

Syllabus

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

I. Locator Information

Spring 2010 Instructor: Tom Jackson

English Composition I (English 110-03)

Office Location: NA

Semester Credit Hours: 3 Office Hours: Immediately after class or by appointment

Day and Time Classes Meet:

English 110-03, MWF 10-10:50 in SBE 117.

English 110-13 MWF 12-12:50 in BU 389

Office Phone: NA; English Department Office: 672-1416

E-Mail Address: tjacks18@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>

II. Course Description:

English 110, the introductory English composition course at FSU, is a degree requirement for all of FSU's undergraduate programs. Successful completion of this course and the next course in the English sequence, English 120, will attest to the student's mastery of the conventions of standard, edited, American English in the context of academic discourse. English 110 gives extensive practice in the writing process, with emphasis on expository forms appropriate to academic writing.

III. Textbooks:

Judith Nadell, John Longan, Eliza A. Comodromos, *The Longman Writer*.

William Strunk and E.B. White, *The Elements of Style*, any edition, hard copy or free on line at <http://www.bartleby.com/141/> .

Students are also required to use a college-level dictionary, such as *The American Heritage Dictionary* or *Webster's New World Dictionary*.

Students must have access to an internet capable computer and MS Word, either at home or on campus, preferably both and Data Stick/flash drive or CD for backup as well as the campus "T" drive...

IV. Services for Students with Disabilities 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.

V. Course Objectives:

The student of English 110 will:

- 1. Identify that the writer--using organizational patterns such as cause and effect, definition, explanation, analogy or example --has a variety of choices in conveying meaning to an audience;**
- 2. Demonstrate the ability to appreciate multi-cultural, aesthetic, theological, philosophical, and contemporary concerns that relate to the student's personal experiences;**
- 3. Compose coherent, unified and focused essays in standard, edited American English;**
- 4. Demonstrate the ability to apply essential elements and principles governing paragraph development and the long essay;**
- 5. Demonstrate the ability to use the computer to compose all stages of the writing process: planning, drafting, and revising;**
- 6. Formulate a central idea suitable to the occasion for writing;**
- 7. Develop ideas logically and coherently with adequate supporting details;**
- 8. Identify and apply appropriate pre-writing strategies and organization methods.**

Course Objectives

After successfully completing 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.**

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. Competencies:

DPI:

2.9 A variety of instructional uses of the available communication technologies, e.g., word processing, data-base, e-mail, and various audio-visual materials

2.11 Strategies for coaching all stages of the composing processes

2.13 A variety of means of publishing student and teacher work--oral, visual, and written

2.14 Principles of cooperative learning and strategies for implementing those principles

NCATE:

2.1 Demonstrate a respect for the worth and contributions of all learners.

2.2 Use the English language arts to help students become familiar with their own and others' cultures.

3.1.3 Recognize the impact of cultural, economic, political, and social environments upon language.

3.2.1 Demonstrate the influence of language and visual images on thinking and composing.

3.2.3 Use the processes of composing to create various forms of oral, visual, and written literacy.

3.4.3 Demonstrate how written discourse can influence thought and action.

3.5.1.1 Works from a range of cultures.

3.5.1.3 Works by female authors.

3.5.1.4 Works by authors of color.

3.6.1 Recognize the influence of media on culture and on people's actions and communication.

3.6.2 Construct meaning from media and non-print texts.

3.6.3 Display an understanding of the role of technology in communication.

Specific Course Competencies

A student who completes this course should be able to:

Write a variety of effective sentences.

Compose/create paragraphs that have topic sentences, that demonstrate unity and coherence, and that are grammatically and structurally correct.

Write thesis-based, unified, and coherent essays reflecting rhetorical strategies such as narration, description, illustration, process, definition, comparison and contrast, classification, and persuasion.

Use reference tools (e.g., dictionary, thesaurus, library resources).

Revise text for clarity, diction, tone, point of view, mechanical correctness, and organization.

Enlarge vocabulary through reading and make appropriate word choices for particular communication situations.

Draw logical inferences about characters and situations encountered in reading and observing.

