

Fayetteville State University  
College of Arts and Sciences  
Department of English and Foreign Languages  
English 108-01 **Grammar and Usage**

**I. I. Locator Information**

Spring 2010 Instructor: Barbara Blevins

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Instructor: \_ Barbara Blevins

Course # and Name: Engl. 108-01

Office Location: Old Academic Affairs Trailer, 101

Office hours: MW 1:00-1:50,3:00-3:50. F: 9:00-9:50, 1:00-1:50,3:00-3:50. Before class by appointment. Tuesday 8:00-9:00 by appointment.

Email address: bblevins@uncfsu.edu

Semester Credit Hours: 4

Day and Time Class Meets:

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| 8:00 am - 9:50 am MW Butler Building 342 |
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|---|
| 8:00 am - 8:50 am F Butler Building 359 |
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Office Phone: 910-672-2147

Contact Hours Weekly: 5

**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>

**II. Course Description:**

English 108 introduces students to issues of grammar and usage in written forms.

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

**IV. Textbooks:** The Thomson Reader: Conversations in Context. Yagelski, Robert. Thomson Publishers. 2006. ISBN: 1413009980.

The Brief Thomson Handbook. Blakesley and Hoogeveen. Thomson/Wadsworth. 2008. ISBN: 1413010164.

Note: You will also need a set of 50 3x5 cards with lines on one side. If you do not already own a stapler,

you should purchase one.

Data Stick/flash drive or CD

## **V. FSU Student Learning Outcomes**

### FSU Student Learning Outcomes

#### *Communication*

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

#### *Ethics and Civic Engagement*

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

## **English 108 Learning Outcomes**

A. Develop greater confidence as writers and readers within a college environment; increase facility with effective strategies for developing their own academic literacy as demonstrated by performance on summary-response essay on final examination.

B. Consciously engage in the stages of the writing process, including

- Engaging in some process for generating ideas and getting started
- Organizing writing so that it has a clear beginning, middle, and end
- Separating ideas into paragraphs that are developed with relevant details
- Participating in a writing community that involves providing feedback for and accepting feedback from a variety of readers
- Revising writing based upon reader reaction and new thoughts and ideas
- Proofreading for subject-verb agreement, possessive apostrophes, homophones (specifically there/their/they're, where/were, whether/weather, its/it's, your/you're), pronoun agreement, and sentence boundaries. This objective will be demonstrated through use of tutors and through essays.

C. Be aware of appropriate format for purpose (i.e. size and type of font, margins, titles, and other conventions as necessary) as demonstrated by essays.

D. Read and respond to a variety of texts; identify, summarize, paraphrase, and critique main ideas as demonstrated by homework, quizzes, and essays.

E. Think critically about topics of written and spoken language, culture, and power, especially as it relates to the student's own life in practical ways as demonstrated in homework and essays.

*Students who show they have met these course objectives by earning an A in the class, scoring at least a 75 on the post-test, and having their portfolio reviewed and approved by a committee of instructors of English 120 may move straight into English 120, bypassing English 110.*

## **VI. Course Requirements: Evaluation Criteria:**

**A. Daily Grade: Homework, short writings, readings, daily work including participation in class discussion, Blackboard Assignments, group work, conferences with the instructor on days when class is canceled for conferences, writing exercises and quizzes. All non-essay homework and all the work you do in class including the Pretest will be averaged together to count as 30% of your final grade. You will not know ahead of time which assignments or participation I decide to grade or when I will check to make sure you have your required materials. I do take attendance each day, and I do note if a student leaves class. Each graded assignment is worth 25 points if on time and 10 points if late with the**

**exception of the remediation tests on Blackboard. Assignments will not be accepted late without a note from an official source.**

**1. Quality class participation is when your total points average a grade of A or B. includes:**

- showing up on time with required materials (textbook, paper, writing tool, etc.) and homework when assigned;
- staying focused on coursework for entire class period,
- listening to whomever is designated as the speaker by the instructor,
- answering questions voluntarily or when called-upon,
- participating actively in group work (2 or more students collaborating on a task) by contributing relevant ideas to the discussion and maintaining positive attitude towards others
- writing on the board voluntarily or when called-upon to demonstrate grammar points;
- refraining from all distracting or disallowed behaviors.

