

Southern Wesleyan University

ENGL 1003 Freshman Composition I

Course Description

English 1003 is a course designed to enhance the student's ability to communicate effectively in writing. Effective writing requires a command of grammar and usage, skill in constructing unified paragraphs, and the ability to develop well organized, persuasive and thesis-based essays. Additionally, students are expected to learn how to locate and evaluate credible materials in the library and on the internet, take notes, and effectively report the results of research in a written and creative project.

Course Prerequisites

There are no prerequisites for this course.

Required Materials

Textbook

Writing for Success, University of Minnesota Libraries Publishing
<https://open.lib.umn.edu/writingforsuccess/>

This is an open source textbook available to students of this course free of charge. Please either download the book or bookmark the site.

Technology Requirement

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (use preferably Google Chrome or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution. In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis. While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work. SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Course Learning Outcomes

1. Students will identify and apply critical reading strategies that involve what a text says, what a text does, and what a text means by analyzing choices of content, language, and structure.
2. Students will summarize and analyze selected expository and persuasive academic and creative nonfiction, both to engage in critical analysis of rhetorical devices and to prepare to identify and apply basic, general research methods that will take the final form of a self-directed, documented research paper.
3. Students will create expository and persuasive writing that is organized around a controlling idea (claims and debatable claims, respectively) and developed with appropriate, ample substantiation.
4. Students will identify and apply features of standard grammar, mechanics, and usage.
5. Students will apply a biblical worldview to their critical reading of and coherent writing in dialogue with writers and thinkers from diverse secular, religious, intellectual, and political traditions.
6. Students will practice writing both as a recursive and a timed-event exercise, both being integral to critical thinking processes.

Course Learning Assignments and Assessments

Textbook Reading Assignments (required reading)

Session Overviews (required reading)

Journal Entries - 5%

These freewriting exercises provide an opportunity for the student to express through writing course successes and/or struggles, to tie the course material into their own career experiences/expectations, or to communicate to the instructor whatever the student wishes. The instructor is strongly encouraged to respond to these journal entries as a way of encouraging the student and maintaining course communication.

Faith-based Discussions - 5%

These discussion board prompts will include scripture and a related passage from a well-known Christian author. The student will be asked to analyze and respond to the devotional idea and then to respond to a peer's post as well. The instructor is strongly encouraged to engage in discussion board activities.

Quizzes - 30%

Each session will include a quiz based on material covered in the textbook reading assignment and session overview lesson.

Assignments – 10%

These assignments will be comprised of research and pre-writing activities that will support and help construct the major writing assignments.

Major Writing Assignments - 40%

In Session One, the student will begin the writing journey by composing a reflective essay. Beginning in Session Two, the student will choose a debatable topic and conduct academic research. Using this research, the student will construct an annotated bibliography, write a compare/contrast essay based on source material, submit a topic proposal, create a presentation that includes a visual argument, draft a researched

position paper, and then edit and revise the researched position paper to complete a finished essay.

Final Draft – Researched Position Paper - 10%

GRADE EQUIVALENCY TABLE

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| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 86-89 | B+ | 3.4 |
| 83-85 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 76-79 | C+ | 2.4 |
| 73-75 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 65-69 | D+ | 1.4 |
| 60-64 | D | 1.0 |

A grade of 70 or above is required in order to receive credit for this course.

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

More than one absence in a 7-week course will result in the student failing to receive credit.

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

It is the student's responsibility to access and read all assignment feedback provided by the instructor. It is expected that the student read this and apply it to future assignments.

If an emergency arises that will affect a student's submission of course material, he/she must contact the professor ASAP. As a general policy, extensions will be not be granted; however, extreme circumstances may rarely and restrictively lead the professor to grant an extension.

Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters. No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under Academic Honesty). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under Academic Honesty).

If an assignment is egregiously plagiarized (material is copied and pasted from any source) a grade of 0% will be earned for the assignment.

Papers that make no good-faith attempt to cite source material through both in-text citations and a works cited page will not earn a passing grade.

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

| Session 1 | The Writing Process / Writing as Conversation |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on personal introductions and communication skills as they relate to the Great Commission • Set a long-range educational goal and implement steps to meet it • Identify strategies for successful writing • Apply knowledge of topic sentences and parts of a developed paragraph and begin implementing these ideas throughout the course assignments • Identify steps in the writing process and begin implementing these steps throughout the course assignments • Identify and evaluate their personal writing style and process • Associate writing with conversation • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Read introductory course material (Home page, About the Instructor, Syllabus) • Participate in faith-based online discussion board • Read Ch.1.3 “Becoming a Successful College Writer” • Read Ch. 6.2 “Effective Means for Writing a Paragraph” • Read Ch. 8.1 “Apply Pre-writing Models” • Complete the assignment “Setting and Meeting Goals” • Read the Session Overview • Complete Quiz 1 • Write a reflective essay exploring personal writing style and process • Write a journal entry |

| Session 2 | Conducting Research / MLA Style and Documentation |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on a verse and devotional idea • Identify how purpose, tone, and content relate to audience and writer • Identify and begin implementing required formatting and stylistic techniques of MLA writing • Cite sources according to MLA guidelines • Access, navigate, and retrieve sources through the Rickman Library online portal • Evaluate the reliability and academic appropriateness of source material • Evaluate source material from a Christian perspective • Compose an annotated bibliography with MLA-formatted entries and paragraph summaries • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Participate in faith-based online discussion board • Read Ch.13 “APA and MLA Documentation and Formatting” • Read Ch. 6.1 “Purpose, Tone, and Content” • Read the Session Overview • View the Rickman Library online videos available through swu.edu • Complete the library tutorial assignment • Complete Quiz 2 • Choose a debatable topic to research throughout the course • Locate 4 reliable sources presenting diverse arguments related to the student’s chosen research topic via Rickman Library’s online portal • Complete an annotated bibliography • Write a journal entry |

