

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 110 07 COLLEGE ENGLISH 1 (Section 07)

Professor: Brian Derico
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3 Semester Credit Hours

Semester: Fall 2018
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Meeting Times: MW 1:30-2:45

Course Description

A general composition course enabling students to practice communicating in appropriate and effective forms for a variety of audiences and purposes. Emphasis is placed on writing from different patterns of development with supplemental material covering grammar and research.

Course Rationale

Rhetorical skills are important in every part of life. This course will help you make progress in your ability to use language to accomplish your goals.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Choose, develop, and organize ideas with a strategic relationship to a specific audience and a specific goal (supports A&S 1)
2. Demonstrate thoughtfulness about their writing process, including rhetorical analysis, revision, and editing (supports A&S 1)
3. Meet audience expectations with reference to presentation, with particular reference to the requirements of MLA style (supports A&S 1)
4. Use modern research tools with a strategic relationship to a specific audience and a specific goal (supports A&S 1)
5. Employ strategies of reading that have a strategic relationship to a specific goal (supports A&S and A&S 4)

Course Texts

Course Notes (Canvas)

Purdue OWL

“Wikipedia Is Good for You!?” James P. Purdy (Canvas)

“Composition as a Write of Passage,” Nathalie Singh-Corcoran (Canvas)

“Critical Thinking in College Writing” Gita DasBender (Canvas)

“Finding Your Way In,” Steven Lessner and Collin Craig (Canvas)

“How to Read Like a Writer,” Mike Bunn (Canvas)

“Looking for Trouble,” Catherine Savini (Canvas)

“Ten Ways to Think About Writing,” E. Shelley Reid (Canvas)

“The Inspired Writer vs. the Real Writer,” Sarah Allen (Canvas)

Assignment Values

- Narration 10%
- Description 10%
- Exemplification 10%
- Directional Process 10%
- Explanatory Process 10%
- Comparison & Contrast 10%
- Definition 10%
- Article Analyses 20%
- Exam 10%

Course Agenda

All dates are approximate and subject to change without notice. Reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

August	27	Introduction to ENGL 110
	29	Assignment Introduction: Article Analysis
September	03	Labor Day Holiday (No Class)
	05	Canvas Site Introduction Class Participation
	10	MLA Style Introduction
	12	The Writing Process, Topoi, Rhetorical Analysis (Course Notes)
	17	Narration (Canvas)
	19	“Finding Your Way In,” Steven Lessner and Collin Craig (Canvas) Due: Article Analysis (“Finding Your Way In”)

	24	Narration Workshop/Peer Review
	26	Description (Canvas) Due: Narration
October	01	“Ten Ways to Think About Writing,” E. Shelley Reid (Canvas) Due: Article Analysis (“Ten Ways to Think About Writing”)
	03	Library Resources & Research (Canvas) “Wikipedia Is Good for You!?,” James P. Purdy (Canvas) Due: Article Analysis (“Wikipedia Is Good for You!?”)
	08	Description Workshop/Peer Review
	10	Exemplification (Canvas) Due: Description
	15	“How to Read Like a Writer,” Mike Bunn (Canvas) Due: Article Analysis (“How to Read Like a Writer”)
	17	Exemplification Workshop/Peer Review
	22	Directional Process (Canvas) Due: Exemplification
	24	“Looking for Trouble,” Catherine Savini (Canvas) Due: Article Analysis (“Looking for Trouble”)
	29	Directional Process Workshop/Peer Review
	31	Explanatory Process (Canvas) Due: Directional Process
November	05	“Composition as a Write of Passage,” Nathalie Singh-Corcoran (Canvas) Due: Article Analysis (“Composition as a Write of Passage”)
	07	Explanatory Process Workshop/Peer Review
	12	Comparison & Contrast (Canvas) Due: Explanatory Process
	14	“The Inspired Writer vs. the Real Writer,” Sarah Allen (Canvas) Due: Article Analysis (“The Inspired Writer vs. the Real Writer”)
	19	Thanksgiving Recess (No Class)
	21	Thanksgiving Recess (No Class)
	26	Comparison & Contrast Workshop/Peer Review

	28	Definition (Canvas) Due: Comparison & Contrast
December	03	“Critical Thinking in College Writing” Gita DasBender (Canvas) Due: Article Analysis (“Critical Thinking in College Writing”)
	05	Definition Workshop/Peer Review
	10	Semester Review Due: Definition
	12	Semester Review

CCU Semester Examinations December 17-20

Course Policies

Disability Services

Students who require academic accommodations due to any documented physical, psychological, or learning disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Department is located on the upper level of the Presidents Hall. You may also contact the office by phone (513.244.8150).