**2. Acceptable class participation is when you do all of the quality class participation but your total points average a grade of C/acceptable.**

If you

- are absent sometimes (4-6 times per semester) and don't present a university-approved excuse and/or attempt to make work up
- forget your textbook or other materials about 1 out of every 4 days or so
- fail to do your homework about 1 in 4 times it is assigned ESPECIALLY if not having the homework means you cannot participate in class activities
- show up late and disrupt the class by entering once every few days or so OR leave frequently OR leave early without a legitimate explanation for such behavior
- seem drowsy or unfocused in class once every 4 days or so
- keep your hand cell phone in your hand under your desk though you think your instructor can't see it
- fail to volunteer for class work like writing on the board and seem reluctant when called-upon

**3. Poor class participation includes the opposite of all of the quality participation. Your points will total a D or F in class participation.**

If you

- show up late frequently, or leave early frequently
- miss class more than 6 times without providing a university-approved explanation for your absence
- arrive without required materials frequently (including paper),
- fail to do most of the homework assignments,
- are frequently drowsy or falling asleep in class,
- are frequently and obviously sending text messages in class,
- say nothing during group activities or behave in a way that alienates or distracts other group members,
- never volunteer to join discussions or write on the board AND ask not to have to do so or behave negatively when called-upon, or
- frequently engage in distracting behaviors such as chatter, getting up frequently and leaving class to return, eating noisily, etc.

You will be given a Daily Grade at midterm that MAY CHANGE depending on your future behaviors in class, but will let you know if you need to take action to improve the grade.

B. *Four essays, worth 40% of your final grade together.* Each essay will have a rubric on it, indicating what criteria will matter the most in assessing the essay. The rubrics will become more

complex with each paper because we will be covering more and more material in class. **Each essay is worth 10% of your grade and you will receive 5 Extra Credit points on each essay for submitting the writing to Criterion 20 times.**

C. *Each student must visit the writing center four times* to discuss their essays with a tutor for a total of **10%** of the final grade. Each writing center visit will be recorded at the center and reported to me. Each writing center visit is worth 25 points for a total of 100 points which means you either earn 25 points by going each time by the due date or you earn 0% by not going. Just being in the lab and signing onto a computer does not count; you must meet with a tutor to discuss your writing assignment!

E. *A final examination and a Final Presentation* make up the last 20% of the course grade; each is worth 10%.

F. **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

**G. Evaluation:** . Requirement Summary and Grade Determination

Assignment Percent of Total Grade

Daily Grade 30%

Essay 1 10%

Essay 2 10%

Essay 3 10%

Essay 4 10%

Writing Lab Visits 10%

Post Test 10%

Final Presentation 10%

H. Policy on Missed or Late Assignments – Remediation tests can be taken as many times as desired until the due date. **Each graded assignment is worth 25 points if on time and 10 points if late with the exception of the remediation tests on Blackboard. Late Assignments will not be accepted late without a note from an official source.** You may not make up classwork as much classwork completed orally or in a group. Each student may turn in one paper, one class day late, with no penalty, except for the Narrative Argument. Other late papers will be penalized 5% points per business day the paper is late.

## **VII. Additional Course Policies**

### **a.Attendance and tardiness:**

Class attendance is required for all students enrolled in English 108. Class absences will be excused only when valid documentation is provided within a week of your absence for participation in university sponsored events, serious illness, court dates and family emergencies (for example, death or extreme illness of a direct relation).

A significant portion of your overall grade will be earned during class time. If you are absent, you will not earn these points, and it is unlikely you will be able to pass the course. No work missed while you were absent may be made up.

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.”

You must not only attend class, but you must arrive on time and remain in class for the entire period.

Three unexcused late arrivals or early departures will count as one absence for the purpose of the attendance policy.

**B. Written Work:** All written work should be formatted in MLA style. Print all essays, including drafts brought to class for workshops from a computer, in black ink unless otherwise specified. Bring your rubric each time.

**C. Cell phones:** Cell phones, PDAs, laptops, and other electronic devices 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. If there is some sort of emergency that requires you to be accessible during class, let me know ahead of time, set your phone to silent, and excuse yourself quietly if it should ring.

**D. 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.

### **VIII. 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.

### **IX. Academic Support Resources –**

The University College Learning Center offers one-on-one consultations about writing at any stage of the process. The Center is located in HTC 216-C and is open 8am-8pm Monday-Thursday and 8am-5pFriday.

### **X. TENATIVE COURSE OUTLINE-ENG 120 ENGLISH COMPOSITION II**

**Our syllabus may change due to assigned Lab days or students' needs. You may have additional class work or pop tests not on the syllabus.**

#### **Week One**

1/11-1/15

**M.** Discuss syllabus, Blackboard assignments, Criterion and Rubrics. Read Chapter 1 in Thomson Reader, p.3-15 and take notes on reading. Write all new vocabulary with definitions from the text book or dictionary on a 3x5 card: word on unlined side, definition on the lined side. Discussion of reading: context, audience, rhetorical triangle, discourse, discourse communities. Register on Criterion.

