

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 108-02 Grammar and Usage
Spring 2010

I. Instructor: Dr. Mary J. Ferguson email: mjferguson01@uncfsu.edu

II. Locator Information: Office Location: N/A

Office hours: N/A

Office Phone: (910) 672-1416

Semester Credit Hours: 4

Day and Time Class Meets:

8:00 am - 9:50 am MW Lyons Science Building 109
8:00 am - 8:50 am F Lyons Science Building 109

Contact Hours Weekly: 5

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 108 introduces students to issues of grammar and usage in written forms.

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. Textbooks: *The Thomson Reader: Conversations in Context*. Yagelski, Robert. Thomson Publishers. 2006. ISBN:1413009980.

The Brief Thomson Handbook. Blakesley and Hoogeveen. Thomson/Wadsworth. 2008.
ISBN:1413010164.

Note: You will also need a data stick (USB)/flash drive or CD

V. FSU Student Learning Outcomes

Communication

- Evaluate effectiveness of various forms of communication *Introduce*
- Create written and spoken communication: organization *Introduce*
- Create written and spoken communication: clarity *Introduce*

Ethics and Civic Engagement

- Develop and demonstrate personal system of ethics and morality.

English 108 Learning Outcomes

A. Develop greater confidence as writers and readers within a college environment; increase facility with effective strategies for developing their own academic literacy as demonstrated by performance on summary-response essay on final examination.

B. Consciously engage in the stages of the writing process, including:

- Engaging in some process for generating ideas and getting started.
- Organizing writing so that it has a clear beginning, middle, and end.
- Separating ideas into paragraphs that are developed with relevant details.
- Participating in a writing community that involves providing feedback for and accepting feedback from a variety of readers.
- Revising writing based upon reader reaction and new thoughts and ideas.
- Proofreading for subject-verb agreement, possessive apostrophes, homophones (specifically there/their/they're, where/were, whether/weather, its/it's, your/you're), pronoun agreement, and sentence boundaries. This objective will be demonstrated through use of tutors and through essays.

C. Be aware of appropriate format for purpose (i.e. size and type of font, margins, titles, and other conventions as necessary) as demonstrated by essays.

D. Read and respond to a variety of texts; identify, summarize, paraphrase, and critique main ideas as demonstrated by homework, quizzes, and essays.

E. Think critically about topics of written and spoken language, culture, and power, especially as it relates to the student's own life in practical ways as demonstrated in homework and essays.

Students who show they have met these course objectives by earning an A in the class, scoring at

least a 75 on the post-test, and having their portfolio reviewed and approved by a committee of instructors of English 120 may move straight into English 120, bypassing English 110.

VI. Course Requirements: Evaluation Criteria:

A. Daily Grade: Homework, short writings, readings, daily work including participation in class discussion, Blackboard Assignments, group work, conferences with the instructor on days when class is canceled for conferences, writing exercises and quizzes. All non-essay homework and all the work you do in class including the Pretest will be averaged together to count as 30% of your final grade. You will not know ahead of time which assignments or participation I decide to grade or when I will check to make sure you have your required materials. I do take attendance each day, and I do note if a student leaves class. Each graded assignment is worth 25 points if on time and 10 points if late with the exception of the remediation tests on Blackboard. Assignments will not be accepted late without a note from an official source.

1. Quality class participation is when your total points average a grade of A or B includes:

- Showing up on time with required materials (textbook, paper, writing tool, etc.) and homework when assigned.
- Staying focused on coursework for entire class period.
- Listening to who ever is designated as the speaker by the instructor.
- Answering questions voluntarily or when called-upon.
- Participating in group work (2 or more students collaborating on a task) by contributing relevant ideas to the discussion and maintaining positive attitude towards others.
- Writing on the board voluntarily or when called-upon to demonstrate grammar points.
- Refraining from all distracting or disallowed behaviors.

1. Acceptable class participation is when you do all of the quality class participation but your total points average a grade of C/acceptable.

If you are absent (4-6 times per semester):

- You do not present a university-approved excuse and/or attempt to make-up work.
- Forget your textbook or other materials about 1 out of every 4 days.
- Fail to do your homework about 1 in 4 times it is assigned ESPECIALLY if not having the homework means you cannot participate in class activities.
- Show up late and disrupt the class by entering once every few days OR leave frequently OR leave early without a legitimate explanation for such behavior.
- Seem drowsy or unfocused in class once every 4 days.
- Keep your hand cell phone in your hand under your desk though you think your instructor can not see it.
- Fail to volunteer for class work like writing on the board and seem reluctant when called-upon.

