

THE COLLEGE AT SCS ONLINE

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

EN-102O ENGLISH COMPOSITION 2

SPRING 2017, TRIMESTER, MODULE 3
JANUARY 9, 2017 – FEBRUARY 26, 2017
ONLINE

PROFESSOR

T. Van McClain, Ph.D.
E-mail: tmcclain@socalsem.edu
Phone: (518) 542-1767

COURSE DESCRIPTION

A further development of clear writing and argumentation presented in EN-101. This course focuses on writing college level research papers and assignments. Students will learn the research process from concept to final draft, with emphasis on using proper sources and developing strong thesis statements and evidences for their position. *3 units*

PROFESSOR'S COMMENT

This course is a continuation of English Composition 1. The main purpose of this course is to introduce you to writing research papers and doing proper college level research. My goal is to hone your skills so that you understand all aspects of writing research papers from the thesis stage, through the research itself, into the writing and rewriting stage, and in evaluating your own work.

REQUIRED TEXTBOOKS

The textbooks **MUST** be the editions listed.

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. (**Same as EN-101**) 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. (**Same as EN-101**) FEEL FREE TO BUY USED. Must be the 9th Edition!!!
4. Williams, Joseph. *Style: Lessons in Clarity and Grace 10th ed.* Longman. 2010. ISBN 0205747469.
5. Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations. 8th ed.* Chicago: University of Chicago. 2007. ISBN 0226823377.

Please Note: In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay for expedited shipping.

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:*** This course may have the occasional video lecture or powerpoint lecture.
3. ***Course Materials:*** Auxiliary notes, articles, charts, external links, and other multimedia and online resources will be used and may be handed out in class or through Blackboard.
4. ***Course Interaction:*** Discussions, peer reviews, and peer evaluations will be used.
5. ***Course Assignments:*** Homework, exams, quizzes, papers, and other assignments will be used to help assess your learning and provide meaningful instructional feedback.

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 and to also work in teams as needed. The Discussion board is your primary means of course participation.
3. **Assignments:**
 - a. Vocabulary assignments
 - i. Before 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. Research Paper (there will be four benchmarks/milestones that will count towards the paper and your grade):
 - i. Brainstorming and Topic (15%)
 - ii. Outline (20%)
 - iii. Rough Draft (30%)
 - iv. Final Draft (35%)

DUE FEBRUARY 26!!!
 - c. You will have to create a Powerpoint Presentation consisting of a **MINIMUM** of 8-10 slides where you explain your paper topic, your thesis statement, your evidences, and your conclusion.
 - d. Various small online assignments will be used to test grammar.
 - e. Assignments may be assigned out of your textbooks as needed.

SEQUENCE OF INSTRUCTION

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due that session* is _____.”

1	1/9	<p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> READ <i>The Saint Martin’s Guide</i> (from here on out referred to as SMG) Ch. 11. <input type="checkbox"/> READ <i>Style</i> The preface, Ch. 1 and Ch. 2. <input type="checkbox"/> READ <i>Turabian</i>, Overview, Ch. 1 and Ch. 2. <input type="checkbox"/> Watch Professor’s Video Lecture(s) on this week’s key themes, topics, etc... <input type="checkbox"/> 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. <input type="checkbox"/> Upload your Vocab Assignment: Give the definition of the word and then use the word in a sentence.
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		<p>Second (Thu.-Sun)</p> <p>☐ WRITING: Research paper topic brainstorming exercise. After reading SMG Ch 11, begin brainstorming about a topic in contemporary Christianity that you would like to research, or argue for/against. Sample topics might be: “Creationism vs. Intelligent Design”, “Comparing and contrasting different Church planting strategies,” “A history of a particular denomination,” “Arguing that Mormonism is/isn’t a branch of Christianity,” “The role of the pope in Roman Catholicism and the structure of the Vatican.” Etc...this is where you brainstorm. Pick at least 3 potential topics, and then do 3-5 pages of brainstorming as learned in the textbook. FOLLOW THE INSTRUCTIONS ON BLACKBOARD.</p>
2	1/16	<p>First (Mon.-Wed.)</p> <p>☐ READ SMG Ch 13.</p> <p>☐ READ <i>Style</i> Chs 3-4</p> <p>☐ Upload your Vocab Assignment: Give the definition of the word and then use the word in a sentence.</p> <p>☐ Watch Professor’s Video Lecture(s) on this week’s key themes, topics, etc...</p> <p>☐ Paste in the Discussion Board according to that week’s topic in Blackboard</p>
		<p>Second (Thu.-Sun)</p> <p>☐ READ <i>Turabian</i>, Chs 20, 21.</p> <p>☐ Read any Course Notes on Blackboard for this section.</p> <p>☐ Reply in the Discussion Board to the thread started by your professor on a selected topic.</p> <p>☐ WRITING: Turn in your <i>topic worksheet</i>, which must have your topic, your hypothesis, your thesis statement, what you want to research/argue for and why, as well as how you will go about beginning your research. 1-2 pages.</p>

