



Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
ENGL 110-10 English Composition I
Spring 2010

*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 110-10 English Composition I

Course Location & Meeting Time: MWF 9:00 a.m. –9:50 a.m. SBE 145

Office Hours: MWF Noon -2:00 p.m.

M 4p.m.-6p.m.

Other times by appointment

Instructor: Dr. Ji Young Kim

Office Location: Butler 387

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

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.

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:

Langan, John. College Writing Skills with Reading, 7th ed. Pearson, McGraw-Hill, New York, 2008.

V. Student Learning Outcomes for English 110:

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

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
<p>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. 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.</p>	<p>30%</p>
<p>Critical Reading & Response Project Summarize, quote, paraphrase, and analyze reading materials. Identifying and Synthesizing responses to common questions at issue, various perspectives on a topic or solution to a problem. Drawing reasonable conclusions based on the reading into the development of written project. Students will complete three Critical Reading & Response projects.</p>	<p>10%</p>
<p>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.</p>	<p>15%</p>
<p>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.</p>	<p>25%</p>
<p>Portfolio & Reflection: All your work for the semester gathered into a portfolio that shows your progress and development as a writer</p>	<p>10%</p>
<p>Posttest</p>	<p>10%</p>

- 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.

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

Class	In Class Activities & Topics	Work Due at Beginning of Class
Jan.11 M	<i>Course Expectations: overview, mechanics, course policies and procedures; the syllabus (Course syllabus)</i>	
Jan. 13 W	Pretest	
Jan. 15 F	Ch.1 Introduction to Writing Ch.2 Writing Process Writing Inventory	Read Ch. 1 &2
Jan. 18 M	<i>Martin Luther King, Jr., Holiday observed—No Class</i>	
Jan.20 W	Ch.18 &19 Writing a Summary and Response Summarize, quote, paraphrase, and analyze material	Read Ch. 3, 4
Jan. 22 F	Ch. 3 Writing a Good Thesis Informal outlines and completing thesis statements	Evaluating thesis statement
Jan. 25 M	Part II Patterns of Essay Development <ul style="list-style-type: none"> • Writing a thesis and a formal plan Worksheet • Vocabulary quiz 	Choose a Major Essay #1 topic Formal outline and prewriting Develop ME #1 introduction
Jan. 27	Ch.8 Description	Work on ME #1 first draft

W	<ul style="list-style-type: none"> • Class reading • Writing an introduction Preparation for Major Essay 1	
Jan. 29 F	ME #1 Writing a conclusion <ul style="list-style-type: none"> • Class Activity : Descriptive details • Evaluate introduction • Writing an conclusion 	Submit ME #1 to Smarthinking
Feb. 1 M	Writing workshop for ME #1	<ul style="list-style-type: none"> • Work on a worksheet “Revising sentences” in Bb and bring it to class
Feb. 3 W	Writing workshop for ME #1	
Feb. 5 F	ME #1 Peer Evaluation Smarthinking Revision	Bring your Smarthinking Response to class
Feb. 8 M	Ch. 5 Revising & Editing Writer’s handbook- Sentence skills	Working with a writing tutor for Major Essay #1 (optional) Complete “Revising sentences” worksheet
Feb. 10 W	Quiz on sentence revising ME #1 Editing	Complete S-V agreement worksheet
Feb. 12 F	Ch.9: Narration: Connecting Events Class discussion on “The Yellow Ribbon, Pete Hamil” Choose a Major Essay #2 topic & Prewriting	ME #1 Final draft due <ul style="list-style-type: none"> • Preparation for class discussion on “The Yellow Ribbon, Pete Hamil” • Study vocabulary
Feb. 15 M	ME#2 Introduction Vocabulary quiz	Work on ME # 2 Introduction
Feb. 17 W	ME #2 Writing workshop for ME #2	Submit ME #1 to Smarthinking
Feb. 19 F	Class reading: “Shame”(645) Discuss universal emotions: shame, embarrassment, and the burning desire to hold on to one’s self-respect	Major Essay #2 Develop body paragraphs
Feb. 22 M	Discuss “success” in relation to Critical Reading & Response Project 2	
Feb. 24 W	ME #2 Peer Evaluation Smarthinking Revision	
Feb. 26 F	Writer’s Handbook: Punctuations Edit ME #2	ME #2 Final draft due
Mar. 1 M	CLA Performance Task: What is the CLA? What Does the CLA Measure? Sample	

	Performance Task	
Mar. 3 W	CLA Performance Task class exercise	Post the CLA response on Bb
Mar. 5 F	CLA Test	
Mar. 8-12	Midterm Break—No Classes	
Mar. 15 M	Class discussion on “Propaganda Techniques in Today’s Advertising,” Ann McClintock (706)	Read “Propaganda Techniques in Today’s Advertising,” Ann McClintock (706)
Mar. 17 W	Critical Reading & Response Peer Critique	Critical Reading & Response Project 1 due Post it on Bb
Mar. 19 F	Conference with instructor (Last name A-M) Come to my office, BU 387 Bring your notebook with you	
Mar.22 M	Conference with instructor (Last name N-Z) Come to my office, BU 387 Bring your notebook with you	
Mar. 24 W	Discuss constant stream of sexual images in relation to Critical Reading & Response Project 2	Find two related sources for your Critical Reading & Response Project # 2
Mar. 26 F	Ch. 12 Cause & Effect Complete the writing prompt	
Mar. 29 M	Class discussion on “Born to Be Different?, Camille Lewis (298)”	Read “Born to Be Different?, Camille Lewis (298)” <ul style="list-style-type: none"> • Preparation for class discussion • Study vocabulary
Mar. 31 W	Ch. 13 Comparison or Contrast Complete the writing prompt	
Apr. 2 F	Spring Holiday- No Class	
Apr. 5 M	Ch. 16 Argument Class discussion on “Ban the Things. Ban Them All,” Molly Ivins (362)	Read “Ban the Things. Ban Them All,” Molly Ivins (362) <ul style="list-style-type: none"> • Preparation for class discussion • Study vocabulary
Apr. 7 W	Class discussion on “Smash Thy Neighbor,” John McMurtry (660) Topic selection for ME #3	Read “Smash Thy Neighbor,” John McMurtry (660) <ul style="list-style-type: none"> • Preparation for class discussion • Study vocabulary

Apr. 9 F	Writer's Handbook: Pronoun Agreement	Critical Reading & Response Project 2 due Post your response on Bb
Apr. 12 M	ME #3 Introduction Share your introduction with your group Quiz on pronoun agreement	Bring your introduction of ME #2
Apr. 14 W	Writer's Handbook: Dangling modifiers	Submit your ME #3 to Smarthinking
Apr. 16 F	Discuss capital punishment in relation to Critical Reading & Response Project 3 Vocabulary quiz	Find two related sources for your Critical Reading & Response Project # 3
Apr. 19 M	ME #3 Writing Workshop	
Apr. 21 W	ME # 3 Peer Evaluation	
Apr. 23 F	Smarthinking Revision	Bring your Smarthinking feedback to class
Apr.26 M	Portfolio Evaluation/presentation	ME # 3 final draft due
Apr.28 W	Portfolio Evaluation/presentation	Portfolio
Apr. 30 F	Review	Critical Reading & Response Project 3 due Post your response on Bb
TBA	Posttest	

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

X. TEACHING STRATEGIES

Teaching strategies include 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.