



ENGL 110 A
College Writing 1

2011-2012 Semester 1

**Mon. / Wed. / Fri., 8:00 – 8:50 A.M.
Honsey Hall 135**

3 credits

Course Overview

While learning strategies that promote critical, creative, and collaborative drafting, students practice college level writing in narrative, critical, and persuasive forms, producing a portfolio of five to seven essays including a research paper.
(<http://www.blc.edu/academics/courses/ENGL/110>)

This course is designed to hone skills and expand experiences in formal academic writing to prepare students for the requirements of writing in college and beyond. Included will be instruction in the recursive writing process and its application in various types of writing, with specific emphasis on academic texts. Application of grammar and usage principles of the language of broader acceptance (Standard English) will be reinforced through frequent practice and regular feedback from the instructor and from peers.

Spiritual Overview

Since the time of Moses, God chose the written word as the media through which he communicates his saving truth to his people. As disciples of Christ, we desire to develop our knowledge of the gift of language in order to study and understand God's written Word, and so that we may be effective communicators of this message to others.

Instructor

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Course Outcomes / Objectives

Upon completion of this course, students will be able to...

1. Employ written language according to its broadly accepted conventions;
2. Organize, evaluate, and cite research for relevance and credibility;
3. Synthesize multiple preliminary drafts to produce polished written products suitable for a variety of career, educational, and life contexts;
4. Reflect upon and offer constructive feedback for their writing and that of others.

Required Text and Materials

- Hacker, Diana. Rules for Writers. 6th Ed. Boston: Bedford/St. Martins, 2011.
(Note: The 2011 edition is the latest, and includes updates for MLA and APA style.
However, editions of 2008 or later are appropriate for this course.)
Bring your text every day. It's a resource book that we will not necessarily read, but that we will reference often.
- Spiral notebook
- Three-ring binder for handouts
- The instructor will provide other materials.

Requirements for Success

1. It is the student's responsibility to understand and to fulfill course requirements as outlined in this syllabus. Note: This syllabus and the requirements of the course are subject to change at any time. Students will be advised of changes either verbally or through electronic and / or printed memos. Students are encouraged to regularly check Campusweb for announcements, updates, and the latest draft of the syllabus.
2. Full participation in class sessions and completion of assignments are expected. Because reflective discussion and collaboration are major components of this course, regular and punctual attendance is required. Since you have chosen to pursue education at this advanced level, you should consider attendance as critical and important to your success in your education and in whatever career you pursue. Occasionally, illness or family emergencies may require that you miss class. When such circumstances arise, you are expected to inform the instructor out of professional courtesy. *Do not assume that simply sending an email is sufficient notice.*
Note: Three or more absences will result in a reduction of your final grade.
3. Language is a remarkable, powerful, enabling gift from God that facilitates many of life's endeavors and enhances its enjoyment. Each participant in this course is an *expert* in language. Thus, each of us values the expertise and experiences that the others bring into the classroom. Regular collaboration and conferencing with other students is essential to obtaining feedback to your writing. You are expected, as mature Christians, to offer and receive positive, constructive input from each other with respect and courtesy.
4. In order for students to achieve sufficient writing practice, it is necessary to write more than the instructor can formally score. Students are expected to approach these in-class tasks with the same rigor with which they approach the scored writing assignments. The instructor reserves the right to score in-class writing assignments at his discretion.
5. Activity Portfolios: Students will be expected to participate in various learning and practice activities during class. Students are to synthesize these activities and all course handouts in a three-ring binder that they bring to class daily. The major projects that are scored are to be collected in an electronic portfolio. This is simply a file of final drafts, preferably in PDF format, that can be submitted to the instructor via Campusweb.
6. Ethical and responsible use of technology is an essential component of success in this course. Students who frequently distract themselves or others with social networking sites or cell phones may be penalized in the participation component of their final grade. It is assumed that college students will not access websites of questionable or un-Christian content while in this class. Note: Students who practice irresponsible use of technology are subject to reduced grades at the instructor's discretion.

