**Department of English, Bethany Lutheran College**

**ENGL 110 College Writing I, Section B**

**Course Syllabus**

**Part I: Course Information**

**Class Information**

Class: ENGL 110, College Writing I, Section B

Location: HH135

Time: MWF 10:30 a.m. – 11:20 a.m.

Credits: 3

**Instructor Information**

Name and Title: Teagan Knoblich, Instructor

Office Location:

Office Hours:

Office Phone:

Email: teagan.knoblich@blc.edu

**Memorial Library Staff Information**

From researching electronic sources to formatting citation guidelines, BLC students may seek assistance from the Memorial Library staff concerning a variety of topics. The staff is friendly and they welcome your requests!

Name and Title: Alyssa Inniger, Library Director / E Resources Ref

Office Location: ML 205

Office Phone: 507.344.7874

Email: [alyssa.inniger@blc.edu](mailto:alyssa.inniger@blc.edu)

Name and Title: Jessica Zimmerman, Reference Librarian / Instruction

Office Location: ML 212

Office Phone: 507.344.7349

Email: [Jessica.zimmerman@blc.edu](mailto:Jessica.zimmerman@blc.edu)

ML Services: <https://www.blc.edu/library-services>

**Required Textbook**

* Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd ed. New York: W.W. Norton, 2014. Print.

**Additional Required Readings**

* Students are responsible for finding and securing additional required readings through the Memorial Library. Library staff is happy to help!
* Other readings will be provided on MyBLC.

**Additional Course Materials**

* Microsoft Word
* Internet Connection
* Access to MyBLC > Course Page

**Part 2: Course Objectives**

**Course Overview**

Through a variety of writing and research assignments, successful students of ENGL 110 will learn to generate and express ideas and craft their thinking on paper into effective reader-based prose. As such, students will develop into more confident and facile academic and professional writers for college and beyond. ENGL 110 supports Bethany Lutheran College’s mission by offering students “a challenging student-centered approach to education that fosters spiritual development, intellectual and creative growth, self-understanding, and responsible citizenship.”

**Course Goals**

The goal of ENGL 110 is to provide students with:

* strategies for working in new writing situations;
* opportunities to apply these strategies in specific writing situations;
* information about and experience writing and researching for academic situations;
* occasions to reflect on the development of their writing knowledge and skills.

**Course Outcomes**

By the end of ENGL 110 students will be able to:

* draw upon strategies for idea generation, drafting, revision, design, and editing;
* analyze and produce texts guided by basic rhetorical concepts;
* practice critical reading skills, including the ability to identify genre conventions and evaluate the claims, evidence, and reasoning in a text;
* demonstrate effective research processes, including the ability to gather academic and non-academic sources and assess their quality and suitability for the writing situation;
* integrate sources in their writing to achieve specific aims, making appropriate use of summary, paraphrase, quotation, and citation conventions;
* explain their writing choices, using concrete examples to support their claims;
* employ syntax and usage appropriate to academic disciplines and the professional world;
* employ an appropriate citation format.

**Part 3: Course Schedule & Grading**

**Course Schedule[[1]](#footnote-1)**

The detailed Schedule is available on MyBLC > Handouts. To successfully complete ENGL 110, please follow this schedule meticulously. Here is a brief overview:

Weeks 1-5 Unit 1: Academic Paragraph Development (Observation Paper)

Weeks 6-10 Unit 2: Analyzing a Text (Rhetorical Analysis Paper)

Weeks 10-15 Unit 3: Research Unit (and Annotated Bibliographies

Week 16-17 Reflection Essay

**Grading**

Your final grade is dependent upon (but not limited to) daily work exercises (both in-class and homework), attendance, participation, brainstorming/drafting/editing exercises, peer reviews, final reflection, student conferences, and so on.

*Daily Work:* Each week, assignments will be given in class and as homework that reinforce key concepts and facilitate the application of knowledge. Typically, these assignments will be submitted to the MyBLC page and will be graded and returned within a week.

