



Department of English, Bethany Lutheran College

ENGL 110 College Writing I Course Syllabus

Part 1: Course Information

Professor Information

Name: Angie Johnson
Office Location: HH 217
Open Office Hours: Tuesdays between 9:00 a.m. - 11:00 a.m. or by appointment
Email: angie.johnson@blc.edu
Google Hangouts: Use my email address to chat through messaging or video
Phone: x881

NOTE: Calling my office is **not** a good way to reach me. These are the best ways to reach me: (1) drop by HH 217 during open office hours, (2) send an email to me, or (3) send a chat message (or place a video call) to me through Google Hangouts. Thanks!

Required Readings

- Links to required readings will be provided within the class portal for free

Additional Course Materials

- Access to [Moodle](#) (we will not use MyBLC)
 - [Loom](#) desktop video recording tool (free version)
 - Zoom - the BLC subscription
 - Google Chrome / Google Drive / Google Documents / Google Hangouts (Microsoft Word or .pdf files are rarely accepted; use Google docs)
 - Download the free Grammarly extension to Google Chrome by [clicking here](#)
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Part 2: Course Objectives

Institutional Objectives

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate intellectual, creative, and problem-solving skills.

3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

General Education Divisional Objective

Demonstrate proficiency in written and oral communication.

English Department Program Learning Outcomes (*applicable*):

1. Students are able to adjust their use of spoken and written language to communicate effectively with a variety of audiences and for different purposes.
2. Students are able to comprehend and create written and multimedia texts.
3. [...]
4. Students can respond to and ask insightful questions about texts and answer those questions analytically.
5. [...]
6. Students exhibit familiarity with the databases, archives, and scholarly sources common to the discipline, and regularly gather and apply the data contained therein, using an appropriate citation format.

Course Goals

Based on the above objectives and outcomes, the goals of ENGL 110 are 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.

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 academic environment where personal mentoring guides students to pursue knowledge, truth, and discernment for productive and fulfilling lives."

Course Outcomes

By the end of ENGL 110 students will be able to:

1. draw upon strategies for idea generation, drafting, revision, design, and editing;
2. analyze and produce texts guided by basic rhetorical concepts;
3. practice critical reading skills, including the ability to identify genre conventions and evaluate the claims, evidence, and reasoning in a text;
4. demonstrate effective research processes, including the ability to gather academic and non-academic sources and assess their quality and suitability for the writing situation;
5. integrate sources in their writing to achieve specific aims, making appropriate use of summary, paraphrase, quotation, and citation conventions;
6. explain their writing choices, using concrete examples to support their claims;
7. employ syntax and usage appropriate to academic disciplines and the professional world;
8. employ an appropriate citation format.

Part 3: Course Units & Grading

Unit Descriptions

Unit 1 = Academic Paragraph Development

This unit will overview the writing process and will emphasize academic paragraph development and a variety of writing conventions and genres.

Addresses Course Outcomes 1, 2, 3, 6, 7; English Department Program Learning Outcomes 1, 2

Unit 2 = Writing a Review

Two thumbs up, two thumbs down, or one thumb up and one thumb down! In this unit, students will choose a text to evaluate based on criteria that they identify and develop and then tailor their work for a particular audience. Additionally, students will practice informal research strategies and source integration techniques while considering the rhetorical situations, rhetorical appeals, and logical fallacies.

Addresses Course Outcomes 1, 2, 3, 4, 5, 7, 8; English Department Program Learning Outcomes 1, 2, 4

Unit 3 = Research & Argumentation

In this unit, students will be given an opportunity to research a topic of their choosing. During this time, students will compose an annotated bibliography consisting of academic and informal sources, as well as compose an essay based upon that research. Additionally, students will attend a one-on-one conference with their professor to discuss their research and writing. The argumentative essay serves as an assessment tool for the General Education Divisional Objective.

Addresses Course Outcomes 1, 2, 3, 4, 5, 6, 7, 8; English Department Program Learning Outcomes 1, 2, 4, 6

Unit 4 = Reflection Essay (time permitting)

Throughout the term, students will participate in freewriting activities. Following the submission of each major writing assignment, freewriting prompts will urge students to reflect on their performance; the reflection essay is a compilation of those freewriting prompts and will require students to return to their freewriting entries in order to produce a final narrative.

Addresses Course Outcomes 1, 2, 6, 7, 8; English Department Program Learning Outcomes 1, 2

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:

Professionalism, Reliability, Engagement:	30% of final course grade
Writing Center Course Requirement:	05% of final course grade
Freewriting Journal:	05% of final course grade
Unit 1 Academic Paragraph Development:	10% of final course grade
Unit 2 Writing a Review:	15% of final course grade
Unit 3 Research & Argumentation	---

Part I: Annotated Bibliography	10% of final course grade
Part II: Research Essay (argument)	20% of final course grade
Unit 4 Reflection Essay:	<u>05% of final course grade</u>
	100% of final course grade

Note: Assignment values are approximations and may be adjusted during the term. 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
80-82 B-	

Part 4: Course Policies

Attendance Policy

Students who attend class on campus may miss four 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 four 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 *five* class periods, his final course grade will drop to 87% (B) at the end of the course. If he misses *six* class periods, his final course grade will drop to 82%, and so on.