7. Formal writing will follow MLA standards unless otherwise noted.
- All final draft written assignments will be computer generated (unless otherwise noted) using Times or Times New Roman 12-point font, double-spacing, standard (1 inch all four sides) margins, a separate title page (for longer papers), pagination, and a Works Cited page.
 - In-text citations must correspond with research listed on the Works Cited page, and must themselves be correctly formatted. As a general rule, when in doubt... cite.
 - Writing must be free of typographical, spelling, and grammatical errors, as well as other evidence of panic, carelessness, or poor writing skills. Do not assume that Bill Gates will sufficiently check for all grammar, spelling, and usage errors.
 - Any work that fails to meet these standards will be returned; it must then be resubmitted and will be subject to a reduced grade.
 - All preliminary drafts of formal writing products including collaborative input and comments must be submitted with the final draft.
 - As with any formal writing, papers submitted by students in ENGL 110 A will adhere to principles of academic integrity. Students should note the following regarding plagiarism:
 - The MLA Style Manual* has defined plagiarism as follows:
 1. Repeating another's sentences as your own;
 2. Adopting a particularly apt phrase as your own;
 3. Paraphrasing someone else's argument as your own;
 4. Presenting someone else's line of thinking as though it were your own.
 - In short, to *plagiarize* is to use someone else's work as your own, without crediting or citing the source. Direct word-for-word copying is permissible if the material appears in quotation marks and if the source is cited. Rephrasing and summarizing is permissible if the source is cited.
 - **Note: The instructor reserves the right to fail any student involved in plagiarism.**
- * Modern Language Association of America. MLA Style Manual and Guide to Scholarly Publishing. 3rd Edition. New York, 2008. Print.
8. Tests / Quizzes: Testing will consist of a combination of a mid-term exam and a final exam. Content of the exams will be drawn from the lectures, text and other readings, class handouts, and information presented in class through any other means. Tests may contain both objective and essay items. Quizzes may occur at any time.
9. Daily Language Exercises: DLE's include vocabulary, proofreading / editing, and a quote of the day. These are not scored, but are an important activity that enhances our growth as writers. DLE's are not presented every day, and usually become less frequent as the longer writing projects approach.

Evaluation / Grading

Each assignment is scored by total points. Essays and papers are most often scored using a rubric, which is typically provided in advance of the assignment. Often, students use these rubrics to self-score their work or to give input to others. Though the total point value at the end of the semester may vary based on the homework and quizzes assigned, it will most likely fluctuate between 450 and 550 points. The semester point values below (in parenthesis) are estimates. Note: The items listed and their accompanying point values are subject to addition, deletion, or change at the instructor's discretion. The instructor likewise reserves the right to reduce the score of work that is submitted after the due date / time.

• Essays	25 points each	(125)
• Personal narrative (Ob. 1, 3, 4)		
• Expository (Ob. 1, 2, 3, 4)		
• Persuasive / argumentative / position paper (Ob. 1, 2, 3, 4)		
• Resume / Cover letter (Ob. 1, 3, 4)		
• Literary analysis (Ob. 1, 3, 4)		
• Article / book review (Ob. 1, 2, 3, 4)		
• Papers	50 points each	(100)
• I search paper (Ob. 1, 2, 3, 4)		
• Research paper(s) (Ob. 1, 2, 3, 4)		
• Homework / Quizzes	10 points each	(150)
• Daily assignments / quizzes (Ob. 1, 4)		
• Paragraphs (Ob. 1, 2, 3, 4)		
• Editorial / pet-peeve essay (Ob. 1, 2, 3, 4)		
• Conduct interview / summarize (Ob. 1, 2, 3, 4)		
• Exams	50 points each	(100)
○ Mid-term		
○ Final exam		
• Participation rubric	30 points	(30)

Grading Scale

Grades are calculated by using the points earned divided by total points possible, which generates a percentage rounded to the nearest whole number.

