First Year Composition / ENC 1101, Spring 2013

<table>
<thead>
<tr>
<th>Class Location:</th>
<th>TH 102 / 308</th>
<th>Days/Time:</th>
<th>MWF 8:00-8:50; 11:15-12:05pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Kendra N. Bryant</td>
<td>Contacts:</td>
<td><a href="mailto:drknbryant.famu@gmail.com">drknbryant.famu@gmail.com</a></td>
</tr>
<tr>
<td>Office Location:</td>
<td>TH 438</td>
<td></td>
<td>@DrKendraNBryant</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>T 8am-12pm</td>
<td></td>
<td><a href="http://www.drknbryant.com">www.drknbryant.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.icafrica.tumblr.com">www.icafrica.tumblr.com</a></td>
</tr>
</tbody>
</table>

Course Description
First Year Composition is the first of two 3-credit mandatory composition courses intended to assist students in refining their writing skills, as well as their critical thinking and reading skills, so that they can successfully (and ethically) communicate with various audiences via the written form. This particular First Year Composition course aims at teaching students the art of persuasion by way of complete immersion with Dr. Martin Luther King, Jr.—his philosophies, critics, and influences. It is my intention that students gain their own understanding of King and the Civil Rights Movement so that they may ultimately learn to write their own arguments as well as critically analyze the world that encourages their individual ways of being.

Course Objectives
Through class meetings and out-of-class preparation, students should expect to do the following:

1. Understand and write with various computer technologies
2. Work collaboratively in accountability groups thus improving interpersonal communication
3. Write one out of class persuasive essay using MLA style and documentation
4. Write rhetorical précis paragraphs on out-of-class readings
5. Develop oral and online presentations
6. Develop skills to write for specific target audiences and purposes
7. Develop critical reading, thinking, writing, and visual skills
8. Learn to synthesize and evaluate information
9. Improve grammar and mechanics skills
10. Engage in daily 10-minute freewriting
11. Develop and explicate ideas via visual arts

Required Textbooks/Resources
- Out of class access to computers
- Accounts with Twitter, Tumblr, and WordPress
Required Class Materials

- Three-ring binder (at least 1” rings), lined paper, blue or black ink pens, highlighter, and one colored (non-blue/black) ink pen
- Composition Notebook

Method of Instruction

- Students will be assigned weekly readings from King’s Testament of Hope and will explicate their understanding of King’s theories via traditional critical analysis paragraphs. They will also express their understanding and appreciation of King’s ideas using non-traditional modes of composition including Twitter, Tumblr, and WordPress, as well as art, music, and photography.
- When appropriate, students will participate in collaborative work, including peer review; teacher will also lecture.
- When necessary, students will be given practices in grammar, mechanics, and sentence structure using student assignments. More specifically, if the majority of students are struggling with pronoun agreement and reference, for instance, then the instructor will extract sentences from student writing that suffer from pronoun misuse and use them to explicate correct usage.

Blackboard

Students are strongly encouraged to check Blackboard on a daily basis. Here, students will find the class syllabus, some memorandums and handouts, as well as assignment instructions. I will also use Blackboard to inform students of any unforeseen class cancellations and updates. In the case that Blackboard or iRattler are not working, students will receive assignments via their personal non-FAMU email accounts.

Grading

Final grades will be based on the following weights (and are subject to change):

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percent of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork/Homework</td>
<td>30%</td>
</tr>
<tr>
<td>MLA Style Documented Essay</td>
<td>40%</td>
</tr>
<tr>
<td>Creative Composition</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Center</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Criteria

Students will be given a letter grade (A=Excellent, B=Good, C=Satisfactory, D=Poor, and F=Unsatisfactory) for both their one Documented Essay and their three Creative Compositions. In addition, those two graded assignments will be assessed using a rubric that students would have seen prior to submitting their work. Students will also receive completion credit and extensive comments on their classwork/homework.

Disabilities

Students with a disability and thus requiring accommodations are encouraged to consult with the instructor during the first week of class to discuss accommodations. For more information, see www.famu.edu/cedar/. Each student making this request must bring a current Memorandum of Accommodations from the CEDAR office.

Deadlines

Deadline for submitting written work will be strictly observed. I do not accept late classwork or homework, but will accept GRADED work with formal excuses from the Dean’s office. Once students have submitted formal excuses to me, they will have one week to submit their work with no penalties. After that one week, a letter grade will be dropped for each day (including weekends) that the work is late. I do not accept any work via email submissions.
Religious Holidays
Students are excused from class for major observances of their religion, which need to be brought to my attention by the second week of class.

Plagiarism
Students should see http://www.famu.edu/index.cfm?judicialAffairs&StudentCodeofConduct for FAMU's Undergraduate Catalog's definitions and policy, and consult with me if they have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

Notes and Tapes of Lectures
Selling notes or tapes of class lectures is not permitted.