*Participation:* Engagement in the course and contribution to the learning environment will be assessed with each unit. Participating in class discussion, taking a lead in small-group work, staying on task, volunteering to share writing or read, asking or answering questions, and helping peers with their work constitute “A” level participation in this course.

*Drafts:* Each of the major writing assignments will go through an extended drafting process. This means that students will turn in early versions of their writing, receive feedback, revise, and resubmit them for a grade. To earn full points on early drafts, the drafts must be complete (up to word count), on time, and revised (when applicable).

*Unit 1: Observation Article*: Students will draw from a personal experience they’ve had, an event, place, person, etc., and write an objective observational essay on the matter. (4 pages, 1300 words)

*Unit 2: Rhetorical Analysis Paper:* Students will conduct a visual analysis of an advertisement that explores the tactics advertisers use to entice consumers, reporting their findings in the traditional format of an academic paper. (4 pages, 1300 words)

*Unit 3: Research Paper:* Students will research a current event/trend that they find interesting. Using specific examples from sources they will explain how that problem came to be (*cause and effect*) OR They will take the problem and identify the *effects* it has on the world/culture. They will use multiple academic sources, synthesizing their material. (7 pages, 2200 words)

*Final Reflection/Response:* Students will reflect on their development as writers, considering both their research and writing processes, discussing their work over the course of the semester. (3 pages, 1000 words)

**Breakdown by Unit:**

Daily Work (150 points)

Participation (40 points)

Drafts (30 points)

Observation Article (180 points)

Rhetorical Analysis (200 points)

Research Paper (220 points)

Annotated Bibs (50 points)

Final Reflection (130 points)

**Total (1000 points)**

**Note**: Assignment values are approximations and may be adjusted during the semester. In addition, students must *successfully* complete (C or higher) each major writing assignment (paper) in order to pass the course.

**Grading Scale:**

98-100 A+  
93-97 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
73-76 C  
70-72 C-  
60-69 D  
59 and below F

**Part 4: Course Policies**

**Attendance Policy**

*Attendance:*Students have **four** penalty-free absences. These absences are intended for sick days, inclement weather, and other unforeseeable conflicts. Each additional absence past three will result in a **half a letter grade per absence** deduction from the student’s final grade **(-3%).** In-class assignments given the day a student is absent cannot be made up. If a student reaches **eight** absences, he/she will be automatically failed and receive an F in the course.

When absent, students are responsible for contacting the instructor to get caught up. All assignment deadlines will be enforced unless prior arrangements have been made with the instructor. Leaving a class early without prior arrangement will count as an absence

*Tardies****:*** Late arrivals detract from the classroom learning environment. If a student is more than five minutes late on three or more occasions, these tardies will count as **one absence**.

**Late Work Policy**

Assignments that are not submitted on or prior to the due date will be penalized, up to one letter grade per class period, unless the student has received prior written approval. If the assignment is not submitted, or if it is not the assignment required, the assignment will receive a **zero**.

**Academic Integrity Policy**

In *Rules for Writing*, author Diana Hacker asserts that research “is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don’t you are guilty of plagiarism, a serious academic offense.” Hacker also lists three different acts of plagiarism a writer can commit, including: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” The only information you do not need to cite in academic work is “common knowledge,” or information readers can find easily in general sources because many people know it already (110).

In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. Writers certainly may use another person’s words and ideas, but if these words and ideas are copied word for word they must have “quotations marks” and they must be cited immediately—before the end of the sentence – like this (Johnson 5). If words are paraphrased or summarized, cite the source by the paragraph’s end. We’ll talk more about this in class.

**NOTE**: If a student is found to have plagiarized, the instructor reserves the right to fail him or her for the assignment and/or the course. Please be aware that some professors use TurnItIn.com and other resources to identify purchased papers and other forms of cheating.

