



# On-Campus Course Syllabus

## Eng. ENG 101 L00.A

### English Composition I

#### Spring 2019

### Class Information

**Day and Time:** Thursdays 7-9:30 p.m.

**Room Number:** E211

### Contact Information

**Instructor Name:** Brenda Miller, MA

**Instructor Email:** bmiller@criswell.edu

**Instructor Phone:** 817.987.1783

**Instructor Office Hours:** As requested, by appointment only

### Course Description and Prerequisites

A comprehensive review of English and an introduction to the fundamentals of composition. (Prerequisite: ENG 090 or required minimum ACT or SAT score.)

### Course Objectives

- 1) Demonstrate knowledge of individual and collaborative writing processes by
  - a) producing prewriting samples that reflect various invention strategies as specified by the instructor, including but not limited to clustering, free writing, listing, questioning, and/or scratch outlining;
  - b) demonstrating mastery of the writing process, including steps such as topic selection, topic narrowing, thesis generation, topic subdivision, outlining, and drafting;
  - c) producing writings, passages, or other texts that show improvement in focus, content, organization, and surface features from the assignment to final product.
- 2) Develop ideas with appropriate support and attribution by
  - a) differentiating between broad, general topics and narrow, focused topics;
  - b) compiling sufficient information for the essay;
  - c) demonstrating understanding of essay structure and organization;
  - d) developing an essay with adequate, appropriate paragraph development to support a central idea, controlling generalization, claim, or thesis;
  - e) using appropriate attribution format when integrating supporting information.
- 3) Write in a style appropriate to audience and purpose by
  - a) identifying purpose and rhetorical occasion;
  - b) demonstrating audience sensitivity in regard to scope, content, language level, tone, and word choice;
  - c) including a definitive statement, located in an appropriate place in the essay, which focuses the reader on the writer's purpose;

- d) writing coherent essays using appropriate rhetorical strategies, such as description, narration, example, process, comparison and contrast, definition, classification, cause and effect, and argumentation.
- 4) Read, reflect, and respond critically to a variety of texts by
  - a) identifying the stated or implied purpose in professional/academic writing samples and in peers' writing;
  - b) identifying mechanical, grammatical, and spelling errors in instructor-generated materials, peer-produced texts, and other texts;
  - c) analyzing content and rhetorical strategies in professional/academic writing samples and in peers' writing.
- 5) Use Edited American English in academic essays by
  - a) using appropriate diction, including precise word choice and varied vocabulary;
  - b) demonstrating proper grammatical constructions, including standard usage and varied sentence structure;
  - c) using accurate mechanics and punctuation;
  - d) demonstrating standard spelling;
  - e) preparing a final copy following format guidelines.

## Required Textbooks

ISBN 978-0-07-340589-6 Buscemi, Santi V. and Charlotte Smith. *75 Readings: An Anthology*. 12th edition

*Criswell College Style Guide* (available online)

## Recommended Reading

*Rules or Writers*. Hacker & Sommers. Bedford/St. Martin's (helpful handbook addressing grammar and mechanics)

## Course Requirements and Assignments

*See Course Outline/Calendar for Assignment/Due Dates*

4 Essays (80 points total)

1 Description Essay = 20 points

1 Argument Essay = 20 points

1 Comparison/Contrast Presentation = 20 points

1 Division/Classification Essay = 20 points

A (80 – 77.6 points)

A- (77.5 – 74.4 points)

B+ (74.3 – 72.8 points)

B (72.7 – 70.4 points)

B- (70.3 – 68.8 points)

C+ (68.7 – 66.4 points)

C (66.3 – 64 points)

C- (63 – 62.4 points)

D+ (62.3 – 60 points)

D (59 – 57.6 points)

D- (57.5 – 56 points)

F (55 or fewer points)

## Course/Classroom Policies and Information

To successfully complete this course, the student will

1. Participate actively in class activities, discussions, and workshops.
2. Read all assigned text.
3. Attend class with required text, all necessary supplies, and completed assignments.
4. Adhere to assignments' due dates and times.
5. Understand that no late work is accepted.
6. Upload to or complete on Canvas all assignments to be evaluated, except for the final exam.

## Course Policy on Electronic Devices

Use of all cellular and other distracting electronic devices during class is discouraged. Ear buds and/or headphones are strictly prohibited from professor view or student use. Students with permission to use laptops or other similar devices must remain on task during the class meeting time. The professor reserves the right to dismiss students for the remainder of the class session if ear buds, phone, or another device is seen or used in any off-task manner. No credit will be given for attendance if a student is removed as a consequence for violating this policy.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

(Dates/assignments subject to change)

Week/Day	Topic/Activity	Assignment/s	Due
Week 1: 1/24	<ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Finding a Voice Workshop</li> <li>- “Fifth Avenue, Uptown” (39)</li> <li>- <b>Essay of Description</b></li> <li>- Share first drafts of Finding a Voice Workshop</li> <li>- Writing in Detail Workshop</li> <li>- Finish revising narratives for detail, showing rather than telling in at least one paragraph</li> <li>- Be ready to share revisions next class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be ready to share revisions</li> <li><input type="checkbox"/> Read “Monuments to Our Better Nature” (58)</li> <li><input type="checkbox"/> Be ready to discuss description and voice in “Monuments”</li> <li><input type="checkbox"/> Brainstorm descriptive topics</li> </ul>	1/31
Week 2: 1/31	<ul style="list-style-type: none"> <li>- Share revisions of revising narratives for detail, showing rather than telling</li> <li>- Discuss voice and description in “Monuments to Our Better Nature” (58)</li> <li>- Workshop planning descriptive essays</li> <li>- Workshop intro paragraph</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete full first draft of descriptive essay, typed according to <i>Criswell Manual of Style</i> (online)</li> </ul>	2/7

