

**SHAW UNIVERSITY**  
**ENGLISH 111, SECTIONS 5, 9**  
**SPRING 2007 SEMESTER**

Instructor: Mrs. Gray-Elamin

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Office Hours: Mondays, Wednesdays, Fridays 8:00-9:00a.m. Cottage 201

Wednesdays 12:00-1:00p.m, Cottage 201

Tuesday and Thursdays 11:00-1:00pm, Cottage 201

**Textbooks and Materials:**

1. Muller, Gilbert H . The New World Reader: Thinking and Writing about the Global Community. New York: Houghton Mifflin, 2004.
2. Raimes, Ann. Keys for Writers: A Brief Handbook. 4<sup>th</sup> edition, 2002.
3. College level dictionary
4. Loose-leaf, 8 1/2 x 11 notebook with paper
5. A good thesaurus

**ENGLISH 111** is an introductory course in expository writing. It is designed to increase understanding of the demands of academic writing. It emphasizes the writing process, writing with clarity and purpose, developing and organizing ideas effectively, and using the conventions of edited English. Students practice writing compositions and arguments informed by short readings and also enhance their research skills.

**Course Objectives are to:**

1. Encourage a positive attitude toward reading and writing (1.1, 1.2) P.1.1
2. Introduce the writing process
3. Improve grammar and mechanics (1.4.1) P.1-1
4. Improve listening and reading skills
5. Improve students' abilities to follow instructions
6. To help students shape, clarify, and elaborate content.
7. To develop students' literal, figurative, critical and informational skills.
8. Help students write unified, well-developed, and coherent essays (1.3.1) P.1.1
9. Introduce basic research skills (summarizing, paraphrasing, quoting and documenting) (1.4.2) P.1-1
10. Prepare students to write in other college courses

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

English 111 is designed 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, March 7, 2002:

**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.

### **Grading Scale**

Composition/Papers	100pts.
Final Exam	300pts.
Oral Presentations	100pts.
Homework, Participation, Lab Assignments	175pts.
Midterm/Writing Exams	225pts.
Semester Reflection Essay	100pts.
<b>Total Points</b>	<b>1000pts.</b>

A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

Your compositions will be graded using two criterion: (1) content, (2) grammar and mechanics.

**SUBMITTING PAPERS IN MANUSCRIPT FORM:** 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 or time class meets, the date and paper# in the upper left-hand corner of the first page of your essay. Include your 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.

#### LATE PAPERS

Late papers are not acceptable.

#### 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.

#### DISRUPTIVE BEHAVIOR

Such behavior is not acceptable. The student will be addressed by the instructor. If the student does not adhere to the instructor's request and the situation is not resolved, then the student will be referred to another official or asked to leave class.

#### ATTENDANCE

Unless the instructor cancels class, students are expected to attend each scheduled meeting of class. As a reminder, students are in danger of failing after three unexcused absences. In addition, students will lose three points per class for each scheduled class meeting that is missed. Students who collaborate to "skip" classes will lose points as well. If a class conspires to skip class, each student who skips will be counted absent.

#### INTERNSHIPS

Contact me for assistance

Note: The professor reserves the right to alter/change assignments on the syllabus as needed.

Week One     Introduction to Course  
                  Review of Syllabus  
                  Self-Evaluation of Writing Skills  
                  Brief Student Survey

**Writing Diagnostic:** Students will write a biographical essay about their lives. The title of your essay will be “The Life of ....” What are some of the most important and critical events in your life? You may choose to discuss your life in three phases-the past, present, and future. On the other hand, you may decide to focus on a particularly time or incident in your life as a symbol for who you are and what you believe your future holds. Students must compose 3-5 pages (**due 2-6-2007**)

Week Two     Reading Diagnostic  
                  Grammar Diagnostic  
                  Review Diagnostics  
                  *Keys for Writers*, pp. 3-33  
                  *Keys for Writers*, pp.303-305

Week Three   Discuss Mistakes Writers Make  
                  The Writing Process  
                  Prewriting Assignments pp. 6, 13  
                  *Keys for Writers* pp.33-44  
                  *The New World Reader*, Chapter 1, pp. 3-27  
                  **Biographical Diagnostic due 2-6-2007**

