

**Fayetteville State University  
College of Arts and Sciences  
Department of English  
ENGL 110 Composition I  
Spring Semester 2012**

**I. Locator Information:**

Instructor: Dr. Marlene Allen

Office Location: Butler Building Room 136

Email Address: mallen16@uncfsu.edu

Office Phone: 910-672-2150

Office Hours: Mondays and Wednesdays, 9:50-10:50 a.m.; 12:50-1:50 p.m.; 3:00-4:00 p.m.  
Fridays, 9:50-10:50 a.m.; 12:50-1:50 p.m. (and by appointment)

Day and Time Class Meets: 12:00-12:50 MWF

Semester Credit Hours: 3

Total Contact Hours for Class: 3

**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 from University Catalog:** Composition I is designed to give students 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, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

**IV. Textbook and Required Materials:**

Lunsford, Andrea, and John J. Ruskiewicz, *The Presence of Others: Voices and Images That Call for Response*. 5th ed. New York: Bedford/St. Martin's, 2008. ISBN: 978-0-312-47358-7

Hacker, Diana, and Nancy Sommers. *The Bedford Handbook*. 8th ed. New York: Bedford/St. Martin's, 2010. ISBN: 978-0-312-65269-2

A college-level dictionary  
A jump drive to save papers  
A folder to submit papers and prewriting materials

**V. Student Learning Outcomes:** After 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.

**VI. Course Requirements and Evaluation Criteria:**

a. Grading Scale: This class will use the university's "10-point" scale as follows:

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

**Papers:** Students will write three essays on various topics based on the readings from *The Presence of Others*. The paper topics will be assigned by the instructor and will be graded according to a rubric. Papers must be typed, double-spaced, using 10- or 12-point font with one-inch margins on all sides. Your papers should use MLA-style documentation for your sources and should include a properly formatted Works Cited page. The Works Cited page should list both your primary sources (the text[s] you're writing about) as well as any secondary sources (journal articles, books, etc.) that you consult while writing your paper. Consult your copy of *The Bedford Handbook* for how to construct a Works Cited page (see a sample MLA style paper on pp. 582-88). **Points will be deducted from your grade for failure to follow MLA style correctly. You must always cite any sources you consult while writing your paper with both an in-text parenthetical citation and an entry on your Works Cited page. Failure to do so is plagiarism and will be penalized accordingly.**

All papers should be submitted at the ***beginning of the class period on the due date indicated on the syllabus***. Papers submitted after class has started will be considered late. Students must submit both a hard copy of the paper (in a folder) as well as an electronic copy to Turnitin.com on Blackboard by class time on the date indicated on the syllabus. Your paper will not be graded if both of these requirements are not met and you will receive a zero for the assignment. If you know that you must miss class on the day a paper is due, I suggest that you turn it in early, give it to a trustworthy classmate to turn it in for you, or contact me **before** the due date to make arrangements for turning it in. Papers should also be submitted to the Smarthinking website (available through Blackboard) on the date indicated on the syllabus so that you will have time to consider the tutor's comments while preparing the final draft of your essay. These comments must be submitted to the instructor along with the final draft of your

paper, either through email or a printed document. Computer problems are not acceptable excuses for turning in a paper late. Be sure to always save a backup copy of your work or print your papers in case of emergency. Late papers will be penalized five points per day. **You will only be allowed to turn in ONE paper late.** The paper must be turned in within **one week** of the due date or it will not be accepted.

**Oral presentation:** Each student is required to do an individual presentation in this class. For your presentation, you will discuss the topic you write about in your third paper. You will need to speak for 7-10 minutes on the subject and your talk should include some type of audiovisual material (Powerpoint presentation, film or tv clip, music, etc.). Your grade will be based on how well you present your knowledge of the topic, composition and organization, clarity of expression and effectiveness in delivery of the presentation, and your use of the visual aid.

**Quizzes and Other Assignments:** Students will be given quizzes to measure how well they are keeping up with the readings and their comprehension of the readings and class discussions. These quizzes cannot be made up; however, I will drop your two lowest quiz grades at the end of the semester. Quizzes will be given at the beginning of the class period; if you are over 5 minutes late to class, you will not be allowed to take it. Questions will not be repeated for students who are late. You should expect a reading quiz for each class period where there is a reading assignment. A variety of other assignments (such as grammar and writing exercises) will be given for completion both in and out of class as well. These assignments cannot be made up unless documentation is provided to excuse the absence. No assignments over a week late will be accepted.

