

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 110-45 English Composition I
Spring 2010

I. Locator Information

Semester: Spring term III 2010

Course: ENGL 110-45 English Composition

Classroom location: SBE 145

Semester Credit Hours: 3

Instructor: Ms. Toni Thomas

Tues/Thurs 6:00-8:30

trthomas01@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>

Please check your campus email and Blackboard daily.

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

Connelly, Mark. *The Sundance Writer: A Rhetoric Reader Handbook*. 3rd ed. (Australia, Canada, Mexico, Singapore, Spain, United Kingdom, and the United States: Thomson/Heine, 2006)

V. Student Learning Outcomes:

Communication

- Evaluate effectiveness of various forms of communication.
- Create written and spoken communication: organization
- Create written and spoken communication: clarity, *Ethics and Civic Engagement*
- Develop and demonstrate personal system of ethics and morality Introduce reasoning: Critical Thinking
- Evaluate reasonableness of arguments.
- Construct reasonable arguments, Introduce Inquiry Skills
- Cite sources appropriately.

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

FSU Grading Scale

A = 90% -100%

B = 80% - 90%

C = 70% - 80%

D = 60% - 70%

F = below 60%

Attendance and tardiness: Students are expected to attend all class meetings, individual conferences and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. 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.

Students missing more than 3 classes will have their final grade for the course lowered by one full letter grade.

Keep all cell phones turned off and put away. Check your schedules and make certain that you are officially registered in each and every one of your courses. If you aren't registered, you receive no grade.

Requirements: Three Major essays 10% each

In-class writings/exercises/summaries 10%

Pre/post writing test 5% each

Attendance/participation 10%

Midterm Exam 20%

Oral report/final 20%

Plagiarism *Academic Integrity*

If you are confused about the distinctions between paraphrasing and plagiarizing, you should ask me before submitting work as your own. Plagiarized papers (whether they are submitted as drafts or as final products) will result in automatic "F's."

Policy on late work: Late work is only accepted in case of an emergency with documented proof.

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* affirms 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.

Disruptive Behavior – As used in this policy, any student behavior that interferes with instruction and

learning. Examples include, though are not limited to, the following:

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 in violation of the class syllabus
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; and/or
8. Entering class late or leaving class early on a regular basis

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited

above. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior:

The instructor may take the following actions in response to disruptive behavior:

Direct student to cease disruptive behavior

Direct student to change seating locations

Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.

Dismiss class for the remainder of the period.

Lower the student's final exam by a maximum of one-letter grade.

File a complaint with the Dean of Students for more severe disciplinary action.

Expectations:

- Be on time for classes which will begin promptly at 6:00 unless otherwise noted. The rudeness of interrupting something in progress is only part of the concern. Even more important is that papers for peer comments are exchanged and you need to be there in the beginning so that this can be done.

- Come prepared with your text book, paper and a writing utensil
- **Turn cell phones off or put on silent. No text messaging**
- Be prepared and ready to discuss comprehension questions at the end of each essay/section
- . Respect everyone's opinion.

VII. Academic Support Resources

Writing center and smarthinking

Requirements for papers: All essays and drafts will be typed MLA style, using a Times New Roman 12pt font. These essays will be 2 ½ - 4 pages in length. In-class writings will be hand written in pencil or pen, **using only the front of the paper**, subsequent pages will be used if needed. There is no page requirement for in-class writings. It is however, imperative that you write in your neatest handwriting.

Schedule of Readings and Assignments

The schedule is deliberately designed to be flexible. So you need to keep up and keep in touch so you can know exactly when something is due. More precise specifications will be furnished as we go along. Please ensure that you look over all reading assignments.

An* indicates assignments that should be read or prepared before the class meets.

VIII. Tentative Course Outline

January 12: Introduction to the course: Syllabus, paper set up, Strategies for succeeding in composition pgs 7-8. Submit a one-page writing sample describing your attitude towards English class. The paper should include, but not be limited to the following: why you have this particular attitude, your strengths and weaknesses as far as writing is concerned, and what you expect to get out of this class. This will be a timed writing piece; therefore, your paper must be completed in the fifty minutes allotted.

January 14: Pre-test

January 19: Review in-class essays and discuss common mistakes.*Read pgs. 11-25 Read “In the Kitchen” (a handout will be distributed), as a class assignment. Go over pages 262-270 for Essay I: Descriptive paper. Rough draft of essay I (typed) due the next class meeting. **Descriptive writing assignment Essay I: Think of a room where something regularly took place in your home when you were growing up—something that embodies a distinctive aspect of your family and/or cultural affiliation. Then write an essay in which you remember that room, its special significance, and other associated memories that come to mind.**

January 21: *Read Peer review strategies pgs.145. (Writer’s Workshop) **Draft of essay I due.** *Read Chapter 18 pgs. 271-275 answer questions 1-6 pg.272. A writing suggestion topic from pg 273 will be chosen for you to write a brief description on. The class will be split up into four groups to complete the writing in context section on page 274.

January 26: Essay I due. Descriptive paper *Read pgs. 26-36. Answer questions 1-3 on pages 31-32. Write John Doe letter to the class.

