

SHAW UNIVERSITY
Department Of Humanities
English 113 College Comp. & Research
ENG 113. 03 (3 credit Hrs.)
Prerequisite: ENG 112

Instructor: Dr. Désiré Baloubi

Office Location: EDU # 06

Classroom Location: TOS 111

Office Hours:

MW: 5:00 p.m – 7:00 p.m.

TH: 10: 45 a.m. – 12: 45 p.m.

and by Appointment

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English Program Mission Statement:

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

English Program Unit Goals:

- 1. Developing students' competencies in reading, writing, speaking, and listening**
- 2. Enhancing students' abilities in writing and critical thinking, 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 in all the disciplines the benefit of professional development**

Conceptual Framework:

“To produce graduates who are critical thinkers and problem solvers with the professional dispositions and technological skills necessary to function as competent and effective teachers in a diverse world.”

NCATE Standards:

Standard 3: Teachers know and understand written and oral composition processes.

Standard 6: Teachers use effective strategies and techniques in teaching English Language Arts (ELA).

Standard 7: Teachers evaluate and select appropriate, high-quality resources that support learning of the ELA.

Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.

Diversity Standard: Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.

Specific Indicators (approved by the North Carolina Department of Public Instruction):

3:1. Teachers understand how different forms of oral and written discourse can influence thought and action.

3:3. Teachers understand composition theory.

6:2. Teachers develop interdisciplinary teaching strategies and materials.

6:3. Teachers promote active, personal engagement through reading, writing, and discussion.

7:1. Teachers emphasize interdisciplinary connections through materials selected.

7:2. Teachers promote awareness of diversity through selection of appropriate instructional materials.

7:3. Teachers use information on developmental characteristics of students to provide rich and appropriately challenging materials.

10:1. Teachers model Standard English.

10:3. Teachers read and write regularly with students.

13:1. Teachers use instructional materials to meet the various needs of students.

13:2. Teachers use varying strategies and techniques to meet the individual needs of students.

Course Description:

A course in writing argumentative and analytical essays informed by research. It emphasizes interpretive, synthesizing, and evaluative skills. It gives students practice in writing arguments and analytical essays informed by research.

Student Learning Outcomes:

| Student Learning Outcomes At the completion of this course, students will be able to do the following: | Assessment of Student learning Outcomes (Assessment Tools) | Linkage to Program Learning Outcomes |
|---|--|---|
| 1. Demonstrate critical, analytical, and argumentative skills | Exam questions Essays | 1, 2, 4 |
| 2. Write with clarity and purpose, appropriate to audience and occasion | Essays | 1, 4 |
| 3. Improve basic writing and research skills – summarizing, paraphrasing, quoting, synthesizing, and documenting | Research-based assignments | 1, 2, 3, 4 |
| 4. Write unified, well-developed and coherent essay, based on evidence and reasoning | Essays | 1, 2, 4 |

Required Text:

1. Goshgarian, Gary, and Kathleen Krueger. Dialogues: An Argument, Rhetoric and Reader, 5th ed. New York: Pearson/Longman, 2006.
2. A dictionary and a thesaurus
3. Nwosu, P.W., April L. Abbott, Désiré Baloubi, Harish Chander, and Frederick Jones. Practice for Writing Examinations, Littleton, MA: Tapestry Press Ltd., 2008.

Course Requirements:

1. Please remember that this is a course in composition and research, and I will expect to find properly documented research in all three essays. An essay without research fails, scoring 0 points. An essay with any plagiarized material in it fails, scoring 0 points.
2. Edited pages: Each essay should be double-spaced in typed form.

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 |

Grade Evaluation:

This will help you figure out your final grade even before I post it:

| | |
|----------------------------|----------|
| Essay 1: | 20pts |
| Essay 2: | 20 pts. |
| Essay 3: | 20 pts. |
| Summary I: | 15 pts. |
| Midterm exam (Summary II): | 25 pts. |
| . | |
| Total: | 100 pts. |

200 - 180 = A; 178 - 160 = B; 158 - 140 = C; 138 - 120 = D

Class Participation: Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline's conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures.

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. | details and quotes. 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 language. |
| 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. |

A few words about plagiarism:

There are two kinds of plagiarism, unintentional and intentional. Unintentional plagiarism is the sloppy, careless, unclear, or incorrect citation of sources. In other words, unintentional plagiarism happens when you make certain kinds of mistakes. Avoiding and/or correcting those mistakes is what this course is all about. . . . Intentional plagiarism means cheating -- turning in someone else's work as your own or copying from sources without providing documentation. Plagiarism includes, but is not limited to, such activities as buying ready-made term papers, either from a person or from a website; downloading a free essay from a website, in whole or in part; cutting and pasting material (even one sentence) from a website to your essay

without proper documentation; having someone else write your paper or revise it for you; turning in a paper someone else has turned in, either for this course or another; turning in the same paper for two different courses. Please note that anything you can find on the internet, I can find on the internet, whether it's a term paper mill or a website. To repeat: an essay which includes any plagiarized material fails, scoring 0 points (adapted from Weil's syllabus, fall 2006).

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.

