



Department of English, Bethany Lutheran College

## ENGL 110 College Writing I Course Syllabus

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### Part 1: Course Information

#### Instructor Information

Name: Angie Johnson  
Office Location: HH 217  
Office Hours: Tuesdays between 9:00 a.m. - 3:00 p.m.  
Email: [angie.johnson@blc.edu](mailto:angie.johnson@blc.edu)  
Phone: x881 (Angie's private cell phone number will be available online)

#### Memorial Library Staff Information

From researching electronic sources to formatting citation guidelines, BLC students are encouraged to seek assistance from the Memorial Library staff concerning a variety of topics. The staff is friendly and they welcome students' digital and onsite 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 Course Materials

- Links to required readings will be provided within the class portal for free
- [Loom](#) desktop video recording tool
- Google Drive / Google Documents / Google Hangouts

- Students are required to visit the Writing Center at least once during the term and will need to make an appointment by [clicking here](#)
  - Download the free Grammarly extension to Google Chrome by [clicking here](#)
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## Part 2: Course Objectives

### Institutional Objectives

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate intellectual, creative, and problem-solving skills.
3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

### General Education Divisional Objective

Demonstrate proficiency in written and oral communication.

### English Department Program Learning Outcomes (*applicable*):

1. Students are able to adjust their use of spoken and written language to communicate effectively with a variety of audiences and for different purposes.
2. Students are able to comprehend and create written and multimedia texts.
3. [...]
4. Students can respond to and ask insightful questions about texts and answer those questions analytically.
5. [...]
6. Students exhibit familiarity with the databases, archives, and scholarly sources common to the discipline, and regularly gather and apply the data contained therein, using an appropriate citation format.

### Course Goals

Based on the above objectives and outcomes, the goals of ENGL 110 are 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.

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 academic environment where personal mentoring guides students to pursue knowledge, truth, and discernment for productive and fulfilling lives.”

## 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<sup>1</sup>

A detailed Homework Schedule is available in the class portal. To successfully complete ENGL 110, please follow the Homework Schedule meticulously. Here is a brief overview:

Weeks 1-2.....Course Introduction: Academic Writing vs. Creative Writing & More!  
 Weeks 3-5..... Unit 1: Academic Paragraph Development & The Writing Process  
 Weeks 6-9..... Unit 2: Rhetorical Analysis of a Music Video  
 Weeks 10-11..... Unit 3: Research, Annotated Bibliography & Topic Proposal  
 Weeks 12-15..... Unit 4: Argumentative Essay  
 Week 16 .....Unit 5: Reflection  
 Week 17..... BLC Finals Week

### Grading

A student's final course grade is dependent upon (but not limited to) reading discussions, writing exercises, peer reviews, academic research activities, academic source integration activities, final reflections, etc.

### Breakdown by Unit:<sup>2</sup>

Writing Center Visit ( <a href="#">click here</a> )	05%
Freewriting Journal	10%

<sup>1</sup> Subject to change

<sup>2</sup> Subject to change

Participation	20%
Unit 1: Aca. Para. Development (final draft)	10%
Unit 2: Rhetorical Analysis (final draft)	10%
Unit 3: Research, Annotated Bib & Topic Proposal	15%
Unit 4: Argumentative Essay (final draft)	20%
Unit 5: Reflection (final draft)	<u>10%</u>
<b>100% of final grade</b>	

**Note:** Assignment values are approximations and may be adjusted during the term. In addition, **students must successfully complete each major unit writing assignment in order to pass the course.** What does it mean to successfully pass each major unit writing assignment? It means you must earn a C- or better on the final drafts of your major unit writing assignments (Unit 1 - Unit 5 final drafts). If your final draft earns a grade lower than a C-, you are welcome to edit and revise your work for a better grade. Students who do not successfully complete the major unit writing assignments will be required to retake the course.

#### **Grading Scale:**

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

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## **Part 4: Course Policies**

### **Attendance Policy**

Students may miss three class periods without penalty. This does not include absences approved by the college for purposes such as participating in speech tournaments or sports. Apart from college-approved absences, students who miss more than three class meetings will get docked -5% from their final grade *per* absence.

For example, if a student's final course grade is 92% (A-) and he has missed *four* class periods, his final course grade will drop to 87% (B) at the end of the course.

Students who miss class due to college-approved activities may be required to make up missed class time in the Writing Center. Contact your professor to learn more.

### **Late Work Policy**

At the college level, it is important to work ahead of schedule. To be successful, college students must be self-driven in order to complete required weekly readings, activities, discussions, and more in a timely fashion.

If a student knows that he or she is going to be gone from school during any point in the term, that student is expected to work ahead of schedule and submit course materials on time.

If a student becomes ill or if something else prohibits the student from completing course materials on time, he or she will be asked to have someone corroborate his or her reason(s) for submitting late materials (i.e. a doctor's note). Students should communicate their plans well ahead of time with the professor.

Unless a student's absence is excused, the professor does not accept late work for homework assignments, in-class activities, or in-class writing assignments; however, your professor is not heartless. (Truly.)

Life happens. Everyone gets one free pass – no shame. After the “late pass” is used, your professor does not accept tardy submissions of any kind. Go ahead and use the “Late Pass Coupon” below. Print it and fill it out and hand it in to your professor *on the day the assignment is due*. Tip: Save your coupon for *big* assignments.

Email submissions of the Late Pass Coupon are also welcome.



## Late Pass Coupon

Good for ONE Late Homework Submission – No Questions Asked, No Shame

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

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

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

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

**Proposed Submission Date**

When you will turn in late work: \_\_\_\_\_

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

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## 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 4). 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/or other resources to identify purchased papers and other forms of cheating.

## Part 5: Resources

### MLA Formatting Guidelines

In this course, we will use MLA Formatting Guidelines. Here is an important web link concerning MLA formatting guidelines and source citation techniques, which we will cover in class:

- MLA Formatting and Style Guide through the OWL:  
<https://owl.english.purdue.edu/owl/resource/747/01/>

### Important BLC Memorial Library Links

Here are some important web links hosted by the BLC 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
- BLC Memorial Library “Cite Your Sources”: <https://www.blc.edu/cite-your-sources>

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## Part 6: Final Notes from Your Professor

### Email Communication

I only respond to email messages that adhere to the following format:

Hello Angie:

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

Sincerely,  
Your Lovely Name

This email format and style is expected in the professional world. Email that does not adhere to the above format will receive the following response: “See the syllabus and try again.” Think of sending email as an opportunity to practice sentence-level and paragraph development.

### Favors

In the past, students have asked me to edit resumes, cover letters, graduate applications, essays, and creative works written for other courses. As much as I would *love* to read everything you write, I do not have time. Please visit the [Writing Center](#).

### 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 already experienced this, professors in other disciplines will give you a writing assignment, collect it on the due date, read it, check off a rubric and assign the writing a grade. *Many professors do not require multiple drafts of writing assignments or peer reviews; nor do they provide critical feedback on final drafts.* Prior to turning in written assignments, 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

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. That is not my intention!

### Mistakes

I do not want to be alone in this, so please make mistakes with pride. In order to sift through ideas (which is what writing requires, a sifting through ideas), I expect you to misspell, compose sentence fragments, and ignore subject / verb agreement in early drafts. Focus on *ideas* first.

Worry about *grammar* last (*before* submitting a final draft). Without mistakes there cannot be growth – not in this field. And believe me, *I've made some doozies!*

### **Extra Credit / The Mistake Log**

To prove that I embrace making mistakes and that we are here to help one another, I have created The Mistake Log in the class portal. Let's look it over together.