

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

EN-101o ENGLISH COMPOSITION 1

Fall Trimester , Module 2

10/31/2016 – 12/18/2016

ONLINE

Professor

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Course Description

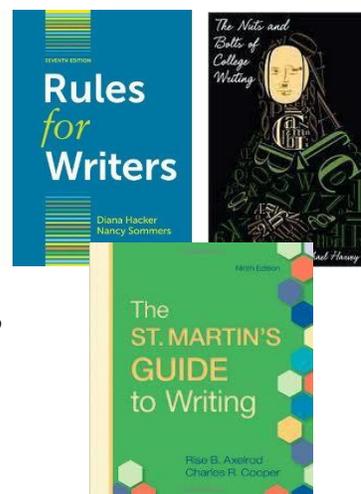
An introduction to the writing process through narrative, expository, and persuasive forms of writing. Fundamentals of English grammar, rhetoric and composition and their application in effective written communication. This course focuses on the process of writing, from the prewriting to the first drafts to publication-ready final drafts. Emphasis is placed on writing skills needed for academic success. *3 units*

Professor's Comment

The main purpose of this course is to introduce you to academic writing, which includes three main things: critical reading, critical thinking, and, of course, writing. My goal is to get you to understand that writing is epistemological—that means it is a way of understanding things as well as communicating things. This course will have both reading and writing components that challenge you to grow in the craft of thinking, reading, and writing.

Required Textbooks – *Must be the edition pictured here!*

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Hacker, Diana. *Rules for Writers 7th edition*. Bedford St. Martins, 2011. ISBN 0312647360. \$35. FEEL FREE TO BUY USED. Must be the 7th Edition!!!
3. Axelrod, Rise and Charles Cooper, *The St. Martin's Guide to Writing 9th edition*. Bedford St. Martins, 2010. ISBN 0312536127. FEEL FREE TO BUY USED. Must be the 9th Edition!!!
4. Harvey, Michael. *The Nuts and Bolts of College Writing*. Hackett, 2003. ISBN 0872205738. \$9.



RECOMMENDED TEXTBOOKS

1. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013. ISBN-10: 0226816389 or ISBN-13: 978-0226816388.

Please Note: The student should purchase the textbooks as soon as possible in order to receive them before classes begin. It is the student's responsibility to order the texts at least one month prior to the start of classes.

Student Learning Outcomes / Course Objectives

The first year writing program at SCS adheres to the *Writing Programs Administrators Outcomes Statement*. Students Should be Able to:

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres
- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Understand the relationships among language, knowledge, and power
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a range of audiences
- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Control such surface features as syntax, grammar, punctuation, and spelling.
- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

Methods of Instruction

1. **Course Reading:** Your course will consist of readings from the Bible and selected textbooks. Additional course notes may be provided by your professor.
2. **Course Lectures:** Certain short video lectures will be utilized. (My thanks to Dr. Ed Herrelko for the use of the videos and powerpoints).
3. **Course Materials:** Auxiliary notes, articles, charts, external links, and other multimedia and online resources will be used and can be accessed through Blackboard.
4. **Course Interaction:** Classroom discussions, peer reviews, and peer evaluations will be used to foster a collaborative writing community through Blackboard.
5. **Course Assignments:** Homework, exams, quizzes, papers, and other assignments may be used to help assess your learning and provide meaningful instructional feedback. Read through the full syllabus.

Course Requirements

1. **Reading:** Read and study the **textbooks**, as well as any other material that may be assigned throughout the course in the **course materials**.
2. **Participation:** Students are expected to contribute to the course (primarily through Blackboard) and to also work in teams as needed.
3. **Assignments:**
 - a. Vocabulary assignments
 - i. At the first session students will be given a list of vocabulary to learn.
 - ii. Each week students will be assigned 10 words to define and use in a sentence.
 - b. Weekly writing assignments:
 - i. Multiple small essays (2-4 pages typically).
 - ii. Two longer essays (4-7 pages typically).
 - c. Various small online assignments will be used to test grammar.
 - d. Assignments may be assigned out of your textbooks as needed.

Session One Assignment Due:

Read the table like this, “At Session _____ on _____, the assignment due is _____.”

