



Fayetteville State University  
 College of Arts and Sciences  
 Department of English  
 ENGL 110-47 English Composition I

Spring 2012

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

## I. Locator Information:

Credit Hours: 3

Course Number and Name: ENGL 110-47 English Composition I

Course Location & Meeting Time: T & R 5:15 p.m. –7:45 p.m. LSA 129

Office Hours: MW 11:15 a.m.-2:15 p.m. & M 8-10 a.m. (online)

Other times by appointment

Instructor: Dr. Ji Young Kim

Office Location: Butler 134

Office Telephone: 672-1848

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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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 from University Catalog

English composition I is a course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

### Learning Outcomes

The Team developed a set of learning outcomes for learning communities that can become the basis of a better pedagogy and means of assessment:

1. LC Outcome 1: **Integrative learning.** Students will demonstrate that they
  - a. understand different disciplinary approaches to a topic or theme.
  - b. use skills and knowledge from one course to master material in another course.
  - c. use knowledge and methods from different disciplines to solve problems.
2. LC Outcome 2: **Collaborative Learning.** Students will demonstrate problem-solving through teamwork

- a. with peers.
- b. with faculty.
- 3. LC Outcome 3: **Ethics and Civic Engagement** (CSLC 6). Students will demonstrate personal and social responsibility by
  - a. showing understanding, tolerance, and respect for diversity.
  - b. developing ethics and respect for self, peer, and faculty.
  - c. taking leadership in collaborative projects.
  - d. participating in service-learning projects.
- 4. LC outcome 4: **Transferrable Skills**. Students will demonstrate broad skills in
  - a. Information technology (CSLC 3)
  - b. Critical and analytical thinking (CSLC 2)
  - c. Oral and written communication (CSLC 1)
 Students will be able to apply these skills to solve complex and novel problems.

**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 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook and Required Materials:**

*Bridges to Better Writing*. Luis A. Nazario, Deborah D. Borchers, William F. Lewis. Wadsworth Cengage Learning. 2010.

Blackboard site located at <http://blackboard.uncfsu.edu>

**V. Student Learning Outcomes for English 110:**

**Upon completion 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.

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. Course Requirements and Evaluation Criteria**

- a. Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.

**A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or less**

- b. Attendance Requirements – According to the Fayetteville State University Undergraduate Catalog, "Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies." In regards to tardiness, the FSU Catalog states, "Students are required to arrive at each class on time and remain in class until dismissed by the instructor." It is important for you to attend class. I do not accept makeup work for unexcused absences. Having poor attendance lowers your grade for the course.
- c. Graded Assignments

| Assignments  | Percentage of Final Grade |
|--|---------------------------|
| <b>Major Essay:</b> Papers for this course are due on the required due dates at the beginning of the class. Papers must be typed and double-spaced. There is 0/F will be recorded for papers submitted after this time and for non-submissions. Be sure to allow adequate time to brainstorm, pre-write, revise and edit, so that you may meet course deadline. Peer evaluation in class and Smarthinking, an online response service are required. Students should demonstrate accurate use of in-text citation and end-of text documentation of sources using MLA. | <b>30%</b>                |
| <b>Common Assignment:</b> The common assignment is a paper that will be assigned to all students in English 110.   | <b>20%</b>                |
| <b>Critical Reading &amp; Response Project:</b> A critical reading response project allows you to summarize, paraphrase and analyze the reading materials and then reflect on your reactions. The first step involves identifying and synthesizing the questions at issue that include various perspectives on a topic. After presenting your reactions, think about the reasons for your particular reactions. Students will complete two Critical Reading & Response projects.   | <b>20%</b>                |
| <b>Class assignments:</b> All the work you do in class, including free writing, drafts, grammar worksheets, in-class activities, Blackboard discussion boards, quizzes, other short assignments and tutor consultations will be averaged to make this grade.   | <b>10%</b>                |
| <b>Reflection on Learning:</b> What did you learn during this semester? How did you learn it? What are your perceived strengths and weakness related to the area of writing an academic paper?   | <b>10%</b>                |
| <b>Posttest</b>  | <b>10%</b>                |

- d. Policy on Missed or Late Assignments –Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments/ tests.
- e. **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.

- f. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA. For example, every paper should have a title, a date of submission, and your name on a title page at the beginning (refer to the example below)

|  |
|--|
| Name:<br>ENGL 110- (section number)<br>Instructor: Dr. Jiyoung Kim<br>Essay # (or Reading Response #)<br>Date:<br>(Double Space)<br><br>Title<br>(Double Space and begin your paragraph) |
|--|

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

**VII. 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. (Faculty members reserve 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.

#### **FSU Disruptive Behavior Policy**

**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.

## **RESPONSIBILITIES OF FACULTY MEMBERS**

### **A. Instructional Setting**

Faculty members are responsible for maintaining an instructional setting in which the rights of all students are respected. To establish such a setting, faculty members are responsible for:

1. Behaving in ways that exhibit professionalism and civility;
2. Providing in the course syllabus clear statements of expectations for student behavior; and
3. Using instructional strategies that encourage students' active engagement in the learning process.

### **B. Application of Policy**

Faculty members are responsible for applying this policy in a reasonable manner (as defined by what most faculty members in similar circumstances would consider reasonable). Faculty may not use the policy to limit the rights of students to express points of view different from that of the faculty member or other students.

Faculty members should seek guidance in handling cases of classroom misconduct from the Dean of Students and/or Legal Counsel. Current case law in higher education has been fairly consistent in setting higher standards of due process in conduct cases involving students than in academic cases.

