**Department of English, Bethany Lutheran College**

**ENGL 110 College Writing I**

**Course Syllabus**

**Part I: Course Information**

**Meeting Times/Location:**

ENGL 110.B Mon / Wed / Fri 10:30-11:20, HH 135

**Instructor Information**

Name and Title: Jessica Server

Office Location: HH 121

Office Hours: Wed 8:30-10:30 a.m.; Fri 10:30 a.m.-12:30 p.m. (and by appointment)

Office Phone: 507.377.7535

Email: jessica.server@blc.edu

**Memorial Library Staff Information**

From researching electronic sources to formatting citation guidelines, BLC students are encouraged to seek assistance from the Memorial Library staff. The librarians are 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

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 Readings**

* Various readings will be listed on the course schedule and posted in MyBLC to be downloaded as assigned. These are required as part of your coursework.

 Students are responsible for finding and securing additional required readings through the Memorial Library. Library staff is happy to help! Here are the source citations for the additional required readings:

**Recommended Reading**

* *MLA Handbook*. 8th ed., The Modern Language Association of America, 2016.

**Additional Course Materials**

* 80-page composition book
* Internet Connection
* Regular Access to MyBLC
* Microsoft Word (Note: **ALL written assignments** must be submitted to MyBLC in a .doc or .docx file. **I will not accept PDFs or shared files from Google Docs**. BLC’s IT department offers free Microsoft Office to students, and Microsoft Word is also available on all school computers.)

**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**

A detailed Homework Schedule is available in MyBLC > Handouts. To successfully complete ENGL 110, please follow the Homework Schedule meticulously. Here is an overview:

Weeks 1-4..............................................Unit 1: Academic Paragraph Development

Weeks 5-8............................................. Unit 2: Rhetorical Analysis

Week 9...................................................Spring Break

Weeks 10-12..........................................Unit 3: Research and Annotated Bibliography

Weeks 13-16..........................................Unit 4: Research Essay

Week 17.................................................Unit 5: Reflection Essay

**Grading**

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

**Breakdown by Unit:**

Attendance and Participation 20 %

Unit 1: Aca. Paragraph Development 15%

Unit 2: Rhetorical Analysis 20%

Unit 3: Research, Proposal, and Ann Bib 15%

Unit 4: Research Essay 20%

Unit 5: Reflection Essay 10 % **100%**

**Note**: Assignment values are approximations and may be adjusted during the semester. **In addition, students must successfully complete each major writing assignment in order to pass the course** (regardless of their point value). Attendance can also impact your final grade (see below).

Each major writing assignments involves a drafting/revision process. If you fail to revise your drafts based on feedback I give you, you will receive a zero on that assignment. If you fail to submit a draft to me on time, you must take your draft to the writing center and revise based on that feedback in order to complete the assignment.

**Grading Scale:**

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

**Part 4: Course Policies**

**Attendance**

*Attendance is mandatory*; it is the most essential tool for your success in this course. Students who do not show up to class regularly will struggle to succeed. My absence policy is STRICT— *each time you are absent, your participation grade is impacted*. More than **three absences**, for any reason, will lower your final grade by a a third of a letter. In other words, if you’re getting a B+ and you have been absent 4 times, your final grade becomes a B.

(Being late on more than two occasions will count as an absence.) If you know you will need to be absent due to participation in a sport or other approved extracurricular activity, speak with me in advance to make arrangements.

**Six absences results in automatic failure of the class.** If you have a serious illness or emergency arise, please contact me and inform me of the situation as soon as possible. On occasion, I will excuse certain absences. Claims of serious or prolonged illness will require a doctor’s note.

**Attendance means you come to class fully prepared to participate in that day’s activities.** You should always have access to any ongoing projects or assignments related to class, including drafts, research notes, etc. Identify a method (flash drive, Google Docs, etc.) that works for you.

**“What did I miss?**

Please do NOT email me and ask “what did I miss in class today?” The answer is: you have missed an entire class. I won’t rehash it in a short email or in the few minutes before class. I will ONLY discuss “what you have missed” during office hours, and sometimes that will be too late for you to be prepared for the next class.