| | | |
|----------|--------------|--|
| 1 | 10/31 | <p>First (Mon.-Wed.)</p> <p>↓ Read “<i>The Art of Writing</i>” by Robert Louis Stevenson. You will read through to the section “My first book, Treasure Island” (through the middle of page 19 on the PDF. You can find this free eBook as a PDF file on our Blackboard course. (Go to my.socalsem.edu, log into it, and check your courses for EN101o. Open the course and navigate to “Session 1” where you will find a link to the PDF file). Alternatively, you can download your own copy for free, at http://www.manybooks.net/titles/stevensonroetext96artow10.html</p> <p>↓ READ <i>The Saint Martin’s Guide</i> (from here on out referred to as SMG) CH. 1, part of CH. 2 (only pp 14-33), and part of CH. 12 (only 575-590).</p> <p>↓ Watch Video Lecture and/or Powerpoint on this week’s key themes, topics, etc.</p> |
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| | | <p>Paste in the Discussion Board an introductory post: First, give a brief testimony of how you came to faith in Christ, your family, where you are living, what you are currently doing, where you minister or attend church, and something else about yourself that others may not know. Second, tell us where you think the Lord may be leading you once you finish your degree. Third, tell us how long you have been a student at SCS.</p> |
| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> ┆ READ: <i>Luke</i> 19:28 through to the end of the Gospel. ┆ WRITING: Compose 2-3 double-spaced pages on your impression of <i>The Art of Writing</i> so far and your reading from <i>SMG</i>. Upload in Blackboard. ┆ WRITING: Complete “Reflection 5 – Your Last Writing Project” in <i>SMG</i> p11. This should be 2-3 pages. Upload in Blackboard. ┆ Read any Course Notes on Blackboard for this section. ┆ Post another thread in the Discussion Board describe what you feel is the most important lesson in this week’s Bible reading and how it impacted you. ┆ Use Email Instructor if you are having trouble with an assignment or question—rather than not answering it. |
| | | |
| 2 | 11/7 | <p><i><u>TOTAL READING FOR THE WEEK of approx. 125 pages, plan accordingly.</u></i></p> <p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> ┆ Read: Finish <i>The Art of Writing</i> ebook. ┆ Read: <i>Nuts and Bolts (NAB)</i> Chs 1-2. ☐ Read: <i>SMG</i> Ch 2 (only pgs 40-63), CH. 11 (562-574). ┆ Watch Video Lecture and/or Powerpoint on this week’s key themes, topics, etc. ┆ Paste in the Discussion Board a two-part post: 1.) What is the weakest part of your writing and why? 2.) what is the strongest part of your writing and why? ┆ Upload your Vocab Assignment: Give the definition of the word and then use the word in a sentence. |
| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> ┆ Read: <i>Rules for Writers (R4W)</i> sections 5; 8-13; and 19-20 ┆ Read: Genesis 1-11. ┆ Read any Course Notes on Blackboard for this section. ┆ Reply in the Discussion Board to the thread started by your professor on a selected topic. ┆ WRITING: Complete the Essay assignment on pg 40 of <i>SMG</i>. Write a 3-4 page essay about an event in your life, follow the instructions. Then upload the assignment to the Blackboard course page. |

| 3 | 11/14 | <p><i><u>TOTAL READING FOR THE WEEK of approx. 130 pages, plan accordingly.</u></i></p> <p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> ┆ Read: <i>Nuts and Bolts</i> Ch 3. ┆ Read: <i>SMG</i> finish Ch 12 (only 592-599). ┆ Watch Video Lecture and/or Powerpoint on this week's key themes, topics, etc. ┆ Upload your Vocab Assignment: Give the definition of the next 10 words and then use the word in a sentence. ┆ Paste in the Discussion Board the following post: 1.) Do you ever write for any reason OTHER than school? If so what and why? |
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| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> ┆ Read: <i>Rules for Writers (R4W)</i> sections 1-4; 14; 15; 21; 32; 33. □ Read: 1 Cor. 11-16. ┆ Read Course Notes on Blackboard for this section. ┆ Reply in the Discussion Board to the thread started by your professor on a selected topic. ┆ WRITING: Craft a 3-4 page essay explaining why you believe a biblical education is important and what churches could do to increase the biblical education aspect/importance in their congregations. |
| 4 | 11/21 | <p><i><u>TOTAL READING FOR THE WEEK of approx. 150 pages, plan accordingly.</u></i></p> <p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> ┆ Read: <i>NAB</i> Ch 4 □ Read: <i>SMG</i> Ch 4 (126-148), (160-183); Ch 5 (184-209); and simply scan pgs 212-232 paying attention to the charts, tips and hints ┆ Upload your Vocab Assignment: Give the definition of the next 10 words and then use the word in a sentence. ┆ Paste in the Discussion Board the following post: 1.) Why is it important to become a better writer? How can you (personally) become a better writer? What steps can you take? How will you stay accountable? |
| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> □ Read: <i>R4W</i> sections 16-18; 21-23; 37. ┆ Read: <i>Leviticus</i> 1-7. ┆ Read Course Notes on Blackboard for this section. ┆ Reply in the Discussion Board to the thread started by your professor on a selected topic. ┆ WRITING: Following the format of the assignment on pg 160 of <i>SMG</i>, write a 4-5 page essay explaining the concept of grace. |

