16
- Sept. 20, 22, Writing an essay, workshoping first essay, **Essay One Due 9/23**
Submit ESSAY One Draft SmartThinking by 9/16
- Sept. 26, 28 Rewrite Essay 1, Read Intro, “Brought to you Buy: The Signs of Advertising”
ESSAY One Due 9/23
- Oct. 4, 6 Continue focus on “Brought to you Buy”
Read Marchand, Twitchell, Blakeslee; Choose one author for S/S Five- 10/8
- Oct. 10, 12 Continue focus on “Brought to you Buy”
Read Craig, Schlosser, Steinem; Choose one author for S/S Six Due 10/14
- Oct. 17, 19 **Submit Essay Two to SmartThinking by 10/17**
ESSAY Two Due 10/23
- Oct. 24, 26 Read Intro, “The Hollywood Sign: The Culture of American Film”. Read two of the authors: Ray, Seger, Kernan, Boyd, Hagedorn, Denby, Moore, Sobchack
Choose one author for S/S Seven Due 10/28
- Oct 31, Nov. 2 Select and present film summary/synthesis to class
Workshop Essay 3, **Submit Essay Three Draft to SmartThinking by 11/4**
- Nov. 7, 9 Peer-review Essay Three
ESSAY Three Due 11/19
- Nov 14, 16 **Common Assignment**
- Nov. 21, 23 **Common Assignment**
- Nov. 28, 30 Workshop Portfolio, Review for the Final.
- Dec. 2 Final Exam, Portfolios Due

Summary Synthesis Rubric

Name:

Focus:

Please follow the guidelines of this scoring sheet when you check over your SUMMARY/SYNTHESIS

ASSIGNMENT: The first paragraph is written in third person and present tense. Over time, stories and essays remain the same; they do not move to the past even though they have been written in the past. After we read, we must ask ourselves, “what is the main idea or point of the essay or story? An idea that is based on the content of the essay needs to be explored in this paper. The word idea is an abstract idea. For example, is love abstract or concrete? The word love is an emotion, a feeling, an idea perhaps; abstract words like love, hate, misfortune, unfair, injustice, difficult, ethical; all these words refer to abstract ideas. Whatever main point you choose be sure to consider the evidence for your written discussion—ask questions of yourself to see if the idea stands true to the evidence of the text. The synthesis part of the assignment refers to the wherewithal to put your ideas together with the author’s. If you can use your own words, that is best, but quotes may be used as long as they are cited correctly according to MLA style. Take facts, examples, and details so you can explore ideas with them. I do not want a simple retelling of essays or stories in these papers. Parenthetical citations must be used whenever content is taken from the textbook. The second paragraph of the paper explores the concept or main idea of the first paragraph. ... Requirements: minimum two (2) paragraphs, Citation Style, Times New Roman 12, one inch margins, title, name, date, subject. Minimum word count: 250

Content	Points Possible
States main idea of essay in first sentence.....	/2
Breaks down main idea into sub ideas.....	/2
Describes sub ideas well.....	/2
Relies on specific examples to bring audience into feel of article.....	/2
Transitions from one thought to the next	/2
Weaves abstract ideas in with concrete examples.....	/2
Moves from general to specific.....	/2
Brings in relevant personal experience and perspective	/2
Readability	
Writes clearly.....	/2
Writes in first and third person.....	/1
Writes in a consistent tense whenever possible	/1
Punctuates correctly	/2
Avoids incomplete sentencing, including fragments, and run-ons.....	/4
Format	
Uses MLA citation style.	/1
Refers to source and text correctly.....	/2
Provides name, title, date, and class.....	/1
Total Points Possible	/30

Failure to meet the required word count will result in an immediate loss of 5 points.

Essay ONE Assignment- 110
Consuming Passions

For this paper, one will be focusing on the topic of distinctiveness of “Consuming Passions” culture.