| Session 3 | Developing an Essay |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on a verse and devotional idea • Access, navigate, and retrieve sources through the Rickman Library online portal • Evaluate the reliability and academic appropriateness of source material • Evaluate source material from a Christian perspective • Summarize, analyze, and compare source material from two sources • Write a cohesive, thesis-driven, MLA-formatted, correctly cited essay comparing and contrasting ideas gleaned from source material • Apply instructor's feedback to improve writing and overall academic success • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Participate in faith-based online discussion board • Read Ch. 6.2 "Effective Means for Writing a Paragraph" • Read Ch. 9 "Writing Essays from Start to Finish" • Read Ch. 10.7 "Compare and Contrast" • Read the Session Overview • Complete Quiz 3 • Locate 2 new academic sources presenting diverse arguments related to the student's chose research topic via Rickman Library's online portal. Submit bibliographic entry for each source. • Write a compare/contrast essay • Write a journal entry |

| Session 4 | Writing a Topic Proposal |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on a verse and devotional idea • Explore the use of one rhetorical mode in the researched position paper • Evaluate an argument's validity from a Christian perspective • Evaluate source material from a Christian perspective • Determine the purpose and structure of illustration, description, classification, definition, and cause and effect essays/sections of essays • Summarize, analyze, and synthesize material from multiple sources • Write a cohesive, thesis-driven, MLA-formatted, correctly cited topic proposal for a researched position paper • Apply instructor's feedback to improve writing and overall academic success • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Participate in faith-based online discussion board • Read Ch. 10.2 "Illustration" • Read Ch. 10. 3 "Description" • Read Ch. 10.4 "Classification" • Read Ch. 10. 6 "Definition" • Read Ch. 10.8 "Cause and Effect" • Read the Session Overview • Complete Quiz 4 • Explore the use of one rhetorical mode in the researched position paper • Write a topic proposal • Write a journal entry |

| Session 5 | Written and Visual Persuasive Arguments / Outlining an Essay |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on a verse and devotional idea • Use ethos, pathos, and logos to persuade an audience • Determine the message and effectiveness of visual arguments • Create a visual argument that supports the thesis of the student's research paper • Navigate and compose a narrated PowerPoint presentation that outlines the researched argument as it will be presented in the research paper and incorporates a visual argument • Evaluate an argument's validity from a Christian perspective • Evaluate source material from a Christian perspective • Summarize, analyze, and synthesize material from multiple sources • Apply instructor's feedback to improve writing and overall academic success • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Participate in faith-based online discussion board • Read Ch. 14 "Creating Presentations: Sharing Your Ideas" • Read Ch. 10.9 "Persuasion" • Read Ch. 8.2 "Outlining" • Read the Session Overview • Complete Quiz 5 • Create an outline for the researched position paper • Create a visual argument • Design a narrated PowerPoint presentation • Write a journal entry |

| Session 6 | Writing a Researched Position Paper |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on a verse and devotional idea • Evaluate a peer’s research presentation • Evaluate an argument’s validity from a Christian perspective • Evaluate source material from a Christian perspective • Use ethos, pathos, and logos to persuade an audience • Avoid the use of logical fallacies when persuading an audience • Integrate persuasion, illustration, description, classification, definition, and/or cause and effect (depending on thesis and topic) into a cohesive essay • Summarize, analyze, and synthesize material from multiple sources • Write a cohesive, thesis-driven, MLA-formatted, correctly cited essay comparing and contrasting ideas gleaned from source material • Apply instructor’s feedback to improve writing and overall academic success • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Participate in faith-based online discussion board • Read Ch. 8.3 “Drafting” • Read Ch. 12.1 “Creating a Rough Draft of a Research Paper” • Read the Session Overview • Complete Quiz 6 • Complete a peer review • Write the rough draft of a researched position paper • Write a journal entry • Complete the course evaluation |

| Session 7 | Completing the Writing Process |
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| Learning Outcomes | Assignments |
| <p>Each student will be able to</p> <ul style="list-style-type: none"> • Engage with peers in a discussion board focused on a verse and devotional idea • Use a variety of sentence structure, coordination and subordination, and parallelism to refine written communication • Evaluate an argument’s validity from a Christian perspective • Evaluate source material from a Christian perspective • Use ethos, pathos, and logos to persuade an audience • Avoid the use of logical fallacies when persuading an audience • Integrate persuasion, illustration, description, classification, definition, and/or cause and effect (depending on thesis and topic) into a cohesive essay • Summarize, analyze, and synthesize material from multiple sources • Edit and revise a cohesive, thesis-driven, MLA-formatted, correctly cited essay comparing and contrasting ideas gleaned from source material • Apply instructor’s feedback to improve writing and overall academic success • Express through a journal entry (1) struggles and/or successes regarding the course material, (2) how the course material relates to their career/future career, (3) or other freewriting idea | <p>Each student will</p> <ul style="list-style-type: none"> • Participate in faith-based online discussion board • Read Ch. 7 “Refining Your Writing” • Read Ch. 8.4 “Revising and Editing” • Read Ch. 12.2 “Developing a Final Draft for a Research Paper” • Read the Session Overview • Revise a paragraph according to the techniques discussed in Ch. 7 • Revise and edit the rough draft of the researched position paper and submit the final draft • Complete the cumulative exam • Write a journal entry • Complete the course evaluation (if not completed in Session 6) |

