

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 120-2: English Composition II
Spring 2010

I. Locator Information:

Instructor: Dr. Alison Van Nyhuis

Course # and Name: English 120-2: English Composition II

Semester Credit Hours: 3.000

Day and Time Class Meets: T/R 12:30-1:45 p.m.

Classroom Location: Butler 211

Total Contact Hours for Class: 45.000

Office Location: Modular Unit 112

Office Hours: T/R 8:45-10:45 a.m. (2 hours per class per week)

Office Phone: (910) 672-2506

Department Mailbox: Butler 123

Email Address: avannyhu@uncfsu.edu

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 from the University Catalog: ENGL 120 (3-3-0) English Composition II: A course that continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. When taken for 4 credit hours two lab hours are included. **Prerequisite:** ENGL 110.

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 and Required Materials: Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing, with Readings and Handbook*. New York: W.W. Norton, 2007.

V. Student Learning Outcomes:

After successfully completing this course, students will be able to do the following:

1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, preferably APA
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

ENGL 120 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 a personal system of ethics and morality.

Reasoning: Critical Thinking

5. Evaluate reasonableness of arguments.
6. Construct reasonable arguments.

Inquiry Skills

7. Formulate effective questions.
8. Organize, sort, evaluate and retrieve academic information.
9. Cite sources appropriately.

VI. Course Requirements and Evaluation Criteria**a. Grading Scale—**

A / 1,000-915 points total / 92-100 %; B / 825-914 points total / 83-91 %; C / 725-824 points total / 73-82 %; D / 635-724 points total / 64-72 %; F / 634 points or less / 63% and Below.

b. Attendance Requirements—

You may miss two classes without negatively affecting your participation grade: each set of two unexcused absences will lower your participation grade by a full letter grade. Tardiness also affects your participation grade. Arriving late or leaving early three times constitutes one unexcused absence. For attendance credit, sign the attendance sheet at the beginning of each class period. Sign a “T” next to your name if you arrive late or leave early.

c. Graded Assignments and Values—**1) Professionalism and Participation (Daily / 150 points possible / 15%)**

In order to achieve the maximum number of professionalism and participation points, you should always do the following: do the assigned reading before class; annotate the assigned reading in preparation for class discussions; bring the assigned reading to class; actively participate in class activities and discussions, making at least one informed response or asking at least one relevant question per class period; encourage other students to participate in class; focus on the course material during the entire class period. You will receive fewer points if you generally, but do not always, prepare for class discussions and actively participate in class. You will receive an average professionalism and participation grade if you rarely volunteer your opinions and/or ask informed questions. You will receive a below average professionalism and participation grade if you only speak if called on. You will receive a failing professionalism and participation grade if you generally come to class unprepared and generally respond “I don’t know” when asked a question in class. Performance on class activities, such as the composition pre-test, writing workshops, conferences, and the composition post-test, will affect your professionalism and participation grade.

2) Quizzes (10 at 20 points each / 200 points possible / 20%)

Ten announced reading quizzes will test your comprehension of the reading assigned on the day of the scheduled quiz. We will review for the quiz in class, and you will take the quiz at the end of the scheduled class period.

3) Midterm Exam (4-5 page textual analysis paper and an objective exam in class / 300 points possible / 30%)

Your midterm exam consists of two parts. For part one, you will write a four to five page textual analysis paper, including at least one scholarly print book source and one scholarly print periodical source according to APA format. Submit this paper to Turnitin through Blackboard before coming to the midterm exam, and submit a hard copy of the paper at the beginning of the midterm exam period. Staple your Turnitin confirmation page to the front of your paper. You will complete part two during the midterm exam period. In part two, you will answer questions on the reading assigned before the midterm exam. We will review for the midterm exam in class.

4) Final Exam (4-5 page position paper, 100-120 word abstract, annotated bibliography, and an objective exam in class / 350 points possible / 35%)

Your final exam consists of two parts. For part one, you will write a four to five page position paper with an abstract and annotated bibliography. For the position paper and annotated bibliography, cite and annotate the following according to APA format: at least one scholarly print *or* electronic book source; one scholarly print periodical source; and one scholarly electronic periodical source. Submit your abstract, position paper, and annotated bibliography in one document to Turnitin through Blackboard before coming to the final exam, and submit a hard copy at the beginning of the final exam period. Staple your Turnitin confirmation page to the front of your abstract, position paper, and annotated bibliography. You will complete part two during the final exam period. In part two, you will answer questions on the reading assigned after the midterm exam and before the final exam. We will review for the final exam in class.

d. Policy on Missed or Late Assignments—

Assignments are due in class on the dates listed on the syllabus. If you miss a reading quiz, you will earn 0 points for that quiz (unless you show me evidence of an excused absence on the quiz date and arrange to make up the quiz in a timely manner, generally within one week of returning to class). Other missed or late assignments will drop at least one letter grade per class meeting period (unless you show me evidence of an excused absence on the assignment due date and turn in your missing or late assignment in a timely manner, generally when you return to class from the excused absence).