Week 3: 2/7	<ul style="list-style-type: none"> <li>- Grammar Workshop: Pronouns/Antecedents</li> <li>- Effective Writing Style</li> <li>- Transition</li> <li>- Tone</li> <li>- Workshop Draft 1</li> </ul>	<input type="checkbox"/> Complete second draft of description essay	2/14
Week 4: 2/14	<ul style="list-style-type: none"> <li>- Workshop Draft 2</li> <li>- <b>Arguments 1</b></li> <li>- <b>Developing Paragraphs</b></li> <li>- Argument: Discuss “Texting in Class is Rampant” (284)</li> <li>- Deconstruct</li> <li>- Claim</li> <li>- Counter arguments</li> <li>- Pathos/logos</li> <li>- Organization</li> <li>- Read/Discuss “Tapping into Text Messaging” (281)</li> </ul>	<input type="checkbox"/> Complete final draft of narrative <input type="checkbox"/> Brainstorm argument ideas; narrow to top one or two topics	2/21
Week 5: 2/21	<p><b>Final Draft Description Due</b></p> <ul style="list-style-type: none"> <li>- <b>Arguments 2</b></li> <li>- Read/annotate “Cold Comfort for ‘Global Warming’” (305)</li> <li>- Share argument idea</li> <li>- <b>Plagiarism and Academic Honesty</b></li> <li>- <b>Criswell College Manual of Style</b></li> <li>- Sample formatted argument</li> </ul>	<input type="checkbox"/> Read “Global Warming is Eroding Glacial Ice” (301), considering claim, counter arguments, pathos, logos, ethos, organization <input type="checkbox"/> Continue solidifying argument	2/28
Week 6: 2/28	<p><b>Meet in Computer Lab</b></p> <ul style="list-style-type: none"> <li>- Discuss elements of argument in “Global Warming is Eroding Glacial Ice” (301)</li> <li>- <b>Evaluating Sources Presentation</b></li> <li>- <b>Visit Wallace Library for orientation to using the Library</b></li> <li>- Search for sources; complete at least 1 Source Evaluation Form</li> <li>- Outline Workshop: analysis of how central claim is supported, organization, development, etc.</li> </ul>	<input type="checkbox"/> Create or finish outline for argument <input type="checkbox"/> Acquire more sources, if necessary <input type="checkbox"/> Evaluate additional sources, as applicable <input type="checkbox"/> Write introduction, claim, and first body paragraph with integrated sources of argument	3/7
Week 7: 3/7	<ul style="list-style-type: none"> <li>- Grammar Workshop: Avoiding Shifts</li> <li>- Workshop intro, claim, and first two paragraphs</li> </ul>	<input type="checkbox"/> Revise and complete first full draft	3/21
3/14	<b>No Class – Spring Break</b>		
Week 8: 3/21	<ul style="list-style-type: none"> <li>- Grammar Workshop: Commas, part 1</li> <li>- Workshop first completed draft</li> <li>- Personal Interview with instructor</li> </ul>	<input type="checkbox"/> Completely revise for final workshop	3/28

Week 9: 3/28	<ul style="list-style-type: none"> <li>- Grammar Workshop: Commas, part 2</li> <li>- Workshop second draft</li> <li>- Personal Interview with instructor</li> </ul>	<input type="checkbox"/> Complete final draft, argument	4/4
Week 10: 4/4	<p><b>Final Draft Argument Due</b></p> <ul style="list-style-type: none"> <li>- Grammar Workshop: Commas, part 3</li> <li>- <b>Comparison/Contrast Presentation Organizing Comparison/Contrast information</b></li> <li>- Read/Discuss “Two Views of the Mississippi” (150)</li> <li>- Workshop: Deconstructing “Two Views”</li> </ul>	<input type="checkbox"/> Read/annotate “Neat People vs. Sloppy People” (156) <input type="checkbox"/> Begin thinking about possible topics to compare/contrast	4/11
Week 11: 4/11	<ul style="list-style-type: none"> <li>- Grammar Workshop: Commas, part 4</li> <li>- Discuss “Neat People vs. Sloppy People” (156)</li> <li>- Q&amp;A</li> <li>- Draw for presentation order</li> <li>- <b>Essay of Division and Classification</b></li> <li>- Read/Discuss “The 12 Most Annoying Types of Facebookers” (143)</li> </ul>	<input type="checkbox"/> Prepare visual/ presentations <input type="checkbox"/> Workshop visual/ presentations – take home self-evaluation <input type="checkbox"/> Practice presenting, know time <input type="checkbox"/> Read “Doublespeak” (132)	4/18
Week 12: 4/18	<p><b>Comparison/Contrast Presentations Round 1 Due</b></p> <p>Discuss “Doublespeak”</p>	<input type="checkbox"/> Prepare for presentations	4/25
Week 13: 4/25	<p><b>Comparison/Contrast Presentations Round 2 Due</b></p> <p>Brainstorm and plan Essay of Division/ Classification</p>	<input type="checkbox"/> Prepare first draft, Division/Classification	5/2
Week 14: 5/2	<ul style="list-style-type: none"> <li>- Workshop first draft division/classification</li> </ul>	<input type="checkbox"/> Revise division/classification to second draft <input type="checkbox"/>	5/9
Week 15: 5/9	<ul style="list-style-type: none"> <li>- Workshop for second draft division/classification</li> </ul>	<input type="checkbox"/> Prepare draft for final submission	5/16
Week 16: 5/16	<p><b>Division/Classification Essay Due</b></p>		