Demonstrate a fundamental knowledge of how to write clear and accurate papers free of mechanical mistakes.

Demonstrate an understanding of writing as both process and product.

Demonstrate competence with summarizing, direct quotation, indirect quotation, basic documentation, and attribution of outside/secondary sources.

VII. Course Requirements:

The majority of your grade will come from student essays. The subjects for most of your writings will be announced in class or on Blackboard, or both. *Each of these writings, including rough drafts, must be written in Microsoft Word using a Times New Roman font set at size 12. Students will be required to follow the formats given in class for all assignments.* In addition to the required writings, students will also actively read, participate in discussions, peer/instructor critique, and a variety of online/in-class grammar and writing exercises. Homework is due on the day and time assigned.

I will accept late work only if the student brings an official excuse, such as a doctor's note; otherwise, I will not grade the work. There is no make-up for class work, including peer critique.

All students will be asked to use Criterion and Turnitin.com. Students are responsible for all course material from the first day of class to the last day of the semester; this responsibility includes material missed due to late registration and /or excused absences, and all assignments whether or not discussed in class.

Classroom Decorum.

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

1. Because late arrivals disturb the entire class and distract the instructor, I expect students to arrive to class on time, to remain in class until dismissed, and to refrain from disturbing or distracting other students in the class. Students who need to leave class briefly for personal reasons should do so quietly to avoid distracting others and return to class the same way. Students should focus on the spirit of the rules: to maintain a quiet and focused mental attitude in the classroom.

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. Gentlemen are requested to remove their hats while in the classroom.

4. Students must refrain from any activity that will disrupt the class: turn off cell phones and pagers, finish food and drink before you arrive. No live telephones are permitted in the classroom without the specific permission of the instructor.

5. Regular class attendance is necessary for successful completion of English 110; therefore, students will follow the attendance policies as outlined in the student handbook.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VIII. Evaluation Criteria:

The instructor will judge the writings in terms of standard principles of good composition: unity, coherence, and emphasis as explained in the grading rubric. Writings must contain a clearly defined thesis, an evident plan of development, and sufficient support to illustrate major points. Thus, writing will be judged on thoroughness of treatment, logic of presentation, organization of content, correctness and variety of sentence structure, and consistency of use of standard, edited American English and conventional mechanics. Students will find a specific rubric for evaluation of student papers posted in Blackboard.

Following class discussion, the instructor will evaluate work in English 110 as follows:

1. Each student must complete each assignment and turn it in on time. The instructor will not mark or grade the next assignment until the preceding one has been marked.
2. Each assignment will be critiqued, marked and graded. On occasion, the instructor may require a student to revise or rewrite a paper before awarding a grade.
3. At the end of the course, the instructor will award a final grade based on the final three papers and the final exam paper.
4. Quiz and other occasional grades will help both instructor and students to observe progress but will not contribute to the final grade except to tip a balanced grade forward or backward.

. GRADES: The FSU Grading Scale

A=92%-100%

B=83%-91%

C=73%-82%

D=64%-72%

F=63% or less

IX. REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

➤ **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to

inform students of their academic status as of midterm.

➤ **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

➤ **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

➤ **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

➤ When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.

➤ If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

➤ **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

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

X. Teaching strategies:

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 never 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

A variety of teaching strategies will be used in English 110: discussion/lecture, group and individual work, online / in- class exercises and tutorials. These strategies may be modified to help students with varying ability and competency levels meet the goals of English 110.

FROM THE INSTRUCTOR:

The penalty for plagiarism in English 110 is failure for the course, no exceptions.

FROM THE STUDENT HANDBOOK:

Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.

Attendance Requirements

The University policy on non-attendance is in effect. *Students with five or more absences, which include both excused and unexcused absences, will not pass this course.* Thus, be constantly aware of the attendance policy and your own absences. In addition, arrive to class on time. Three counts of tardiness will count as one absence. If you must miss a class due to something beyond your control, contact the instructor as soon as possible to be apprised of missed information and/or assignments. Class absences will be excused

only through valid documentation for participation in university-sponsored activities, serious illness, and family emergencies.

Disabled Student Services: In accordance with Section 505 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, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-