

Fayetteville State University
College of Arts and Sciences
Department of English
English 110-11: Composition I
Fall 2011

I. Locator Information

Instructor: Dr. Brenda Mann Hammack
English 110-11: Composition I
Semester Credit Hours: 3

Office Location: Butler 131
Office hours: 11:30-12:30 T & Th;
5-6 T & Th; 2-6 W; and by appointment

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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

A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

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. Texts

Book

McQuade, Donald and Christine McQuade. *Seeing & Writing 4*. New York: Bedford/St. Martin's, 2010. ISBN: 0-312-57861-X

V. Student Learning Outcomes

Upon completion of 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
- Construct reasonable arguments
- Cite sources appropriately

VI. Course Requirements and Evaluation Criteria

The essays, quizzes, and oral presentation will receive letter grades: A=4.0; B=3.0; C=2.0; D=1.0; F=0. Freewrites and homework will receive softer grades (check plus; check; check minus), which will be averaged together at the end of the semester to become a cumulative letter grade (with improvement over the course of the semester being recognized).

The following components will contribute to a percentage of the overall grade.

Attendance/participation = 15%.

Journal entries on assigned reading 15% cumulative

Homework/Freewrites/Quizzes = 10% cumulative

Two 2-3 pp essays = 15% each.

One 5-6 pp. essay combined with an oral, PowerPoint presentation = 20%

1 Common Assignment essay 10%

Attendance/Participation

If you are not present, you cannot participate. Since this class will be discussion- rather than lecture-oriented, you must come to class prepared to interact with classmates. Participation should be active rather than passive. Sitting in a chair in my classroom twice a week is not enough to earn you an "A." You need to demonstrate your involvement with the assigned material through in-class free writes and class discussion. All students will be expected to interact constructively and maturely with peers.

Be sure to bring your book . You will sometimes be asked to respond to readings and images during class—and you'll be at an extreme disadvantage if you don't have a photographic memory!

If absences are unavoidable, you will be expected to submit make-up free writes to demonstrate your completion of assigned readings. Absence is not an excuse for not being informed. It's your responsibility to contact the instructor to make up in-class assignments. If you miss class on a film day, you will be expected to watch the film outside of class. After three absences, I will deduct a half a letter grade from the participation grade per absence. Tardiness will also impact the participation grade. Do not expect full credit for attendance if you don't plan on attending class during the entire period in which it is scheduled to meet.

Reading Journal

Students should write at least one page (typed, double-spaced) in a reading journal for each class in which reading is assigned—unless the reading schedule indicates otherwise. (All journal entries are listed in bold on the schedule.) Writing may be informal. Students may discuss personal experiences that are related to content of assigned readings, but must demonstrate some thoughtful consideration of ideas expressed by assigned authors. I do not want mere summary of readings, but I should be able to tell who has read all of the assigned work. Some journal entries may be longer than one page if the student is particularly inspired by a topic—and I recommend that students use the reading journal as a site for discovering possible subjects for essays. Grades will be based on students' ability to demonstrate:

- 1) insightful comprehension of assigned material
- 2) original reflections influenced by reading content
- 3) competent handling of summary and quotation from the assigned primary source

Homework/Free writes/Quizzes:

On occasion, students will be expected to complete homework exercises outside of class in order to prepare for group work, in-class writing exercises and discussions.

You won't be able to participate if you do not complete the homework so your grade will be affected in two different ways. You will not be able to participate in peer review workshops if you do not have a draft! You should not expect full credit for late homework, because you won't be able to complete the in-class activities that will occur during class. If you miss writing exercises or peer review sessions, you are unlikely to know "what I'm looking for" in the papers.

Students should also be prepared for pop quizzes and free writes on assigned readings and films. In-class writing exercises will be designed to serve as reading motivators and checks. While quizzes will usually involve simple content-based questions, free writes may involve personal reactions to both the texts and ideas expressed in the texts. I don't recommend speed reading. If you keep up with the schedule, you should not have difficulty answering the questions. I won't try to trick you. However, it is your responsibility to convince me that you've read and digested this material. If you're overly vague, I'll assume that you're trying to bluff--and you'll receive an "NC" for "No Credit." If you are absent during a film viewing, you should be able to rent the video, watch it on your own time, and turn in any assigned free writes.

Essays

You will also compose two 2-3 pp. essays and one 5-6 pp. essay. I will provide specific requirements in handouts for each essay. Inspiration for the assignments will be drawn from assigned readings, films, and class discussions. Due dates are on the assignment schedule.

Common Assignment Essay

During the last two weeks of the semester, students in all composition classes will be required to compose an essay that draws on source material provided by the department's composition committee. This essay will serve as the final exam for the class. Source materials and assignment instructions will be distributed at a later date.

Academic Integrity

Although most essays will be grounded in personal experience, rather than research, MLA documentation will be required with paraphrase and/or quotation from all sources, including the assigned materials. If you are confused about the distinctions between paraphrasing and plagiarizing, you should ask me before submitting work as your own. Plagiarized papers (whether they are submitted as drafts or as final products) will result in automatic “F”s.”