WEEKLY SCHEDULE:

| Class Date | Student Learning Outcomes | Course Content | Readings | Mode of Instructional Delivery | Related Assignment | Resources | Assessment Tool |
|----------------------------------|---------------------------|--|---|--------------------------------|---|----------------------|-------------------------|
| Wk 1 8/22 | 1, 3 | Intro to course and expectations | Syllabus | Discussion | Proofreading exercise | Worksheet | |
| Wk 2 8/25 27 29 | 1, 3 | <p>In-class exercise: Thesis statements. Read Goshgarian, 28-46</p> <p>In-class: Writing summaries. For next class, summarize Lewis, "The Case Against Tipping," 22-24, and read pp. 49-61 on recognizing logical fallacies.</p> <p>Summary is due. Class discussions on logical fallacies. Start research on top 10 US universities and colleges.</p> | <p>pp. 28-46</p> <p>pp. 22-24 & 49-61</p> | Discussion | summarize Lewis, "The Case Against Tipping," 22-24, and read pp. 49-61 on recognizing logical fallacies | Dialogues AWF | Research/Summary |
| Wk 3 9/3 5 | 1, 3 | <p>Group discussions on findings. Read Goshgarian, Ch9, 252-267 (researching arguments). Essay</p> <p>One is assigned: "I believe Shaw can be one of the top 10 American universities and colleges."</p> | Ch 9, pp.252-267 | Discussion | Essay Outline | | Research (Report) Essay |
| Wk 4 9/8 10 | 1, 4 | <p>One is assigned: "I believe Shaw can be one of the top 10 American universities and colleges."</p> <p>Class discussions on</p> | | Discussion | Research | | Research (Report) Essay |

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|--------------|------|---|------------|-------------------------------|-------------------------------|---------|-----------------------|
| 12 | | researching arguments. Read Ch 3,62-73 (handling quotations) Class discussions on handling quotations & outlining your paper. | Ch 3,62-73 | | Revise your outline | | |
| Wk 5 9/15 | | More on handling quotations (in-text citations in MLA Style) & Writing an introduction | | Discussion | Compile bibliographical notes | | Research (Report) |
| 17 | 2, 4 | Unity, Coherence, Support, and Error-free sentence skills. Read Goshgarian, 278-303, Works Cited in MLA Style. | | | | | |
| 19 | | Class discussions: Works Cited in MLA Style & Revising and editing. Be prepared for Midterm Exam (Summary Writing). | | Exam | Exam | | Exam |
| Wk 6 9/22 | | No class: Fall Convocation (Please attend). | | | Exam | | |
| 24 | | Midterm Exam (20 pts.) | | Exam | | | Exam |
| 26 | 3 | Library Research Day (mandatory). I recommend you bring a rough draft of your first essay to an individual conference with me in my office with me in my office | Library | Instructor-student conference | | Library | Outline & Paper draft |

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|---------------|------|---|-------------|------------|-------------------------------|--|-------------------|
| Wk 7 9/29 | | | | | | | Peer review |
| | 1, 2 | Your first essay is due--15 paragraphs, six sentences each (900 - 1, 350 words). Your second essay is assigned--In class: Read & write a two-paragraph reaction to "Americans Don't Understand That Their Heritage is Itself a Threat," by Caleb Carr, 480-483. | pp. 480-483 | | | | |
| | 3, 4 | | | | In-class writing | | Essay |
| 10/1 | | Write three paragraphs on Carr's text. | | | | | |
| 3 | | Write another three paragraphs on Carr's text. | | | | | |
| Wk 8 10/6 | | Class discussions on progress (Q & A) | | | Essay #2 proposal and outline | | Research (Report) |
| 8 | 3 | Library Research Day (mandatory). Get a signature from the librarian. | Library | | | | |
| 10 | | Library Research Day (mandatory). Get a signature from the librarian. | | | | | Paper outline |
| Wk 9 10/13 | | Bring bibliography for the second essay (more class discussions on Works cited page) | | Discussion | Compile bibliography | | Research (Report) |
| | 3 | | | | | | |
| 15 | | Bring any research notes from your research for in-class discussion of how to handle and document in-text citations | | | In-class writing | | |
| 17 | | Your second essay is due--15 paragraphs, six sentences each | | | | | Essay |

| | | | | | | | |
|---------------------------------------|-------|--|--|------------|--|--|----------------------------|
| | | (900 - 1,350 words). In-class reading, "Why We're Not One Nation 'Under God'," pp. 766-770. Your final essay will be based on this text (a position paper on Greenberg's thesis). | pp. 766-770 | Discussion | Writing dominant ideas of the article | | Report/review questions |
| Wk10 10/20 22 24 | 2 | Develop a thesis for your final paper : Write a rough outline Bring an example of formal outline and share in a group discussion & Revise your own outline | | | Writing the thesis and outline of Essay #3 | | Report: thesis and outline |
| Wk11 10/27 29 31 | 2, 4 | In class writing: Your introduction In-class writing: at least two paragraphs In-class writing: another two paragraphs | | | In-class writing | | Peer review |
| Wk 12 11/3 5 7 | 1 - 4 | Writing Exercises | <u>The Practice for Writing Examinations</u> | | Grammar review & practice | | |
| Wk 13 11/10 12 14 | 1 - 4 | Writing Exercises | <u>The Practice for Writing Examinations</u> | | Grammar review & practice | | |
| Wk 14 11/17 19 21 | 1 - 4 | Writing Exercises Work on your own for Competency Test | <u>The Practice for Writing Examinations</u> | | Grammar review & practice | | |

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|---------------------------|-------|--|---|--|---------------------------------|------------------|-------|
| Wk 15 11/24 | 1 - 4 | Writing Exercises Holiday | <u>The Practice for Writing Examinatio ns</u> | | Grammar review & practice | | |
| Wk 16 12/1 3 | | Turn your final essay in Sign Up to take English Competency Test | | | | EDU 20 Office | ESSAY |
| | | | | | | | |

This syllabus is subject to change at the instructor's discretion.