

**Department of English, Bethany Lutheran College**

**ENGL 110 College Writing I**

**Course Syllabus**

**Instructor Information**

Name:       Christi Hagen

Email:                       christi.hagen@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 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**

* Links to required readings will be provided within the class portal for free
* Photo and video recording tools (ex. camera / video recording capabilities)
* Headphones (bring headphones to class regularly)
* Computer / Internet Connection
* Google Drive / Google Documents / Google Hangouts
* Download the free Grammarly extension to Google Chrome by [clicking here](https://chrome.google.com/webstore/detail/grammarly-for-chrome/kbfnbcaeplbcioakkpcpgfkobkghlhen?hl=en)

**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**

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…..........……......Course Introduction: Academic Writing vs. Creative Writing & More!

Weeks 2-3............................. Unit 1: Academic Paragraph Development & The Writing Process

Weeks 4-5................................................................ Unit 2: Rhetorical Analysis of a Music Video

Weeks 6-7................................... Unit 3: Research, Annotated Bibliography & Topic Proposal

Weeks 8-9.................................................................................... Unit 4: Argumentative Essay

**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:**

Freewriting Journal 15%

Attendance/Participation 20%

Unit 1: The Writing Process (final draft) 15%

Unit 2: Visual Analysis (final draft) 15%

Unit 3: Research, Annotated Bib & Topic Proposal 15%

Unit 4: Argumentative Essay (final draft) 20%

**100% of final grade**

**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-

**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.**

**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.

**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 The Professor**

**Email Communication:** I only respond to email that adheres to the following format:

Hello Christi:

[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.

**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.