

**Fayetteville State University
College of Arts and Sciences
Department of English
English 120-46 English Composition II
Spring 2012**

I. Locator Information

Semester: spring

Course: ENGL 120-46 English Composition

Semester Credit Hours: 3

Instructor: Ms. Toni Thomas

Mon/Wed 5:15- 7:45

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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) 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>

Please check your campus email and Blackboard daily.

II. Course Description

Continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. When taken for 4 credit hours two lab hours are included.

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

John D. Ramage, John C. Bean, June Johnson: *A Rhetoric with Readings*. 8th ed. Longman, 2010

V. Student Learning Outcomes:

Evaluate effectiveness of various forms of communication Master
Create written and spoken communication: organization Master

Create written and spoken communication: clarity Master
Ethics and Civic Engagement
Develop and demonstrate personal system of ethics and morality Introduce
Reasoning: Critical Thinking
Evaluate Reasonableness of arguments
Construct reasonable arguments
Emphasize Inquiry Skills
Formulate effective questions
Emphasize, organize, sort, evaluate, and retrieve academic information Emphasize
Cite sources appropriately Emphasize

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.

Communication

- Evaluate effectiveness of various forms of communication.
- Create written and spoken communication: organization.
- Create written and spoken communication: clarity, *Ethics and Civic Engagement*
- Develop and demonstrate personal system of ethics and morality Introduce reasoning: Critical Thinking
- Evaluate reasonableness of arguments.
- Construct reasonable arguments, Introduce Inquiry Skills
- Cite sources appropriately.

VI. Course Requirements and evaluation criteria

The purpose of this class is for students to demonstrate mastery of an argumentative research process culminating with presentation of a research project, consisting of a well-crafted and fully-documented research paper, an electronic presentation, and an oral presentation.

My expectations are high for this eight week class, but diligent students will produce evidence of quality research, academically-sound writing, appropriate use of technology, and reflections based on readings on a variety of topics.

I use a coaching-based philosophy and teaching model, so students are expected to review performance expectations (sample papers), realistically assess their own needs, and adhere to the published standards. (this syllabus) and accept responsibility for their learning/performance.

FSU Grading Scale

A = 90% -100%

B = 80% -89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

Attendance and tardiness: Students are expected to attend all class meetings, individual conferences and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class (es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. 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.

Students missing more than 3 classes will have their final grade for the course lowered by one full letter grade.

Keep all cell phones turned off and put away. Check your schedules and make certain that you are officially registered in each and every one of your courses. If you aren't registered, you receive no grade.

Requirements:

Homework and other classroom activities 10%

Definition/Causal argument 10%

Proposal argument 10%

Mid-term 20%

Common assignment 10%

Research paper 20%

Final presentation 20%

Plagiarism: *Academic Integrity*

If you are confused about the distinctions between paraphrasing and plagiarizing, you should ask me before submitting work as your own. Plagiarized papers (whether they are submitted as drafts or as final products) will result in automatic “F’s.”

Policy on late work: Late work is only accepted in case of an emergency with documented proof.

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* affirms 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.

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 incident of disruptive behavior:

The instructor may take the following actions in response to disruptive behavior:

Direct student to cease disruptive behavior

Direct student to change seating locations

Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.

Dismiss class for the remainder of the period.

Lower the student’s final exam by a maximum of one-letter grade.

File a complaint with the Dean of Students for more severe disciplinary action.

VII. Academic Support Resources

Writing center and smarthinking

Requirements for papers: E-MAILED DRAFTS AND/OR FINAL PAPERS WILL NOT BE ACCEPTED OR GRADED. All essays and drafts will be typed APA style, using a Times New Roman 12pt font. Each essay will have its own specifications as far as length; however, all essays will include a cover letter and a reference page.

Schedule of Readings and Assignments

The schedule is deliberately designed to be flexible. So you need to keep up and keep in touch so you can know exactly when something is due. More precise specifications will be furnished as we go along. Please ensure that you look over all reading assignments.

VIII. Tentative Course Outline

March 12: Introduction to the course; syllabus, APA formatting, and the differences between 110 and 120. Go over **Chapter 1** Argument: An Introduction. **HW: come up with three ideas you would like to research. Think of ideas that you can write an 8-10 page paper on; one that will require extensive research.**

March 14: Read **Chapter 2;** Argument as Inquiry. Narrow down your research topic/peer questions etc... **HW: Read Chapter 3: The Core of An argument. Submit answers to questions 1-5 on page 67 Reasonable Arguments versus Pseudo Arguments to my digital drop box before next class.**

March 19: Class will meet in the library conference room on the third floor at 5:15. BE ON TIME. You are responsible for all of the information that will be given to help you with research and documentation for your papers. **HW: Jot down/brain storm everything you know about your topic.**

March 21: Go over chapters 3 and read chapter 11: Definition arguments
HW: Begin working on definition section of your papers

Definition Argument paper requirements: 1 ½ -3 pages. Definition section must also include two or more parenthetical citations.

March 26: Read chapter 4: The logical structure of Arguments. **HW: Work on refining, editing, and proofreading definition section of papers.**

March 26: Peer review for section of papers (30 minutes) Read Chapter 12: Causal Arguments. **HW: Edit and revise definition sections of paper. Brainstorm ideas for your causal paper and begin your research.**

March 28: Definition Papers due. Go over Causal argument's readings page 254-263
HW: Begin working on rough drafts of causal section of your papers

Causal Argument must be -3-5 pages in length with two or more parenthetical citations.

April 2: Peer Review for Causal papers (30 minutes) pgs 493-506 Summary and responses. **Mid-term review**

April 4: mid-terms

April 9: Causal papers due; individual conferences (TBA) you must come at your assigned time or you will be counted as absent for the class meeting.

April 11: Introduce Proposal Arguments Chapter 15 pgs 310-232. **HW Answer question number 3 a-k for your own arguments.**

Proposal Argument paper requirements: 5-6 Pages; 1 cover letter, 3-4 page paper, and a reference page with at least 2 references. Paper must also include three or more parenthetical citations.

April 16: Peer review for Proposal Arguments (30 min). Assign power point presentations. Go over common assignments and rubric **HW: Make corrections on proposal papers and write rough draft for common assignments.**

April 18: Proposal papers due. Read Chapter 5-6: Moving your argument. Summary and response (if time permits) **HW: Work on power points. Bring your definition and Causal papers to next class for the workshop.**

April 23: Peer review for common assignments/Research paper workshop

April 25: Common assignments due, Power point presentations (as assigned)

April 30-May 2: Power point presentations (as assigned)