

Fayetteville State University
College of Arts and Sciences
Department of English
English 120-03 and English 120-18, English Composition II
Spring 2012

1. Locator Information

Instructor: Dr. Beth Bir

Day and Time Class Meets: MWF 9-9:50 and 2-2:50, BU 359

Office Location: HTC 219 Office Hours: MW 3:30-5, TR 10-12 and by appointment

Office Phone: 672-1824 Email Address: ebir@uncfsu.edu

2. COURSE DESCRIPTION: BRONCO MEN

This section of English 120 is part of the Bronco Man Learning Community. The other classes in our Learning Community are

- Univ 102 taught by Mr. Rich or Mr. Conyers
- Swrk 230-01, TR 9:30-10:45, taught by Dr. Johnson

This semester we will work toward the goal of improving your information literacy. According to the Association of College and Resource Libraries, information literacy is “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” That means you will have a greater understanding of how different kinds of information can be found, when and why you should trust it, and how you can best use it to suit your purposes. We will also be talking about how to structure and document your information to avoid any possibility of plagiarism.

FSU Student Learning Outcome for English 120:

Information Literacy

- Formulate effective questions
- Organize, sort, evaluate, retrieve academic information
- Cite sources appropriately

Learning Goals for English 120:

By the end of this course, students should be able to

1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, preferably APA
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

3. TEXTBOOKS

None. A few readings will be posted on Blackboard and library e-reserves, but you will be finding many of your own.

4. GENERAL 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. In accordance with university policy, if you miss several classes without talking to me, I will give you an EA interim grade, which may turn into an FN (failure due to non-attendance) at the end of the semester if you do not return to class. 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 will be excused.

Electronic devices: Cell phones, laptops and pads, and other electronic devices are a distraction to our learning process and can be used to aid academic dishonesty. Therefore, they 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.

Knowing this, it would be wise to plan your time so you don't get stuck and do something stupid at the last minute.

You may not use papers you have written for other courses. All the work you do for this course must be original. All essays and the annotated bibliography must go through TurnItIn.

Disruptive Behavior in the Classroom

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.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period.
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

5. EVALUATION CRITERIA

Grading Scale – 90-100=A 80-89=B 70-79=C 60-69=D 59 and below=F

Assignments	Percentage of Final Grade
<i>Short assignments:</i> weekly explanation papers, “first 5” writings and quizzes	30%
<i>Annotated bibliography:</i> before midterm you will display your research and evaluation skills by writing an annotated bibliography	15%
<i>Research papers:</i> applying your new information literacy skills to the writing of two research papers, one relating to empowering young men and another on a common topic to the department	35%
<i>Post Test:</i> to determine how well you’ve learned about information literacy and writing based on sources	10%
<i>Power Point Presentation:</i> sharing what you learned in your research using a Power Point slide presentation	10%

6. COURSE OUTLINE

Week	Topic
Jan 9-13	Introduction to information literacy; Pretest; Plagiarism and Turnitin; identify and explain what plagiarism is, why academic folks take it so seriously, how to avoid it (explanation and sample due)
Jan 18-20	Methods of persuasion: ethos, logos, pathos (explanation and sample due)
Jan 23-27	Using various sources: Online search engines strengths and weaknesses, Boolean searches, differences between them (sample search and assessment due)
Jan 30-Feb 3	Wikipedia how it works; how it can help; how it can hurt (sample search and assessment due)
Feb 6-10	Library catalog and databases meet at library for initial presentation;

	practice using them (sample search and assessment due)
Feb 13-17	Annotated Bibliography due using each type of source we've gone over
Feb 20-24	Organizing your research paper: context, factors, consequences
Feb 27 – Mar 2	Midterm conferences
	SPRING BREAK
March 12-16	Practice supporting claims; what needs support and how
March 19-23	Draft of first research essay due; supporting claims continued
March 26-30	Revisions and individual conferences; supporting claims continued
April 2-6	Final essays due; introduce common assignment
April 9-13	Common Assignment drafts/conferences
April 16-20	Common Assignments due
April 23-27	Post-test/Power Points

Final Exam: Wednesday, May 2, 8:00am for the 9:00 class; Monday April 30 at 2:00 for the 2:00 class

These times are set in accordance with the university calendar and cannot be changed. No exceptions.

7. TEACHING STRATEGIES

Large and small group activities, collaborative learning, individual and group projects, reflections, structured overview, demonstration, discussion, Internet research, on-line discussion board