### **C. Reporting an Incident of Disruptive Behavior**

Each incident of disruptive behavior should be reported to the Dean of Students.

Faculty members shall report such incidents on the university's *Report of Disruptive Classroom Incident* form which is included as a part of this policy.

**VIII. Academic Support Resources-** This course will require the use of Smarthinking, University College Learning Center and **Purdue University's Online Writing Lab** <http://owl.english.purdue.edu/>.

## **IX. Course Outline and Assignment Schedule**

| <b>Week</b>         | <b>In Class Activities &amp; Topics</b>                              | <b>Work Due at Beginning of Class</b>       |
|---------------------|--|---|
| Week 1<br>3/13 & 15 | <i>Course Expectations:</i> overview, mechanics, course policies and | Read Ch. 1<br>Critical Reading and Response |

|                     |   |   |
|---------------------|---|---|
|                     | <p>procedures; the syllabus (<i>Course syllabus</i>)</p> <p>Pretest</p> <p>Ch.1 Let's Talk about Writing</p> <p>Collaborative Critical Thinking (p. 16)</p> <p>Writing for College</p> <ul style="list-style-type: none"> <li>• Write appropriate topic sentence</li> <li>• Provide major and minor supports</li> <li>• Create well-organized, developed, and unified paragraph</li> </ul> <p>Class discussion on Critical Reading and Response #1</p>  | (CRR) #1  |
| Week 2<br>3/20 & 22 | <p>Ch.13 Working with Sources</p> <p>Writing a Summary and Response</p> <p>Summarize, quote, paraphrase, and analyze material, Avoid Plagiarism</p> <p>Review "Documenting Sources in MLA Style:2009 Update."</p> <p><a href="http://image.mail.bfwpub.com/lib/feed1c737d6c03/m/1/Hacker_MLA2009Update.pdf">http://image.mail.bfwpub.com/lib/feed1c737d6c03/m/1/Hacker_MLA2009Update.pdf</a></p> <p>Class Discussion on Critical Reading and Response #2</p>  | <p>Read Ch. 13</p> <p>Bring ten features of MLA format.</p> <p>Read Ch. 14 Writing Your Research Paper</p> <p>Take an MLA quiz, click on the link below.</p> <p><a href="http://www2.athabascau.ca/services/write-site/mla-quiz.php">http://www2.athabascau.ca/services/write-site/mla-quiz.php</a></p> |
| Week 3<br>3/27 & 29 | <p>Discussion on Major Essay Topics:</p> <p>Choose one of the following two topics: "Gender Representation in Advertisement" and "Food Gap"</p> <p>Discuss the summary and response on "Killing Me Softly" and Mark Winne: Closing the Food Gap</p> <p><a href="http://www.youtube.com/watch?v=dEAjHsesycQ">http://www.youtube.com/watch?v=dEAjHsesycQ</a></p> <p><a href="http://www.youtube.com/watch?v=cZbKBwXWwJc&amp;feature=related">http://www.youtube.com/watch?v=cZbKBwXWwJc&amp;feature=related.</a>"</p> | Check the Bb resources for your topic development   |
| Week 4<br>4/3 & 4/5 | Writing Workshop for Major Essay  | First Draft   |
| Week 5<br>4/10 & 12 | Writing Workshop for Major Essay<br>Class Discussion on Critical Reading and Response #3  | Final Draft due on 4/10(submit it through turnitin)<br>CRR #3   |
| Week 6<br>4/17 & 19 | Common Assignment: Position paper<br>Class discussion and work on first draft   |   |
| Week 7<br>4/24 & 26 | Writing Workshop for Common Assignment  | Common Assignment due on 4/26 (submit it through turnitin.)   |
| Week 8<br>5/1 & 3   | Reflection on Learning, Posttest  |   |

**Note: As the instructor, I reserve the right to make changes, when necessary, to this course outline.**

## X. TEACHING STRATEGIES

Teaching strategies include collaborative learning, the use of structured overview, large and small group activities, individual and group projects, individual oral presentation, reflections, structured overview, demonstration, discussion, Internet research and reading.

**XI. Bibliography (Suggested Readings, Internet and/or Multi-media Resources)**

- Alfano, Christine, and Alyssa O'Brien. Envision: Persuasive Writing in a Visual World. New York: Pearson Longman, 2005.
- Costanzo, William. The Writer's Eye: Composition in the Multimedia Age. Boston: McGraw Hill, 2008.
- Crystal, David. The Cambridge Encyclopedia of the English Language. New York: Cambridge UP, 1995.
- Durkin, Diane and Lisa Gerrard. Seeking Common Cause: Reading and Writing in Action. Boston: McGraw Hill. 2006.
- Mayberry Katherine. For argument's sake. New York: Longman, 1999.
- McWhorter, Kathleen. Successful College Writing. Boston: Bedford/St. Martin's, 2006.
- Langan, John. College writing skills with readings. Boston: McGraw Hill, 2001.
- Kennedy X. J, et. Al. The Bedford guide for college writers. Boston: Bedford/ ST Martin's. 2005.
- Sedley, Dorothy. Anatomy of English: An Introduction to the Structure of Standard American English. New York: St. Martin's Press, 1990.
- Skwire, Sarah and David Skwire. Writing with a Thesis: A Rhetoric and Reader. Boston: Thomson Wadsworth, 2005.
- Trent, Mary. Ethics in the 21<sup>st</sup> Century. New York: Longman, 2005.
- Trimbur, John. The Call to Write. New York: Person Longman, 2007.
- Webb, Igor. Ideas Across Time: Classic and Contemporary Readings for Composition. Boston: McGraw Hill, 2008.