**W Pretest 1/13.** Discuss paragraph/essay format.

**F** Grammar and punctuation: sentences, fragments, commas, semi-colons. Homework: Blackboard: **Journal I and Diagnostic Test (due by 1/22)**. Go to [www.flickr.com](http://www.flickr.com) and choose any photo OR pick a photo out of a newspaper or magazine. Bring the photo to class. Homework:

#### **Week Two**

1/18(University Closed Monday for Martin Luther King Day)-1/22

**W** Read p. 16-24 in Thomson Reader. Write 10 simple sentences and 10 compound sentences about that picture. Use appropriate punctuation in every sentence and proofread for spelling. Group work: review of sentences. New grammar: more commas, complex sentences. Reading images/discussion. Homework: **Journal 2 and Diagnostic Test 1 and Comprehensive test (due by 1/29)**.

**F** Write 5 simple sentences, 5 compound sentences, and 10 complex sentences. Correctly use at least one of the homophones covered in class in each sentence. Use p. 477-487 for punctuation advice/review (end punctuation, commas, semi-colons). Continue to review

paragraph and essay format.

Review complex sentences. Group work: prepare for power points on the grammar above.

### **Week Three**

1/25-1/29 We will work on the power points and making sure everyone is registered on Criterion when we go to the lab. Presentations due 2/3.

M Develop a playlist of 8-10 songs that represent you. First, explain why the songs represent you. Then, write what listeners would learn about you by hearing the collection, AND one or two things they would NOT learn. Share playlists. Grammar: comma rule and homophones. Homework: Journal 1 due by

W Read p. 40-44 in Thomson Reader. Make vocabulary cards for all unfamiliar Words 1) Group work: proofreading paragraph. 2) The writing process. KW: prewriting, planning, drafting, revision, proofreading. 3) Assignment of Essay 1: Relationships. Discuss Rubric for Essay 1. Discuss paragraph/essay format. Homework: Finish first draft of Essay 1 and begin revising on Criterion. Bring the draft to class with the rubric. **Remember the trip to the Writing lab for points.**

F Peer and instructor critique of Essay 1. **You must always bring new drafts of the essay to class.** Develop a revision agenda by reviewing your readers' comments AND asking yourself the questions on p. 43 in the textbook. Discuss Criterion errors. Homework: make a revised copy of Essay 1 and continue to revise on Criterion.

### **Week Four Power point presentations W or F.**

2/1-2/5

M Use p. 231-240 in handbook to make sure your essay is formatted for MLA style. Review p. 492-495 for apostrophes. Bring a printed, revised copy of your paper to class on Wednesday. **Wednesday is the last day to go to the Writing lab for Essay 1.**

W/F **Power point presentations W or F. Continue to revise Essay 1. Homework: Essay 1 due Monday 2/8.** Attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric I have used from the previous classes.

### **Week Five**

2/8-2/12

M **Essay 1 due.** Attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric I have used from the previous classes. Preparation for Essay 2: Identity and music activity. Discussion of Identity Issues. Look at Rubric for Essay 2.

W Read "Who Invented White People" p.96-102; create vocab cards; and respond to "Understanding the Text" question #2 on p. 103. Discussion of reading. Read "Black Like I Thought I Was" p.105-108; create vocab cards. Discussion of reading. Discuss a thesis for Essay 2. **Homework:** Write a response to "Entering the Conversations" question 1 on p. 109. Try to write at least a full page, double-spaced. Proofread using Criterion and bring to class. Develop a thesis for Essay 2.

F Peer and Instructor critique of thesis statement for Essay 2. continue to work on Essay 2. Homework: First draft of Essay 2 proofed on Criterion due Monday with rubric attached.

### **Week Six**

2\15-2\19

M Remember to take a draft of the essay to the Writing lab by 2/22. Essay 2 is due 2/24. Peer and Instructor critique of Essay 2. Identity and Religion discussion. Homework: **Journal 3 and Rubric Quiz due by 2/26. Work on Essay 2. You must always bring new drafts of the essay to class.**

W Peer and Instructor critique of Essay 2. Double entry journal on points of development in thesis paragraph and examples from body paragraphs.

F Double entry journal of thesis paragraph and conclusion paragraph. Essay 2 due 2/24.

### **Week Seven**

2\22-2\26

M Last review of Essay 2. Remember when you bring Essay 2, attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric I have used from the previous classes. Read "Salvation" by Langston Hughes; create vocabulary cards. Homework: By Friday, you will write on a blog a 1-2 paragraph (real, developed paragraphs, not itty-bitty ones) response to the reading. Next read Two posts by your classmates on the Blog about Langston Hughes' "Salvation" and respond to what they have written. You can respond to Hughes' ideas, experiences and explain how they made you feel or what they made you think about. And/or you can include a personal response, such as telling your own story related to religion. You can explain how your own religion (or lack thereof) informs your identity. If someone responded to a post before you did, you can respond to the first and/or second post. **BE RESPECTFUL** in your responses; don't write anything online that you wouldn't say in class with your professor there.