Other Notes on Written Work:

All essays should be typed and double-spaced. Please use a 10, 11, or 12 point font size.

Lateness will result in lowered grades. A “B” will become a “B-” if the essay is one day late, a “C+” if it is two days late--and so on. Short extensions *may* be granted if the student contacts the professor in advance of the due date; however, late papers will not be accepted on a consistent basis. I will not accept multiple late assignments at the same time—especially not at the end of the semester.

Ideally, all projects and free writes should be submitted to the instructor in person. If you choose to send work via E-mail, you should verify my receipt of your material (especially if you are leaving the area for vacation). Likewise, if you leave papers in my English department mailbox or if you slip them under my door, you should also verify receipt before you leave campus.

FSU Policy on Disruptive Behavior in the Classroom (Optional)

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.

VII. Academic Support Resources.

Students will be expected to access blackboard for various supplemental guidelines on research and documentation. External links to websites will be directly related to homework assignments. Backup copies of the syllabus and other handouts will also be available at this site.

Students will also be encouraged to use Smarthinking and Criterion tutoring services as well as to visit the Writing Center in the basement of the Helen T. Chick Building.

VIII. Course Outline (Reading and Assignment Schedule)

Note: Be prepared to discuss the readings assigned for each date on the schedule below. The readings can be found in McQuade's *Seeing & Writing 4*, unless otherwise noted.

August

Th 18: Discuss syllabus.

T 23: Print complete syllabus from Blackboard and bring to class. 8pp. foldout with graphic novel treatment of writing process; selected pages from "Introduction" (3-7, 16-25). Journal instructions and samples discussed.

Th 25: **Journal 1 due.** Busch "The Uncommon Life of Common Objects" (114-120); Newitz "My Laptop" (44); Osorio's installation image (92-95). Paper 1 instructions distributed.

T 30: **Journal 2 due.** Observing the Ordinary (27-29); "Writers on Writing" and "Visualizing Composition" (70-71); Doyle "Joyas Volardoses" (81-83).

September

Th 1: **Journal 3 due.** Coming to Terms with Place (128-131); Sanders "Homeplace" (172-177).

T 6: Peterson's "Image of Homelessness" (169); "Portfolio—Flickr Student Spaces" (192-197); "Visualizing Composition: Tone" (188).

Th 8: **Draft due;** Peer Review Workshop.

T 13: **Paper 1 due.** "Capturing Memorable Moments" (231-241); Canin "Vivian, Fort Barnwell" (242-243); Paper 2 instructions distributed

Th 15: **Journal 4 due.** “Visualizing Composition: Structure” (277); “Portfolio—Savulich” (278-283); Nachtwey “Ground Zero” (285-289)

T 20: **Journal 5 due;** Tan “Fish Cheeks” (218-219). In-class writing exercise.

Th 22: **Journal 6 due.** Allison “This Is Our World” (260-268)

T 27: **Draft due.** Peer Review Workshop.

Th 29: **Paper 2 due.** Paper 3 instructions distributed.

October

T 4: **Journal 7 due.** Projecting Gender (317-323); Kincaid “Girl” (329); “Visualizing Composition: Purpose” (359); Pollitt “Why Boys Don’t Play with Dolls” (381-383).

Th 6: Begin watching *Ma Vie en Rose*.

T 11 Finish film

Th 13: Satrapi “The Veil” (343-351); “Context—Satrapi” (352-353)

T 18: No Class. Midterm break.

Th 20: **Journal 8 due.** Cofer “The Story of My Body” (332-341). Distribute homework 2 instructions.

T 25: **Homework 2 due.** In-class magazine assignment.

Th 27: Begin watching *Precious*

November

T 1: Finish watching *Precious*.

Th 3: **Draft due.** Peer Review Workshop.

T 8: **Paper 3 due.**

Th 10: **Journal 9 due.** Examining Difference (391-396); Lee’s Opening Portfolio (397-403); “Talking Pictures” (433); “Visualizing Composition: Audience” (439); images (682-683)

T 15: **Journal 10 due.** Coates “This Is How We Lost to the White Man” (447-461); “Visualizing Composition: Point of View” (649)

Th 17: **Journal 11 due.** McBride “What Color Is Jesus?” (466-475); images (476-483)

T 22: Common assignment Instructions distributed and discussed.

Th 24: Thanksgiving Break. No Class.

T 29: In-class writing assignment and documentation workshop. Discuss source materials for Common Assignment.

December

Th 1: **Draft due.** Peer Review Workshop for Common Assignment.

Exam date: Common Assignment due.

IX. Teaching Strategies

This class will be discussion-oriented with some lecture on argumentation, documentation, and integration of research. Students will participate in peer review workshops, and will be encouraged to

take advantage of the Writing Center and computer assisted tutoring. The course will involve intensive writing and reading both in and out of the classroom.

X. Bibliography

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5th edition. New York: The Modern Language Association of America, 1999.

Hacker, Diane. *A Writer's Reference*. Boston and New York: Bedford/St. Martin's. [any edition]