

SHAW UNIVERSITY
Department of Humanities
English and Composition I – ENG 110 Sec. _____ (3 credit hours)
Prerequisite: None

Instructor: Anthony J. Brown

Office: the Cottage Rm. 102

Classroom (*location*):

Office Hours:

Mon: 8-10 a.m.

Tues: 11-1p.m.

Wed: 8-10 a.m.

Thur: 11-1p.m.

and by Appointment

Telephone: 919-546-8360

E-mail: abrown@shawu.edu

English Program Mission

The primary focus of the Bachelor of Arts in English Degree Program in the Department of Humanities is to prepare students for the world of work and graduate/professional school by promoting the competencies of critical thinking, problem-solving, and effective writing skills; sharpening their analytical and research skills; and fostering an understanding of diverse human constructs as represented in written literature.

English Program Goals

1. Developing students' competencies in reading, writing, speaking, and listening.
2. Enhancing students' abilities in writing and thinking critically, summarizing, analyzing, interpreting, synthesizing, and evaluating.
3. Enabling students to conduct research and to use library resources and technology effectively.
4. Preparing English majors to enter graduate programs and professional careers.
5. Offering faculty the benefits of professional development.

Course Description:

English 110 is a course in basic composition and grammar. It is designed to improve grammar and mechanics, encourage a positive attitude toward reading and writing, and introduce students to the writing process. The course also fosters an understanding of the demands of academic writing, introduces expository writing, and begins developing basic research skills.

Student Learning Outcomes:

Student Learning Outcomes At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to Program Learning Outcomes <i>(Insert the PLO number(s) that corresponds to the stated SLO) Note: The PLOs are not listed on the syllabus.</i>
1. demonstrate control of syntax, grammar, punctuation, and spelling	Assignments Exam Questions	1, 2, 4, 5
2. demonstrate an understanding of purpose and audience and how to adopt an appropriate voice, tone, and level of formality	Assignments Exam Questions	1, 2, 4, 5
3. Use reading and writing for inquiry, learning, thinking and communicating	Assignments Exam Questions	1, 2, 4, 5
4. demonstrate an understanding of the relationships among language, knowledge and power	Assignments	1, 2, 4, 5
5. develop strategies for generating ideas, revising, editing, and proof reading	Assignments Exam Questions,	1, 2, 4, 5

NCATE STANDARDS AND INDICATORS

Teachers use instruction that promotes understanding of varied uses and purposes for language.

INDICATOR: 1. Teachers model standard English

Core Standards

Teachers know the content they teach.

- Indicators:**
1. Teachers have a broad knowledge of content.
 2. Teachers know the content appropriate to their teaching specialty.
 3. Teachers understand the ways in which their teaching area connects to the broad curriculum
 4. Teachers know relevant applications of the content they teach.

Technology Standards

Teachers demonstrate a sound understanding of technology operations and concepts.

Indicators: 1. Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE International Education Technology Standards for students). 2. Teachers

demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Diversity Standards

Teachers understand the central concepts, tools of inquiry, and structures of the discipline they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.

Indicators: 1. Teachers select, evaluate and incorporate unbiased instructional materials. 2. Teachers use multiple strategies to address the needs of individual learners. 3. Teachers create a safe, inclusive and caring environment in which all students can learn.

Required Text:

Hacker, Diana. *A Writer's Reference* (6th Ed.). New York: Bedford/St. Martin's. 2008.

Nwosu, Patricia N., et al. *Practice for Writing Examinations*. Littleton, MA: Tapestry Press, LTD. 2008.

A College level dictionary

Reading Assignments:

Each student is expected to read all assigned material **prior to class** and fully participate in class discussions and activities. To insure that students read their texts, there will be questions on each exam from the text that may not be covered in class. Students may also be assigned readings from professional journals, newspapers, news magazines, periodicals or the internet during the course of the semester.

Course Requirements:

Class Attendance: The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

Students will be prompt for all classes. Excessive tardiness will not be tolerated. If you are 10 minutes late to my class for any reason other than an emergency, you will be counted absent on that day. Do not come to my class if you are more than 15 minutes late.

All major writing assignments must be typed and double-spaced. Do not use font sizes that are larger than 12. Courier and Times New Roman are appropriate font styles. Quizzes and homework can be done in pencil or ink.

