

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

I. Locator Information:

Instructor: Michele McIver-Bell Email: mmciverbell@uncfsu.edu
Course # and Name: English 110-English Composition I Office Location: HTC 215
Credit Hours: 3 Office hours: MWF 2-5, TR 2-4 Office Phone: 910-672-2142
Day and Time Class Meets: TR 9:30-10:45 Class Location: JKSA 220

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>

Policy on Administrative Withdrawal from the University: All students are expected to attend all classes regularly and consistently and are responsible for notifying faculty members, in advance, of the reasons for class absences. "Class attendance" in classes taught online is understood as regular and consistent interaction with the course website and instructor and submission of assignments according to stated deadlines. All forms of financial aid -- including scholarships, grants, work-study, and loans -- are provided to support students who are attending classes and making satisfactory progress toward degree completion. To ensure accuracy of their academic records and financial accounts, students who are enrolled for a semester/term but stop attending classes are required to complete the official withdrawal process. Students who stop attending all classes in a semester will be administratively withdrawn from the university and may be required to make immediate repayment of all or some of the aid they received for that semester.

http://www.uncfsu.edu/policy/academic_affairs/Administrative_Withdrawal_Policy.pdf

II. Course Description: ENGL 110 (3-3-0) English Composition I: 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: Kennedy, X. J., *The Bedford Guide for College Writers*. Bedford/St. Martin's, New York, 2008.

FSU Student Learning Outcomes for English 110

Communication

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

Ethics and Civic Engagement

- Develop and demonstrate personal system of ethics and morality Introduce Reasoning: Critical Thinking

- Evaluate Reasonableness of arguments Introduce

- Construct reasonable arguments Introduce

Inquiry Skills

- Cite sources appropriately Emphasize

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Learning Goals for English 110:

By the end of this course, students should 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.

VI. Course Requirements and Evaluation Criteria:

Short writings, daily work, drafts, and quizzes: All the work you do in class, including drafts, in-class activities, and quizzes together count as 40% of your final grade.

Portfolio: All your work for the term will be gathered into a portfolio that will show your progress over the semester. The portfolio will be assessed based on inclusion of required elements (prewriting notes, essays, drafts of essays, cover letter). The portfolio will count as 50% of your final grade.

Final Exam: The final exam will count as 10% of your final grade.

B. We will use the following grading scale:

92-100 A 83-91 B 73-82 C 72-64 D 63 and under F

VI. Course Requirements

Attendance and tardiness: Attending class is the single most important habit you can get into as a university student, and that holds true for this class as well. If you miss 2 classes without talking to me, I may submit an interim grade of EA for you. Three instances of tardiness (coming in after I take roll) will count as one absence. If you are forced to miss class due to something *beyond your control*, you will need to get in touch with me as soon as possible via phone or email *and* provide documentation within 2 class periods of your return. In this event, your absence may be excused. **If you have four or more unexcused absences, you will receive a grade of F for the class.**

Policy on Late Work: Work will not be accepted late and may not be made up unless the result of an excused absence.

Cell phones: Cell phones, pagers, iPods, and other electronic devices 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.

Academic Dishonesty: 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.

Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Instructor reserves the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VII. Course Outline and Assignment Schedule

Week Dates	Topics	Assignments
1 1/11-15	Introduction Pretest	Introductions
2 1/19-22	Semester Plan	Review diagnostic essay
3 1/25-29	Processes	Essay 1 due 1/29-Organization (Texting While Driving) Reading 1-Read pages 1-20 by 1/29
4 2/1-5	Critical Reading	Reading 2-Read pages 21-50
5 2/8-12	Comparison and Contrast	Reading 3-Read pages 104-120 Essay 2 due 2/12-Paragraph Development (Domestic Violence)
6 2/15-19	Cause and Effect	Reading 4-Read pages 121-138
7 2/22-26	Taking a Stand	Reading 5-Read pages 139-165
8 3/1-5	Proposing a Solution	Reading 6-Read pages 166-182 Essay 3 due 3/5-(Racial Profiling)
9 3/8-12	Spring Break	
10 3/15-19	Evaluating an Argument	Reading 7-Read pages 183-198
11	Supporting a	Reading 8-Read pages 199-232

3/22-26	Position	Essay 4 due 3/26 Supporting a Position and Evaluating Sources (Alcohol on Campus)
12 3/29-4/2	Visual Representations	Reading 9-Read pages 384-435 Essay 5 due 4/2-Finishing Touches (The Human Spirit)
13 4/5-9	Reading to Write	Reading 10-Read pages 439-525
14 4/12-16	Documentation	Reading 11-Read pages 603-736 Essay 6 due 4/16-Putting It All Together (Portfolio Cover)
15 4/19-23	Computers in Our Lives	Reading 12-Read pages 552-559 Portfolio due 4/23
16 4/26-30	Portfolio Presentations	
17 5/6	Final Exam 8:00-9:50	

Teaching Strategies

Teaching strategies which support current research regarding multiple intelligences, brain research, cooperative learning, and the role of student involvement in the learning process will be used. To supplement traditional lectures, the instructor will engage students in collaborative exercises that will occur in class and may continue as homework assignments. Students will engage in email exchanges with classmates and with the instructor. Students should expect to spend an average of 5-7 hours locating and reading materials online and preparing for class discussions.

Teaching Strategies

- Small-Group Discussions
- Class Discussions
- Collaborative Learning
- Demonstration
- Oral Presentation
- Inquiry Methods

Bibliography

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA Association for Supervision and Curriculum Development, 1994.

Hacker, Diana. *A Writer's Reference* 5th Edition. New York, Bedford/St. Martin's 2003.

Roth, Audrey. *The Elements of Basic Writing*. Boston, Allyn and Bacon, 1992.