A	94.0
A-	90.0
B+	88.0
B	84.0
B-	80.0
C+	78.0
C	74.0
C-	70.0
D+	68.0
D	64.0
D-	60.0
F	59.99 and below

Schedule of Assignments and Activities

Please note that of the activities listed, the instructor will make individual assignments relative to the needs of the class. This schedule is subject to change at any time at the discretion of the instructor. Whereas topics by week are outlined below, the class and instructor will together select final due dates for the projects. The following concepts will be explored in terms of their application to academic writing. This is not a comprehensive, chronological list, but rather a broad indication of the course substance.

Week 1 assignments: homework / quiz

- Syllabus / establishing classroom norms / warm-up writing activity with Tony Randall
- What are some common pronoun errors? who vs. whom; which vs. that; who vs. that; subjective following linking verb; number agreement for indefinite pronouns; reflexive vs. intensive; superfluous reflexives; avoiding overuse of second person; pronouns in prepositional phrases

Week 2 assignments: homework / quiz

- What are some common verb errors? avoiding passive voice; application of past perfect and future perfect; verb conjugation made easy; the subjunctive mood; lie vs. lay; superfluous use of past perfect; helping verb categories; linking verbs; irregular verbs; historical present; verbals; selecting vivid verbs
- What about the other parts of speech? collective nouns; dangling prepositions; degree of adjectives / adverbs; between vs. among; two methods of punctuating interjections; good vs. well; types of conjunctions; agreement when using (n)either / (n)or vs. both / and vs. not only / but also; seven uses of nouns; types of contractions; two adjectives comma rule; hyphenated adjectives; avoiding “really very” overused adverbs; substitution errors (of / have); frequently confused words / homonyms

Week 3 assignments: homework / quiz

- How can using phrases enhance my writing toolkit? phrases defined; possessives before gerunds; types of phrases (absolute, prepositional, appositive, infinitive, gerund, participial)
- How can clauses embed one idea within another? clauses defined; dependent (main) vs. independent (subordinate); as parts of speech; infinitive clauses; finishing elliptical clauses; restrictive vs. non-restrictive
- How can sentences vary and combine ideas? seven simple sentence structures; subject vs. object compliments; objective compliments; three compound or complex sentence structures; punctuate multi-clause sentences

Week 4 assignments: homework / quiz

- How can sentence arrangement add variety to writing? (loose, periodic, balanced, cumulative)
- What are some other ways to vary sentences in my writing? repeated word, relative clause; series; compound subjects / predicates; avoid expletive construction of (t)here is / are; four options to punctuate compound sentences

Week 5 assignments: homework / quiz

- Research resources @ the Memorial Library w/ Amanda Bolland
- How can common writing errors be corrected? completion errors (fragments, rambling, run-on, comma splice); clarity errors (incomplete comparison, ambiguous wording, indefinite pronoun reference, misplaced modifiers, dangling modifiers); style / word choice errors (euphemism, deadwood, flowery language, trite expressions, jargon, redundancy, tautology, double negatives, dialect, colloquialism, slang, double subjects, cliché, double preposition); shifts in construction
- How is writing a recursive rather than a linear process? proofreading vs. editing vs. revising; gathering and organizing research; evaluation for credibility and relevance; skimming vs. scanning; narrowing a topic; brainstorming; “pre”-search; prewriting; plagiarism; six traits of writing; peer proofreading; tone of voice; considering the audience; writing flow; outlining

Week 6 assignments: expository / persuasive / narrative paragraphs

- How are effective paragraphs structured? topic sentences; supporting details; clinchers; paragraph unity and balance; changing to a new paragraph; depth (explain, describe, define, analyze, reflect); levels of detail (controlling vs. clarifying vs. completing)
- How do I adjust my writing when authoring paragraphs for different purposes? expository / narrative / persuasive / descriptive

Week 7 assignments: paragraphs by organizational pattern

- How are paragraphs organized and matched to purpose? classification / order of location / chronological / process / inductive vs. deductive / cause & effect / comparison & contrast

Week 8 assignments: essay analogy graphic, expository essay(s)

- How are essays effectively structured? authoring a thesis statement; narrowing topics; writing a title; introduction (hook, definition, thesis); body (main ideas, topic sentences, arrangement of topics, transitions); conclusion (restate thesis and main ideas, clincher)
- How are MLA works cited and formatted? in-paper citation; end-paper citation; margins; pagination; including quotes
- Authoring expository essays

Week 9 assignments: persuasive essay(s), position paper

- How can I avoid common errors in logic / persuasion? bandwagon; emotional appeals; begging the question; assumptions; sweeping generalizations ; two-valued logic
- Authoring persuasive / argumentative essays: statements of fact / policy / value; making concessions; using qualifiers
- How does a position paper differ from a persuasive essay?

