



# Syllabus

15800 Calvary Road  
Kansas City, MO 64147-1341

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**Course:** EN112-T2&N-T2 College Composition I (Blended)  
**Credit:** 3 Semester Hours  
**Semester:** FA 25 (Fall sessions 1-2)  
**Location:** M/W 9:30-10:50; East Ed 107  
**Instructor:** Jamie Franz, Jamie.franz@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

EN112 College Composition I 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 various modes of essay writing including 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.
- *The College Writer: A Guide to Thinking, Writing, and Researching*, 6<sup>th</sup> Edition, John Van ([Link to purchase College Writing through Amazon](#)) Vandermay and Verne Meyer. Cengage Learning. ISBN: 9781337514651. (You can find it as cheap as \$5.)
- **PLEASE NOTE: WE ARE USING AN OLDER EDITION OF THIS BOOK.** Look for it used at places like Amazon, Thriftbooks, Abe books, etc. The 7<sup>th</sup> edition is the current edition, and it will not work for this class.

### IV. REQUIREMENTS

- A. Attendance:** Students are required to attend the class section for which they enroll: online students may attend via livestream or by watching the recorded lecture; in-class students must attend in class. In-class students may not choose to attend online without approval of the instructor.

Attendance is taken for all in-class and livestream students.

Online students who attend asynchronously are required to submit all in-class activities on Canvas in the "Participation Activities Week X" assignment prior to the next class period. Late Participation Activities are counted as absences.

**After 3 absences, each additional absence will result in a 10% grade reduction.**

**For online students, two weeks without submissions on Canvas will result in a 10% grade reduction.**

- B. Late Work:** -10% from the final grade per day late. This will continue for 3 days, and then the assignment will receive a 0 and be permanently closed.

**C. Reading Assignments and Application Activities:** Reading assignments are assigned from the required textbook (see Tentative Schedule for reading assignments). After reading the material, students will complete an Application Activity. These activities are explained in Canvas, usually being an activity pulled directly from the textbook.

- D. Writing Workshops:** Students will write four 3–5-page essays over the course of

the cycle: one personal narrative, one informative, one persuasive, and one analytical.

Each essay will be submitted to a Writing Workshop in which fellow students will provide feedback for revision.

Follow the instructions in Canvas for each workshop.

The professor will also provide feedback on each essay by the end of week 14.

**E. Turnitin:** All essays will be submitted to Turnitin.com through Canvas. This plagiarism accountability tool will highlight material from other sources. See Canvas for details.

**F. Clark Academic Center:** All four essays must be submitted to the Clark Academic Center. Essays may be reviewed in person (preferred), over-the-phone, online over video, or through email. Students will certify completion of a CAC review in Canvas.

**G. Final Portfolio Presentation:** All four essays will be revised and included in a portfolio presentation.

### **I. Other Classroom 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. *Originality:* Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. 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.
5. *Cell Phones:* Cell Phone use is not permitted in the classroom. Students who choose to use a phone during class will be offered the choice to put the phone up or to leave the classroom and lose participation points for the day. Exceptions due to special circumstances will be considered on a case-by-case basis.
6. *Mandatory CAC Attendance:* Students whose grade falls below 70% will be required to attend study sessions in the CAC for a minimum of 2 hours a week. Study hours will be recorded by the CAC Tutor and reported to the instructor.

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## 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. Essay Requirements:** *The Writing Workshops and Portfolio must be completed in order to pass this course. Otherwise, final grade will be reduced to a 0.*
- C. Grading**  
*Possible Points for All Assignments:*
- |   |            |
|---|------------|
| Writing Workshops (4 x 25)                        | 100 points |
| Writing Activities (10 x 27)                      | 270 points |
| Reading Activities (8 x 30)                       | 240 points |
| Clark Academic Center Review Reflection (4 x 25)  | 100 points |
| Portfolio   | 500 points |
| Essay 1 (Rough Drafts @ 25, Final Draft @ 75=100) |            |
| Essay 2 (100)                                     |            |
| Essay 3 (100)                                     |            |
| Essay 4 (100)                                     |            |
| Essay Self Reviews (4 x 25)                       |            |

**Total Points**

**1210 points**

The Grading Scale can be found in the University Catalog.

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

	Topic	Assignments <i>See Canvas for due dates</i>
<b>Week 1-2</b>	Course Introduction, The Writing Process	<ul style="list-style-type: none"> <li>Read: Chapters 1, 2, 3, 4, 5 &amp; 6</li> <li>Reading Activities 1-2 (RA1)</li> </ul>
<b>Week 3-4</b>	Reading and Critical Thinking in Writing	<ul style="list-style-type: none"> <li>Read: Chapters 7, 8, 9, 10, 11, 12</li> <li>RA 3-4</li> </ul>
<b>Week 5-6</b>	Thesis and Organization in Writing	<ul style="list-style-type: none"> <li>Read: Chapters 13, 14, 15, 16, 17 &amp; 18</li> <li>RA5-6</li> </ul>
<b>Week 7-8</b>	Revising Writing, Informative Outline	<ul style="list-style-type: none"> <li>Read: Chapters 19, 20, 21, 22, 23</li> <li>RA7-8</li> </ul>
<b>Week 9-10</b>	Informative Essay: Draft, Portfolio, Reflective Outline	<ul style="list-style-type: none"> <li>Writing: Outline, Draft 1, Portfolio</li> <li>Writing Workshop</li> <li>CAC Reviews</li> <li>Essay Self-Review</li> </ul>
<b>Week 11-12</b>	Reflective Essay: Draft, Portfolio, Persuasive Outline	<ul style="list-style-type: none"> <li>Writing: Outline, Draft 1, Portfolio</li> <li>Writing Workshop</li> <li>CAC Reviews</li> <li>Essay Self-Review</li> </ul>
<b>Week 13-14</b>	Persuasive Essay: Draft, Portfolio, Analytical Outline	<ul style="list-style-type: none"> <li>Writing: Outline, Draft 1, Portfolio</li> <li>Writing Workshop</li> <li>CAC Reviews</li> <li>Essay Self-Review</li> </ul>
<b>Week 15-16</b>	Analytical Essay: Draft, Portfolio	<ul style="list-style-type: none"> <li>Writing: Outline, Draft 1, Portfolio</li> <li>Writing Workshop</li> <li>CAC Reviews</li> <li>Essay Self-Review</li> <li>Final 4- Essay Portfolio Submission</li> </ul>

**VII. Resources:**

- A. Accommodations Support:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.
- B. The Clark Academic Center:** The Clark Academic Center ([cac@calvary.edu](mailto:cac@calvary.edu)) provides 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.