**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

ENGL 110.C Mon/Wed/Fri 11:30-12:20, HH 135

**Instructor Information**

Name and Title: Elizabeth Horneber

Office Location: HH 225

Office Hours: Tuesdays/Thursdays 2pm-4pm

Office Phone: 507.377.7394

Email: Elizabeth.horneber@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](mailto: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](mailto:Jessica.zimmerman@blc.edu)

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

**Required Textbook**

* Lunsford, Andrea. *The St. Martin’s Handbook*. 8th ed. New York: Bedford/St. Martin's, 2015. Print.

**Additional Required Readings**

* Various readings will be listed on the course schedule and posted in My BLC.
* Students will be responsible for finding and securing the following additional required readings through the Memorial Library. Library staff is happy to help! Here are the source citations:
* Porter, James E. "Intertextuality and the Discourse Community." *Rhetoric Review* 5.1 (1986): 34-47. Web.
* Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication* 31.4 (1980): 378-88. Web.

**Additional Course Materials**

* Internet Connection
* Access to MyBLC > Course Page

**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[[1]](#footnote-1)**

The detailed Homework Schedule is available on MyBLC > Handouts. To successfully complete ENGL 110, please follow this schedule meticulously. Here is a brief overview:

Weeks 1-6 Unit 1: Academic Paragraph Development

Weeks 7-9 Unit 2: Analyzing a Text

Weeks 10-12 Unit 3: Research, Proposal, and Annotated Bibliography

Weeks 14-15 Unit 4: Research Project

Week 16 Final 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:**

Participation 300 pts.

Unit 1: Aca. Paragraph Development 200 pts.

Unit 2: Analyzing a Text 150 pts.

Unit 3: Research, Proposal, and Ann Bib 100 pts.

Unit 4: Research Project 200 pts.

Final Exam / Reflection Essay 50 pts. **1000 pts.**

**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.

**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

**Part 4: Course Policies**

**Attendance Policy**

Attend class regularly. Each time you are absent, your participation grade is impacted. More than four absences, for any reason, will affect your final grade. Each additional absence will lower your final grade by a half letter. In other words, if you’re getting an A and you have been absent 6 times, your final grade becomes a B. (Being late on more than two occasions will count as an absence.)

**Late Work Policy**

I will not accept late assignments. Assignments must be turned in at the beginning of class on their specified due dates. “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.

**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.

**Additional Policy or Policies**

**Cell phones/Classroom Technology**: We have class in a computer lab so that you can have the opportunity to practice your writing and access essential classroom materials online. No other internet surfing will be allowed. No Facebook, no ESPN, no shopping online. Please keep your cell phones silenced and do not use them, including for texting. I may not confront you in class for violating this rule, but you WILL see an immediate loss in points. I see you.

**Email**: I check mine all the time, and I expect you to do the same. Please take care to compose emails that conform to the *genre conventions* of professional correspondence.

**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

1. Subject to change [↑](#footnote-ref-1)