Week 10 assignments: homework or quiz, interview

- How can I apply writing techniques to develop my own style? allusion; figures of speech; antithesis; hyperbole; juxtaposition; oxymoron; irony; analogy; synecdoche
- How do I conduct and summarize an interview?

Week 11 assignments: I-search paper, personal essays

- Authoring personal essays: pet peeve essay; editorial; personal narrative
- How does an I-search paper differ from a research paper?

Week 12 assignments: prewriting for research paper, initial research paper draft

- How does APA citation and formatting differ from MLA style?
- How do I write longer research papers without cramming or freaking out? prewriting; outlining research; citation; including quotations; publishing; planning backwards in time

Week 13 assignments: research paper intermediate drafts and final draft

- Research paper drafting / sharing / editing / revising

Week 14 assignments: resume, cover letter

- How do I represent myself and my abilities in a resume and how should I format it?
- What should be included in the cover letter that accompanies my resume?

Week 15 assignments: article / book review (1 page), literary analysis (1 page)

- Literary analysis (theme, characters, plot, setting, style)
- Book or article review

Week 16: Final exam

Sample Daily Language Exercise

1. Proofread the following sentences. Rewrite them in your notes.

There are less cars in the lot today but that is to be expected cause the new higher parking fees went into affect this morning

Nancy asked the person that might of taken them decorations from pat munsons room to return them because there needed for the dance on friday

2. Word of the Day

somnolence (SOM-nuh-luhns)

noun: A state of sleepiness or drowsiness.

From Latin somnus (sleep). Ultimately from the Indo-European root swep- (to sleep). Earliest documented use: around 1386.

Somnopathy, a variant of somnipathy, the word for a sleep disorder, has four consecutive letters from the alphabet.

"The electorate entered a new phase of alertness following a sustained period of disengagement from politics, bordering on somnolence."
Hugh Mackay, 2007

Try your own example:

3. Quote of the Day

"I am not young enough to know everything."



Oscar Wilde

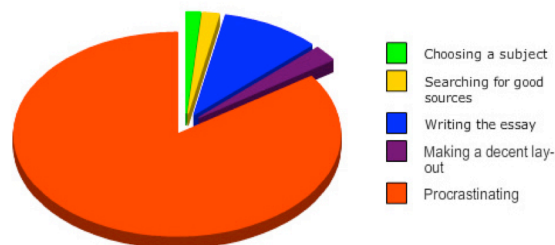
Class Participation Rubric – 30 Possible Points

Criterion	4	3	2	1
Participation in Class Activities	Student is always a willing and active participant in classroom activities and group work.	Student is often a willing and active participant in classroom activities and group work.	Student is an occasional participant in classroom activities and group work.	Student rarely participates in classroom activities and group work.
Attitude / Demeanor	Student always displays a positive attitude and enthusiasm for learning.	Student usually displays a positive attitude and enthusiasm for learning.	Student sometimes displays a positive attitude and enthusiasm for learning.	Student rarely displays a positive attitude and enthusiasm for learning.
Preparation for Class	Student always demonstrates commitment by thorough preparation.	Student usually demonstrates commitment by thorough preparation.	Student occasionally is prepared, but often is unprepared.	Student is seldom prepared.
Respect for Others	Student is always considerate of others and their views.	Student is usually considerate of others and their views.	Student is occasionally considerate of others and their views.	Student is inconsiderate of others and their views.
Attendance / Timeliness	Student always arrives on time and recorded no <i>unexplained</i> absences.	Student usually arrives on time and recorded no <i>unexplained</i> absences.	Student occasionally arrives late and / or has an attendance issue that was not clearly explained to the instructor.	Student often arrives late and / or has an attendance issue that was not clearly explained to the instructor.
Use of Technology	Student always uses technology responsibly, maturely, and professionally.	Student typically uses technology responsibly, maturely, and professionally.	Student occasionally uses technology for purposes outside the parameters of the class.	Student frequently is distracted or distracts others with technology or uses it outside the parameters of the class.
Quality of Course Products	Student always submits assignments that are carefully prepared and free of common errors.	Student typically submits assignments that are carefully prepared and free of common errors.	Student sometimes submits assignments that seemed rushed or that lack thorough proofreading.	Student frequently submits work that is below the standards expected for this course.
2 bonus points: awarded at the instructor's discretion and for the listed reason.				



