

Department of English, Bethany Lutheran College

ENGL 110 College Writing I

Course Syllabus

Part I: Course Information

Class Information

Meeting Days: M/W/F
 Location: HH 135
 Time: 9:00 - 9:50 a.m.

Instructor Information

Name: Angie Johnson
 Office Location: Honsey Hall 217
 Office Hours: M/W 10:00 a.m. - 2:30 p.m.
 BLC Phone: (507) 344-7881
 Email: angie.johnson@blc.edu

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 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 Textbooks

- Lunsford, Andrea. *The St. Martin's Handbook*. 8th ed. New York: Bedford/St. Martin's, 2015. Print. -- **Because the book is already outdated, don't buy it. I will photocopy the chapters you need and upload them. You're welcome. :)**
- Notebook paper (spiral-bound), black pen, red pen, highlighters, headphones
- Google docs (this is the only format I accept)

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 the class portal; the term is broken into “units.” To successfully complete ENGL 110 please follow the Homework Schedule meticulously.

Grading

Your final grade is dependent upon (but not limited to) discussion forums, brainstorming/drafting/editing exercises, peer reviews, research and academic source integration activities, final reflection, a portfolio and reflection, and so on.

Breakdown by Unit¹:

Grammar Exercise Journals	10%
Homework Assignments	22%
Unit 1: Aca. Paragraph Development	12%
Unit 2: Analyzing a Text	12%
Unit 3: Research, Proposal, Ann. Bib.	17%
Unit 4: Argumentative Essay	17%
Portfolio & Portfolio Statement	<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:

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

60-69 D

59 and below F

¹ Subject to change

Part 4: Course Policies

Attendance Policy

Students may miss three class meetings without penalty.

Late Work Policy

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

If a student knows that he or she is going to be absent from class during any point in the semester, that student is expected to submit course materials on time.

If a student becomes ill or if something else prohibits a student from completing course materials on time, he or she may be asked to have someone corroborate his or her reason(s) for submitting late materials. Students should communicate their plans well ahead of time with their professor. Late work is subject to penalties, such as a 10% grade reduction per day that the materials are late.

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 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.

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>
 - Jstor
 - Opposing Viewpoints

Part 6: Final Notes

The Writing Process

For most authors, the composition of written materials occurs in these stages (but not necessarily in this order):

- Brainstorming for ideas
- Write a “[Poopy] First Draft” (recommended by author Anne Lamott)
- Write subsequent drafts: one, two, three, eight...
- Revise, proofread, and edit (which is always the *last* step [editing])

Feedback in Student Writing

In order to emphasize the writing process, students are required to submit an early draft, middle draft, and final draft of each major unit writing assignment.

- **Early Drafts:** I do not provide feedback in early drafts. Students will either receive full credit or no credit for their submissions.
- **Middle Drafts:** With one exception, I do not provide feedback in middle drafts. Instead, you will rely upon peer reviews in and out of class for revision and editorial feedback.

The one exception is the final writing assignment, Unit 4. Because you will not have time to revise your work for a better grade (the Unit 4 assignment is due at the end of the semester), I will provide feedback in your middle draft.

- **Final Drafts:** Not only will I grade your work, but I will provide feedback... and a lot of it. If you do not like your grade you are welcome to revise and edit your work; however, there’s a catch. You must utilize my feedback. If you do not use my feedback I will not accept your revised work.

Note: You will not have time to revise your Unit 4 final draft. It’s due at the end of the semester.

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 feel. It is not my intention!

Favors

In the past, students have asked me to read essays and creative works written for other courses. As much as I would *love* to read everything you write I do not have time. Thanks for keeping this in mind.

Email Communication

I only respond to e-mail 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. Thanks!]

Sincerely,
Your Lovely Name

This e-mail format is expected in the professional world. E-mail messages that do not adhere to the above format will receive the following response: “Try again. :)” Think of sending an e-mail message as an opportunity to practice sentence and paragraph development. Thank you!

Mistakes

Make mistakes with pride! In order to sift through ideas in early written drafts I expect you to misspell words, compose sentence fragments, and ignore subject / verb agreement. **Worry about grammar in your final draft.** Without mistakes there cannot be growth – not in this field, anyway.

The Mistake Log / Extra Credit

To prove that I embrace making mistakes, I have created a discussion forum called *The Mistake Log: Where Angie Screws Up and You Fix It*. Let’s look it over together...