**Peer Review Workshops:** You are required to participate in a peer review workshop for each of the papers you will submit this semester. Failure to bring a draft of your paper to the session will result in twenty points being deducted from your paper grade. If you are absent on the day of the peer review workshop, you are required to visit the Writing Center to get help with your paper. You must submit documentation from the Writing Center along with the final draft of your paper or twenty points will be deducted from your paper grade.

**Graded Assignments:**

Assignment	Percentage of Final Grade
Paper 1	15%
Paper 2	15%
Paper 3	20%
Final Paper	15%
Class assignments (peer review, reading quizzes, in-class reading assignments, grammar exercises, etc.)	15%

Oral presentation	10%
Pre- and post-tests	5%
Class participation (including absences)	5%

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

b. Attendance Requirements: Regular class attendance is expected and essential to doing well in this course. Students are expected to attend all class meetings and conferences in this course. Students will be allowed **four** absences without penalty. Your fifth absence will result in a lowering of your final course grade by a letter grade. **On your sixth absence, you will fail this course.** Please note that attendance is factored into your class participation grade. There are no “excused” absences in this course, so use your absences wisely in case you get ill. Please schedule all doctors’ appointments, meetings with advisors, etc., during your free time, not during class time. If you have a job that may interfere with your attendance in this course, I suggest that you take this class at another time. No exceptions will be made for work obligations. If you decide that you no longer wish to take this course, you are responsible to withdrawing from the course, not the instructor. Failure to do so will result in an F for nonattendance. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY AND THIS POLICY WILL BE STRICTLY ENFORCED.** (If you must miss class due to a university-sponsored event, such as for a sporting or other event, it is your responsibility to let me know of the reason for your absence so that I don’t count it against you).

You are responsible for keeping up with your absences and any content that you miss when you are absent, as well as for keeping up with all assignments. If you arrive in class late, it is your responsibility to ensure that I mark you present. Repeated tardiness will result in a reduction of your class participation and/or final grade for the course. Work turned in late will be penalized five points per day. No assignments will be accepted once it is a week late (this includes weekends).

c. Policy on Plagiarism: You are expected to adhere to the policies regarding academic honesty outlined in the FSU Student Handbook. **Cheating and plagiarism on any assignment will result in a failing grade for this course.** Students guilty of academic dishonesty will also not be recommended for admission to Teacher Education, Nursing, Graduate School, or other programs. All work submitted for credit in this class must be original and may not be submitted for credit in any other course at Fayetteville State University or other university. Resubmitting course work that was submitted for credit in another course will result in a failing grade in this course.

## VII. FSU Policy on 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* affirm 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. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

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
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
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of 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 his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
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.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

### ***Other points of class etiquette:***

- If you send me an email, please do not begin with “Hey” or other informal forms of address. Use capital letters and punctuate your sentences correctly. Use my correct title (Dr. or Professor). In other words, write as you would any professional correspondence, which means your email should be courteous and respectful in tone. Also, please sign your name at the end of the email; I probably will not know who you are based on your email address alone. I will not respond to emails that do not follow these requirements.
- Do not expect an immediate answer via email (normally, I will respond to your email within 2 business days [i.e., weekdays]). If you send your email at the last minute, I may not be able to answer your email before an assignment is due.
- Use email only for brief questions that I can answer immediately. If you need help with papers or other class assignments, have questions about your progress in the class or your grade, or need to have any other in-depth discussion, please drop by my office to see me during office hours or make an appointment to see me at another time.
- Please allow a sufficient amount of time (at least two weeks) after turning in papers before inquiring when these items will be returned to you.
- Come to class on time. If you come after the classroom door is closed, ***close the door behind you***. Do not leave until class is dismissed. If you must leave class early for an important reason, please let me know in advance. During exams, ask permission to leave to use the restroom (but please try to use the restroom *before* class).
- Acquire the textbooks and always ***bring them*** to class with you in order to have them available for class discussions and assignments. Do not expect to borrow my or other students’ books for exams or other assignments if you do not bring yours.

**VIII. Academic Support Resources:** Please feel free to drop by my office during office hours (or make an appointment to see me) if you need help with any assignments. You can also receive help at the Writing Center and through the Smarthinking website.

