

SHAW UNIVERSITY
Syllabus
English 110-04
Spring Semester 2007

Instructor: Mrs. Gray-Elamin

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

Mondays 12:00-1:00p.m.

Tuesdays and Thursdays 8:30-9:30a.m., 11:00-1:00p.m.

Textbooks and Materials

1. Raimes, Ann. Keys for Writers: A Brief Handbook. 4th edition, 2002.
2. DeVillez, Randy. Writing: Step by Step. 10th edition, 2003.
3. A college dictionary
4. A college thesaurus

Course Description : English 110 is a course in grammar and basic composition. It is designed to improve grammar and mechanics, encourage a positive attitude towards reading and writing, increase reading comprehension, and introduce students to the writing process. The course also fosters an understanding of the demands of academic basic reading skills.

Course Objectives are to:

2. Encourage a positive attitude toward reading and writing (1.1, 1.2) P.1.1
3. Introduce the writing process
4. Improve grammar and mechanics (1.4.1) P.1-1
5. Improve listening and reading skills
6. Improve students' abilities to follow instructions
7. Help students use appropriate diction
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 110 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	100pts.
Tests/Exams	200pts.
Reflection Essay	100pts.
Lab Assignments	100pts.
TOTAL POINTS	1000pts.

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

Week 1 Introduction to Course
Inspiration Poem
Review of Syllabus
Self-Evaluation of Writing Skills

Week 2 Grammar Diagnostic 1
Review of Grammar Diagnostic 1
Keys for Writers, pp. 3-33
“Subject, Topic, Question Thesis: A Continuum” (13)
The Writing Process

Writing Diagnostic: Compose a three-page essay describing yourself and your goals. How do your goals and plans reflect your personality and who you are? For instance, you may use 3-4 descriptive words to describe yourself. Then, you may go into detail in paragraphs, providing examples for each word. On the other hand, you may choose to begin your essay with a motto or phrase. Then, you may provide details and examples in explanation of your personal motto. **(Due 1-31-2007)**

Week 3 Grammar Diagnostic 2
Review of Grammar Diagnostic 2
Scratch Outline, pp.16-17
“Overcoming Writer’s Block,” pp.18-19

Homework
Review Questions from *Keys for Writers*

Week 4 Student Writing Workshop Evaluation
Complete “Assessing Readers’ Expectations” (6)
Reading Diagnostic
Keys for Writers pp.33-44
Parts of Speech Review, *Keys for Writers* pp.307-311

Homework
Parts of Speech Assignment
Review Questions from *Keys for Writers*

Week 5 Reading Diagnostic Review
Quiz 1: Parts of Speech
Correcting Fragments, Run-On Constructions and Fused Sentences

Review Questions from *Keys for Writers*
Writing: Step by Step, Chapter 3 and 4

- Week 6 Quiz 1: Questions, Fragments, Run-Ons, and Fused Sentences
Review Quiz 1
Grammar Review: Subject-Verb Agreement and Pronoun-Antecedent
Writing: Step by Step, Chapter 5 and 8
In-Class Writing Assignment 1
Writing: Step by Step, Definition Chapter 13, pp.307-334
- Homework**
Students will bring 2 writing samples to class demonstrating 2 patterns of organization.
- Week 7 Textbook Checks
Discuss selected portions of *Keys for Writers* pp. 303-422
Review Lab/Internet Activities
Review for midterm exams
Midterm Examinations begin
- Week 8 Discuss *Keys for Writers* pp. 79-130
In-Class Writing Activity, *Keys for Writers* pp. 24-28
Grammar Review: Subject-Verb Agreement and Pronoun-Antecedent
- Week 9 Definition Essay due
Student Writing Workshop Evaluation
Review Quiz 2: Questions, Subject-Verb Agreement, Pronoun-Antecedent
Read *Keys for Writers* pp. 66-76
Review *Keys for Writers* pp. 36-38
- Week 10 Discuss *Keys for Writers* pp. 141-182
Review *Keys for Writers* pp. 42-43
Discuss Creative Project due 4-18-2007
Homework
Questions from *Keys for Writers*
- Week 11 *Keys for Writers*, pp.275-300
Grammar Activity: Sentences (Types and Variety)
Paragraphs (Transitions)
Review Internet/Laboratory Assignments

Week 12 Quiz 3: Sentences and Paragraphs
Grammar Activity: Punctuation
Discuss Oral Presentations

Homework
Questions from *Keys for Writers*
Punctuation packet

WEEK 13 SPRING BREAK

Week 14 **Creative Project due 4-18-2007**
Oral Presentations begin
Student Evaluations of Presentations

Homework
Question from *Keys for Writers*

Week 15 **Oral presentations**
Student Evaluations of Oral Presentations continue
Questions from *Keys for Writers*
Review selected topics from *Keys for Writers* pp. 303-422

Week 16 **Oral Presentations**
Final Exam and Grammar Review
Semester Reflection Essays due 4-30-2007 thru 5-2-2007
Semester Evaluations
English Language Video
Laboratory Visits for Students
Collect Internet Assignments

Week 17 **FINAL EXAMINATIONS (TBA)**

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

Essay Assignments
English 110-04

Diagnostic Essay Topic: Compose a three-page essay describing yourself and your goals. How do your goals and plans reflect your personality and who you are? For instance, you may use 3-4 descriptive words to describe yourself. Then, you may go into detail in paragraphs, providing examples for each word. On the other hand, you may choose to begin your essay with a motto or phrase, providing details for those. **Due 1-31-2007**

Due 3-14-06

Definition Writing Project: Compose an essay wherein you define one of the terms listed below. From the following list, pick a word that is understood differently by different people (or think of a different word). Write an essay defining it extensively according to your own ideas and values. To be fair, acknowledge in your essay the existence of interpretations that are different from yours.

Capitalism	Stem-Cell Research	Friendship	Courage
Racism	Justice	Happiness	
Democracy	Respect	Fear	
Freedom	A Good Mate	Love	

Due 4-18-07

Creative Writing Project: Students will locate 3 excellent writing samples and critique them. Students may only use one of their own compositions/works for this project. However, most of the samples must be works from published authors. Each writing sample must be accompanied by a two-page essay that reviews the work.

Due 5-2-2007

Semester Synthesis/ Reflection Writing Topic: Write an essay discussing the ways in which your writing has improved. Provide examples and details to show the difference in how you wrote at the beginning of this class as opposed to your composition skills now. In addition, discuss how your attitude towards writing has changed by taking this class. Last, explain in detail how you plan to incorporate writing into your future classes and careers.

End-of-Semester Evaluations