- One will start off with an idea that expresses to the reader the nature of your observations, field work, key sub ideas, and synthesis of required reading.
- One will outline the key ideas that will be addressed in the paper.
- In the body of one’s paper, one will bring out the main points that are brought up in the introduction. Topic sentences are required that link the reader to the thesis.
- Transition from sentence to sentence and paragraphs must be transitioned from one to the next.
- Be sure to provide plenty of support for ideas, developing each paragraph well. The support might be in the form of textual points supporting one’s reflections. Include details from field work that is appropriate to one’s essay. Don’t forget to end with a conclusion paragraph that restates main points and leaves the reader with a final thought.
- Further requirements: MLA citation style

Rubric for grading essay #3: Please adhere to these guidelines and attach to your paper before attaching file to Turnitin

Content	possible	earned
Organizes writing with respect to goal (relative to assignment)	9	
Points outlined are appropriately similar and/or different and interesting to know	9	
Uses specific examples and textual references to make points clear and exciting	9	
Makes interesting and relative conclusions after synthesizing data	9	
Format and Organization		
12 pt double-spaced Times New Roman standard margins, minimum of 2 pages, no title page, with name, date, class/section, and a title on first page	4	
Introduction paragraph with clear, strong thesis	4	
Each body paragraph relates to the thesis and discusses a relevant subtopic	11	
Conclusion paragraph restates thesis, adds something interesting, ends with feeling, attitude, or closure	3	
Proofreading		
Commas! Such as items in a series. I like her because she is nice, strong, and beautiful.	3	
Comma: Introductory phrases: When my baby walks down the street, all the birdies go tweet tweet tweet.	3	
Write in first and third person—Use I, We, He, She, It. Omit second person from writing-you and your(s)	3	
Correct article displayed: a boy, a girl, an elephant, an igloo	2	
Correct possessive displayed—apostrophes: the girls’ dorm, Mary’s dorm room	3	
Present tense used for summation—essays/literature remain in the present no matter when written	3	
Subject/Verb agreement: watch out for singular and plural mixes. I walk down the street. He walks...	3	
Plenty of subordinating clauses along with independent clauses--correct punctuation included	3	
Semi-colons, comma/conjunction used for compound sentences	3	
Pronouns match referents: The girl who has brown eyes. The happiness that can be had.	3	
Refers to one author or more correctly	3	

Paraphrases, cites, and or summarizes relevant ideas from textbook using MLA	10	
Commentary:	100	
Total		

Essay TWO Assignment- 110
Brought to you Buy

For this paper, one will be focusing on the topic of advertising in magazines, television, and culture.

- One will start off with an idea that expresses to the reader the nature of your observations, field work, key sub ideas, and synthesis of required reading.
- One will outline the key ideas that will be addressed in the paper.
- In the body of one’s paper, one will bring out the main points that are brought up in the introduction. Topic sentences are required that link the reader to the thesis.
- Transition from sentence to sentence and paragraphs must be transitioned from one to the next.
- Be sure to provide plenty of support for ideas, developing each paragraph well. The support might be in the form of textual points supporting one’s reflections. Include details from field work that is appropriate to one’s essay. Don’t forget to end with a conclusion paragraph that restates main points and leaves the reader with a final thought.
- Further requirements: MLA citation style

Rubric for grading essay #2: Please adhere to these guidelines and attach to your paper before attaching file to Turnitin

Content	possible	earned
Organizes writing with respect to goal (relative to assignment)	9	
Outlines points that are interesting to know	9	
Relies on specific examples and textual references to make points clear and exciting	9	
Makes interesting and relative conclusions after synthesizing data	9	
Format and Organization		
12 pt double-spaced Times New Roman standard margins, minimum of 2 1/2 pages, no title page, with name, date, class/section, and a title on first page	3	
Introduction paragraph with clear, strong thesis	2	
Each body paragraph relates to the thesis and discusses a relevant subtopic (includes a topic sentence)	6	
Conclusion paragraph restates thesis, adds something interesting, ends with feeling, attitude, or closure	3	
Proofreading		
Commas! Such as items in a series. I like her because she is nice, strong, and beautiful.	3	
Comma: Introductory phrases: When my baby walks down the street, all the birdies go tweet tweet tweet.	3	
Write in first and third person—Use I, We, He, She, It. Omit second person from writing-you and your(s)	3	
Correct article displayed: a boy, a girl, an elephant, an igloo	2	
Correct possessive displayed—apostrophes: the girls’ dorm, Mary’s dorm room	3	
Present tense used for summation—essays/literature remain in the present no matter when written	3	
Subject/Verb agreement: watch out for singular and plural mixes. I walk down the street. He walks...	3	
Plenty of subordinating clauses along with independent clauses--correct punctuation included	3	
Semi-colons, comma/conjunction used for compound sentences	3	
Pronouns match referents: The girl who has brown eyes. The happiness that can be had.	3	
Refers to one author or more correctly	3	
Paraphrases, cites, and or summarizes relevant ideas from textbook using MLA citation style	18	

