



## ENGL 110: COLLEGE WRITING I (3 CREDITS)

Bethany Lutheran College

### COURSE/INSTRUCTOR INFORMATION

<b>Meeting Days:</b>	MWF
<b>Meeting Times:</b>	11:30 a.m. – 12:20 p.m.
<b>Meeting Location:</b>	HH 135
<b>Instructor:</b>	J. Angie Johnson
<b>Office:</b>	HH 121
<b>Office Hours:</b>	F, 12:30 – 4:00 p.m. or by appointment
<b>Best Mode of Contact:</b>	<a href="mailto:angie.johnson@blc.edu">angie.johnson@blc.edu</a>

### COURSE OVERVIEW

Through a variety of writing assignments and activities, successful students of ENGL 110 will learn to generate ideas, experiment with ways to express them, and craft their thinking on paper into effective reader-based prose, which will therefore develop students into more confident and facile writers for college and beyond. In this way, the course 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" as well as encouraging them "to make the most of their God-given talents."

### COURSE GOALS & OUTCOMES

**The goal of English 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 for academic writing situations;
- occasions to reflect on the development of their writing knowledge and skills.

**By the end of the course, students will be able to:**

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

- (h) employ an appropriate citation format.

### **REQUIRED COURSE MATERIALS & MEMBERSHIP(S)**

- [\*The St. Martin's Handbook, 8<sup>th</sup> Edition\*](#) by Andrea Lunsford
  - NOTE: Feel free to purchase an E-copy of the book.
- Highlighters (orange, pink, yellow, etc.); pencils/pens; spiral notebook (paper); three-ring binder
- FREE Backup File System Membership through Dropbox or another program  
(<https://db.tt/VWMTOM49> - please use this link)
- Microsoft Word (.doc or .docx files only)
- Computer & Internet Access
- Headphones
- Original Lifesavers Hard Candy (kidding... but, mmm...)

### **HOMEWORK LOAD**

College students should plan to put aside two hours of homework per one hour of class. Whew!

### **COURSE SCHEDULE (SUBJECT TO CHANGE)**

Weeks 1-3 .....	Unit 1: Academic Paragraph Development
Weeks 4-6 .....	Unit 2: Analyzing a Text
Weeks 7-11 .....	Unit 3: Research, Proposal & Annotated Bib
Weeks 12-17 .....	Unit 4: Arguing a Position
Week 18 .....	Final Exam / Reflection Essay

### **GRADING**

Your final grade is dependent upon (but not limited to) journal exercises, pop quizzes, attendance, participation, brainstorming/drafting/editing essays, peer reviews, research and academic source integration, final reflection, student conferences... and so on.

#### **Breakdown by Unit:**

Journal Exercises	10 pts.
Unit 1: Paragraph Development	15 pts.
Unit 2: Analyzing a Text	20 pts.
Unit 3: Research, Proposal & Annotated Bib	20 pts.
Unit 4: Arguing a Position	30 pts.
Final Exam	<u>05 pts.</u>
	<b>100 pts. or 100% of course grade</b>

Note: Percentage values are approximations and may be adjusted during the semester. In addition, students must successfully complete each unit 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

### **ATTENDANCE, LATE WORK & LATE PASS COUPON**

Please sign the attendance log each day. Students may miss two course periods without penalty. Please send an email to announce your absence. Students who miss three or more class periods will be penalized -2 pts. or -2% of their final grades. **Students who miss five or more class meetings will automatically fail the course.**

Two Tardies (5+ minutes late) = 1 Unexcused Absence

With the exception of the “Late Pass Coupon” (below), I do not accept late work. You are expected to turn in coursework on time even if you are absent from class.

Common Reasons for Missing Assignments	Solutions
The Internet was down...	Save work to a flash-drive and print before class; go somewhere where you <i>can</i> access the Internet (coffee shop, library, etc.); call IT Services for help...
My computer wasn't working / my computer crashed / I lost all my work!	Go to a computer lab; ask a friend for computer support; crack open a notebook and fetch a pencil; learn to use the FREE Backup File System Membership through Dropbox ( <a href="https://db.tt/VWMTOM49">https://db.tt/VWMTOM49</a> - please use this link)...
Family / personal emergencies...	I am happy to work with you; however, you will need “proof” of your emergency. For example, if your grandfather passes away you must email 1) the dates you will be gone for the funeral, and 2) a link to the local newspaper obituary (including your name). Only then will I work with you. Thanks.