Week Four     **Biographical Diagnostic due 2-6-2007**  
                  Overcoming Writer’s Block pp.18-19  
                  Review of *Elements of Style*  
                  English Skills Assessment  
                  Read *Keys for Writers*, pp. 110-126, 66-73, 75  
                  Complete the questions on pp. 11 (Academic Questions)

Week Five     Students will review writing samples.  
                  Discuss samples in class.  
                  Students will work in groups with their papers  
                  Visit the computer lab

Week Six     *The New World Reader*, “The Way to Rainy Mountain,” pp. 31-37  
                  Complete the Questions at the end of the reading selection  
                  *The New World Reader*, “America: The Multinational Society,” pp. 38-43

Complete the questions at the end of the reading selection  
Review the *Elements of Style*  
Review *Keys for Writers*, Sections 7 and 8 on grammar and punctuation  
**Introduce Example Essay Assignment: Students will compose a four-page essay about their family names. Discuss some history of your family. What does your family name mean? What does it mean to you? What characteristics are consistent in your family members that reflect your family name from generation to generation? Provide examples for the characteristics and definitions that are most important to you. Due: 2-27-2007**

Week Seven **Example Essay is due 2-27-2007**

Review of Sample essays/tests  
Review selected sections of *Keys for Writers*  
Midterms/ In-class essays begin

Week Eight Midterms/essays continue  
Discuss *The New World Reader*, pp. 489-520  
Complete questions on pages 37-38, 42-43  
Poetry Review and Discussion  
In-class writing assignment

Week Nine *The New World Reader*, "The Cult of Ethnicity," pp.62-65  
*The New World Reader*, "Go North, Young Man," pp. 65-74  
*The New World Reader*, "Globalisation," pp. 180-189  
Complete the Questions for each reading selection  
Discuss **Comparison/ Contrast Essay with Research Component: Students will write a 4-5 page essay comparing the works of two authors that we discussed in class. Students will complete research on the literary works, and they will use the "Ten Ways to Analyze Literature" to help them write this essay. An annotated bibliography for this assignment is due March 6, 2007.**

**The comparison/contrast essay is due March 15, 2007**

Week Ten *Keys for Writers*, pp.79-138, 141-182  
Visit the computer lab  
**Discuss Annotated Bibliography requirements**

Week Eleven	Topic Discussion Students begin outlines and prewriting activities Poetry Discussion 2
Week Twelve	<b>Annotated Bibliography is due 3-6-2007</b> Review of <i>Elements of Style</i> Review Progress in Internet Assignments/ Visit the computer lab <b>Video:</b> “Globalisation is Good,” Johann Norberg
Week Thirteen	<b>SPRING BREAK</b>
Week Fourteen	<b>Comparison/ Contrast Essay is due 4-17-2007</b> <i>The New World Reader</i> , “Mother Tongue,” pp. 77-84 <i>The New World Reader</i> , “If Black English Isn’t a Language, Then Tell Me, What Is,” pp. 91-104 Complete the Questions at the end of each reading selection <b>Begin Group Collages on one of the following topics:</b> <b>Globalization, Poverty, Classism, Racism</b>
Week Fourteen	Read “Family Values,” pp. 135-143, “Whose Culture Is It Anyway,” pp. 221-224, and “Talking Trash,” pp. 398-400 In <i>The New World Reader</i> <b>Continue work on group collages</b>
Week Fifteen	<b>Group Presentations on collages due</b> <b>Interactive Assignments due</b> Semester synthesis Review for final examinations
Week Sixteen	Reflection Writing Assignment:
Week Seventeen	<b>FINAL EXAMINATIONS (TBA)</b>

### Semester Reflection Essay Assignment

**Write an evaluation essay discussing what you have learned in this course. How have your skills in composition improved? How will you apply the skills that you have learned in this course? Provide specific examples of the improvements you made and what you have learned. Refer to the survey and questionnaire that you completed at the beginning of the semester. What class activities have helped you the most? How has your writing grown more academic and scholarly? Based on**

**assessments of your work and progress, would you judge yourself as an effective, successful writer? Show evidence and support for all the statements you make. (Requirements: 3 typed pages, double-spaced, 12 font, MLA Style, DUE: 5-3-2007)**