

SHAW UNIVERSITY
Humanities Department
English Composition and Research- English 112
Fall Semester 2008

Instructor: Dr. Patricia W. Nwosu
Office: The Cottage Room 202
Classroom TOS 115
Office Hours: **M-W-F- 11:00-12:00**
T-H- 9:30-1:00
Phone: (919) 546-8541
Email: pnwosu@shawu.edu

English Department Program Mission

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 analytical and research skills; and fostering an understanding of diverse human constructs as represented in written literature.

Department of English Program 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; and
5. Offering faculty in all disciplines the benefit of professional development

Course Description : English 112 is a course in argument and analysis—designed to strengthen interpretive and evaluative skills. It introduces literary and critical analysis and focuses on developing argumentative and persuasive skills. This course also incorporates a research component.

Student Learning Outcomes (*This section lists what students are expected to know, demonstrate, and value upon completion of this course*)

Student Learning Outcomes	Assessment of Student Learning Outcomes (Assessment Tools)	Institutional Goals
1. Students will be able to	Reading Comprehension	1,2,4

demonstrate critical, analytical, and argumentative skills.	Questions, Writing Assignments, Projects and Final Exam	
2. Students will write with the clarity and purpose appropriate to audience and occasion.	Essays, Final Exam	1,4
3. Students will improve basic writing and research skills- summarizing, paraphrasing, quoting, and documenting.	Research-Based writing assignments, Essays	1,2,3,4
4. Students will demonstrate critical thinking skills in a culminating final essay.	Writing Assignments, Essays, Final Exam	1,2,4

Conceptual Framework Theme: 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.

Standard 1: Teachers know and understand the English language.

Standard 2: Teachers know and understand the reading process.

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

Standard 5: Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.

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

Standard 11: Teachers foster in students an awareness of their own and others' cultures.

The Competent Effective Educator: An educator who demonstrates holistically, a knowledge base for birth through kindergarten education, professional dispositions, an appreciation for diversity, and the use of technology in instruction.

The Critical Thinking Educator: An educator who possesses a set of skills that include the ability to distinguish between relevant and irrelevant information, recognize main points, assimilate information, make judgments, distinguish facts from opinions, evaluate sources of information, and recognize bias in sources and solutions.

The Problem Solving Educator: A reflective practitioner who recognizes the problem, examines alternative solutions, selects the best solution, and applies the best solution.

Course Policies and Requirements:

Students are required to use the library and AAA Center for all composition and research assignments.

1. Tests and Final Examination: Three written examinations will be given during the semester covering material from the text, lectures, and other readings.

If a student fails to take an exam as scheduled, it is the student's responsibility to inform the instructor immediately. In order to qualify for a make-up exam, the student must provide the instructor with documentation from Student Affairs, a medical professional, or an entity approved by Student Affairs. This is the only way a student will be allowed to take a make-up exam.

There will be no exceptions. If the student cannot provide documentation, he or she will not be allowed to take the make-up exam. As a result, the student will receive a zero for the exam.

2. Class Attendance: Students must be on time for all scheduled class meetings. A student who is 15 or more minutes late for class is absent from that scheduled class meeting. If a student arrives more than 15 minutes late, he/she should not interrupt other students or the professor by entering class. The learning environment cannot be interrupted by excessively late students.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who arrive less than ten minutes late should inform the instructor of their presence at the conclusion of that class period in order to be counted late rather than absent.

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

3. 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 the use of standard formal English in speaking skills needed for careers, and the ability to join a discipline's conversation. Such participation will include asking questions, listening actively, seeking out and evaluating the opinions 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, contributed to class discussions, and posed questions about the readings and lectures.

4. Compositions and Essays: The final version of papers should be typed and reflect a professional attitude toward your work and toward details of form. Unless your instructor states otherwise, please adhere to these specifications:

1. Submit one-inch on 8 1/2 x 11 white paper.
2. Observe one-inch margins; double space.
3. DO NOT SUBMIT LOOSE PAGES—one staple or one paper clip in the upper left corner.
4. Include your name, instructor's name, course and section number, and the date in the upper left-hand corner of the first page of your essay. Include your last name and page numbers on all subsequent pages of your essay.
5. Drafts and in-class writing should be legible and written in blue or black pen on loose leaf notebook paper; paper torn from spiral notebooks is not acceptable.
6. Unless the instructor notes otherwise, include a title with correct capitalizations.
7. Unless the instructor notes otherwise, do not -submit a cover page with papers.

WRITTEN COMMUNICATION RUBRIC
Levels of Achievement

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Content	Student wrote a response but clearly	The student's essay was vague or	Adheres to conventional or one-	Although the work may	Sophisticated responses to the prompt.

	Misunderstood the assignment. Student wrote very little.	predictable. Stock or cliché responses. Confuses significant concepts.	dimensional attitudes. Misunderstands other points of view. General statements are often made.	contain clear expressions that tend towards summary rather than analysis, the work does exhibit above average and coherent content.	Complex thinking. Understands the material and assignment. Where applicable, includes relevant details and quotes.
Organization and Development	Incoherent and fragmentary. Student did not 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 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 does 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:

Grading Scale	
Writing Assignments, Class Discussion, Tests	10%
Essays	40%
Projects and Presentations	10%
Midterm Exam	15%
Final Exam	25%
TOTAL PERCENTAGE POINTS	100%

The instructor and students will observe and follow the grading scale listed below:

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

The minimum passing grade for students with a major in Humanities is C.

Remember, your grade is ultimately your responsibility.