Classroom Policies
- Disruptive behavior will not be tolerated. What does that mean? Basically, students should respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness.
- All cell phones must be turned to vibrate or silent. I expect the same etiquette in the classroom that one might use at a business meeting. With the exception of using Twitter, Tumblr, and WordPress as well as other Smart Phone applications for in-class instruction, students should not be using their cell phones in class. Similarly, be wise about laptop use. While I don't mind if students bring their laptops to class, I expect students to pay attention during class lecture or class discussion.
- Attendance is mandatory; however, students are permitted three absences which cover sickness, special holidays, and documented emergencies. Students are encouraged to refer to the class syllabus, to Blackboard, to email or phone their classmates to find out what happened in class on the days that they are absent. Note: I do not reteach lessons just because a student was absent, so students should avoid asking me to do as such. In addition, they should avoid sending me an email explanation of their absence.
- Preparation: Students should come prepared for class daily with all of their required materials and resources. Students should also bring their voices—their opinions, their confusions, their questions, their successes. They should be awake and present.
- Participation: There are individual and group tasks that must be done. There are no "spectator" roles—at least not all of the time. Students are expected to be active participants in all of their work, which include actively reading and actively listening.
- Timely Completion: Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me during my scheduled office hours to resolve the problem before it is too late to do anything about it.
  - Students SHOULD NOT attempt to argue for or submit late work a week after its due date.
  - Students SHOULD NOT attempt to conference with me about their grades two weeks before the semester ends. More specifically, after April 12, students are not invited to conference with me about any issues that they had all semester long that kept them from maintaining their responsibilities.
- Emails: I am not available to receive emails 24/7. However, I will respond to them Monday through Friday from 7:30am until 5pm. I will not respond to emails over the weekend. Also, all emails should be formally and thoroughly written to include a greeting, a body, as
well as a proper closing. Emails that are not professionally written will not receive my response.

Writing Center

FAMU has an excellent free tutoring center available for anyone who would like help with any aspect of writing. All students must complete at least 5 hours of Writing Center activity.

- The FAMU Writing Center (www.famu.edu/wrc/) “Through individualized, self-paced instruction, the WRC affords students the opportunity to reinforce, review, and apply skills that are taught in college preparatory and fundamental communicative skills courses, thereby enabling students to advance to and succeed in upper division courses.”

Emergency Plans

In the event of an emergency, it may be necessary for FAMU to suspend normal operations. During this time, FAMU may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Blackboard site for each class for course specific communication, as well as the main FAMU, College, and department websites, and emails, for important general information.

Please detach the below portion of this syllabus and submit it to your instructor.

I have read and understood my syllabus for ENC 1101, Spring 2013. I have placed a copy of the syllabus in my required three-ring binder. My initials placed at each section of the syllabus serves as my confirmation that I have read and am agreeing to its terms.

Print Name________________________________________

Sign Name________________________________________  Date________________________________________
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Chapter Reading</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| January 7, 9, 11        |                                          | • Meet and Greet  
  • Review Class Syllabus and retrieve required texts  
  • In-class Writing TBA |
| January 14, 16, 18      | *A Testament of Hope,* “Editor’s Introduction” | • Grammar Review  
  • Text Book Review  
  • Technology Review |
| January 23, 25 (Famous Sermons & Public Addresses) | • “I Have A Dream,” p. 217 / Aaron McGruder’s “Return of the King” Speech (Youtube)  
  • “A Time to Break Silence,” p. 231 | • Journal Writing  
  • Literature Chart  
  • Rhetorical Précis paragraph/MLA citation  
  • Twitter |
| January 28, 30, February 1 | • “Give Us the Ballot” p. 197 / Malcolm X’s “The Ballot or the Bullet” (online)  
  • “Eulogy for the Martyred Children” p. 221 | • Journal Writing  
  • Literature Chart  
  • Rhetorical Précis paragraph/MLA citation  
  • Twitter |
| February 4, 6, 8        | • “Where Do We Go From Here?” p. 245  
  • “I See the Promised Land” p. 279 / Nina Simone’s “The King of Love is Dead” (online) | • Journal Writing  
  • Literature Chart  
  • Rhetorical Précis paragraph/MLA citation  
  • Twitter |
| February 11, 13, 15 (Religious: Nonviolence) | • “The Power of Nonviolence,” p. 12 / Louis Massiah’s “Interview with Huey P. Newton” (online)  
  • “An Experiment in Love,” p. 16 | • Journal Writing  
  • Literature Chart  
  • Rhetorical Précis paragraph/MLA citation  
  • *Tumblr* |
| February 18, 20, 22     | • “Suffering and Faith,” p. 41 / Google Images: Vietnam War, Civil Rights Movement, & Apartheid  
  • “A Gift of Love,” p. 62 | • Journal Writing  
  • Literature Chart  
  • Rhetorical Précis paragraph/MLA citation  
  • *Tumblr* |
| February 25, 27, March 1 | • “The Most Durable Power,” p. 10 / Howard Thurman’s *The Greatest of These* (online) | • Journal Writing  
  • Literature Chart  
  • Rhetorical Précis paragraph/MLA citation  
  • *Tumblr* |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 4, 6, 8</td>
<td>“Showdown for Nonviolence,” p. 64</td>
</tr>
<tr>
<td>March 11-15</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>March 18, 20, 22 (Historic Essays)</td>
<td>• “Letter from Birmingham Jail,” p. 289</td>
</tr>
<tr>
<td>March 25, 27, 29</td>
<td>• “Black Power Defined,” p. 303</td>
</tr>
<tr>
<td>April 1, 3, 5</td>
<td>• “A Testament of Hope,” p. 313</td>
</tr>
<tr>
<td>April 8, 10, 12</td>
<td>Reader’s Choice</td>
</tr>
<tr>
<td>April 15, 17, 19</td>
<td>MLA style documented essay</td>
</tr>
<tr>
<td>April 22, 24, 26 (last day of classes)</td>
<td>MLA style documented essay</td>
</tr>
</tbody>
</table>

**Note:** Specific details for most assignments will be placed on Blackboard and/or distributed in class via memorandums and email. However, it will behoove students to come to class everyday so that they can receive personal direction and instruction.