The format for papers should be as follows:

Full Name
Instructor's Name
English Composition 110.01
11 Sept. 2008

This information should be in the top left corner of your paper and the Title centered on the following line. Your margins should be 1 inch from the top, bottom, and both sides of the page. If you have more than one page each succeeding page should begin with a header: your last name and page number-1/2-inch from the top, right corner of the page. Failure to comply with this format will result in the assignment being penalized.

SHAW UNIVERSITY

WRITTEN COMMUNICATION

LEVELS OF ACHIEVEMENT

CRITERIA	Level 1	Level 2	Level 3	Level 4	Level 5
Content	Student wrote a response but clearly misunderstood the assignment. Student wrote very little.	Vague or predictable. Stock or cliché responses. Confuses some significant concepts.	Adheres to conventional or one-dimensional attitudes. Misunderstands other points of view. General statements.	Clear expression that tends towards summary rather than analysis. Above average and coherent content.	Sophisticated response to the prompt. Complex thinking. Understands the material and assignment. Where applicable, includes relevant
Organization and Development	Incoherent and fragmentary. Student didn't write enough to judge.	Wandering, repetitive, and inconclusive.	Uneven, awkward, and missing transitions. Weakly unified.	Response has either a strong lead, a developed body, or a satisfying conclusion but not all three.	Essay is well balanced and well developed. It flows clearly.
Expression	Student used below college-level writing style. Student did not write enough to judge.	Too many confusing sentence structures. Many incorrectly used words. Limited range of available vocabulary.	Coherent but ordinary and bland. Average style of expression.	Generally good word choice and sentence structure. Some parts may be routine.	Words chosen are striking but appropriate. Descriptions include unusual but impressive adjectives and action verbs. Very good control of
Mechanics	Too many errors in spelling, capitalization, grammar, and punctuation. Student did not write enough to judge.	Many spelling, capitalization, grammar and punctuation errors.	Occasional but noticeable errors in spelling, capitalization, grammar, and punctuation.	A few mechanical errors that do not interfere with the reader's ability to follow the flow of the writing.	Superior in its handling of mechanics. No mechanical errors are detectable.

Grade Evaluation:

Assignments	Percentage of Final Course Grade
Readings, Exercises, and Class Activities	20 %
5 Tests	20 %
Midterm Exam	10 %
3 Major Writing Assignments	30 %
Final Exam	20 %
Total	100

The following grading scale will be used: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

Note: The minimum passing grade for students with a major in the Department of Humanities is a C.

Course Plagiarizing/Cheating:

Plagiarism (using another's work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course.

If you have questions about the concept of plagiarism please use the Purdue website listed on Blackboard and/or talk with your instructor.

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress**). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

Schedule of class activities, reading, and writing assignments

Class Date	Student Learning Outcomes <i>[list the SLO number(s)]</i>	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool <i>(instrument used to determine the achievement of the stated SLO)</i>
Week 1		Intro to course and expectations	Syllabus	Discussion	Sign on to Blackboard Pre-Test	Blackboard Instruction Sheet PWE	
Week 2&3	1,2,4,5	Basic Grammar	Pgs. 491-508	Lecture & class Discussion	B1-B4 Worksheets	Blackboard	Exam Questions
Week 4&5	1,2,4,5	Grammatical Sentences	Pgs. 163-215	Lecture & class Discussion	G1-G6 Worksheets	Blackboard	Exam Questions
Week 6&7	1,2,4,5	Punctuation	Pgs. 259-293	Lecture & Class Discussion	P1-P7 Worksheets	Blackboard	Exam Questions
Week 8	1,2,4,5	Midterm Exam					Exam Questions
Week 9&10	1,2,4,5	Mechanics	Pgs. 297-314	Lecture & Class Discussion	M1-M6 Worksheets	Blackboard	Exam Questions
Week 11&12	1,2,4,5	Academic Writing	Pgs. 57-87	Lecture & Group Writing Activities & Discussion		Blackboard PWE	Writing Assignment
Week 13 & 14	1,2,4,5	Composing & Revising	Pgs. 3-36	Lecture, Individual Writing Assignments & Discussion		Blackboard PWE	Writing Assignment
Week 15	1,2,4,5	Word Choice	Pgs. 137-160	Lecture & Group Writing Activities & Discussion		Blackboard PWE	Writing Assignment Exam Question
Week 16	1,2,4,5	Review Post Test Final Exam					Exam Questions