Note: A paper is due next class period, be prepared to have it ready to be turned in on time.

January 28: *Write a paper on “My Bug” pages 271-272. You should have two paragraphs. One paragraph will summarize the selection and the other will be your response to the selection including one cited quote. A works cited paper will accompany this assignment. **Process: Explaining how things work and giving directions.** *Read pages 487-500. Read Fender Benders: Do’s and Don’ts pages 507-511 Answer questions at the end of the selection as a group. Complete writing suggestion #1. **ESSAY II Write a process paper on any of the topics found on page 499. Assume you are writing to a general, college –educated audience. You may develop your narratives, comparisons, and definitions. Explain the process as a clearly stated chain of events. Draw from your own experiences.**

February 2: (Writer’s Workshop) **Draft of essay II due.** *Prewriting: 59-69.

February 4: Midterm Exam; Essay II due

February 9: Individual conferences (Time TBA)

Feb 11: Cause and Effect 587-597. **Write a cause and effect paper on any of the topics on pages 597-598. Your paper can focus on determining causes, measuring effects, or explaining both causes and effects. For this paper you will be required to do some research on your topic. Include at least one reference and a works cited page.**

Feb 16: (Writer's workshop) **Draft of essay III due.** Read the effects of the telephone page 600-602. **In-class timed writing.**

Feb 18: Essay III Cause and Effect paper due. Argument and Persuasion: Influencing Readers 633-642. **Argument and Persuasion writing assignment: Choose a topic of your choice. You may choose a topic that is a controversial issue, something that has been in the news, or anything you feel deserves to be taken notice of i.e. the war, stars in the news, recent court cases etc. The key here is to choose something you feel very strongly about and use this assignment as a platform to finally get it off your chest.** Your presentation should be no longer than 3-5 minutes, which is equivalent to a 2 ½ page paper. You may use note cards, posters, power point, props etc. Please be prepared to answer questions pertaining to your topic and be prepared to defend your position. You will be graded on a rubric that will be provided for you. Although you will not have to hand in a paper you will have to have a works cited page prepared to give your sources credit for their work.

***Note: Those students scheduled for orals on the first night should be ready to present on the 23rd in case there is a scheduling discrepancy in the lab. Those of you assigned on the last day should be fine.**

February 23: Post test- computer lab/Butler building

February 25 and March 2: Oral Reports due (as scheduled)

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

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March 30: Essay I due. Descriptive paper *Read pgs. 26-36. Answer questions 1-3 on pages 31-32. Introduction to comparison and contrast papers pgs. 445-446. Venn diagrams.

April 1: Process: Explaining how things work and giving directions. *Read pages 487-500. Read Fender Benders: Do’s and Don’ts pages 507-511 Answer questions at the end of the selection as a group. Complete writing suggestion #1. **ESSAY II Write a process paper on any of the topics found on page 499. Assume you are writing to a general, college –educated audience. You may develop your** narratives, comparisons, and definitions. Explain the process as a clearly stated chain of events. Draw from your own experiences. You must also cite at least one reference that agrees with your process. A works cited paper and your reference should be included in this paper.

April 6: (Writer’s Workshop) **Draft of essay II due.** *Prewriting: 59-69. Mid-term review

April 8: Essay II due/Mid-term Exam

April 13: Individual conferences (Time TBA)

April 15:*Narration: Relating events pgs 311-321, in-class timed writing. **Narrative writing assignment Essay III: Write a narrative on any of the topics on pgs. 321-322. your narrative may contain passages making use of other modes, such as description or persuasion. Choose your narrative structure carefully and avoid including minor details that add little to the story line. Use flashbacks and flash forwards carefully. Transitional statements, paragraphing, and line breaks can help clarify changes in chronology.**

April 20: (Writer’s workshop) **Draft of essay III due : Narration. Read pgs 334-338. Class will be split up into three groups to answer comprehension questions.**

Narrative writing suggestion 1-3 will also be assigned. This activity will be timed and structured appropriately. Go over a few oral presentation topics for a debate

April 22: Essay III Narration paper due. Argument and Persuasion: Influencing Readers 633-642. Go over rubric. **Argument and Persuasion writing assignment: Choose a topic of your choice. You may choose a topic that is a controversial issue, something that has been in the news, or anything you feel deserves to be taken notice of i.e. the war, stars in the news, recent court cases etc. The key here is to choose something you feel very strongly about and use this assignment as a platform to finally get it off your chest.** Your presentation should be no longer than 3-5 minutes, which is equivalent to a 2 ½ page paper. You may use note cards, posters, power point, props etc. Please be prepared to answer questions pertaining to your topic and be prepared to defend your position. You will be graded on a rubric that will be provided for you. Although you will not have to hand in a paper you will have to have a works cited page prepared to give your sources credit for their work.

April 27: *Read pages 679-681 “An Idea Whose Time Has Come: Whites Have a Moral Obligation to Recognize Slavery’s legacy. Work on a collaborative writing assignment. Last minute questions about orals will be answered. In-class timed writing assignment.

April 29: Post –test in the computer lab

May 4-6 Oral Reports due (as scheduled)

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