



On-Campus Course Syllabus

ENG 101.L1

ENGLISH COMPOSITION I

Fall 2019

Class Information

Day and Time: Tuesday-Thursday 9:25 a.m.-10:40 a.m.

Room Number: E-211

Contact Information

Instructor Name: Dr. Harvey Solganick

Instructor Email: HSolganick@criswell.edu

Instructor Phone: 817.923.1921. x 5890

Instructor Office Hours: by appointment before or after class

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; identifying mechanical, grammatical, and spelling errors in instructor-generated materials, peer-produced texts, and other texts;
 - b) 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

Timmerman, John H. and D.R. Hettinga. *In the World: Reading and Writing as a Christian*. 2nd edition. Baker Books, 2004. ISBN 9780801027536

Criswell College Style Guide (available online)

Turabian, Kate L. *A Manual for Writers*. 9th edition. University of Chicago Press, 2007. ISBN: 9780226430607

Hudson, Robert. *The Christian Writer's Manual of Style*. Zondervan, 2019. ISBN 9780310861362

Recommended Reading

Vyhmeister, Nancy and Terry Dwain Robertson. *Quality Research Papers*. 3rd edition. Zondervan, 2017. ISBN 9780310514022

Solganick, Harvey. *Creating Christian Constructive Critical Consciousness*. Lifeway Word search Academic Press, 2018. London Press, 2017 < <https://www.franklinpublishing.net/londonpress.html> > .

< <http://wordsearchacademic.com/> > (available online Canvas file)

Beitler, James E. *Seasoned Speech: Rhetoric in the Life of the Church*. Grand Rapids: InterVarsity Press, 2019. ISBN: 9780830852444

Course Requirements and Assignments

4 Reading Evaluation Essays = 30%

1 Critical Thinking Essay (Argumentation)=20%

10 Grammar, Mechanics, Format for Research Reviews=10%

1 Research Paper Proposal Plan Essay =10%

1 8-12 page of text Research Paper= 20%

1 Attendance/Participation =10%

Note: 10 % per class absence will be deducted from the attendance/participation grade as well as 10% per assignment late or make-up work per class. No work will be accepted as make-up or late work after the last class date. I evaluate on the point system (0—25 points) using the following rubric:

Content 25%
Development 25%
Organization, Logic, Critical Thinking 25%
Grammar, Mechanics, Format 25%

Course/Classroom Policies and Information

To successfully complete this course, the student will

1. Participate actively in class activities, discussions, and workshops.
2. Be present to attain workshop/planning/deconstructing activities.
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, unless approved by the instructor.
6. Study and refer to all notes and work completed for the course.

Course Policy on Electronic Devices

Use of all cellular and other distracting electronic devices during class is discouraged unless for classroom business. The professor reserves the right to dismiss students for the remainder of the class session if a phone or other device is used. No credit will be given for attendance if a student is removed consequently 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	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@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.

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 or calling 214.818.1373.

Course Outline/Calendar

Course Outline/Calendar

(Dates/assignments subject to change)

Week/Day	Topic/Activity	Assignment/s	Due
Week 1: Aug.20-22	<ul style="list-style-type: none">- Syllabus- Finding a Voice Workshop- “Fathers” (272)/”Hail Mary” (277)- Essay of Narration- Share first drafts of Finding a Voice Workshop- Writing in Detail Workshop- Finish revising narratives for detail, showing rather than telling in at least one paragraph- Be ready to share revisions next class	<ul style="list-style-type: none"><input type="checkbox"/> Read pp. 9-87.<input type="checkbox"/> Read “Epistle of Paul”(387)<input type="checkbox"/> Be ready to discuss narrative/voice in “Epistle of Paul”<input type="checkbox"/> Brainstorm narrative topics, thesis, outlining	

Week 2: Aug.27-29	<ul style="list-style-type: none"> - Share revisions of revising narratives for detail, showing rather than telling - Discuss voice in “Epistle of Paul” (387) - Workshop planning narrative essays - Workshop intro paragraph 	<input type="checkbox"/> Complete full first draft of narrative, typed according to <i>Criswell Manual of Style</i> (online) <input type="checkbox"/> Read “The Empty Manger” (254) Be ready to discuss narrative/voice	
Week 3: Sept.3-5	<ul style="list-style-type: none"> - Grammar Workshop: Pronouns/Antecedents - Effective Writing Style - Transition - Tone - Discuss narrative in “The Empty Manager”(254) - Workshop Draft 1 	<input type="checkbox"/> Complete second draft of narrative <input type="checkbox"/> Read “A Place to Stand” (129). Be ready to discuss narrative/voice. <input type="checkbox"/> Read “Costly Grace” (241) <input type="checkbox"/> Read “The Age of Reason”(94)	
Week 4 Sept.10-12	<ul style="list-style-type: none"> - Workshop Draft 2 - Discuss voice/narrative in “A Place to Stand”(129) - Arguments 1 - Developing Paragraphs - Argument: Discuss “Costly Grace” (241) - Deconstruct - Claim - Counter arguments - Pathos/logos - Organization - Persuasion/Discuss “The Age of Reason” (94) 	<input type="checkbox"/> Complete final draft of narrative <input type="checkbox"/> Brainstorm argument ideas; narrow to top one or two topics <input type="checkbox"/> Read “In Defense of Pain” (212). Be ready to discuss cause/effect.	
Week 5 Sept.17-19	Final Draft Narrative Due <ul style="list-style-type: none"> - Arguments 2 - Read/annotate “In Defense of Pain” (212) - Share argument idea - Plagiarism and Academic Honesty - Criswell College Manual of Style - Sample formatted argument 	<input type="checkbox"/> Read “Why Read Harry Potter” (324), considering claim, counter arguments, pathos, logos, ethos, organization <input type="checkbox"/> Read “Moral Magic” (347) <input type="checkbox"/> Continue solidifying argument	
	Topic/Activity	Assignment/s	Due

