

ENG095 Fundamentals of College Writing (3 credit hours) Syllabus

Course Description

This course emphasizes the structure, development, and writing of sentences and paragraphs and introduces college-level essay writing. In addition, this course includes a thorough review of the basic and advanced rules of grammar, sentence structure, and diction. The course will use an electronic lab for homework assignments. Students who have earned credit in ENG141 or ENG142 may not earn credit in ENG095. This course does not count toward graduation. Students must pass with a C or better and will be allowed to attempt to pass this class two times.

Course Learning Outcomes (CLOs)

By the end of this course, the student will be able to do the following:

1. Demonstrate an ability to read, comprehend, summarize, and respond to collegelevel texts through writing.
2. Compose coherent, well-organized paragraphs that include effective topic sentences, sufficient and appropriate evidence, conclusions, and transitional devices.
3. Make a clear and well-organized argument in response to a college-level text.
4. Compose well-organized essays that include an introductory section, a thesis, a body comprised of coherent paragraphs, and a conclusion.
5. Develop flexible strategies for generating, revising, and editing college-level texts.
6. Identify and apply the conventions of standard Written English.

Course Topics

The writing process
Paragraph development
Argument
Essay structure
Quotation and paraphrase
Summary and response
Sentence development

Course Prerequisites/Corequisites

ENG090 with or better, or placement based on university assessment.

Required Textbook(s) and Resources

These are the materials you will need to purchase for the course:

Behrens, L., & Rosen, L. (2015). *A sequence for academic writing* (6th ed.). Boston, MA: Pearson. ISBN: 9780321906816

Blakesley, D., & Hoogeveen, J. L. (2012). *Writing: A manual for the digital age* (2nd ed.). Cengage Learning. ISBN: 9780495833376

Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Minimum Student Technology Requirements

In order to have a quality learning experience in your online courses, the University requires that your primary computer (the computer used to access course materials and on which you will be required to install course-specific software) meets or exceeds certain specifications. Click on the following link to view the specifications:

- [PC Recommendations](#)

Time Management

Time management is an important part of academic success. Please refer to the approximate (average) times noted below for readings and assignments to help plan your time accordingly.

Course Content

Please refer to individual activities for assessment guidelines.

WEEK 1			
Course Topics	The writing process Sentence development		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: (Blakesley & Hoogeveen): Chapter 1, Pages 30-36 Lectures 1, 2 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		4.00 hrs. 1.25 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time

Introductory Discussion: Initial Post	CLO(s): n/a	Monday	0.50 hrs.
Discussion 1: Initial Post	CLO(s): 5	Tuesday	1.50 hrs.
Discussion 2: Initial Post	CLO(s): 5	Thursday	1.50 hrs.
All Discussions: Secondary Posts	CLO(s): as noted	Fri/Sat/Sun	1.50 hrs.
Assignment: Paragraph	CLO(s): 2, 5	Sunday	2.00 hrs.
Skill-Building Exercise	CLO(s): 6	Sunday	1.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			13.25 hrs.

WEEK 2			
Course Topics	Argument Summary and response		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: (Blakesley & Hoogeveen): Chapters 7, 18 Lectures 1, 2 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		2.00 hrs. 0.75 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 5	Tuesday	1.50 hrs.
Assignment: Introductory Writing Activity	CLO(s): n/a	Tuesday	1.50 hrs.
Discussion 2: Initial Post	CLO(s): 2, 5	Thursday	1.50 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Friday/Sunday	1.00 hrs.
Assignment: Essay 1 – First Draft	CLO(s): 2, 4, 5	Sunday	6.00 hrs.
Skill-Building Exercise	CLO(s): 6	Sunday	1.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			15.25 hrs.

WEEK 3			
Course Topics	The writing process Quotation and paraphrase Summary and response		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: (Behrens & Rosen): Chapter 3 Textbook: (Blakesley & Hoogeveen): Chapter 3 Lectures 1, 2 Link (library article): Should You Eat By the Numbers? Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.00 hrs. 1.00 hrs. 1.75 hrs. 0.50 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Peer Review Workshop	CLO(s): 2, 4, 5, 6	Tuesday	2.00 hrs.
Discussion: Initial Post	CLO(s): 1	Thursday	1.50 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Sunday	0.50 hrs.
Assignment: Essay 1 – Final Draft	CLO(s): 2, 4, 5, 6	Sunday	4.50 hrs.
Skill-Building Exercise	CLO(s): 6	Sunday	1.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			13.75 hrs.