Students who miss class due to college-approved activities may be required to make up missed class time in the Writing Center.

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 me.

Typically, I do not accept late work for homework assignments, in-class activities, or in-class writing assignments; however, I am not heartless. (Truly.)

Life happens. With the exception of middle draft submissions (peer reviews), everyone gets two free passes – no shame. Print each one¹ and fill it out and submit it before or on the day the assignment is due. After each “late pass” is used, I will not accept late submissions of any kind. Tip: Save your coupons for *big* assignments. Finally, do not email late work to me. Instead, upload your work to the class portal (always).



Late Pass Coupon #1

Good for TWO Late Homework Submissions – No Questions Asked, No Shame

Student Name: _____

Today's Date: _____

Assignment: _____

Original Assignment Due Date: _____

Proposed Submission Date

When you will submit the late work? _____

Note: Late work not submitted by the “Proposed Submission Date” will turn into an automatic 0 / F.



Late Pass Coupon #2

Good for TWO Late Homework Submissions – No Questions Asked, No Shame

Student Name: _____

Today's Date: _____

Assignment: _____

Original Assignment Due Date: _____

Proposed Submission Date

When you will submit the late work? _____

Note: Late work not submitted by the “Proposed Submission Date” will turn into an automatic 0 / F.

¹ If you are a student in my online course, please email the information to me that appears on the coupon.

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 7). 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 professors use TurnItIn.com and/or other resources to identify purchased papers and other forms of cheating.

Recording and Privacy

In this class, software will be used to record live class sessions. As a student in this class, your participation may be recorded. These recordings will be made available only to students enrolled in the class. The intent of the recordings is to assist those who cannot attend the live session or to serve as a resource for those who would like to review content presented during the current semester in which the recording is made. You may not download, share, replicate, or publish the recording, in whole or in part, or use the recording for any other purpose without the written approval of the instructor. Recordings are for personal academic use only, where personal academic use is restricted to the personal study use of the individual. Any violations to this policy must be reported to the Vice President of Academic Affairs and may result in disciplinary action, including expulsion from the college. All recordings will become unavailable to students in the class shortly after the course ends.

If you have any concerns about being recorded during class, please discuss your options with your instructor or express your concerns to the Dean of Faculty.

Part 5: Resources

MLA & APA Formatting Guidelines

In this course, we will use MLA & APA Formatting Guidelines. Here are important web links concerning MLA & APA 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/>

- APA Formatting and Style Guide through the OWL:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Memorial Library Staff

For help 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

Important 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>

Students with Disabilities

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that "no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance." If you have a disability or feel you are in need of accommodations, please contact Kristi Ringen in the Academic Resource Center (kringen@blc.edu, 507-344-7730).

Part 6: Final Notes from Your Professor

Email Communication

I only respond to email messages that adhere to the following style and format:

Hello, Angie:

[No abbreviations or text-speak. Use punctuation. For the love of all things holy, 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.

Favors

In the past, students have asked me to read/edit resumes, cover letters, graduate applications, essays, and creative works written for other courses. As much as I would *love* to read everything you write, I do not have time. Please visit the [Writing Center](#).

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.

For each major unit writing assignment, you will submit an early, middle, and final draft of your writing. Here is a breakdown of the feedback that you will receive for each submission:

- **Early Draft** = No Feedback
- **Middle Draft** = Feedback from peers and possibly a teaching assistant
- **Final Draft** = Feedback from me (as well as a grade via the rubric); if you do not like your grade, you are welcome to rewrite, revise, and/or edit your work for a better grade

The Sting

When I provide feedback, it will not be “comprehensive.” Throughout your submission, I will choose something on which to focus. For example, I might choose to focus on the unity of a single academic paragraph, or I might choose to focus on the validity of ideas presented in your thesis statement.

Regardless of my focus, there may be occasions when my feedback stings. For example, I might tell you that you need to rewrite something and to re-submit it. If that is the case, and if my instructions “sting,” I apologize. 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; my feedback is meant to make you a stronger communicator.

Mandated Reporter

If you choose to write about something personal, and if I think that you are being harmed by another person or that you might harm yourself or another person (or if you write about someone who is being harmed or who might harm him-or-herself or another person), I am mandated to report it. Otherwise, what you choose to write about will remain confidential.

Mistakes

In order to sift through ideas, I expect you to misspell, compose sentence fragments, and ignore subject/verb agreement in your early drafts. Focus on ideas first, on *thinking*. Worry about grammar last. 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 that over together.