When you miss class, it is your responsibility to **check with another student** and the course materials to see what may be due the next class. It is expected that when you return to class after an absence, you are fully prepared and do not use your prior absence as an excuse.

**Late Work**

Assignments must be turned in by their specified due dates/times to receive full credit. “Technical difficulties” is not an excuse. Submit/print your assignments before coming to class. If a draft of an assignment is late, I reserve the right to withhold feedback on that draft. Incomplete work will not be accepted, and will be returned to you. Work turned in after the deadline will be heavily penalized as follows:

Time after deadline:

0-24 hours Full letter grade deduction (a B+ now becomes a C+)

24-48 hours Two full letter grades deduction (a B+ now becomes a D+)

After 48 hours Assignment will not be accepted and will receive a “0”

I will *occasionally* allow for an **extension** for certain circumstances, but you must speak to me as early as possible about the situation. Please understand: an EXTENSION is something I grant you at least 48 hours (unless an emergency arises) in advance of a deadline when you know that a circumstance will impede your ability to turn in an assignment on time. An EXCUSE is something you plead the day, the hour, the moment before (or after) something is due. EXTENSIONS will be honored; excuses will be ignored.

**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.

**Conduct**

Throughout the course, we may discuss, read, or even write work that could challenge you on a number of levels. Wrting is often *meant* to challenge us, to push us out of our comfort zones, to re-examine the world and your opinions, and at times this can be difficult. Should you find something to be highly objectionable, please feel free to discuss the matter with me via email or in office hours.

At all times, please be respectful of one another and remember that writing is about sharing experiences and communicating ideas. Purposefully offensive work or work that directly engages a specific classmate, student, or group will not be tolerated. Our agenda in this class is to grow as writers and that requires a constructive community, not a destructive one. In the same vein, it’s important to keep in mind that at times we *will* constructively critique one another’s work and these are *not* personal attacks. Be ready to discuss appropriately and to respect one another at all times. If for any reason you do feel like you’ve been personally or unduly criticized, don’t hesitate to discuss the matter with me.

It is worth mentioning that at times, something a student writes may give me cause for concern for that student’s wellbeing or the wellbeing of those around them. If I read something of yours that I find concerning, I may approach you about it. Please do not take this as a personal offense. As your teacher, your mental and physical wellbeing and that of the class and school community is of the utmost priority to me.

**Technology**

When you are on the computers, it is expected that you are engaging in work for this class ONLY. This is not the time to check your social media or work on other assignments—absolutely no Facebook, no ESPN, no online shopping. While we are in class discussion, it will be expected that you are paying attention and the computer will be shut down. Essentially, technology is a useful tool, but abusing it in this class will not be tolerated.

Unless I have specifically directed you to work on an activity, you should not be on your computer. You should be facing the front of class and engaged with class activities and discussions.

**Phones are to be kept out of sight and turned to silent for the entirety of class (this includes time before the class begins). Any recurring phone usage will result in the loss of participation credit.**

**Email**

It is expected that you will check your university email account regularly (at *least* once a day). I will often send reminders for assignments, schedule changes, or other requests **and you will be expected to have read them.** Email is also the best way to communicate with me (in addition to office hours). If you are struggling with class work or policies, please let me know as soon as possible so that we can figure out the best way for you to succeed.

Please take care to compose emails that conform to the standardsof professional correspondence. If you do not know how to do so, Google “how to write an email to your professor” and note the many, many resources that exist to help you.

**Formatting**

All formal writing assignments should be typed on a computer. I’m sure this goes without saying that it is wise to back up all of your work regularly.

Essays should be composed in a 12-point standard font, double-spaced, and follow MLA format as described on the Purdue OWL. If your assignment is to be submitted in its physical form, you must staple it. Please print your essays double-sided when possible; I'm all in favor of saving trees.

You do not need a cover title page or cover sheet for your essays. You **do** need a title for every formal assignment. Please title each essay uniquely, in a way that casts light on its content or work. Please number your pages via MLA guidelines.

**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>

**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>
	+ EBSCO
	+ Jstor
	+ Opposing Viewpoints