

**Course:** EN100-D&DN Introduction to College Composition (Blended)  
**Credit:** 2 Semester Hours  
**Time:** Tuesdays 1–3:15pm (16 Weeks, Cycles 4–5)  
**Location:** East Ed. 105  
**Instructor:** 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 introduces the student to college-level reading and writing skills. It is designed to complement the courses a student is currently taken. Thus, class time is spent working on real Calvary University assignments. 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–D).
2. Compare various types and purposes of college-level compositions (PLO 1–4; Assignments A–D).
3. Practice writing in various styles and for various purposes (PLO 1–4; Assignments A–D).

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

1. Brainstorm ideas for various college-level essays (PLO 2, 4; Assignments A–D).
2. Organize essays around clear thesis statements (PLO 2, 4; Assignments A–D).
3. Locate sources for research papers and understand how to use style guides (PLO 4; Assignments A–D).
4. Read texts critically (PLO 1; Assignments A–D)
5. Practice effective essay-drafting techniques (PLO 2, 4; Assignments A–D).
6. Give and receive peer feedback to revise writing (PLO 2; Assignment A–D).
7. Edit and proofread writing to improve clarity, style, usage, and convention (PLO 2, 4; Assignments A–D).

### **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. ISBN 978-1603292627. \$14.40

### **IV. REQUIREMENTS**

**A. (Before Class) Reading and Textbook Activities:** Reading assignments are assigned from the required textbook. Students will also complete textbook exercises and activities as assigned. See Tentative Schedule below for reading and Textbook Activity assignments. Students will certify that they have completed these activities in Canvas.

**B. (In Class) Participation Activities:** Since this course is designed to help students develop writing skills in *all* of their classes, most of class time will be spent working through real writing assignments from other courses students are taking. This will often take the form of Participation Activities, activities that all students (in-class and online) must complete during class time and submit via Canvas.

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 will be dropped from the course.

**C. (After Class) Writer's Journal:** Students will be guided through weekly writing prompts in their Writer's Journal. This journal will be a way to develop writing skills, work through the writing process, set goals, wrestle with difficult topics, and work on upcoming writing assignments in other courses. Students will complete 1 journal each week. The professor will often ask students to share from their journals in the next class period.

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**D. (End of Course) Portfolio:** Students will choose two of their best essays they have completed *from any of their courses this semester*. They will include the final drafts of these essays, plus a reflection for each piece. More details on the Portfolio will be posted on Canvas.

**E. Other Assignment Policies**

1. *Clark Academic Center Integration:* Clark Academic Center tutors will frequently be involved in working with students on various activities. Some participation activities and writer's journal assignments will require a Clark Academic Center consultation.
2. *Style Guide:* No formal essays are assigned in this class, so no style guide is required. This course will practice each of the style guides Calvary departments currently require.
3. *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.
4. *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.
5. *Late work:* -10% from the final grade per day late.
6. *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.

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**V. METHODS**

- A. Mini-Lectures, Discussions, Activities:** Much of class time will be activity-based, rather than lecture-based. We will work with real assignments from classes you are currently taking, discussing difficulties with the assignment and practicing various stages of the writing process.
- B. Reading and Writing:** Reading and writing assignments are required. Bring your textbook to class every week.
- C. Grading**

*Possible Points for All Assignments:*

Participation Activities (10 x 16)	160 points
Reading Activities (10 x 16)	160 points
Writer's Journal (10 x 16)	160 points
Portfolio (2 Essays @ 100pts ea. + 2 reflections @ 50 each)	300
<b>Total Points</b>	<b>780 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>Assignments</b>
		<i>See Canvas for due dates</i>
<b>Week 1</b>	Crash Course in College-Level Writing	<ul style="list-style-type: none"> <li>• Participation Activities</li> <li>• Writer's Journal 1 (WJ1)</li> </ul>
<b>Week 2</b>	Reading for College Part 1	<ul style="list-style-type: none"> <li>• Chapter 1 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ2</li> </ul>
<b>Week 3</b>	Reading for College Part 2	<ul style="list-style-type: none"> <li>• Chapter 2 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ3</li> </ul>
<b>Week 4</b>	Reading for College Part 3	<ul style="list-style-type: none"> <li>• Chapter 3 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ4</li> </ul>
<b>Week 5</b>	Getting Ideas	<ul style="list-style-type: none"> <li>• Chapter 4 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ5</li> </ul>
<b>Week 6</b>	Organizing Ideas	<ul style="list-style-type: none"> <li>• Chapter 5 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ6</li> </ul>
<b>Week 7</b>	Making Ideas Coherent	<ul style="list-style-type: none"> <li>• Chapter 6 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ7</li> </ul>
<b>Week 8</b>	Writing Ideas with a Voice	<ul style="list-style-type: none"> <li>• Chapter 7 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ8</li> </ul>
<b>Week 9</b>	Writing Expository Essays	<ul style="list-style-type: none"> <li>• Chapter 9 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ9</li> </ul>
<b>Week 10</b>	Writing Persuasive Essays	<ul style="list-style-type: none"> <li>• Chapter 10 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ10</li> </ul>
<b>Week 11</b>	Research Part 1	<ul style="list-style-type: none"> <li>• Chapter 11 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ11</li> </ul>
<b>Week 12</b>	Research Part 2	<ul style="list-style-type: none"> <li>• Chapter 12 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ12</li> </ul>
<b>Week 13</b>	Sentence Workshop	<ul style="list-style-type: none"> <li>• Excerpts from Chapters 13-16 (+Reading Activities)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Participation Activities</li> <li>• WJ13</li> </ul>
<b>Week 14</b>	Word Workshop	<ul style="list-style-type: none"> <li>• Excerpts from Chapters 17-21 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ14</li> </ul>
<b>Week 15</b>	Punctuation and Mechanics Workshop	<ul style="list-style-type: none"> <li>• Excerpts from Chapters 22-25 (+Reading Activities)</li> <li>• Participation Activities</li> <li>• WJ15</li> </ul>
<b>Week 16</b>	Portfolio and Reflection	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Participation Activities</li> <li>• WJ16</li> </ul>

**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.