### **Late Work Exceptions:**

- Students involved in extracurricular activities who support the institution (i.e. volleyball tournaments and speech team debates) will not be penalized for required absences. If you are one of these individuals, please communicate upcoming absences with me so we can work together. Thank you.
- There may be times when I ask students to rewrite assignments. It happens. In this case, students who fall behind schedule because of specific teacher instruction will not be held accountable for “late work.”
- Every student will receive one “Late Pass Coupon” for homework (below). Please print the form, fill it out, and turn it in to me. **Tip:** Save your coupon for *big* assignments and don't be shy! I won't look down on you. ☺



## Late Pass Coupon

Good for ONE Late Homework Submission – No Questions Asked

Student Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

Original Assignment Due Date: \_\_\_\_\_

**Proposed Submission Date**

When you will turn in late work:<sup>1</sup> \_\_\_\_\_

Note: Late work not submitted by the  
"Proposed Submission Date" will turn into an automatic 0 / F.

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<sup>1</sup> Photo courtesy of [Melville House](#) Publications, 29 July 2014.

**ACADEMIC INTEGRITY POLICY**

In her book *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 “quotation 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 I use TurnItIn.com and other resources to identify purchased papers and other forms of cheating.

**ADA STOKES WRITING CENTER**

The BLC Writing Center is an on-campus resource for free writing support. Its primary mission is to help students grow as writers and succeed with writing assignments in their classes at Bethany.

The center is staffed with coaches who are effective writers and communicators, coaches who understand that the best writing comes from revision and who are dedicated to writing as a process. The writing coaches are trained to provide help with every stage in the writing process--idea generation, free writing, brainstorming, organization, drafting, revising, polishing, etc.

The Writing Center is located in the basement of Memorial Library. Check it out!

**FINAL NOTES**

**Formatting & Citation Guidelines:** A variety of academic formatting and citation guidelines exist and will be required by different disciplines:

- AMA (American Medical Association): Biological Studies , Health, Medicine
- APA (American Psychological Association): Education, Psychology, Social Sciences
- CMS or CMOS (Chicago Manual of Style): General Publication
- CSE (Council of Science Editors): Science Publications
- MLA (Modern Language Association): Art, English, Humanities
- USGS (U.S. Geological Survey): Technical Reporting and Maps

In this course, we will use MLA Formatting and Citation Guidelines.

**Feedback on Writing Assignments:** At the college level, it is my job to guide you to seek critical feedback on your own. If you have not experienced this already, professors in other disciplines will assign writing, give it a due date, collect it, read it, and assign it a grade. *Many professors do not provide critical feedback.* Prior to turning in written assignments, however, professors in other disciplines expect you to brainstorm, draft, edit, and seek critical feedback *on your own*. These steps (brainstorming, drafting, editing, and seeking critical feedback *on your own*) are emphasized in this course.

**The Sting of Feedback:** There may be occasions when feedback stings, especially when it comes from me. I know and I apologize beforehand. Please do not mistake my written feedback for the type of person I think you are. In other words, **what I say does not reflect how I feel about you as an individual.** My written feedback is not meant to invoke frustration, so please let me know if that is how you wind up feeling. It is not my intention!

**Two Notes about Grading Writing:** First, grading is based on “outcome” and not “effort.” Some people will put in *a lot* of effort and still receive low grades. Chin-up. Writing well takes practice. Secondly, you are welcome to revise any major written assignment for a better grade. Please know, however, that just because you revise your work doesn’t mean any particular grade will increase.

**Favors:** In the past, students have asked me to write letters of recommendation, edit resumes, cover letters, graduate applications, essays, and creative works written for other courses. As much as I would *love* to write various letters on your behalf and read everything you write, I do not get paid for these services (services which take serious lumps of time). Full-time faculty gets paid to perform these services. I serve BLC as adjunct-faculty. If you need a letter of recommendation or help with outside writing assignments, feel free to ask full-time faculty for assistance. Thank you.

**Email Communication:** I only respond to e-mail that adheres to the following format:

**Hello Angie:**

**[No abbreviations or text-speak. Use punctuation. For the love of all things holy, capitalize the personal pronoun “I” and include clear communication concerning requests. Thank you!]**

**Sincerely,  
Your Lovely Name**

This e-mail format is expected in the professional world. E-mail that does not adhere to the above format will receive the following response: “Try again. ☺” Think of sending e-mail as an opportunity to practice sentence and paragraph development.

**Mistakes:** I do not want to be alone in this, so please make mistakes with pride. In order to sift through ideas in early written drafts, I expect you to misspell, compose sentence fragments, and ignore subject / verb agreement. **Worry about grammar last -- before submitting a final draft.** Without mistakes there cannot be growth – not in this field. MLB player Barry Bonds didn’t learn to hit a ball without first striking out; LeBron James didn’t learn to dribble a

basketball without first travelling; Stacy Lewis didn't learn to drive a golf ball without first marring the turf. The same goes for the craft of writing.

Consider this class a safe haven in which to strike out, travel, mar the page, and eat Lifesavers... so long as you continue to put forth effort. And have fun!

**Extra Credit / The Mistake Log:** To prove that I embrace making mistakes, and that we are here to help one another, I have created a Mistake Log. Let's look it over together.