

Fayetteville State University  
College of Arts and Sciences  
Department of English  
English 110-44 English Composition I  
Spring 2010

### **I. Locator Information**

Classroom location: SBE 145

Semester Credit Hours: 3

Instructor: Ms. Vicki McKenzie  
131 Helen Chick Building

Mon/Wed 6:00-8:30

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672-1768

**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>

**Please check your campus email and Blackboard daily.**

### **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, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### **IV. Textbook**

Lester Faigley, Jack Selzer. *Good Reasons with Contemporary Arguments*. 4<sup>th</sup> ed. (New York, San Francisco, Boston, 2009).

### **V. 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*

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**

### **FSU Grading Scale**

A = 90% - 100%

B = 80% - 90%

C = 70% - 80%

D = 60% - 70%

F = below 60%

**Attendance and tardiness:** Students are expected to attend all class meetings, individual conferences and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. 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.

Students missing more than 3 classes will have their final grade for the course lowered by one full letter grade.

Keep all cell phones turned off and put away. Check your schedules and make certain that you are officially registered in each and every one of your courses. If you aren't registered, you receive no grade.

### **Requirements:**

Visual Analysis	15%
Definition Argument	20%
Encomium/Evaluation	20%
Narrative Argument	20%
Daily Grade (HW, quizzes)	15%
Final Examination (posttest)	10%

### **Plagiarism: Academic Integrity**

If you are confused about the distinctions between paraphrasing and plagiarizing, you should ask me before submitting work as your own. A plagiarized paper (whether submitted as a draft or a final product) will result in an automatic “F.”

**Policy on late work: Late work is only accepted in case of an emergency with documented proof.**

### **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* affirms 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.

**Disruptive Behavior** – As used in this policy, any student behavior that interferes with instruction and learning. Examples include, though are not limited to, the following:

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 in violation of the class syllabus
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; and/or
8. Entering class late or leaving class early on a regular basis

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited above. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior:

The instructor may take the following actions in response to disruptive behavior:

Direct student to cease disruptive behavior.

Direct student to change seating locations.

Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.

Dismiss class for the remainder of the period.

Lower the student’s final exam by a maximum of one-letter grade.

File a complaint with the Dean of Students for more severe disciplinary action.

### **Expectations :**

- Be on time for classes which will begin promptly at 6:00 unless otherwise noted. The rudeness of interrupting something in progress is only part of the concern. Even more important is that papers for peer comments are exchanged and you need to be there in the beginning so that this can be done.
- Come prepared with your text book, paper and a writing utensil
- **Turn cell phones off or put on silent. No text messaging**
- Be prepared and ready to discuss comprehension questions at the end of each essay/section
- . Respect everyone’s opinion.

## **VII. Academic Support Resources**

### **Writing Center and Smarthinking**

**Requirements for papers:** All essays and drafts will be typed MLA style, using a Times New Roman 12pt font. These essays will be 2 ½ - 4 pages in length.

### **Schedule of Readings and Assignments**

The schedule is deliberately designed to be flexible. So you need to keep up and keep in touch so you can know exactly when something is due. More precise specifications will be furnished as we go along. Please ensure that you look over all reading assignments.

### VIII. Tentative Course Outline

<b>Monday, January 11</b>	Course introduction and syllabus; what makes writing good? What is MLA? Homework: Read chapters 2 and 4, reading critically, drafting and revising
<b>Wednesday, January 13</b>	Critical reading strategies, coherence strategies, and concision strategies/editing; review homophones. Pre-test in Butler 312. Homework: critical reading on your own with editing practice. On Wednesday, January 20, bring a newspaper or magazine to class.
<b>Monday, January 18</b>	Observance of Martin Luther King, Jr.'s Birthday; no classes
<b>Wednesday, January 20</b>	Review assigned homework; review apostrophes vs. plurals. Essay 1 assignment: visual analysis and tactics for analyzing visuals. Discuss thesis development. Homework: Develop thesis and outline for Essay 1.
<b>Monday, January 25</b>	Editing and proofreading practice; thesis and outline presentations and workshop. Students will explain analysis to others and receive comments. Homework: complete first draft and submit to Smarthinking by 6 p.m. 1/26.
<b>Wednesday, January 27</b>	Discussion of Language skills/rhetorical figures with reading, identification and practice. Review of Smarthinking comments to incorporate in revisions. Discussion of proofreading techniques
<b>Monday, February 1</b>	Essay 1 is due; Essay 2 assigned: Definition strategies Homework: choose a topic for Essay 2 and make an outline. Read p. 118-133. You should use two sources for Essay 2.
<b>Wednesday, February 3</b>	Grammar and punctuation review: apostrophes and plurals, concision. Discussion of assigned reading and presentations of thesis for Essay 2. Homework: develop first draft, submit to Smarthinking by Friday at 3 p.m.
<b>Monday, February 8</b>	Use Smarthinking comments to revise Essay 2. Read p. 156-158 and discuss sample encomia topics based on practicality/aesthetics/ethics. Homework: finish Essay 2 with proofreading and prepare to turn in. Choose topic for evaluation argument and develop thesis. Be prepared to present thesis in class on Wednesday.
<b>Wednesday, February 10</b>	Essay 2 is due. Editing and proofreading review Homework: develop outline for Essay 3 to discuss in class on Monday.
<b>Monday, February 15</b>	Skills review, practice one sentence twenty ways. New grammar (use of the colon) Final drafting evaluation essay and submit to Smarthinking by Tuesday at 6
<b>Wednesday, February 17</b>	Review Smarthinking comments and use to revise Essay 3. Homework: Prepare to submit Essay 3; read p. 177-187 in book on Narrative Arguments
<b>Monday, February 22</b>	Discussion of reading/strategies for writing narrative arguments. Essay 4 assigned: Narrative Argument. Use p 190-191 to develop outline for Essay 4. Discuss potential topics, claim, details. Homework: Write first draft of Essay 4; print and bring two copies to class.
<b>Wednesday, February 24</b>	Peer review in groups of Essay 4; revisions submitted to Smarthinking by end of class. Homework: use Smarthinking comments to further revise Essay 4; edit and proofread, prepare to turn in Essay 4.
<b>Monday, March 1</b>	Essay 4 is due. Exam preparation: coherence, concision, and other writing skills review. Writing process review, MLA review and grammar review
<b>Wednesday, March 3</b>	Final examination/post-test

**X. Teaching Strategies:** Lecture, peer review, writing and class discussion with research through various websites such as Purdue Online (OWL).