

# Syllabus

## Course Description

Course updated as of: January 2019

This course helps students develop an ability to express their ideas effectively in writing. Students will learn to use the writing process of pre-writing, drafting, revising, editing, and reflecting to create personal and expository essays. This will include evaluation and synthesis of sources and ideas. Students will also learn to give and receive criteria-based feedback within a small writing community of peers. (Must be passed with a grade of "C" or higher.)

**Credit Hours:** 3

**Prerequisite Courses:** None

## Course Outcomes

Upon successful completion of this course, you should be able to:

1. Express meaning clearly in writing through the effective control of sentence structure and mechanics.
2. Demonstrate consistent use of organizational structures particular to a specific genre.
3. Select relevant and accurate information using simple search strategies.
4. Synthesize information effectively to accomplish a specific purpose.
5. Evaluate context and assumptions when presenting a position.
6. Generate logical conclusions from a range of information.
7. Reflect on connections between personal growth and knowledge of the Christian faith.
8. Apply APA style formatting and citations to demonstrate ethical use of information.

## Course Textbook

McGraw-Hill, Connect Composition Essentials, 3e (eBook)

This electronic text is embedded in your course, along with the LearnSmart Achieve® adaptive learning system.

## Instructor Expectations of Students

All submissions (including discussions) are expected to be in Standard Written English. This includes *at a minimum* using complete sentences, avoiding texting abbreviations/capitalization, and avoiding any other grammar/punctuation errors that make the meaning of the student's submission unclear or confusing.

## Course Technology

Students must have access to a desktop/laptop computer or to a tablet. Using only a phone to complete assignments will not result in success in this course.

## IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity. We will foster an intentional environment for living, teaching and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind.

## Grading Scale

**NOTE:** In graduate level courses, a grade of C- or below will require the course to be repeated.

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%-100%	950-1000
A-	3.7	92%-94.9%	920-949
B+	3.3	89%-91.9%	890-919
B	3.0	85%-88.9%	850-889
B-	2.7	82%-84.9%	820-849
C+	2.3	79%-81.9%	790-819
C	2.0	75%-78.9%	750-789

<b>C-</b>	1.7	72%-74.9%	720-749
<b>D+</b>	1.3	69%-71.9%	690-719
<b>D</b>	1.0	65%-68.9%	650-689
<b>F</b>	0.0	0%-64.9%	0-649

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

## Letter Grade Equivalencies

**NOTE:** In graduate level courses, a grade of C- or below will require the course to be repeated.

Grade	Description of Work
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
<b>F</b>	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

## Course Workshop Summary

Workshop	Biblical Wisdom*	Discussion*	Peer Review*	Assignment *	Connect®	Total Points per Workshop
<b>Workshop One</b>	1/15	1/25		1/200	4/30	215
<b>Workshop Two</b>	1/15		1/20	1/25 1/(200)	4/30	110
<b>Workshop Three</b>	1/15	1/25		1/200	4/30	240
<b>Workshop Four</b>	1/15		1/20	1/25 1/(200)	4/30	110
<b>Workshop Five</b>	1/15	1/25		1/200	4/30	215
<b>Workshop Six</b>	1/15		1/20	1/25 1/(200)	4/30	110
<b>End of Course Survey</b>						10 extra credit

TOTAL	6/90	3/75	3/60	6/675	24/180	1000
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\* Number of Activities/Sum Point Totals

## Workshop One Outline

Title	Due Dates	Time	Points
<b>1.1 Discussion: Biblical Wisdom: Relevancy</b>	Online: Initial post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This will be completed in class.	2 hours	15
<b>1.2 Discussion: Guided Descriptive Freewrite</b>	Online: Initial descriptive post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This will be completed in class or assigned as homework. (Ask the instructor.)	2 hours	20
<b>1.3 Assignment: The Writing Process, Planning and Organizing, and Drafting</b>	Onsite and Online: Assignments are due by the end of the workshop.	2 hours	10 10 10
<b>1.4 Assignment: Personal Memoir</b>	Onsite and Online: Due by the end of the workshop.	6 hours	200
Totals		<b>12 hours*</b>	<b>265</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Discussion: Biblical Wisdom: Growth Mindset</b>	Online: Initial post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This activity will be completed in class.	2 hours	15
<b>2.2 Discussion: Peer Review of Memoir</b>	Online: Initial post due by the end of the first day; Peer Review due by the fifth day of the workshop. Onsite: This activity will be completed in class.	2 hours	10
<b>2.3 Assignment: Fused/Run-on Sentences and Comma Splices, Commas, and Revising</b>	Onsite and Online: Assignments are due by the end of the workshop.	3 hours	10 10 10
<b>2.4 Assignment: Descriptive Writing Exercise: Place</b>	Onsite and Online: Due by the end of the workshop.	2 hours	20
<b>2.5 Assignment: Personal Memoir Revision (Optional)</b>	Onsite and Online: Due by the end of the workshop.	4 hours	(200)
Totals		<b>13 hours*</b>	<b>75</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Workshop Three Outline