Sample Essay Rubric – 25 Possible Points

Criteria	4	3	2	1
Introduction	The introduction has a “hook,” defines the topic, presents the thesis, and is clear and effective.	The intro. has the correct parts and is generally effective, though it lacks depth and / or clarity.	The introduction is missing parts and / or lacks depth, clarity, and effectiveness.	The introduction is present but is ineffective.
Main Topics	Main topics are clearly presented in topic sentences and each is supported with depth, balance, and specific details.	Main topics are in topic sentences and supported, but details may lack depth and / or clarity.	One or more main topics lack a topic sentence and / or may be presented without sufficient supporting details.	Main topics are not clearly presented, neither are they supported adequately.
Transitions	Transition words are clearly evident and smoothly and logically move the reader from one topic to the next with purpose.	Transition words are evident and connect the topics, though connections may be abrupt or unclear.	Transition words are evident, but do not demonstrate the connection between the topics.	Transitions are not evident thus the topics are disconnected from each other.
Conclusion	The conclusion reconnects the reader to the thesis, restates the main points, leaves the reader with a final thought, and includes an effective clincher.	The conclusion has the all the required parts, but somehow does not effectively connect the ideas and / or bring the paper to a smooth closure.	The conclusion is missing one or more parts, and whereas it brings the essay to a close, does so abruptly and without benefitting the reader.	The conclusion is missing multiple parts and does not effectively draw the essay to a close.
Citations	All end-of-paper and in-text references are properly and ethically cited.	Citations are present, though some information was left un-credited.	Evidence of effort to cite is present, though significant omissions remain.	Citation was insufficient or incorrectly formatted.
Conventions of Language	The paper was free of major errors in mechanics, grammar, and usage.	Though the paper contained minimal errors, they did not distract the reader.	The paper had some errors that did not affect the work’s overall credibility.	Errors either distracted the reader or caused the paper to be ineffective.
1 bonus point awarded at the instructor’s discretion and for the listed reason.				

Time spent making an essay

insert [#] space	insert space
january is a month	January is a month Capitalize
summer is a season	summer is a season Lower case
delete	delete (if crossed through a lower-case letter)
Delete the entire line.	Delete
something Insert here	Insert something here
the car red	the red car Transpose words
Tom Dick and Harry.	Tom, Dick and Harry. Insert comma and period
pages 142-57	pages 142-57 Close up space.
thier ^{sp}	Spelling incorrect
[Not a sentence.]	This is not a sentence. Check subject and verb.
<This is not a proper sentence it contains two complete ideas.>	Divide run-on sentences into two separate shorter sentences.
¶	Start a new paragraph at this point.
passive	Passive construction (Rewrite in the active voice)
ww	Wrong word (Is this the meaning you intend?)
?	Sense unclear, vague, or unconvincing (Rewrite for clarity)
awk	Awkward construction (Correct grammar, style, or word usage)
X	Factual error or something dreadfully wrong (See the instructor if you are unsure why)

Proofreading Marks

Writers and editors use different systems of proofreading marks. Many systems include similar symbols for the most common errors. Some systems can be quite detailed and lengthy. ENGL 110 A will use the enclosed simplified system, though students are strongly encouraged to provide detailed written and verbal input when sharing their work.



Proofread your resume.