WEEK 4			
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Course Topics	Summary and response		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Link (website): Alternative Medicine Fights to Go Mainstream Link (website): Hunt, Fish...and Save the Planet Link (website): Future tense, X: The fourth revolution Link (website): Slashing America's Defense: A Suicidal Trajectory Link (website): The Covenant Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		0.50 hrs. 0.50 hrs. 1.00 hrs. 0.50 hrs. 1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 1	Tuesday	1.50 hrs.
Discussion 2: Initial Post	CLO(s): 1	Thursday	1.50 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Friday/Sunday	1.00 hrs.
Assignment: Essay 2 – First Draft	CLO(s): 1, 2, 3, 4, 5	Sunday	8.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			15.50 hrs.

WEEK 5			
Course Topics	Argument Summary and response Essay structure		
Read/Review			Approx. Time
Textbook,	Link (PDF): Dog Lab		0.50 hrs.
Lectures, and Other Resources	File: Dog Lab Sample Student Summaries Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		0.25 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Peer Review Workshop	CLO(s): 1, 2, 3, 4, 5, 6	Wednesday	2.00 hrs.
Discussion: Initial Post	CLO(s): 1, 5	Thursday	1.50 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Sunday	0.50 hrs.
Assignment: Essay 2 – Final Draft	CLO(s): 1, 2, 3, 4, 5, 6	Sunday	8.50 hrs.
Approximate Weekly Time on Task (includes resources and activities)			13.25 hrs.

WEEK 6			
Course Topics	Argument Summary and response Paragraph development		
Read/Review			Approx. Time

Textbook, Lectures, and Other Resources	Textbook (Behrens & Rosen): Chapter 2		1.00 hrs.
	Lecture		0.25 hrs.
	Link (audio): Human Use of Animals		0.25 hrs.
	Link (video): Peter Singer Interview		0.25 hrs.
	Link (website): The Ethics of Immigration: An Exchange		1.00 hrs.
	File: Sample Summary and Response 1		0.25 hrs.
	File: Sample Summary and Response 2		0.25 hrs.
	Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 1, 2, 3	Wednesday	1.50 hrs.
Discussion 2: Initial Post	CLO(s): 1, 2, 3	Thursday	1.50 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Friday/Sunday	1.00 hrs.
Assignment: Essay 3 – First Draft	CLO(s): 1, 2, 3, 4, 5	Sunday	8.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			15.25 hrs.

WEEK 7			
Course Topics	The writing process Essay structure Sentence development Paragraph development		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Lecture File: Sample Summary and Response 3 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.00 hrs. 0.25 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion: Initial Post	CLO(s): 1, 2, 3	Tuesday	1.50 hrs.
Peer Review Workshop	CLO(s): 1, 2, 3, 4, 5, 6	Wednesday	2.00 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Thursday	0.50 hrs.
Assignment: Essay 3 – Final Draft	CLO(s): 1, 2, 3, 4, 5, 6	Friday	6.25 hrs.
Approximate Weekly Time on Task (includes resources and activities)			11.50 hrs.
Approximate Time on Task for Entire Course			97.5 hrs.

Grading Structure

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Introductory Discussion	n/a							0
Introductory Writing Activity	10							10
Discussion 1	15	15	15	15	15	15	15	105
Discussion 2	15	15		15		15		60

Skill-Building Exercises	20	20	20					60
Peer Review Workshops			60		60		60	180
Assignments	50	50	10	50	13	50	15	238
Total	110	100	105	80	88	80	90	653

Activity Categories	Percentage of Total Points
Introductory Writing Activity	2%
Discussions	25%
Skill-Building Exercises	9%
Peer Review Workshops	28%
Assignments	36%
Total	100%

Grading Scale	
Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the Academic Bulletin for grade appeal information.

FERPA

The Family Educational Rights and Privacy Act (FERPA) protects student information. Other than directory information, such as name, address, phone number, etc., students must give consent for individuals to gain access to a student's educational record, including grades, transcripts, and behavior reports (unless the student is under the age of 18). Students also have the right to review their educational records. For a more detailed explanation, please see the Student Handbook.

Office of Disability Services

Please refer to your Moodle Home page for Office of Disability Services contact information to coordinate reasonable accommodations for students with documented disabilities.

Veterans

Please refer to your Moodle Home page for services for veterans, service members, and their families.

Moodle and Non-Moodle Technical Support

Blackboard Student Services will provide 24x7 Moodle helpdesk support for all Tiffin

University students and faculty. Locate contact information for Blackboard Student Services (Moodle-related issues) and for Tiffin University ITS helpdesk (non-Moodle related issues) on your Moodle Home page.

This syllabus is subject to change at the discretion of the University.