

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

I. Locator Information:

Instructor: Eric Hyman

Course # and Name: ENGL 110-06 English Composition I. Semester Credit Hours: 3

Day and Time Class Meets: TuTh 9:3-10:45 a.m. in HPEC 335

Office Location: Butler 133

Office hours: MWF 11-12a.m., 1-3 p.m.; TuTh 11a.m. -6 p.m.

Office Phone: 672-1901 Home Phone: (910) 433-2070

Total Contact Hours for Class: 45

Email address: ehyman@uncfsu.edu

The following statement should appear on the first page of each course syllabus:

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:

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:

Hirschberg, Stuart and Terry Hirschberg. *One World, Many Cultures*. 7th ed. New York: Pearson Longman, 2009. ISBN 978-0-205-60545-3

Nagala, Sarala. "'OM' Hinduism in American Pop Culture: Global Strategy or Sacrilegious Mistake?" *Global Exchange: Reading and Writing in a World Context*. Ed. Ann Waters. Upper Saddle River, NJ: Pearson Prentice Hall, 2005). 148-160. Handout.

A decent dictionary, preferably *Merriam-Webster's Collegiate Dictionary*. On-line dictionaries, especially computer spellcheck, won't do.

V. FSU Student Learning Outcomes –

Upon completion of this course, students will be able to:

1. Evaluate effectiveness of various forms of communication
2. Create written and spoken communication: organization
3. Create written and spoken communication: clarity
4. Develop and demonstrate personal system of ethics and morality
5. Evaluate reasonableness or arguments
6. Construct reasonable arguments
7. Cite sources appropriately

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 class grading scale must be consistent with the university catalog.

Final Grades – This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing

FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

b. Attendance Requirements: Fayetteville State University no longer has a WN grade. So, for this course, **if you miss more than five (5) classes you will receive an F for the course.** If you miss a class when an assignment is due, not only will that count as an absence, but also there will be a lateness penalty attached to the assignment. If something important occurs, *negotiate with the instructor **as soon as possible***, preferably in advance: maybe something can be worked out. Missing your conference appointment will count as **THREE** absences.

Graded Assignments:

Six major essays @ 12%	=72%
Six peer comment checklists @ 2%	=12%
Midterm Examination the week of March 2 @ 5%	= 5%
Miscellaneous In-class and Homework Exercises @5%	=5%
Final Examination@6% Thursday May 6, 8 a.m.	=6%

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

e. EXPECTATIONS: Be on time for classes. Classes begin at 9:30—not 9:35. The rudeness of interrupting something in process is only part of the concern. **Even more important is that papers for peer comments are exchanged and you need to be there at the beginning so this can be done.**

Turn in all work on time. Note that all major at-home essays require at least TWO drafts, and you must turn in both and your classmate's peer comment checklist.

Bring to class each and every day a pen and/or pencil, paper, and the textbook. Be prepared to write.

Turn off (or, better, leave behind) all cell phones and pagers. Do not allow them to ring during class; do not talk on them during class. Do not text or IM in class. Violators risk having their cell phones, iPods, or other disruptive electronic device confiscated.

Academic integrity and honesty are assumed. Cases of academic cheating, especially plagiarism, will be handled according to university policy as outlined in the catalog and the student handbook.

VII. Academic Support Resources

The Writing Center on the Second Floor of the Helen T. Chick Building. The instructor is available all day after class and most of the day MWF—take advantage of that!

VIII. Course Outline and Assignment Schedule:

SCHEDULE OF READINGS AND ASSIGNMENTS (subject to adjustment)

The schedule is arranged by **week**, not by individual class days, and is deliberately designed to be flexible. ⇒ So you need to keep up and keep in touch so you know just exactly when something is due.

More precise specifications will be furnished as we go along. Due dates for Essays refer to when to start working on them; the final turn-in dates will be set later. **ALL AT-HOME ESSAYS WILL REQUIRE SEVERAL DRAFTS.** Department requirements, in-class exercises, and other readings might be assigned as the occasion prompts. Numbers in the reading assignments refer to pages in Hirschberg and Hirschberg.

—? DO ALL THE READINGS **BEFORE** CLASS BEGINS. That is so you can be prepared to discuss—and often write about—the works in class. Operate on the assumption there might be a quiz: even if there is not a quiz, when people are prepared and aware, less time is wasted doing the basics and—most important of all—class is less boring. (HINT: ⇒ Think about the questions at the end of each selection. They will help you understand the selection better—and they just might be the question on the quiz or in-class writing.) Much of the in-class assignments (summaries, comparison-and-contrast) will be based on the reading selections assigned.

If you don't know what a word means, LOOK IT UP. Don't be embarrassed: nobody—NOBODY, not even an English teacher—knows every word there is; and

learning new concepts and the words that go with them is one good reason to go to college in the first place.

