

<b>Course:</b>	<b>EN100-CUA Introduction to College Composition</b>
<b>Credit:</b>	3 Semester Hours
<b>Semester:</b>	Fall 2020 (16 Weeks)
<b>Location:</b>	Online
<b>Instructor:</b>	Thomas Crank, thomas.crank@calvary.edu

*\*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 introduces the student to college-level reading and writing skills. The student will learn how to plan, research, and write common college-level essays, applying fundamental editing and proofreading skills to produce polished final drafts. (Course may be used as general education elective but does not fulfill English requirement.)

## II. OBJECTIVES

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

1. Understand the elements of the writing process (PLO 2; Assignments A, B C).
2. Compare various types and purposes of college-level compositions (PLO 1-4; Assignments A, B, C).
3. Practice writing in various styles and for various purposes (PLO 1-4; Assignments A, B, C).

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

1. Brainstorm ideas for various college-level essays (PLO 2, 4; Assignments A, C).
2. Organize essays around clear thesis statements (PLO 2, 4; Assignments A, C).
3. Locate sources for research papers and understand how to use style guides (PLO 4; Assignments A, C).
4. Practice effective essay-drafting techniques (PLO 2, 4; Assignments A, C).
5. Give and receive peer feedback to revise writing (PLO 2; Assignment C).
6. Edit and proofread writing to improve clarity, style, usage, and convention (PLO 2, 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.
- Kemper, Meyer, Van Rys, and Sebranek, eds. *Fusion: Integrated Reading and Writing (Book 2)*. 2nd Ed. Boston, MA: Cengage: 2016. ISBN 13:978-1-305-10370-2. \$35.51 (Much cheaper for used copies). PLEASE BRING TEXTBOOK TO CLASS.

#### **B. Suggested Resources**

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

### **IV. REQUIREMENTS**

- A. Journal:** The journal should be a notebook dedicated to this class. Bring it to class every week. Some journal prompts are assigned and completed in class. Others are completed during the week. They vary in length and task, depending on what the class is currently studying. Some tasks may have the student read an article and summarize it; others might be creative writing exercises. Journal check ups will be conducted twice: once at mid-cycle and once at the end of the cycle. Students will verify they have completed the journal on Canvas. **Clearly mark each entry with date and title.** *Students who miss class must watch the course video to make up missed work.*
- 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 100 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 informative and one persuasive. Specific 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 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 from peers to revise their essays. Final Essay Drafts are submitted on Canvas. The professor will provide feedback at this point. Essays may be re-submitted as many times as needed for the student to reach his/her desired grade. *At least one final draft is required. 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; 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:* -5% 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.
6. *Absences:* Students are responsible for making up missed coursework. Watch the recorded class video to find out what was covered.

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**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:*

Journal Checkups (100 x 2)	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 (5 x 16)	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.)

	<b>Topic</b>	<b>Due Dates</b>
		<i>All assignments are due by class time</i>
<b>Week 1</b>	Academic writing	<ul style="list-style-type: none"> <li>• Entrance Essay (in class)</li> </ul>
<b>Week 2</b>	The writing process	<ul style="list-style-type: none"> <li>• Chapter 1</li> </ul>
<b>Week 3</b>	The writing process part 2	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Essay 1 Topic</li> </ul>
<b>Week 4</b>	The five-paragraph essay	<ul style="list-style-type: none"> <li>• Chapters 3–4</li> </ul>
<b>Week 5</b>	The five-paragraph essay part 2	<ul style="list-style-type: none"> <li>• Chapters 5–6</li> </ul>
<b>Week 6</b>	Informative writing	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Essay 1 Outline and Thesis</li> </ul>
<b>Week 7</b>	Informative writing part 2	<ul style="list-style-type: none"> <li>• Chapters 13–14</li> </ul>
<b>Week 8</b>	Critical reading skills	<ul style="list-style-type: none"> <li>• Chapters 15–16</li> <li>• Essay 1 First Draft</li> <li>• Peer Review 1</li> <li>• Journal Check Up 1</li> </ul>
<b>Week 9</b>	Narrative writing	<ul style="list-style-type: none"> <li>• Chapters 7–8</li> </ul>
<b>Week 10</b>	Narrative writing part 2	<ul style="list-style-type: none"> <li>• Chapters 17–18</li> <li>• Essay 2 Topic</li> </ul>
<b>Week 11</b>	Research	<ul style="list-style-type: none"> <li>• Chapters 11–12</li> </ul>
<b>Week 12</b>	Research part 2	<ul style="list-style-type: none"> <li>• Chapters 19–20</li> <li>• Essay 2 Outline and Thesis</li> </ul>
<b>Week 13</b>	Persuasive writing	<ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>
<b>Week 14</b>	Persuasive writing part 2	<ul style="list-style-type: none"> <li>• Chapters 21–22</li> <li>• Essay 2 First Draft</li> <li>• Peer Review 2</li> </ul>
<b>Week 15</b>	Revising, editing, and proofreading	<ul style="list-style-type: none"> <li>• Chapters 23–24</li> </ul>
<b>Week 16</b>	Exit Essay, reflections	<ul style="list-style-type: none"> <li>• Chapter 25</li> <li>• Final Drafts of Essays 1–2</li> <li>• Journal Check Up 2</li> <li>• Exit Essay (in class)</li> </ul>

**VII. Resources:**

- A. Disabilities:** Students with disabilities have the responsibility of informing the DSS Director ([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.