W **Essay 2 due.** Attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric for Essay 3 I have used from the previous classes. **Continue to work on Blog. We may go to the library if the lab is not available.**

F Discuss Blogs. Discuss appointments to review Essays 1 and 2 and Interim Grade.

### **Week Eight**

3\1-3\7 Appointments to review Essays 1 and 2 and Interim Grade.

Interim grading period ends

### **Week Nine**

3\8-3\12 **Midterm Break**

**No classes - University open**

### **Week Ten**

3\15-3\19

M Group work: read "Fat and Politics" p.608-611; look up vocab; underline or otherwise identify what you believe are the main points in the article. Put the main points you have underlined in your own words. Homework: Develop a 2-part response. **INDIVIDUALLY** write (type) the 2-part summary response on "Fat and Politics" and be sure and run the paper through Criterion.

W Peer critique of the 2-part summary/response on "Fat and Politics". Read "Should We All Be

Vegetarians" p. 588 in class; group work to identify main points and look up unfamiliar words. Discuss Library visit. Homework: INDIVIDUALLY write (type)the 2-part summaryresponse on and be sure and run the paper through Criterion.Journal 4 due 3/26.

F Library visit. Complete the handout provided.

## **Week Eleven**

**3\22-3\26**

M .Discuss expectations for Essay 3.Discuss rubric. Begin discussion of Essay 3 topic (language). Read "Sex, Lies and Conversation," p.306 and do vocab cards.Discussion of reading. Discuss thesis paragraph for Essay 3, if time. Essay 3 is due 4/5. Homework: Thesis paragraph for Essay 3.

W Peer and instructor critique of Essay 3. Work on Essay 3. Last day to go to the Writing Lab is 3/31. Remember to attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric for Essay 3 I have used from the previous classes

F Work on Essay 3.Homework: Complete Journal 5 and the Definition Test on Blackboard (due by 4/5).

## **Week Twelve**

**3\29-4\2(Friday University closed for Spring Break)**

M Anticipate Post Test. Peer and Instructor critique. Essay 3 due on Wednesday. Remember to attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric for Essay 3 I have used from the previous classes.

W Essay 3 due. Assignment of Essay 4/Rap Music Position Paper. Discuss rubric. Read "The Challenge of Rap Music" p.386. Create vocab cards. Underline or otherwise note what you think are main points. Put those main points in your own words. Discuss thesis statement for Essay 4.Homework: Complete thesis statement for Essay 4.Essay 4 due 4/14.

**The last day to go to the Writing Lab is 4/9.**

## **Week Thirteen**

**4\5-4\9)**

M Peer critique and instructor critique of Essay 4. Read "The Library Card" by Richard Wright and do vocab cards.

W. Peer critique and instructor critique of Essay 4.Library visit and assignment.

F Individual conferences about Essay 4.

## **Week Fourteen**

**4\12-4\16**

M Last day for peer and Instructor critique of Essay 4.

W Essay Four DUE. Remember to attach your evidence of Criterion from the Portfolio, the drafts you took to the Writing lab with the tutor comments and the rubric for Essay 4 I have used from the previous classes. Discuss Final Presentation.

F Group and work on Final Presentation. Collect your Portfolio of writings if you have an in the class so far. Make appointments.

### **Week Fifteen**

**4\19-4\23 Individual conferences begin.**

### **Week Sixteen**

**4\26-4\30 Individual conferences scheduled.**

**Last Day of Classes (4/30)**

**Final Exam Days 5/1-5/**

**Final exam day for your class will be announced. Final Presentation on the Final Exam day.**

### **XI Bibliography:**

This is a list of references for help with grammar and composition. The Online Writing Labs (OWLS) give tutorials on grammar and usage. The MLA style websites provide information on documentation.

#### *Grammar Handbooks*

Hairston, Maxine, John Ruskiewickz, and Christy Friend. The Scott, Foresman Handbook for Writers. 7/e. Addison and Wesley, 2004.

Hacker, Diana. A Writer's Reference Bedford/St. Martin's P: Boston, 2005.

Troyka, Lynn and Douglas Hesse. Simon and Schuster Handbook for Writers, 7/e, Prentice Hall, 2005.

#### *Online Writing Labs (OWLS)*

*www.chompchomp.com*

"[http://www.columbia.edu/cu/cup/cgos/idx\\_basic.html](http://www.columbia.edu/cu/cup/cgos/idx_basic.html)"

<http://owl.english.purdue.edu/>

"<http://online.ohlone.cc.ca.us/~mlieu/>"

#### *MLA Documentations*

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)