COURSE PLAGIARIZING/CHEATING:

PLAGIARISM AND CHEATING ARE SERIOUS VIOLATIONS! Plagiarism is using someone else's ideas or words without giving that person credit. A student who plagiarizes or cheats (whether giving information or receiving information) will earn a grade of zero on that particular exam, quiz or paper and may earn an F (failure) for the course. Plagiarism is a serious offense. Therefore, a plagiarized essay will earn zero points and may, at the professor's discretion, be taken to administration.

Student Classroom Decorum Expectations

In accordance with University policy, the following behavior codes will also be observed:

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 swearing, wearing clothes that impede academic learning such as, but not limited to,

body revealing clothing and excessively baggy pants, hats/caps, and/or headdress). Students will turn off cell phones 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 may appeal the decision to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President of Academic Affairs, followed by 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 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 faculty member should retain a copy for her own records. Additional student behavior codes may be found in Student Affairs.”

Required Texts:

Goshgarian, Gary. Dialogues: An Argument Rhetoric Reader. 5th ed. New York: Pearson, 2006.

Hacker, Diana. A Writer's Reference. 6th ed. Boston: Bedford, 2007.

Nwosu, Patricia, et al. Practice for Writing Examinations. Littleton: Tapestry, 2008.

NCATE STANDARDS & INDICATORS

English 112 is intended to comply with the following “Core Standards for Teachers in North Carolina,” including their accompanying indicators, as approved by the NC State Board of Education in 2002:

Standard (S) 1: Teachers know and understand the English language.

S2: Teachers know and understand the reading process.

S3: Teachers know and understand written and oral composing processes.

S5: Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.

S10: Teachers use instruction that promotes understanding of varied uses and purposes for language.

S11: Teachers foster in students an awareness of their own and others' cultures.

S12: Teachers recognize commonalities and individual differences within the classroom.

Technology (T) S1, Indicator (I): Teachers demonstrate introductory knowledge, skills, and Understanding of concepts relating to technology.

T S2 13: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.

T S3 11: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

Core S2, 18: Teachers teach communication, thinking, and problem solving skills.

Diversity(D) S2, 12

Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.

D S4, 13: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

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, some exam questions about reading selections may not be covered in class discussions. Students may also be assigned readings from professional journals, newspapers, news magazines, periodicals or the internet during the course of the semester.

Week	Assignments	Student Learning Outcomes	Mode of Instructional Delivery	Readings	Resources	Assessment Tool
1	Introduce the syllabus Review the syllabus Complete the writing pretest /diagnostic Complete Tutorials Review for syllabus Complete the tutorials. Review pp.3-23, <i>A Writer's Reference</i>	1,2,4				Writing Assignments
2	Read Chapter 1, <i>Dialogues</i> . Review Chapter 3, (skim) <i>Dialogues</i> . Assignments from Chapter 1. Questions for Discussion and Writing. Review page 5, "A Checklist for Assessing the Writing Situation"	1,2,3,4				Reading Comprehension Questions, Writing Assignments

	Exercises, Dialogues, pp26-27					
3	Chapter 2 of <i>Dialogues</i> is due Read pp. 28-48. Review logical fallacies. Discuss documentation. Discuss requirements of a summary.	1,2,4				Writing Assignments
4	Summaries are due. Review summaries and comments in connection to Written Communication Rubric. Practice for Writing Examinations (test)	1,2,3,4				Essays, Exam Questions, Writing Assignments
5	Review <i>Practice for Writing Examinations (test)</i> . Read Chapter 4, “Addressing Audiences” from <i>Dialogues</i> . Exercises, Dialogues, pp. 120-121. Begin discussion and writing strategies for in-class essay.	1,2,4				Reading Comprehension Questions, Writing Assignments
6	Typed version	1,2,3,4				

	<p>of in-class essay is due.</p> <p>Practice for Writing Examinations (test).</p> <p>Review for the midterm.</p>					
7	<p>MIDTERMS</p>	1,2,3,4				<p>Exam Questions,</p>
8	<p>Begin the discussion for the extended argumentative essay based on readings from <i>Dialogues</i>.</p>	1,2,3,4				<p>Research-Based Writing Assignments</p>
9	<p>Review the Written Communication Rubric.</p> <p>Review the Writer's Checklist.</p> <p>Complete writing strategies in-class.</p> <p>Begin Chapter 5 from <i>Dialogues</i>.</p>	1,2,4				<p>Writing Assignments</p>
10	<p>Discuss and analyze arguments from Chapter 5.</p> <p>Drafts of extended argumentative essays are due!</p> <p>Review global revision strategies with students.</p> <p>Review outlines for first drafts.</p>	1,3				<p>Reading Comprehension Questions</p> <p>Research-Based Writing Assignments</p>
11	<p>Final drafts of extended argumentative</p>	1,2,3,4				<p>Research-Based Writing Assignments</p>

	essays are due! Practice for Writing Examinations (test)					
12	Review argumentative essays (comments, rubric, checklist, revision symbols)	1,2,4				Writing Assignments
13	Practice for Writing Examinations (test). Review <i>Practice for Writing Examinations (test)</i> . Begin Chapter 6, "Using Evidence" from <i>Dialogues</i> .	1,2,3,4				Exam Questions Reading Comprehension Questions
14	Finish Chapter 6, <i>Dialogues</i> . Questions for Analysis and Discussion are due.	1,2,4				Reading Comprehension Questions
15	Dialectical Writing Assignments are due. Practice for Writing Examinations (test).	1,2,4				Writing Assignments, Exam Questions
16	Conferences with students. Final Exams	1,2,4				Final Exams