

Cincinnati Christian University

Foster School of Biblical Studies, Arts & Sciences

ENGL 111 02 COLLEGE ENGLISH 2 (Section 2)

Semester Credit Hours: 3 Meeting Times: MWF 10 – 10:50 a.m.
Location: PH 250 Semester: Spring 2019
Instructor: Paul Friskney Office: PH 262
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Course Rationale

The ability to communicate effectively is fundamental to a successful experience in college and beyond. Effective communication involves two vital aspects: understanding concepts as well as developing and expressing those concepts for intended audiences.

One important means of communication is writing. In the college curriculum and in everyday experience, individuals are called upon to use many forms of writing to fulfill various purposes with various audiences in mind. Without a proper understanding of the writing process, such communication cannot be handled effectively. Also, many tasks require research associated with writing a research paper. Christians have a special reason for studying the communication process. We have been entrusted with the greatest message possible, and we must develop our ability to spread the message, through any means and to every audience.

Course Description

ENGL 111 is a companion course to ENGL 110 covering additional patterns of development and writing situations. A major research project forms a part of the requirements. Also, attention is given to textual analysis. Prerequisite: ENGL 110 or its equivalent.

Arts & Sciences Departmental Outcomes

CCU's Arts & Sciences program is designed to prepare students to

1. communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English,
2. adeptly utilize modern research and writing tools,
3. identify decisive events and ideas in the human experience and assess their influences on modern culture and thought,
4. 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,
5. 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 should be able to

1. Organize their thoughts into logical communication (connected to A&S outcome #1),
2. Structure and edit communication to fit different audiences and purposes (A&S #1),

3. Work on a research project and prepare a research paper using MLA format (A&S #2),
4. Analyze elements in literature and respond to various aspects of the text (A&S #4),
5. Understand and respond effectively to the positions of others (A&S #1 & 4),
6. Compose a resume (A&S #1),
7. Interpret and answer essay exam questions (A&S #4).

Course Texts

Patterns for College Writing: A Rhetorical Reader and Guide. 14th Edition. Kirszner and Mandell.

A Writer's Reference with Writing about Literature. 9th Edition. Hacker and Sommers.

Grading Breakdown

Daily Preparation	10%
Cause and Effect Essay	10%
Classification/Division	10%
Literary Analysis	10%
Preliminary Research Work/Outline	10%
Research Paper	15%
Resume, Cover Letter, & Ref. Sheet	5%
Essay Exam	5%
Mid-term Exam	10%
Final Exam	15%

Course Policies

1. As a rule, late work will not receive a passing grade. However, each student must submit all major assignments in order to pass the course. (Work is considered late if it is not submitted by 4 p.m. on the due date.)
2. If special circumstances require late submission, the student should consult the instructor prior to the due date.
3. If a student misses a scheduled exam without making previous arrangements with the instructor, a penalty may be given. It is the responsibility of the student to schedule a makeup exam date.
4. Each absence will result in a lowered class preparation grade unless an exception is granted by the instructor. Seven absences will result in dismissal from class. If students are late, it is their responsibility to check with the instructor after class to indicate attendance. Being late three times will equal an absence. If a student is present for less than half of a class, it is considered an absence. In addition, a student who comes to class unprepared (without paper, book, etc.) may be counted absent for the class. Each student is responsible for determining what was missed during his or her absence and what assignments should be completed for the next class. Missed classes are not excuses for lack of preparation.
5. Reading assignments in the course are of great importance to the class discussion. Therefore, quizzes will often be given over the content of such readings. Perfect attendance for the semester will result in a 100% average for quiz grades.

6. Specific details for individual assignments (as well as grading criteria) will be given as each assignment approaches. If students do not understand an assignment or section of class discussion, it is their responsibility to ask for clarification, either during the class session or in private consultation in the instructor's office.
7. Cell phones should be turned off and should not be visible during class. Laptop computers may be used in class for taking notes. Students who use them for inappropriate purposes may lose the privilege of having them in the classroom.
8. **Accommodations:** Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150. Tutoring services in various subjects are also available.
9. The professor reserves the right to change or amend any part of this course plan as deemed necessary.

Course Agenda

(Special circumstances may require changes in the agenda.)

January	23	Introduction to Course & Writing Activity
	25	Cause and Effect (<i>Patterns</i> , Chapter 10)
	28	Assigned Readings from <i>Patterns</i>
	30	Assigned Readings from <i>Patterns</i>
February	1	Working with Cause & Effect
	4	Peer Activity (DUE: Rough Draft)
	6	Classification and Division (<i>Patterns</i> , Chapter 12)
	8	Assigned Readings from <i>Patterns</i> DUE: Cause-&-Effect Essay
	11	Assigned Readings from <i>Patterns</i>
	13	Working with Classification/Division
	15	Peer Activity (DUE: Rough Draft)
	18	Argumentation (<i>Patterns</i> , Chapter 14)
	20	Evaluating Arguments (<i>WR</i> , Chapter A3) DUE: Division/Classification
	22	Assigned Readings from <i>Patterns</i>
	25	Assigned Readings from <i>Patterns</i>
	27	Library Day
March	1	Research (<i>Patterns</i> , Chapters 16 & 17; <i>WR</i> , Chapter R1)

	4	Working Thesis & Prelim. Bib. (<i>WR</i> , Chapters R2 and MLA1a) DUE: Research Question with Explanation
	6	Info Gathering, Outlining, & Documenting (<i>Patterns</i> , Chapter 18; <i>WR</i> , Chapters R3 and MLA1b, 1c, 2, & 4)
	8	Research Day
	11 – 15	Spring Break (No Class)
	18	Review; DUE: Working Thesis & Preliminary Bibliography
	20	MID-TERM EXAM
	22	Individual Conferences
	25	Individual Conferences
	27	Individual Conferences
	29	Individual Conferences
April	1	Literary Analysis (<i>WR</i> , Chapter L1)
	3	Assigned Readings
	5	Assigned Readings
	8	Structuring Literary Analysis (<i>WR</i> , Chapters L2 & L3) DUE: Research Outline
	10	Developing Literary Analysis (<i>WR</i> , Chapters L4, L5, L6, & L7)
	12	Peer Activity (DUE: Rough Draft) & Correcting Writing Errors
	15	Writing the Research Paper (<i>WR</i> , Chapters MLA3 & 5) DUE: Literary Analysis
	17	Taking Essay Exams
	19	Easter Break (No Class)
	22	Readings from <i>Patterns</i>
	24	Readings from <i>Patterns</i>
	26	Readings from <i>Patterns</i>
May	29	Developing Essay Answers
	1	Practice Essay Exam
	3	ESSAY EXAM
	6	Resume Writing DUE: RESEARCH PAPER
	8	Cover Letter & Reference Sheet
	10	Review DUE: Resume, Cover Letter, Reference Sheet
	TBD	Final Exam