e. Text Requirements—

- Type all major writing assignments according to APA format.
- Submit your work to Smarthinking through Blackboard at <http://www.blackboard.uncfsu.edu> before the writing workshop.
- Bring two completed, polished, printed copies of your work to each writing workshop.
- Bring a list of at least three written questions with all draft materials to each writing conference.
- Submit all major writing assignments to Turnitin through Blackboard for grading: staple your Turnitin confirmation page to the front of your major assignments before submitting them in class.
- A essays illuminate complexities of language as well as theme, B essays are well organized, well developed, relatively error-free essays that need more complex development and/or clearer focus, and lower grades mean greater problems with development, organization, and grammar.

f. Policy on Academic Honesty—

Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty range from a lower or failing assignment or course grade to suspension or expulsion from the university. See the FSU Code of Student Conduct for additional information.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. 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.

VIII. Academic Support Resources: For writing resources, visit the Writing Center in the University College Learning Center, Room 216C Helen T. Chick (<http://www.uncfsu.edu/learningcenter/writingcenter/index.htm>).

IX. Course Outline and Assignment Schedule:

Part One: Analyzing a Text

Week 1:

- T 1/12 Syllabus Review
R 1/14 Collaborating, 195-98; Reading Strategies, 313-328; Textual Analyses (519-553)

Week 2:

- T 1/19 Composition Pre-Test Preparation
R 1/21 Composition Pre-Test in Butler 312

Week 3:

- T 1/26 **Quiz;** Analyzing a Text, 39-52
R 1/28 Analyzing a Text, 52-59

Week 4:

- T 2/2 Doing Research, 331-353
R 2/4 **Quiz;** Doing Research, 354-377

Week 5:

- T 2/9 Generating Ideas, Drafting, and Editing, 199-223
R 2/11 **Quiz;** APA Style, 417-449

Week 6:

T 2/16 **Quiz;** Sentences, HB-4 to HB-34
 R 2/18 **Quiz;** Words, HB-36 to HB-55

Week 7:

T 2/23 Writing Workshop and Conferences; Writing Conferences, 197-98
 R 2/25 Midterm Exam Review

Week 8:

T 3/2 **Midterm Exam**
 R 3/4 Arguments (583-640)

Week 9:

T 3/9 Midterm Break: No Class
 T 3/11 Midterm Break: No Class

Part Two:**Arguing a Position, Abstracts, and Annotated Bibliographies****Week 10:**

T 3/16 **Quiz;** Arguing a Position, 82-97
 R 3/18 Arguing a Position, 97-106

Week 11:

T 3/23 **Quiz;** Beginning, Ending, and Guiding Your Reader, 239-254
 R 3/25 Analyzing, Classifying, Dividing, Comparing, and Contrasting, 255-274

Week 12:

T 3/30 Defining and Describing, 275-293
 R 4/1 **Quiz;** Dialogue, Explaining Processes, and Narrating, 294-312

Week 13:

T 4/6 Abstracts, 107-111
 R 4/8 Annotated Bibliographies, 112-120

Week 14:

T 4/13 **Quiz;** Punctuation/Mechanics, HB-57 to HB-71
 R 4/15 **Quiz;** Punctuation/Mechanics, HB-71 to 87

Week 15:

T 4/20 Composition Post-Test Preparation
 R 4/22 Composition Post-Test in Butler 312

Week 16:

T 4/27 Writing Workshop and Conferences
 R 4/29 Final Exam Review

Week 17:

T 5/4 **Final Exam from 12:00-1:50 p.m.**

Note: Turn in course materials before leaving the final exam to receive course credit.

IX. Teaching Strategies: In this section of English Composition II, students will develop their writing, argumentative, and research skills by reading, analyzing, discussing, and writing texts, such as the textual analyses and arguments included in *The Norton Field Guide to Writing, with Readings and Handbook*. The participation assignment clarifies expected classroom behavior, including regular attendance and active engagement during class. Short quizzes administered at the end of class will encourage students to do the assigned reading before class and to attend class to receive credit for doing the assigned reading. In addition, the short quizzes will help identify areas to review before the midterm exam and the final exam. Writing assignments, including a textual analysis paper with scholarly research, a position paper with scholarly research, an abstract, and an annotated bibliography, will familiarize students with rhetorical situations, the research process, and APA citation guidelines. Discussions and writing workshops will give students opportunities to communicate findings and expertise with peers. Lectures, Smarthinking submissions, Turnitin submissions, and professor-student conferences will give students opportunities to receive feedback on writing assignments before the assignment deadline, and therefore, will encourage students to regard writing as a process.

Enjoy the course!