



Department of English, Bethany Lutheran College

ENGL 110 College Writing I Course Syllabus

Instructor Information

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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 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

Name and Title: Jessica Zimmerman, Reference Librarian / Instruction
 Office Location: ML 212
 Office Phone: 507.344.7349
 Email: Jessica.zimmerman@blc.edu

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

Required Course Materials

- *MLA Handbook*, 8th edition, ISBN-13: 978-1603292627
- Links to additional required readings will be provided within The Homework Schedule and are free
- Photo and video recording tools (ex. camera / video recording capabilities)
- Headphones
- Computer / Internet Connection
- Google Drive / Google Documents / Google Hangouts

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.

Course Schedule

The 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
Weeks 3-5.....	Unit 1: Academic Paragraph Development
Weeks 6-8.....	Unit 2: Rhetorical Analysis
Weeks 9-11.....	Unit 3: Research, Annotated Bibliography, and Topic Proposal
Weeks 12-15.....	Unit 4: Argumentative Essay
Week 16.....	Unit 5: Prezi Reflection

Grading

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

Breakdown by Unit:

Homework Assignments & In-Class Activities	25%
Quizzes / Exams	10%
Unit 1: Aca. Paragraph Development	10%
Unit 2: Rhetorical Analysis	10%
Unit 3: Research, Ann. Bib., Topic Proposal	15%
Unit 4: Argumentative Essay	20%
Unit 5: Prezi Reflection	<u>10%</u>
100% of final grade	

Note: Assignment values are approximations and may be adjusted during the semester. In addition, students must successfully complete each major unit writing assignment in order to pass 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-	

Attendance Policy

Students may miss three class periods without penalty, which 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-) but he has missed *four* class periods, his final course grade will drop to 87% (B) at the end of the course.

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 submit course materials online and on time. Work ahead of schedule.

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, I do **NOT** accept late work for homework assignments, in-class activities, or in-class writing assignments.

I **DO** accept late submissions for the major unit writing assignments (i.e. the final draft of an essay); however, late submissions will receive an automatic -5% of the final grade for the assignment. For example, if a student earns an 84% (B) on an essay submitted late, the final grade will be entered into the class portal as 79% (C+).

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 “quotation 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 other resources to identify purchased papers and other forms of cheating.

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>

Final Notes from Angie

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

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

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 have time. If you need a letter of recommendation or help with outside writing assignments, feel free to ask full-time faculty for assistance or visit the Writing Center. Thank you.

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* and it is not their jobs to provide critical feedback. 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 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.

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.