

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
English 110.11
Spring 2010

I. Locator Information:

Instructor: Dr. Chuck Tryon

Course # and Name: English 110.11

Semester Credit Hours: 3

Day and Time Class Meets: T/H 11-12:15

Class Meets: SBE 145

Email address: ctryon@uncfsu.edu

Office Location: Butler 363A

Office hours: T/H 9:30-11, 3:30-5:30

Office Phone: x2223

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.

This particular section of English 110 will focus on various forms of "literacies." Typically, when we think about "literacy," we are concerned about the ability of students to read and write, but literacy as we will be defining it here entails much more than basic competence in reading and writing print texts, but also entails how we read and interpret, or make sense of, the places we encounter and other daily experiences. In order to address these issues, we will be using the city of Fayetteville and the campus of Fayetteville State University as "texts" that are open for interpretation. We will also discuss other forms of literacy, including web literacy and local or spatial literacy, as well.

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:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. New York: Norton, 2008.

V. Student Learning Outcomes

Upon completion of this course, students will 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.

English 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:

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

B. Attendance Requirements:

Class attendance is required for all students enrolled in English 110. 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).

Three unexcused absences will result in an interim grade of EA on your course records, 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." Five or more unexcused absences will result in your grade being lowered by one letter per absence.

C. Graded Assignments and Value:

Paper 1: 15%

Paper 2: 20%

Paper 3: 20%

Paper 4: 15%

Attendance/participation: 10%

Ten Blackboard responses: 10%

Pre/Post Test: 10%

D. Policy on Missed or Late Assignments:

Here are some policy guidelines for English 110.

- If you fail to hand in any major written assignment for the class, you will fail the class, no exceptions. This means EVERY assignment.
- I will NOT accept written assignments more than two weeks after their original due date, or past the end of the semester, whichever is earlier.
- Late assignments will be docked one grade step per calendar day that the assignment is late.
- All assignments will be submitted by email, on Turnitin.com or via Blackboard's Digital Dropbox. When you prepare to turn in electronic files, please adhere to the following conventions. Save document files as .doc or .rtf (rich text format). Use the "Save as" option to avoid submitting work as .docx. Use the following formula to save your file: Last name+FI+110+Assignment. Thus my first paper would be: Tryon C 110 Paper 1.doc.
- If you do not fulfill a paper requirement (type or number of texts to analyze, word count, number of citations and/or sources), your grade will be reduced by one full grade.

E. Academic Honesty:

Because this course involves a significant amount of writing, absolutely every word, phrase, sentence, and paragraph that you submit for credit must be your own work. This course's instructor has adopted a "zero tolerance" policy on plagiarism. This means that any student who turns in another writer's work pretending that it is his or her own will earn a ZERO grade for the paper. We will spend time in class discussing strategies for avoiding plagiarism, but if you use outside research in your papers, you MUST cite it.

F. Student Behavior Expectations:

Cell phones: I allow cell phones in class—I understand the need for them and will have mine on me as well—but I require them to be in a pocket and on vibrate. If they ring, you are to leave the room quietly to answer it. I do not want them out on a desk or in view at any time. Do not text message in class.

VII. Academic Support Resources:

Students are encouraged to use the Writing Center, Smart Thinking, Criterion, and other resources.

VIII. Course Schedule:

Readings available online are marked OL. All other readings are from the Norton Field Guide to Writing. Readings are DUE on the date listed. Responses are due on Blackboard at midnight on the day BEFORE class. Thus, a Blackboard post on a reading assignment for Thursday's class should be completed at midnight on Wednesday night.

Week One:

January 12-14:

T: Introduction to class and Literacies theme

H: Michael Wesch, "A Vision of Students Today," YouTube, OL.

Mark Bauerlein, "Online Literacy is a Lesser Kind," *Chronicle of Higher Education*,
September 19, 2008, OL.

Response 1 due, W, Jan 13 at 11:59 PM.

Week Two:

January 19-21:

T: Ch 1-5 "Rhetorical Situations," 1-18

Response 2 due.

H: Pre-test in-class writing (required)

Week Three:

January 26-28:

T: Henry Jenkins, "Why Heather Can Write," *Technology Review*, February 6, 2004, OL.

Response 3 due.

H: Readings: Ch 38, "Reading Strategies," 313-28.

Week Four:

February 2-4:

T: Ch. 9, "Arguing a Position," 82-106.

Response 4 due.

H: Ch 22, 23, "Generating Ideas and Text" and "Drafting," 199-207.

Thesis Workshop

Week Five:

February 9-11:

T: Ch 24-26, "Assessing," "Revising," and "Editing."

H: Ch 41-43, "Evaluating," "Quoting," and "Avoiding Plagiarism," 354-74.

Rough draft workshop (required)

Week Six:

February 16-18:

T: Paper 1 due, includes in-class reflection.

H: John Zebrowski, "With a Voice and a List, He Makes Music Happen," *Seattle Times*, OL.

Response 5 due.

Week Seven:

February 23-25:

T: Blip FM demo, Ch 6, "Writing a Literacy Narrative," 19-38.

H: Ch 7, "Analyzing a Text," 39-59.

Response 6 due.

Week Eight:

March 2-4:

T: Ch 15, "Memoirs," 147-52.

Malcolm X, "Literacy Behind Bars," 499-504

Response 7 due.

H: Susan Jane Gilman, "Mick Jagger Wants Me," 741-46.

Response 8 due.

March 9-11: Spring Break, no class

Week Nine:

March 16-18:

T: Ch. 29, "Guiding Your Reader," 250-54.

H: Thesis Exercise, Paper 2.

Week Ten:

March 23-25:

T: Ch. 40, "Finding Sources," 340-53.

H: Rough Draft, paper 2.

Week Eleven:

March 30-April 1:

T: Paper 2 and reflection due.

H: Ch. 12, "Evaluations," 120-126.

Roger Ebert, "Diary of a Mad Black Woman, Review," *Chicago Sun-Times*, OL.

Week Twelve:

April 6-8:

T: Sample Reviews, Blind Side, Avatar, etc, Rotten Tomatoes, OL.

Response 9 due, find a "bad" review on Rotten Tomatoes.

H: A.O. "Tony" Scott, "Avast, Me Critics! Ye Kill the Fun," New York Times, OL.

Response 10 due.

Week Thirteen:

April 13-15:

T: Ch. 27, "Compiling a Portfolio," 224-35.

Response bonus/make-up 1.

H: Rough draft workshop.

Week Fourteen:

April 20-22:

T: Paper 3 and reflection due. Introduction to self-reflection paper.
Refresher on citing sources.

H: Post-test, required in-class essay.

Week Fifteen:

April 27-29:

T: Rough draft workshop, paper 4.

H: Paper 4 and reflection due by the end of class.

Final exam day: TBA