Academic Integrity

The CCU Policy on Academic Integrity applies to this course.

Class Participation

- The attendance regulations listed in the CCU catalog apply to this course.
- Students must arrive on-time and remain for the entire meeting. Arriving late to class and leaving early from class may be counted as ¼ absence.
- Students must arrive to class prepared to participate in class activities. They should complete writing assignments on time, read assigned texts, and plan ways to contribute to our production of knowledge during course meetings.
- Students who arrive without a copy of the assigned reading may be marked absent.
- Students must actively participate in class activities. They should participate in class discussions. They should not use class meeting as opportunity to complete work unrelated to this course.
- Students may not use computers, phones, tablets, or other personal electronic devices during course meetings. Students may not have phones in view. Students may not wear headphones (external or in-ear). Any use of personal electronic devices during course meetings may be counted as an absence.

Peer Review/Workshop

Peer-review serves a number of purposes.

- Peer review motivates recursive writing.
- Peer review underscores the collaborative nature of writing.

- Peer review gives students an opportunity to practice participating in a dialog about writing.

Reading

The reading assignments listed in the course syllabus are an important component of this course. No specific credit will be assigned for the completion of reading assignments, but a student's ability to participate in class discussions and perform well on written assignments and the final exam will require familiarity with assigned portions of course texts.

Exam

The exam will be offered during exam week and will require familiarity with class discussions and the assigned readings. The exam may not be taken early.

Extra Credit

I do not offer extra credit.

Late Work

- Work is due at the beginning of class on an assignment's due date. I will accept late work for reduced credit for 24 hours after the beginning of class on an assignment's due date. A 10% penalty will be assigned for late work. A grade of 0% will be assigned for work not submitted within 24 hours after an assignment's due date.
- Excuses will not be accepted for late work or work that is not submitted properly. Submit work early, double-check your submissions, and when necessary use the Canvas help line (855-976-8718).

Revisions

Revision is a necessary part of everyone's writing process. Revision can be motivated by and reflect developments in your understanding of the rhetorical context of your text, comments made by readers, further research and inquiry, and further consideration of your rhetorical ambitions. I do not allow revisions after an assignment has been assigned a grade.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Article Analyses

Purpose

Article Analyses give you a method for reading scholarly texts that emphasizes their rhetorical nature, a method for taking notes that facilitate contributions to class discussions, and potential material for integration into other writing assignments. The Article Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, quote, and conform to MLA style. Article Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Joining the Conversation
- Term/Concept Description

Please be careful not to work too closely with peers on Article Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU committee on Academic Integrity.

Exigence Description

Exigence Descriptions should describe the problem or opportunity that motivated the author to write the article. Typically, an exigence motivating a scholarly article will be a problem or opportunity arising from the thinking, action, knowledge, or ability of some category of people. Do not describe your problems with the article or problems you think readers have when reading it. Do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstract

Abstracts should describe the work the article does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article and how does the article attempt to achieve that goal? Your abstract should correspond in an obvious way to your Exigence Description. Your abstract should include summary and descriptions of key concepts. Again, do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

Joining the Conversation

This section should enter into dialog with the article. That is, you should respond to a clearly articulated idea in the article with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea will be either an agreement with reasons, agreement with further development, agreement with qualification, or disagreement with reasons. Your response must be developed beyond simple agreement or disagreement. This section may include quotations from the article that is the subject of your Article Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 100 words.

Term or Concept Description

Term or Concept Descriptions define the meaning and function of a term or concept that does substantial work

in the article. Define the meaning of the term or concept as it functions in this article. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article. This section must include an explanation of why we should discuss this term or concept in our class discussion. Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Italicize a word when referring to that word. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Format

- Your Article Analysis must include a Work Cited entry. Provide corresponding entries in your list of Works Cited if you cite additional sources.
- Your Article Analysis must conform to MLA style.
 - Double-space all sections of your text.
 - Include a complete identification section on the first page.
 - Include your last name and the page number in a header that appears at the top right of each page.
 - Use headings preceded by Arabic numerals to divide the sections of your Article Analysis.
 - Mark the title of the article with quotation marks.
 - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
 - Mark language integrated from the article that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author(s) of the article in the Exigence Description.
- Your Article Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 175-450 words.
- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

Work Cited Entry

Entries for *Writing Spaces* articles should follow this pattern:

Last name, First name. "Title of Chapter." *Title of Collection*, edited by Editor's Name(s). Publisher, Year, Page range of entry.

For example,

Rosenberg, Karen. "Reading Games: Strategies for Reading Scholarly Sources." *Writing Spaces: Readings on Writings*. Vol. 1., edited by Charles Lowe and Pavel Zemliansky, Parlor Press, 2011. pp. 211-220.