

Course: EN112-D&DN1 College Composition I (Blended)
Credit: 3 Semester Hours
Semester: Spring 2021 (Cycle 5), Thursdays 8:00-11:00 am
Location: E Ed 129
Instructor: Tim Hange, tim.hange@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-F).
2. Critically read and analyze rhetorical features of a variety of compositions (PLO 1, 3), (Assignments A-F).
3. Practice writing in various styles and for various purposes (PLO 1-4), (Assignments A-F).

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-F).
2. Apply the writing process to several different types of college-level essays (PLO 2, 4; Assignments A-F).
3. Locate sources for research papers and understand how to use style guides (PLO 2, 4; Assignments A-F).
4. Give and receive peer feedback to revise writing (PLO 4; Assignment E).

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*. 13th 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, 8th Edition. ISBN 978-1603292627. \$14.40

IV. REQUIREMENTS

- A. Entrance Essay:** The Entrance Essay is a short, persuasive essay to measure your growth as a writer through this course. It has two practical applications: 1) it helps your professor ensure this course is the best fit for you and 2) it is used by the English Department to measure the effectiveness of the college composition program.

You get 20 free points for submitting this essay. This essay should be written and submitted via Canvas **before the first day of class**. See Canvas for the writing prompt.

- B. 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.

Students who fail to maintain consistent academic activity will be dropped from the course.

- C. 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.

- D. Developing Essay Drafts:** The professor will provide a number of activities to inspire students with ideas for essays. These include participation activities, reading assignments, and class lectures. Some class time will be provided for writing complete essay drafts, but most of the work must be done outside of class. The student should set aside several hours a week to write.
- E. Draft Workshops:** Workshops provide peer feedback on drafts in progress. Workshops will prepare essay drafts for the Final Portfolio. The student will choose four of their best essays to submit to workshops.

Workshop Essay Requirements: Essays submitted to the workshop may be on any topic selected by the student, but each essay must meet the following minimum requirements:

1. Follow one of the genres studied in class: personal narrative, informative, persuasive, analytical
2. 3–5 pages
3. Cite from 3 scholarly sources
4. MLA format

Follow this process for each workshop:

1. Choose a completed essay draft and submit it on the Canvas workshop discussion board. You must upload a **completed** draft as a **Word** document (Incomplete drafts or drafts not uploaded as a Word document will be counted as late work until they are corrected [see Late Work below]).
2. Review each essay from your assigned Workshop Group (professor will make these groups and post them on Canvas). To review an essay, download it, read it, and provide feedback using the system you will learn in class.
3. Reply to each member of your Workshop Group and attach your reviewed copy of their essay.

Workshop drafts are always due one week before the reviews are due. For example, Draft Workshop 1 is due on week 3. The reviews for Draft Workshop 1, however, are due the following week.

In class following a Draft Workshop, the professor will lead the class in discussion of various essays and strategies for revision and development. Students will need to be prepared to discuss in class. Thus, the workshop should have been completed by class time.

- F. Final Portfolio:** The student will develop several essay drafts and submit the best of these to draft workshops (see points D and E above). The student will then choose their two best essays and develop them to include in a portfolio. These essays must have gone through one of the four draft workshops. The portfolio will also include a reflection of each essay and a Portfolio Reflection (see Canvas for details on reflections).

G. Other Assignment Policies

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 8th 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 participation activities, in-class writing, and discussion.
- 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 the portfolio.
- C. Grading**

Possible Points for All Assignments:

Entrance Essay	20 points
Reading Summaries (8 x 10)	80 points
Participation Activities (8 x 25)	200 points
Essay Draft Workshops (4 x 100)	400 points
Portfolio	400 points
Essay 1 (100)	
Essay 2 (100)	
Essay 1 Self Review (50)	
Essay 2 Self Review (50)	
Portfolio Reflection (100)	
Total Points	1100 points

The Grading Scale can be found in the University Catalog.

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

All reading assignments are listed in Canvas in the Reading Summaries Assignments.

	Topic	Assignments <i>See Canvas for due dates</i>
Week 1	Rhetoric and Academic Writing Personal Narrative	<ul style="list-style-type: none"> • Entrance Essay (before first class) • Week 1 Reading (Summary 1)
Week 2	Incorporating Research Personal Narrative	<ul style="list-style-type: none"> • Week 2 Reading (Summary 2)
Week 3	Informative Essays	<ul style="list-style-type: none"> • Week 3 Reading (Summary 3) • Draft Workshop 1
Week 4	Informative Essays	<ul style="list-style-type: none"> • Week 4 Reading (Summary 4) • Draft Workshop 2
Week 5	Persuasive Essays	<ul style="list-style-type: none"> • Week 5 Reading (Summary 5) • Draft Workshop 3
Week 6	Persuasive Essays	<ul style="list-style-type: none"> • Week 6 Reading (Summary 6) • Draft Workshop 4
Week 7	Analytical Essays	<ul style="list-style-type: none"> • Week 7 Reading (Summary 7)
Week 8	Revising, editing, and proofreading	<ul style="list-style-type: none"> • Week 8 Reading (Summary 8) • Portfolio

VII. Resources:

- A. Accommodations Support:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
- B. The Clark Academic Center:** The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for 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 service.