**Other Policies**

*Revision:* Students have one opportunity to rewrite the first, second, OR third essay **after it has been graded**if they are dissatisfied with the grade. Rewrites must be submitted by the week of finals. Students are encouraged to conference with the instructor about the essay before they revise.

*Behavior:* Students are expected to participate in group and class discussion. All discussions are to be respectful towards students and instructors. All opinions are allowed, but no judgments are to be passed, nor offensive language used, nor putting down of a person or their ideas. Differences of opinion should be voiced respectfully and no ill will should be harbored.

Using the classroom computers for anything other than coursework is not allowed (during class time). This includes checking Facebook or other social networking sites. Furthermore, all cell phones and MP3 players must be turned off and stowed for the duration of class. Each infraction will result in a five-point deduction in a student’s participation grade.

No food or drink of any kind is allowed in the computer lab.

*Email*: I check my email frequently and I expect you do the same. I will be contacting you via email if something is needed for class or something changes. Please take care to conform to professional email genre conventions.

**Part 5: Resources**

**Academic Resource Center (ARC)**

BLC offers free academic support to all students through the Academic Resource Center (ARC), including help with writing. The ARC is staffed with friendly writing coaches who are effective writers, communicators, and researchers; coaches who are dedicated to the research and writing process. The writing coaches are trained to provide help with every stage in the writing process, including idea generation and brainstorming, idea organization, drafting, revising, editing, polishing, etc.

To make an appointment with a writing coach, please follow this link: <http://www.blc.edu/writing-center-appointment>

To read more about the ARC, please follow this link: <http://www.blc.edu/academic-resource-center>.

**MLA Formatting Guidelines**

Here are important web links concerning MLA formatting guidelines:

* MLA Formatting and Style Guide through the OWL: <https://owl.english.purdue.edu/owl/resource/747/01/>
* BLC Memorial Library “Cite Your Sources”: <https://www.blc.edu/cite-your-sources>

*Please note:* MLA format is going through a transition right now to a newer updated version. There may be some discrepancies in text. We will discuss expectations for your work as a class.

**Memorial Library Resources**

Here are some important web links hosted by Memorial Library:

* ML LibGuides: <http://libguides.blc.edu/index.php>
* How to Evaluate Sources: <http://libguides.blc.edu/content.php?pid=345792&sid=3973679>
* Where To Find Articles and Newspapers: <http://libguides.blc.edu/content.php?pid=345792&sid=2828851>
* Memorial Library Databases: <https://www.blc.edu/library>
  + Jstor
  + Opposing Viewpoints

**Syllabus**

This syllabus is understood as a contract between the student and instructor. All policies will be followed unless other arrangements have been made and approved by the Instructor.

## Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| January | Dates | In Class | Homework (assigned that day) |
| Week 1 | 9th  11th  13th | Ice Breaker  Self assessment  Syllabus  MyBLC  Writing situation  Genre  Unit 1: Observation Article | Read: *Little Seagull*  pgs. 2-5  Read: “Observation” from *Reading Critically, Writing Well*, Axelrod et. al. pg. 1-7  Observe: Something and take copious notes. |
| Week 2 | 16th  18th  20th | **NO CLASS - HOLIDAY**  Concrete Detail (Using specifics)  Paragraphs  Enter, Develop, Exit | Finish Observing  Read: pgs. 17-30, “Paragraphs” L.S.  Read: pgs. 75-78, “Reading Strategies” L.S |
| Week 3 | 23rd  25th  27th | Reading Critically  Discuss Article  MLA formatting of a document  Writing Process  -Brainstorming  -Drafting | Read critically: Ann Lamott: “Shitty First Drafts”  Read: Pg. 9-12 (W3-C) “Writing Processes” in *Seagulls*  Write: Draft 1 of Observation paper |
| **February** |  |  |  |
| Week 4 | 30th  1st  3rd | **Draft 1 of Observation Article Due**  Structure/Paragraphs  Revision/Editing  Zombie Paragraphs | Read: Pg. 12-16 “Writing Processes” in *Seagulls*  Read: A peer’s draft critically. Mark all paragraph topics and any discrepancies. Submit.  Write: Draft 2 of Observation Article |
| Week 5 | 6th  8th  10th | **Draft 2 of Observation Article Due**  Peer Review (how-to)  Peer Review  **No Class – Conferences!** | Write: Notes for peers, submit online  Write: Conference Prep sheet and bring to conferences  Write: Finish Observation Article |
| Week 6 | 13th  15th  17th | **Due: Observation Article**  Practice Grading  Unit 2: Rhetorical Analysis  Review Writing Situation (structure ideas)  Rhetorical Appeals | Read: Pg. 49-53 “Rhetorical Analysis” in *Seagulls*  Read: “New Analysis” by Marcus. Submit paragraph explaining what article is analyzing.  Find: and post an ad  Read: Pg. 97-108 “Integrating Sources” in *Seagulls* |
| Week 7 | 20th  22nd  24th | **NO CLASS**  Quotations  Paraphrasing and Summary | Submit: Quotation practice  Submit: An attempted works cited for your paper. See MLA section in *Little Seagull.* |
| **March** |  |  |  |
| Week 8 | 27th  1st  3rd | Works Cited Page  Collaborative Brain Storming  Analysis Practice  **NO CLASS** | Fix: Your works Cited  Prepare: to write. Watch, rewatch your ad. Take notes. Outline.  Write Draft 1 of Rhetorical Analysis |
|  | 6th -  10th | **SPRING BREAK NO CLASS** |  |
| Week 9 | 13th  15th  17th | **Due: Draft 1 of Rhetorical Analysis**  Audience/Ads  Titles- Underlining/italics  Persuasion Tactics  Reverse Outlining | Rewrite: Check out your paper. Make sure you’ve addressed who the audience is and how you know that.  Post: Example of analysis  Write: and submit draft 2 of R.A. |
| Week 10 | 20th  22nd  24th | **Due: Draft 2 of Rhetorical Analysis**  Zombie Appeals  Peer Review  **No Class! Conferences!** | Write: Notes for peers, submit online  Write: Conference Prep sheet and bring to conferences  Submit: Final draft of Rhetorical Analysis |
| Week 11 | 27th  29th  31st | **Due: Rhetorical Analysis**  Introduction to Cause/Effect Paper  Narrowing a Topic  Source Reliability | Read: Pg. 80-92 “Research” in *Seagull*  Choose: A topic  Read: *Little Seagull* pgs. 66-70 |
| **April** |  |  |  |
| Week 12 | 3rd  5th  8th | Librarian Visit  Annotated Bibliographies  Review A.B.s | Find: Sources  Write: Annotated Bibs  Submit: Finished Annotated Bibs |
| Week 13 | 11th  12th  15th | **Annotated Bibs Due**  Synthesizing  Post-it note exercise  **NO CLASS: Easter Break** | Preview: Sources for material you want in your paper  Write Draft 1 of Cause/Effect Paper |
| Week 14 | 17th  19th  21st | **NO CLASS: Easter Break**  **Draft 1 of Cause/Effect Paper Due**  Citation page review  Homonyms  Scissors Revision | Write: Draft 2 of Cause/Effect Paper |
| Week 15 | 24th  26th  28th | **Draft 2 of Cause/Effect Paper Due**  Zombie Research  Peer Review  **No Class: Conferences!** | Write: Notes for peers, submit online  Write: Conference Prep sheet and bring to conferences  Write: finish and submit your final Cause/Effect Paper |
| **May** |  |  |  |
| Week 16 | 1st  3rd  5th | **Due: Cause/Effect Paper**  Introduce Reflection paper  Reflection Genre  Extra Credit  Revisions |  |
| Week 17 | 8th | **FINAL**  **Monday, May 8th, 3:30 – 5:30** |  |

Note: This schedule is subject to change.

1. Syllabus is Subject to Change [↑](#footnote-ref-1)