Week 6 Sept. 24-26	Meet in Computer Lab <ul style="list-style-type: none"> - Discuss elements of argument in “Harry Potter” (324) (347) - Evaluating Sources Presentation - Visit Wallace Library for orientation to using the Library - Search for sources; complete at least 1 Source Evaluation Form - Outline Workshop: analysis of how central claim is supported, organization, development, etc. 	<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 <input type="checkbox"/> Read “Compassionate Action” (238)	
Week 7 Oct. 1-3	<ul style="list-style-type: none"> - Discuss claims in “Compassionate Action” (238) - Grammar Workshop: Avoiding Shifts - Workshop intro, claim, and first two paragraphs 	<input type="checkbox"/> Revise and complete first full draft <input type="checkbox"/> Read “Christian Reader” (317) <input type="checkbox"/> Read “Christian Artist” (306)	
Week 8 Oct.8-10	<ul style="list-style-type: none"> - <i>Definition/Process/Exemplification</i> - Discuss “Christian Reader” and “Writer” (317) (306) - Grammar Workshop: Commas, part 1 - Workshop first completed draft - In class writing: Definition/Process/Exemplification Paper draft 	<input type="checkbox"/> Completely revise for final workshop argument and definition paper <input type="checkbox"/> Read “Why get Married?” (182) <input type="checkbox"/> Read “The Living Word” (358) <input type="checkbox"/> Read “Forgotten God” (145)	
Week 9 Oct.15-17	<input type="checkbox"/> Discuss “Why get Married?” (182) , <ul style="list-style-type: none"> - “The Living Word” (358), and “Forgotten God” (145) - Grammar Workshop: Commas, part 2 - Workshop second draft - In class writing: Definition/Process/Exemplification Paper final draft 	<input type="checkbox"/> Complete revised final draft, argument <input type="checkbox"/> Complete revised final draft, definition/process/ or exemplification paper <input type="checkbox"/> Read “Good and Evil”(175) <input type="checkbox"/> Read “Worldviews” (120)	
Week 10 Oct.22-24	Final Draft Argument Due/Final Draft Definition/Process/Exemplification due <ul style="list-style-type: none"> - Grammar Workshop: Commas, part 3 Comparison/Contrast Presentation - Organizing Comparison/Contrast information - Discuss “Good and Evil” (175) and “Worldviews” (120) - Workshop: Deconstructing “Two Views” 	<input type="checkbox"/> Read/annotate “Brute Neighbors” (440) <input type="checkbox"/> Read “Natural Selection” (417) <input type="checkbox"/> Begin thinking about possible topics to compare/contrast	

Week 11 Oct.29-31	<ul style="list-style-type: none"> - Grammar Workshop: Commas, part 4 - Discuss "Brute Neighbors" (440) and "Natural Selection" (417) - Q&A - Essay of Division and Classification - Inductive and deductive critical thinking - Wholistic versus specialized evidence - Genus/Species/differentiation in linguistics and Rhetoric 	<input type="checkbox"/> Read "Vitalism" (109) <input type="checkbox"/> Read "Island" (207) <input type="checkbox"/> Read "The Liberal Arts" (383)	
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	Topic/Activity	Assignment/s	Due
Week 12 Nov.5-7	Comparison/Contrast <input type="checkbox"/> Discuss "Vitalism" (109) <input type="checkbox"/> "Island" (207) "The Liberal Arts" (383)	<input type="checkbox"/> Prepare thesis/outline/sources <input type="checkbox"/> Read "Soul"(221) <input type="checkbox"/> Read "Conversion" (201)	
Week 13 Nov.12-14	Comparison/Contrast Brainstorm and plan Essay of Division/Classification Discuss "Soul" (221) Discuss "Conversion" (201)	<input type="checkbox"/> Prepare first draft, Division/Classification Read "Shalom" (158)	
Week 14 Nov.19-21	- Workshop first draft division/classification Discuss "Shalom" (158)	<input type="checkbox"/> Revise division/classification to second draft <input type="checkbox"/> Use all workshopping to prepare final draft	
	- November 25-29 Fall Break - November 28-29 Thanksgiving Holiday*	<input type="checkbox"/>	
Week 15 Dec. 3-5	- Division/Classification Essay Due - Research Paper Proposal Plan Essay	<input type="checkbox"/>	
Dec.10-12 EXAMS	8-12 page of text Research Paper due		

Selected Bibliography

Beitler, James E. *Seasoned Speech: Rhetoric in the Life of the Church*. Grand Rapids: InterVarsity Press, 2019. ISBN: 9780830852444

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< <http://wordsearchacademic.com/>> (available online Canvas file)

Solganick, Harvey and Arthur Parry. *Our Holy God and The Sinfulness of Man*. iuniverse Press, 2007. https://www.amazon.com/Our-Holy-God-Sinful-Man/dp/059544377X/ref=sr_1_3?s=books&ie=UTF8&qid=1532647636&sr=1-3&keywords=Parry+arthur

Solganick, Harvey. *Lessons from C. S. Lewis: Becoming an Evangelical Apologetic Disciple for Christ*. Archway Publishers, Division of Simon and Schuster, 2018. < <https://www.archwaypublishing.com/Bookstore/BookSearchResults.aspx?Search=solganick>>

Vyhmeister, Nancy and Terry Dwain Robertson. *Quality Research Papers*. 3rd edition. Zondervan, 2017.