

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages

1. LOCATOR INFORMATION

Semester Spring 2010

Credit Hours 3

Course Number and Name: English 110-01, English Composition I

Course Location & Meeting Time MWF 12-12:50, SBE 213

Office Hours MW 10-12, TR 9-11

Instructor Dr. Beth Bir

Office Location 219 HTC

Office Telephone 672-1824

e-mail ebir@uncfsu.edu

Coming to my office or emailing me are more effective ways to reach me than by phone, as I am often working with students or in meetings and miss calls.

2. COURSE DESCRIPTION: BRONCO MEN

This section of English 110 is part of the Bronco Man Learning Community. The other classes in our Learning Community are

- Univ 102-24, MWF 10-10:50, taught by Mr. Conyers
- Swrk 230-01, TR 9:30-10:45, taught by Dr. Johnson

We will work toward two main goals this semester. First, we will learn about and understand some connections to our history by studying two enormously important disputes about what it has meant to be an empowered black man in America: that between Booker T. Washington and W.E.B. Dubois at the beginning of the Twentieth Century and that between Martin Luther King, Jr. and Malcolm X at the middle of the century. You will use this knowledge, along with the information you learn in Dr. Johnson's Social Work class, to write a paper answering the question for yourself: to you, what does it mean to be an empowered black man in America? Second, we will expand your foundation for academic writing by developing a professional ethos in your work and by adding citations in MLA style.

FSU Student Learning Outcomes for English 110

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*

Learning Goals for English 110:

By the end 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.

3. TEXTBOOKS

Many of your texts will be posted on Blackboard. In addition, we will be reading from W.E.B. DuBois, *The Souls of Black Folks*
Malcolm X, *Autobiography*

4. GENERAL REQUIREMENTS

Attendance and tardiness: Attending class is the single most important habit you can get into as a university student, and that holds true for this class as well. In accordance with university policy, if you miss several classes without talking to me, I will give you an EA interim grade, which may turn into an FN (failure due to non-attendance) at the end of the semester if you do not return to class. If you are forced to miss class due to something *beyond your control*, you will need to get in touch with me as soon as possible via phone or email *and* provide documentation within 2 class periods of your return. In this event, your absence will be excused.

Electronic devices: Cell phones, pagers, Blackberries, laptops, and other electronic devices are a distraction to our 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, set your phone to silent and excuse yourself quietly if it should ring.

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.

5. EVALUATION CRITERIA

Assignments	Percentage of Final Grade
<i>Short assignments:</i> all the work you do except what is otherwise listed, including free writing, drafts, homework, in-class activities, and quizzes	40%
<i>Portfolio:</i> all your work for the semester gathered into a portfolio that shows your progress and development as a writer; this will	40%

include your essays, representative homework, and a cover letter	
<i>Post test:</i> at the end of the semester, you will take a post test that shows how well you have learned to write essays using one source and MLA citation	10%
<i>Power Point Presentation:</i> during the semester, you will share extra information about one of our authors or time periods using a Power Point slide presentation	10%

6. COURSE OUTLINE (with Assignment Schedule)

Week	Topic	Major Assignments due
Jan 11	<i>Introduction to course:</i> Our two goals are using ideas from history and focusing on professional tone; historical context set in <i>Unchained Memories</i>	Pretest
Jan 20-22	<i>Readings:</i> Washington Ch. 1 <i>Up from Slavery</i> <i>Writing:</i> defining professional rhetoric, rhetorical triangle	
Jan 25-29	<i>Reading:</i> Washington "The Educational Outlook in the South" Understanding author; MLA in-text summary	Draft of first essay; Presentation 1
Feb 1-5	<i>Reading:</i> Washington "Atlanta Compromise" Understanding audience and purpose; MLA in-text paraphrase	Peer review and writing center or Smarthinking; presentation 2
Feb 8-12	<i>Reading:</i> DuBois "Of Our Spiritual Strivings" Understanding textual choices; MLA in-text direct quotation	First essay due; presentation 3
Feb 15-19	<i>Reading:</i> DuBois "Of Mr. Booker T. . ." Practice paraphrase, direct quotation	Draft of second essay; presentation 4
Feb 22-26	<i>Reading:</i> DuBois "Of the Meaning of Progress" Practice paraphrase, direct quotation	Peer review and writing center or Smarthinking; presentation 5
March 1-5	<i>Reading:</i> DuBois The Talented Tenth MLA works cited	Second short essay due
	Midterm Conferences	
March 15-19	<i>Reading:</i> Malcolm X Ch. 1, 9 Practice triangle, paraphrase	Draft of third short essay; Presentation 6
March 22-26	<i>Reading:</i> Malcolm X Ch. 10, 11 Triangle, summary	Peer review and writing center or Smarthinking; presentation 7
March 29-April 2	<i>Reading:</i> Malcolm X Ch. 17 Triangle, citation	Third essay due; presentation 8
April 5-9	<i>Reading:</i> MLK "Loving Your Enemies"	Draft of final essay;

	Triangle, paraphrase	presentation 9
April 12-16	<i>Reading:</i> MLK "Beyond Vietnam" Triangle, summary	Presentation 10; Peer review/writing center visit; essay due
April 19-23	<i>Reading:</i> MLK "I See the Promised Land" Personal response and integration	Revisions and conferences
April 26-30	Portfolios due	

Final Exam: Wednesday, May 5, 12:00pm This time is set in accordance with the university calendar and cannot be changed. No exceptions.

7. TEACHING STRATEGIES

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