When using a citation or quote, the quote must be attributed, integrated, and synthesized.		
Commentary:		
Total:	100	

Essay THREE Assignment
English 110 The Hollywood Sign: The Culture of American Film

For this paper, you will be analyzing an article and a form of visual media. I am asking you to write a critical interpretation of a movie, television show(s), and music and/or video. In interpreting any of these cultural forms you will need to rely on your skills in description and summary, because you need to describe the show for your reader, but your purpose will be to go beyond these writing tasks towards the construction of interpretive arguments about the cultural significance of your topic. The interpretation of any show includes any advertisement that is embedded within its time frame. Look beyond the obvious meaning that is conveyed in the show or movie’s plot and characterization to see if you can interpret cultural signs that suggest deeper meaning or relevance.

- Begin by introducing the topic being discussed, and naming the author, show, movie, and/or video.
- What is the main idea you are analyzing. Form a thesis statement that says something distinct about the point you are bring out.
- In the body of your paper, you will explain three or four main points that are contained or included in the thesis.
- Topic sentences need to refer to what will be discussed in the paragraph. The final sentence of the paragraph needs to connect the reader to the thesis as well as lead the reader to the point of the next paragraph. Make sure the body paragraphs move from the general to the specific. Use examples from the text and examples from your life to bring the analysis alive. Any and all knowledge that makes the idea relevant to the reader should be brought out. Explain everything, including the examples you come up with, quite well.
- Don’t forget to end with a conclusion paragraph that restates the main points of your analysis and leaves the reader with a feeling, attitude, or sense of closure

Rubric for grading essay #3: Please keep this and turn it in stapled to your paper

Content	possible	earned
Clearly and fully discusses an author and a cultural form	11	
Refers to the two types (visual, written) texts clearly and appropriately	11	
Uses strong examples to make abstract ideas concrete	11	
Format and Organization		
12 pt double-spaced Times New Roman standard margins, minimum of 3 pages, no title page, with name, date, class/section, and a title on first page	4	
Introduction paragraph includes names named, points lined up, and a clear, strong thesis stated	4	
Body paragraphs include a topic sentence, go from general to specific, transition one sub- idea to next	16	
Conclusion paragraph restates thesis, adds something interesting, ends with feeling, attitude, or closure	3	
Proofreading		
Commas! Such as items in a series. I like her because she is nice, strong, and beautiful.	3	
Comma: Introductory phrases: When my baby walks down the street, all the birdies go tweet tweet tweet.	3	
Write in first and third person—Use I, We, He, She, It. Omit second person from writing-you and your(s)	3	
Correct article displayed: a boy, a girl, an elephant, an igloo	3	
Correct possessive displayed—apostrophes: the girls’ dorm, Mary’s dorm room	3	
Present tense used for summation—essays/literature remain in the present no matter when written	3	
Subject/Verb agreement: watch out for singular and plural mixes. I walk down the street. He walks...	3	
Plenty of subordinating clauses along with independent clauses--correct punctuation included	3	

Semi-colons, comma/conjunction used for compound sentences	3	
Pronouns match referents: The girl who has brown eyes. The happiness that can be had.	3	
Follows correct MLA Parenthetical Citation style, Works Cited page included	20	
Total Points	100	