| 5 | 11/28 | <p style="text-align: center;"><i><u>TOTAL READING FOR THE WEEK of approx. 135 pages, plan accordingly</u></i></p> <p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> ┆ Read: NAB Chs 5-6. ┆ Read: SMG part of Ch 6 (264-292 only). ┆ Upload your Vocab Assignment: Give the definition of the next 10 words and then use the word in a sentence. ┆ Paste in the Discussion Board the following post: How does reading make you a better writer? Are there any authors that you would like to emulate? Why? What is it about that author you like? (style? Word choice? Story?) |
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| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: R4W sections 6; 7; 24-27; 34-36. ┆ Read: Romans 1-8. ┆ Read Course Notes on Blackboard for this section. ┆ Reply in the Discussion Board to the thread started by your professor on a selected topic. ┆ WRITING: Write a 2-3 page essay about how, when, and why Christians should argue. (make sure you understand what the word “argue” actually means!!! Before starting the assignment.) ┆ WRITING: Turn in revised copy of your essay on grace. |
| | | |
| 6 | 12/5 | <p style="text-align: center;"><i><u>TOTAL READING FOR THE WEEK of approx. 135 pages, plan accordingly</u></i></p> <p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> ┆ Read: NAB 7-8. <input type="checkbox"/> Read: SMG finish Ch. 6 (293-314 only); Ch 7 (320-354). ┆ Upload your Vocab Assignment: Give the definition of the next 10 words and then use the word in a sentence. ┆ Paste in the Discussion Board the following post: Pick a topic that you are going to argue for or against for your final paper. Follow instructions on the discussion board post. |
| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> ┆ Read: R4W sections 38-42. ┆ Read: Book of Ecclesiastes ┆ Read Course Notes on Blackboard for this section. ┆ Reply in the Discussion Board to the thread started by your professor on a selected topic. ┆ WRITING: Turn an outline for your final paper. Follow the instructions on Blackboard for completing the outline. <input type="checkbox"/> |
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| 7 | 12/12 | <p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> ┆ Read: <i>SMG</i> Ch. 8. ┆ Upload your Vocab Assignment: Give the definition of the next 10 words and then use the word in a sentence. |
| | | <p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> ┆ Read Course Notes on Blackboard for this section. ┆ WRITING: Turn in a 6-7 final draft of your essay. ┆ Paste in the Discussion Board the following post: What was the hardest part about writing your paper and why? What did you learn from writing it? What do you think you could do better next time? |

Student Evaluation

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|---|-------------|--------------|----------------|
| Vocabulary | Assignments | (20 | pts |
| each)..... | 120pts | Short-Length | Essay |
| Assignments (60 pts each)..... | 420pts | Final | Essay |
| Assignments | 320pts | | |
| Course Participation (Discussion boards)..... | 140pts | | |
| | | | 1000 pts, 100% |

Grade Scale

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

| Grade | Percent | Grade | Percent |
|-------|-----------|-------|-------------|
| A | = 95–100% | C | = 77–79% |
| A- | = 92–94% | C- | = 74–76% |
| B+ | = 89–91% | D+ | = 72–73% |
| B | = 86–88% | D | = 70–71% |
| B- | = 83–85% | D- | = 68–69% |
| C+ | = 80–82% | F | = Below 68% |

NOTE: The grade of A indicates mastery and excellent comprehension of the materials, rather than mere completion of the work assigned. To earn an A, you must exceed the professor’s expectations. Therefore, a B is a very good grade for an undergraduate course, while a C indicates simply doing the course minimum.

Late Course Work Policy

No late work will be accepted without advanced notification by the student. Late work will docked a minimum of 10% as determined by the professor.

Academic Integrity

Southern California Seminary expects its students to be “above reproach” in their personal and academic lives (1 Timothy 3:2-7). If evidence of academic dishonesty is discovered, the Dean of the program with the Director of Student Affairs will investigate the matter and apply discipline.

Plagiarism is treating another person's work as one's own. It includes taking another's words, sentences, ideas or outlines without giving proper credit to the source, including that of copying from other students. One who aids another student in plagiarism is likewise guilty of the same deception and will receive an academic penalty. The minimum penalty is failure of the paper; test, etc. where the deception occurred. The maximum penalty is dismissal from school.

Cheating is never tolerated at SCS, and any student caught cheating will be disciplined accordingly. The discipline may result in suspension or expulsion from the program.

Library

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

The Library Catalog accesses the library's holdings by author, title, subject, keyword, and phrase. You can remotely search the catalog through the Library Catalog link under the Find Books menu on the library home page. Library materials are loaned for a 3-week period. You can renew items 1 time through your account (My Library Info) in the Library Catalog or by contacting the library.

The library subscribes to over 80 Research Databases (under the Find Articles menu on the library home page). These selected databases are available from any Internet accessible computer and include indexing and full-text to magazines, journals, newspapers, e-reference, music, streaming video, etc. 93,260 e-books are also available. Help using the databases is available under Search Guides | Database Guides. You will need your SCS network account username and password to access these databases. The library also uses LibGuides to create discipline, course and assignment specific guides for doing library research: <http://sdcc.libguides.com/index.php>.

Interlibrary loan (ILL) is a means of borrowing books or obtaining photocopies of periodical articles from other libraries when the College Library does not own the title. This service is available for students, faculty and staff of SCS and SDCC. Forms are located on the library web site under Services | Interlibrary Loan.

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