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| <b>Course:</b>     | <b>EN112-CUA College Composition I (Blended)</b> |
| <b>Credit:</b>     | 3 Semester Hours                                 |
| <b>Semester:</b>   | FA20 (16 Week)                                   |
| <b>Location:</b>   | TBA  |
| <b>Instructor:</b> | Thomas Crank, thomas.crank@calvary.edu           |

*\*About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

*\*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## **I. DESCRIPTION**

This course develops the student's skills in composition and written expression with an emphasis on clarity, precision, and organization. The composition and style of the essay will form the framework of the class as students practice descriptive, narrative, critical, persuasive, and expository writing.

## **II. OBJECTIVES**

### **A. General competencies to be achieved. You will:**

1. Understand and apply the elements of the writing process to produce effective essays (PLO 2), (Assignments A-C).
2. Critically read and analyze rhetorical features of a variety of compositions (PLO 1, 3), (Assignments A-C).
3. Practice writing in various styles and for various purposes (PLO 1-4), (Assignments A-C).

### **B. Specific competencies to be achieved. You will be able to:**

1. Identify audience, purpose, genre, subject and major rhetorical features of a given text (PLO 1, 3; Assignments A-C).
2. Apply the writing process to several different types of college-level essays (PLO 2, 4; Assignments A, C).
3. Locate sources for research papers and understand how to use style guides (PLO 2, 4; Assignments A, C).
4. Give and receive peer feedback to revise writing (PLO 4; Assignments A, C).

### III. REQUIRED MATERIALS

#### A. Required Textbooks

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- McCuen-Metherell, Jo Ray, and Anthony C. Winkler, eds. *Readings for Writers*. 13<sup>th</sup> edition. Boston, MA: Wadsworth: 2009. ISBN 13:978-1-4282-3128-3. \$66.90 (Much cheaper for used copies). PLEASE BRING TEXTBOOK TO CLASS.
- Strunk, William, Jr. and E. B. White. *The Elements of Style*. 4th edition. Boston, MA: Allyn and Bacon: 2000. ISBN 0-205-30902-X. \$7.95

#### B. Suggested Resources

- MLA Handbook, 8<sup>th</sup> Edition

### IV. REQUIREMENTS

**A. Attendance and Participation Activities:** During each class, the professor will assign activities that must be completed by all students (both in-class and online). These activities may be writing exercises, notes, discussion board questions, etc. Students will follow instructions to complete the activities. These participation activities must be uploaded to canvas before the next class period.

These activities are graded like normal assignments (see late policy below). Students who miss two or more weeks of class may be dropped from the course.

**B. Reading Assignments:** Reading assignments are assigned from the required textbook (see below). Students will write a summary of each assigned weekly reading. This means no matter how many chapters or pages are assigned in a week, only one summary is required, but it must accurately cover all material read. Each summary should be at least 250 words.

#### C. Writing Assignments

1. *Entrance and Exit Essays:* These short, reflective essays are designed to measure the student's growth as a writer over the course of the cycle. They will be written and submitted in class.
2. *Formal Essays:* The student will write two formal essays, one analytical and one persuasive. Essays are 5–6 pages in length, not including the Works Cited page. More essay details are provided in Canvas.

**D. Writing Process:** Both formal essays have the following assignment check points:

1. *Topic:* After conducting several brainstorming and writing sessions in class, students will submit a summary of their topic, following the guidelines posted on Canvas. *Topic must be approved before moving to the next step.*
2. *Outline and Thesis:* Students will write an outline, following the template provided in Canvas. The outline and thesis must also include a list of sources the student plans to use with an explanation of where and how they will be used. *The outline must be approved before moving to the next step.*
3. *Rough Draft and Peer Review:* Students must turn in a full draft that meets the assignment guidelines. Incomplete work will be counted late until it is completed (see Late Work below). This draft will be peer reviewed in the online discussion board. Peer review is the process by which students give and receive feedback from their fellow students. Students will receive in-class training and instructions for completing this step. Students are graded on the quality of peer feedback provided.
4. *Final Draft:* Students will use feedback to revise their essays. Final Essay Drafts are submitted on Canvas. *Students may not turn in the first draft without revisions. Unrevised drafts submitted as the final draft will receive 0 points.* The deadline for final drafts is the last day of class; at 11:59pm on the last day of class all essays will be marked final.