—? **ALL WRITING ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS.** That is so you can share (and sometimes work on) your writings with your classmates. Papers turned in after the beginning of class count as LATE and will be PENALIZED. All versions must be typed or (preferably) done on a computer. Double space. Use standard, default margins, fonts, and point size (11 or 12).

➤➤ Do not wait until the night before the paper is due to begin writing. The night before is for proofreading and, even more important, to insert ideas that occurred to you after you started writing.

➤➤➤ Do not wait until the last minute to print out assignments. Computer glitches happen☹, but **you** are responsible, not the University, not the instructor. “The dog/computer ate my homework” doesn’t work anymore.

Further specifications for each paper will be furnished as we go along.

The schedule is arranged by **week**, not by individual class days.

January 12: Introduction. Begin Essay I. Describe and discuss the object in HPEC you have been assigned. Raise an issue; discuss that issue; reach and defend a conclusion. In-class Diagnostic Essay

January 19: Read Counts 436-444 (Tuesday). Essay I first draft DUE (Thursday)

January 26: INDIVIDUAL CONFERENCES. No classes. But you must show up for your conference and on time. Missing your scheduled conference counts as *THREE ABSENCES*, because the conference is in place of the whole week of classes.

February 2: Pre-Test Tuesday in ⇔ BUTLER 312—NOT HPEC 335. Essay I final version DUE. Begin Essay II: Read Natadecha-Sponsel 419-426. Write a thoughtful essay in response. Use MLA style for quotation, paraphrases, and ideas taken from Natadecha-Sponsel.

February 9: Read Nagala (handout). Essay II first draft DUE.

February 16: Essay II final version DUE. Read Fernea and Fernea 185-193. Begin Essay III: Essay III is like Essay I, except that you choose the object described; and the issue that you choose to raise should be more sophisticated and well thought out than for Essay I.

February 23: Read Nanda 194-203, Marqusee 353-359.

March 2: Essay III first draft DUE. MIDTERM EXAMINATION. Read Norberg-Hodge 275-279.

March 16: Read BOTH Saitoti 131-141 AND Gersi 142-147. We will work with them together, so it is crucial that you read them both beforehand.

Begin Essay IV. Choose ONE of the following pairs of essays in Hirschberg and Hirschberg and write a comparison and contrast essay:

Njeri 297-303/Foote 332-340

OR

Kaur 153-162/Schildkraut 104-112

OR

Chan 96-103/Brown 113-119

The comparison-contrast part, however, is only the first part of this essay assignment. Use the comparison-contrast as a platform to write your own essay, with your own ideas and thesis. Use MLA style to cite from Hirschberg and Hirschberg.

⇒HINT: Although you only have to write on one pair, read all six selections so that you can choose the pair that works best for you. Then you can use the other selections, if you wish, for Essay V. This essay requires a lot of thought, so it would also be a good idea to start reading well in advance so that you can make your choice and start thinking before the rush of doing the writing.

March 23: Essay IV first draft DUE. Read Chapman 364-371.

March 30: Essay IV Final version DUE. Begin Essay V. Essay V is a free topic, more or less, with one condition. You **MUST** use at least one non-fiction work from Hirschberg and Hirschberg; and that one work must be one not assigned on this syllabus (except that you can use works listed for Essay IV that you didn't use for your Essay IV). This is important, because one of the reasons for this requirement is to have you read works not otherwise assigned. A more positive reason is that this gives you a chance to choose what you want to read. **But if you don't use at least one unassigned work from Hirschberg and Hirschberg, then your Essay IV won't be acceptable at all, and you will have to do it all over again, perhaps with a late penalty.** If you want, you can also use more than one work from Hirschberg and Hirschberg, including fiction and works assigned elsewhere on this syllabus. Use MLA style to cite from Hirschberg and Hirschberg.

April 6: Essay V first draft DUE. Read Slater 469-474.

April 13: Essay V final version DUE. Begin Essay VI: Describe a time when you, or somebody you know well, made a mistake and learned from it. What caused you or that other person to make the mistake? Then, what was learned? Finally, how can the lesson be applied more generally beyond that one incident? What can the rest of us learn from that? This essay is to be more analytic than narrative, so think about causes and consequences more than just telling the story. Read Dumas 75-83.

Notice that no readings have been assigned for the last two weeks. That doesn't mean there will be no readings. Instead it means that readings will be selected to accord with class interest—requests will be taken seriously and probably honored.

What You Need Is What We'll Do

April 20: Essay VI first draft. WYNIWWD

April 27: Essay VI final version. WYNIWWD

May 6: FINAL EXAMINATION 🖐️ ⇔ 8 A.M., NOT 9:30.

IX. Teaching Strategies: Some lecture, but mostly writing and class discussion.