Title	Due Dates	Time	Points
Totals		<b>14 hours*</b>	<b>265</b>

Title	Due Dates	Time	Points
<b>3.1 Discussion: Biblical Wisdom: Good Enough</b>	Online: Initial post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This activity will be completed in class.	2 hours	15
<b>3.2 Discussion: Venn Diagram</b>	Online: Initial post due by the end of the first day; Peer Review due by the fifth day of the workshop. Onsite: This activity will be completed in class.	2 hours	20
<b>3.3 Assignment: Subject-Verb Agreement, Parallelism, Faulty Comparisons, Cliches, Slang, and Jargon</b>	Online and Onsite: Due by the end of the workshop.	4 hours	6.25 6.25 6.25 6.25
<b>3.4 Assignment: Compare and Contrast Essay</b>	Onsite and Online: Due by the end of the workshop.	6 hours	200
Totals		<b>14 hours*</b>	<b>265</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Discussion: Biblical Wisdom: Community</b>	Online: Initial post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This activity will be completed in class.	2 hours	15
<b>4.2 Discussion: Peer Review of Comparison Essay</b>	Online: Initial post due by the end of the first day; Peer Review due by the fifth day of the workshop. Onsite: This activity will be completed in class.	2 hours	10
<b>4.3 Assignment: Verb Tense and Voice Shifts, Pronoun-Antecedent Agreement, Pronoun Reference, and Pronouns</b>	Onsite and Online: Assignments are due by the end of the workshop.	3 hours	6.25 6.25 6.25 6.25
<b>4.4 Assignment: Comparison Essay Revision (Optional)</b>	Due by the end of the workshop.	4 hours	(200)
Totals		<b>13 hours*</b>	<b>65</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Discussion: Biblical Wisdom: Integrity</b>	Online: Initial post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This activity will be completed in class.	2 hours	15
<b>5.2 Discussion: Critical Reading</b>	Online: Initial post is due by the fifth day. Responses to classmates are due by the end of the workshop. Onsite: This activity will be completed in class.	2 hours	20
Totals		<b>13 hours*</b>	<b>265</b>

Title	Due Dates	Time	Points
<b>5.3 Assignment: Evaluating Information and Sources, Integrating Source Material into a Text, Evaluating Truth and Accuracy in a Text, Evaluating the Effectiveness and Appropriateness in a Text</b>	Onsite and Online: Assignments are due by the end of the workshop.	<b>3 hours</b>	7.50
			7.50
			7.50
			7.50
<b>5.4 Assignment: Article Critique</b>	Onsite and Online: Due by the end of the workshop.	<b>6 hours</b>	200
<b>Totals</b>		<b>13 hours*</b>	<b>265</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Workshop Six Outline

Title	Due Dates	Time	Points
<b>6.1 Discussion: Personal Reflection</b>	Due by the end of the workshop	<b>2 hours</b>	15
<b>6.2 Discussion: Peer Review of Article Critique</b>	Due by the end of the workshop	<b>2 hours</b>	20
<b>6.3 Assignment: Using Information Ethically and Legally, Developing/Implementing a Research Plan, and Quotation Marks</b>	Due by the end of the workshop	<b>3 hours</b>	10
			10
			10
<b>6.4 Assignment: How Important Is Punctuation</b>	Due by the end of the workshop	<b>2 hours</b>	20
<b>6.5 Assignment: Article Critique Revision (Optional)</b>	Due by the end of the workshop	<b>4 hours</b>	(200)
<b>End of Course Survey</b>	Due by the end of the workshop	<b>.5 hours</b>	10 extra credit
<b>Totals</b>		<b>13 hours*</b>	<b>85</b>

\*These times are only estimates. Actual assignment completion times will vary.

## Course Assignments

<b>TOTALS</b>	<b>78 hours*</b>	<b>1000</b>
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\* These timings are based on estimations of average times to complete each assignment. Actual assignment completion times will vary.

## Course Development Resources

- <https://www.mba.com/mbas-and-business-masters/articles/your-career-path/employers-seek-communications-skills>
- <https://www.desiringgod.org/articles/when-god-messes-with-your-life-plan>
- [https://www.youtube.com/watch?v=KUWn\\_TJTrnU](https://www.youtube.com/watch?v=KUWn_TJTrnU)
- [Website: Model Descriptions: Four Descriptive Paragraphs](#)
- [Lessons from a Third Grade Dropout by Rick Rigsby](#)
- ["The #1 Factor for Achieving Success"](#)
- [Article: "The Commas That Cost Companies Millions"](#)

## Expectations, Policies, and Important Student Information

School/Division	Link

School/Division	Link
DeVoe School of Business  Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>