**E. Other Assignment Policies**

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 8<sup>th</sup> edition.
2. *Plagiarism* is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.
3. *Other forms of cheating* include copying another student's work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.

**V. METHODS**

- A. Lectures, Discussions:** I typically try to make lectures short with lots of room for practice exercises (which are completed in your journal). We sometimes hold class discussions. Online students will be given special instructions about how to participate in these discussions.
- B. Reading and Writing:** All reading must be completed as assigned. *All essay assignments must be completed to pass this course.* Grading rubrics are used on all essays.
- C. Grading**

*Possible Points for All Assignments:*

|                                   |                   |
|-----------------------------------|-------------------|
| Participation Activities (25 x 8) | 200 points        |
| Essay Topics (50 x 2)             | 100 points        |
| Essay Thesis, Outlines (50 x 2)   | 100 points        |
| Essay First Drafts (50 x 2)       | 100 points        |
| Essay Peer Reviews (50 x 2)       | 100 points        |
| Essay Final Drafts (100 x 2)      | 200 points        |
| Reading Summaries (10 x 8)        | 80 points         |
| Entrance/Exit Essays (50 x 2)     | 100 points        |
| <b>Total Points</b>               | <b>980 points</b> |

The Grading Scale can be found in the University Catalog.

**VI. TENTATIVE SCHEDULE (The professor may modify the schedule if necessary.)**

|                | Topic   | Due Dates<br><i>See Canvas for due dates</i>  |
|----------------|---|---|
| <b>Week 1</b>  | Academic Writing and the Writing Process Part 1 | • Entrance Essay  |
| <b>Week 2</b>  | Academic Writing and the Writing Process Part 2 | • Chapters 1–3 (Summary 1)  |
| <b>Week 3</b>  | The Five-Paragraph Essay Part 1                 | • Chapters 5–6 (Summary 2)  |
| <b>Week 4</b>  | The Five-Paragraph Essay Part 2                 | • Essay 1 Topic   |
| <b>Week 5</b>  | Research Part 1                                 | • Pages 691–699 (Summary 3)   |
| <b>Week 6</b>  | Research Part 2                                 | • Essay 1 Outline and Thesis  |
| <b>Week 7</b>  | Rhetoric and Critical Reading Part 1            | • “Shooting an Elephant” (p. 203); “That Lean and Hungry Look” (p. 419); “Move Over Teams” (p. 458) (Summary 4) |
| <b>Week 8</b>  | Rhetoric and Critical Reading Part 2            | • Essay 1 First Draft<br>• Peer Review 1  |
| <b>Week 9</b>  | Analytical Writing Part 1                       | • “A Modest Proposal” (Handout on Canvas) (Summary 5)   |
| <b>Week 10</b> | Analytical Writing Part 2                       | • Essay 2 Topic   |
| <b>Week 11</b> | Persuasive Writing Part 1                       | • Chapters 14–15 (Summary 6)  |
| <b>Week 12</b> | Persuasive Writing Part 2                       | • Essay 2 Outline and Thesis  |
| <b>Week 13</b> | Revising, Editing, and Proofreading Part 1      | • Pages 667–689 (Summary 7)<br>• Essay 2 First Draft<br>• Peer Review 2   |
| <b>Week 14</b> | Revising, Editing, and Proofreading Part 2      | • (Read half of <i>The Elements of Style</i> )  |
| <b>Week 15</b> | Revising, Editing, and Proofreading Part 3      | • <i>The Elements of Style</i> (Summary 8)  |
| <b>Week 16</b> | Revising, Editing, and Proofreading Part 4      | • Final Drafts of Essays 1–2<br>• Exit Essay  |

**VII. Resources:**

- A. Disabilities:** Students with disabilities have the responsibility of informing the DSS Coordinator ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.
- B. The Clark Academic Center** (email: [learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this free service.