2. Poor class participation includes the opposite of all of the quality participation. Your points will total a D or F in class participation.

If you:

- Show up late frequently, or leave early frequently.
- Miss class more than 6 times without providing a university-approved explanation for your absence.
- Arrive without required materials frequently (including paper),
- Fail to do most of the homework assignments.
- Are frequently drowsy or falling asleep in class.
- Are frequently and obviously sending text messages in class,
- Say nothing during group activities or behave in a way that alienates or distracts other group members,
- Never volunteer to join discussions or write on the board AND ask not to have to do so or behave negatively when called-upon, or
- Frequently engage in distracting behaviors such as chatter, getting up frequently and leaving class to return, eating noisily, etc.

You will be given a Daily Grade at midterm that MAY CHANGE depending on your future behaviors in class, but will let you know if you need to take action to improve the grade.

B. Four essays, worth 40% of your final grade together. Each essay will have a rubric on it, indicating what criteria will matter the most in assessing the essay. The rubrics will become more complex with each paper because we will be covering more and more material in class. **Each essay is worth 10% of your grade and you will receive 5 Extra Credit points on each essay for submitting the writing to Criterion 20 times.**

C. Each student must visit the writing center four times to discuss their essays with a tutor for a total of **10%** of the final grade. Each writing center visit will be recorded at the center and reported to me. Each writing center visit is worth 25 points for a total of 100 points which means you either earn 25 points by going each time by the due date or you earn 0% by not going. Just being in the lab and signing onto a computer does not count; you must meet with a tutor to discuss your writing assignment!

E. A final examination and a Final Presentation make up the last 20% of the course grade; each is worth 10%.

F. Grading Scale – This class will use the university’s “10-point” scale as follows:

90-100=A

80-89=B

70-79=C

60-69=D

59 and below=F

G. Evaluation: . Requirement Summary and Grade Determination
Assignment Percent of Total Grade

Daily Grade 30%
Essay 1 10%
Essay 2 10%
Essay 3 10%
Essay 4 10%
Writing Lab Visits 10%
Post Test 10%
Final Presentation 10%

H. Policy on Missed or Late Assignments – Remediation tests can be taken as many times as desired until the due date. **Each graded assignment is worth 25 points if on time and 10 points if late with the exception of the remediation tests on Blackboard. Late Assignments will not be accepted late without a note from an official source.** You may not make up class work completed orally or in a group. Each student may turn in one paper, one class day late, with no penalty, except for the Narrative Argument. Other late papers will be penalized 5% points per business day the paper is late.

VII. Additional Course Policies

A. Attendance and tardiness:

Class attendance is required for all students enrolled in English 108. Class absences will be excused only when valid documentation is provided within a week of your absence for participation in university sponsored events, serious illness, court dates and family emergencies (for example, death or extreme illness of a direct relation).

A significant portion of your overall grade will be earned during class time. If you are absent, you will not earn these points, and it is unlikely you will be able to pass the course. No work missed while you were absent may be made up.

Three unexcused absences will result in an interim grade of EA on your transcript, which will indicate Excessive Absences. According to the catalog, “Students who receive EA interim grades must either withdraw or resume attendance . . . 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.”

You must not only attend class, but you must arrive on time and remain in class for the entire period. Three unexcused late arrivals or early departures will count as one absence for the purpose of the attendance policy.

B. Written Work: All written work should be formatted in MLA style. Print all essays, including drafts brought to class for workshops from a computer, in black ink unless otherwise specified. Bring your rubric each time.

C. **Cell phones:** Cell phones, PDAs, laptops, and other electronic devices are a distraction to the 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, let me know ahead of time, set your phone to silent, and excuse yourself quietly if it should ring.

D. Plagiarism: 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.

VIII. 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.

IX. Academic Support Resources

The University College Learning Center offers one-on-one consultations about writing at any stage of the process. The Center is located in HTC 216-C and is open 8am-8pm Monday-Thursday and 8am-5pFriday.