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

**Note:** This is a tentative outline. Changes may be needed and will be announced in class or on Blackboard.

**Please note that the texts assigned for each class session should be read BEFORE you come to class.** The quizzes will be based on these readings. The page numbers listed for each reading refers to the book *The Presence of Others*. The dates on which you need to bring your Bedford Handbook are listed on the schedule.

**Week 1:** Monday, January 9: Introduction to the course and partner interviews  
Wednesday, January 11: Partner presentations; Ch. 1, “On Reading and Thinking Critically” (1-13)

Friday, January 13: Pretest; review of most common writing errors and writing errors exercise

**Week 2:** Monday, January 16: MLK Holiday

Wednesday, January 18: Discuss writing errors exercise; Spayde, “Learning in the Key of Life” (65-70)

January 20: Rich, “What Does a Woman Need to Know?” (74-80); Croissant, “Can This Campus Be Bought?” (81-88)

**Week 3:** Monday, January 23: Tierney, “Male Pride and Female Prejudice” (130-32); Sommers, “The War against Boys” (133-138)

Wednesday, January 25: Fryer, “Acting White” (143-56)

Friday, January 27: Ch. 2, “From Reading to Writing” (15-40); writing workshop for paper 1—bring your Bedford Handbook to class

**Week 4:** Monday, January 30: Writing workshop for paper 1—bring your Bedford Handbook to class

Wednesday, February 1: Draft of paper 1 due for peer review and submission to Smarthinking—bring your Bedford Handbook to class

Friday, February 3: ***Paper 1 due***

**Week 5:** Monday, February 6: Carter, “The Rules about the Rules” (178-88); Clayton, “A Whole Lot of Cheatin’ Going On” (198-202)

Wednesday, February 8: Pollan, “An Animal’s Place” (204-221)

Friday, February 10: Whitehead, “The Making of a Divorce Culture” (224-31)

**Week 6:** Monday, February 13: Sullivan, “The End of Gay Culture” (381-93)

Wednesday, February 15: Barry, “Guys vs. Men” (405-14)

Friday, February 17: Writing workshop for paper 2

**Week 7:** Monday, February 20: Writing workshop for paper 2

Wednesday, February 22: Conferences—bring draft of paper 2

Friday, February 24: Conferences—bring draft of paper 2

**Week 8:** Monday, February 27: Conferences—bring draft of paper 2

Wednesday, February 29: Draft of paper 2 due for peer review and submission to Smarthinking—bring your Bedford Handbook to class

Friday, March 2: ***Paper 2 due***

**Week 9:** March 5-9: Spring Break

**Week 10:** Monday, March 12: King, “Should English Be the Law?” (434-44)

Wednesday, March 14: Douglass, “What to the Slave Is the Fourth of July?” (497-507)

Friday, March 16: Nguyen, “The Good Immigrant Student” (458-64); Margaret Atwood, “A Letter to America” (510-513)

**Week 11:** Monday, March 19: Legrain, “Cultural Globalization Is Not Americanization” (514-23)

Wednesday, March 21: Kingsolver, “And Our Flag Was Still There” (548-55)

Friday, March 23: Writing workshop for paper 3—bring your Bedford Handbook to class

**Week 12:** Monday, March 26: Writing workshop for paper 3—bring your Bedford Handbook to class

Wednesday, March 28: Research workshop/instruction session for paper 3—bring your Bedford Handbook to class

Friday, March 30: Conferences

**Week 13:** Monday, April 2: Conferences

Wednesday, April 4: Conferences

Friday, April 6: Spring Holiday

**Week 14:** Monday, April 9: Draft of paper 3 due for peer review—bring your Bedford Handbook to class

Wednesday, April 11: **Paper 3 due**; presentations

Friday, April 13: Presentations

**Week 15:** Monday, April 16: Presentations

Wednesday, April 18: Presentations

Friday, April 20: Presentations/workshop for final paper

**Week 16:** April 23: Post-test and workshop for final paper

April 25: Workshop for final paper

Friday, April 27: Draft of final paper due for peer review and submission to Smarthinking

**Final Paper Due: Monday, April 30 at 11:30 a.m.**

**IX. Teaching Strategies:** This course will utilize a variety of teaching strategies, including lecture, large and small group discussions; online discussion boards; in-class writing assignments; and individual conferences.