

**Fayetteville State University**  
**College of Arts & Sciences**  
**Department of English and Foreign Languages**  
**English 108- 02**  
**Dr. Mary J. Ferguson, Instructor**  
**Spring 2010**

**Week 1:-** Text and Class introductions

- Communicating
- Syllabus
- Vocabulary and introductory paragraph writing exercise
- Net-etiquette.

**The Thomson Handbook pp. 1-46**

**Week 2:** - List five subjects discussed most frequently among:

- College students
- Peer social environments
- Men
- Women
- Parents
- Church members

**The Thomson Reader pp. 63-121 (Class discussion)**

- Group discussion of first essay topic assignments.

*Vocabulary: jargon, image, diversity, multiculturalism, The U.S. Constitution, self-identify, MLA, research, plagiarism, immigrant, emigrant, Native, history, African-American, sensory perception, ethnicity...*

**Week 3: Writing Workshop (In-class) The Thomson Reader pp. 3-56**

**The Thomson Handbook pp. 49-98, 181-239**

- **MLA**
- **Formatting/outlines**
- **Themes/thesis**
- **Content/Context**
- **Jargon/vocabulary**
- **Computer literacy/ using technology**
- **Researching topics**

- Imagery
- Perspectives
- Rhetoric
- Citing Sources

**Week 4: - First Essay Due on Wednesday.**

- First Group to orate. (Friday)
- Class discussion on the *Perseverance of Community Relationships*.
- *Thomson Handbook* pp. 101-178
- Discuss the historical foundation of Fayetteville's success.

**Week 5: - Chapter Six: *Understanding***

- *Learning (Reader pp.128-154*
- Second Group Oration (Wednesday)
- Community Artifacts Curator Presentation (Friday)
- Assignment: Create a pamphlet on *Historical Fayetteville*

Discussion on different areas of Fayetteville's culture (music, the arts, art, dance religion, education, families,...) and landmarks).

**Week 6: - Thomson Reader pp.155-178 ( Class discussion)**

- Researching School Law
- Guest Speaker...FSU's Dr. Terrence Hicks will speak on his recent publication highlighting the consequences of educational deprivation.
- Cause & Effect Essay discussion and outlines on Schooling.

**Week 7: - Vocabulary/jargon**

- The Thomson Reader pp. 179-204
- Developing gender bias surveys (group projects and discussions )
- Conducting surveys among peers ( various approaches and locations)
- Generating and Reporting Results

**Week 8: - Review and Mid-Term**

**Week 9: - Conducting Surveys (The Thomson Handbook pp. 155-178**

- Processing Results
- Reporting Results (Quantitatively/ Qualitatively)

**Week 10: The Thomson Reader pp.205 – 219**

- Creating your own philosophy on love, life, religion, education, politics, race, or religion.
- Class discussion on beliefs.
- Friday...philosophies due (formatted)

**Week 11: Writing reaction/perception papers.**

- *The Thomson Reader* pp.225-253
- Choose one of the four selections to read.
- **In - class debates**
- **In- class Writing Workshop**

**Week 12: - The Perfect Marriage....**

- *The Thomson Reader* pp. 260-263
- Create a list of the perfect relationship (regardless of gender).
- Vocabulary
- Research requirements for marriage and divorce in your state.
- Research the 2009 statistics for marriage and divorce in the U.S.
- Discussion on Case Study for Sexual/Racial Preference.

**Week 13: – What is ‘Good Hair’ and what is ‘Bad Hair’?**

- *The Thomson Reader* pp. 264-267
- Discuss *‘The Civil War Between Black Men and Black Women’*
- *‘America’s Broken Family Structure’*
- P.292- writing an analysis.

**Week 14: Classroom workshop on drafting analysis.**

- The politics of language...pp. 299-326
- Final draft of analysis due Friday.

**Week 15: - Group three’s orations on analysis results.**

- **Second eight weeks review**

**Week 16: Final Exam**