3	1/23	First (Mon.-Wed.) <input type="checkbox"/> READ SMG Chs, 14, 15, 23 <input type="checkbox"/> READ <i>Style</i> Chs 5-6. <input type="checkbox"/> Upload your Vocab Assignment : Give the definition of the word and then use the word in a sentence. <input type="checkbox"/> Watch Professor's Video Lecture(s) on this week's key themes, topics, etc... <input type="checkbox"/> Paste in the Discussion Board according to that week's topic in Blackboard.
		Second (Thu.-Sun) <input type="checkbox"/> READ <i>Turabian</i> , Chs 3, 4, 22, 23. <input type="checkbox"/> Read any Course Notes on Blackboard for this section. <input type="checkbox"/> Reply in the Discussion Board to the thread started by your professor on a selected topic. <input type="checkbox"/> WRITING: Outline is to be uploaded onto Blackboard and emailed to professor by Friday Midnight .
4	1/30	First (Mon.-Wed.) <input type="checkbox"/> READ SMG Ch 16-17, 24. <input type="checkbox"/> READ <i>Style</i> Ch 7 <input type="checkbox"/> Upload your Vocab Assignment : Give the definition of the word and then use the word in a sentence. <input type="checkbox"/> Watch Professor's Video Lecture(s) on this week's key themes, topics, etc... <input type="checkbox"/> Paste in the Discussion Board according to that week's topic in Blackboard.
		Second (Thu.-Sun) <input type="checkbox"/> READ <i>Turabian</i> , Chs 5, 6, 15, 24. <input type="checkbox"/> Read any Course Notes on Blackboard for this section. <input type="checkbox"/> Reply in the Discussion Board to the thread started by your professor on a selected topic. <input type="checkbox"/> WRITING : Upload NOTES FILE showing notes you have taken so far for your paper. I am expecting 3-4 pages of notes minimum!

5	2/6	First (Mon.-Wed.) <input type="checkbox"/> READ SMG Ch 18, 25. <input type="checkbox"/> READ <i>Style</i> Ch 8. <input type="checkbox"/> Upload your Vocab Assignment : Give the definition of the word and then use the word in a sentence. <input type="checkbox"/> Watch Professor's Video Lecture(s) on this week's key themes, topics, etc... <input type="checkbox"/> Paste in the Discussion Board according to that week's topic in Blackboard.
		Second (Thu.-Sun) <input type="checkbox"/> READ <i>Turabian</i> , Chs 7, 8, 16, 17, 25. <input type="checkbox"/> Read any Course Notes on Blackboard for this section. <input type="checkbox"/> Reply in the Discussion Board to the thread started by your professor on a selected topic. <input type="checkbox"/> WRITING : Upload <i>Rough Draft</i> of 9 - 12 pages.
6	2/13	First (Mon.-Wed.) <input type="checkbox"/> READ SMG Chs 19, 26. <input type="checkbox"/> READ <i>Style</i> Ch 9. <input type="checkbox"/> Upload your Vocab Assignment : Give the definition of the word and then use the word in a sentence. <input type="checkbox"/> Watch Professor's Video Lecture(s) on this week's key themes, topics, etc... <input type="checkbox"/> Paste in the Discussion Board according to that week's topic in Blackboard.
		Second (Thu.-Sun) <input type="checkbox"/> READ <i>Turabian</i> , Chs 9 – 11. <input type="checkbox"/> Read any Course Notes on Blackboard for this section. <input type="checkbox"/> Reply in the Discussion Board to the thread started by your professor on a selected topic. <input type="checkbox"/> WRITING : THIS WEEK YOU SHOULD BE REVISING YOUR FINAL DRAFT, AND PREPARING TO UPLOAD A SHORT POWERPOINT

7	2/20	<p>First (Mon.-Wed.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> READ SMG Ch. 21, 28. <input type="checkbox"/> READ <i>Style</i> Ch 10. <input type="checkbox"/> Upload your Vocab Assignment: Give the definition of the word and then use the word in a sentence. <input type="checkbox"/> Watch Professor’s Video Lecture(s) on this week’s key themes, topics, etc... <input type="checkbox"/> Paste in the Discussion Board according to that week’s topic in Blackboard.
		<p>Second (Thu.-Sun)</p> <ul style="list-style-type: none"> <input type="checkbox"/> READ <i>Turabian</i>, Chs 12-14. <input type="checkbox"/> Read any Course Notes on Blackboard for this section. <input type="checkbox"/> Reply in the Discussion Board to the thread started by your professor on a selected topic. <input type="checkbox"/> WRITING: Upload your FINAL DRAFT of 10-12 pages by Sunday!!! <input type="checkbox"/> WRITING: Upload your Powerpoint Presentation with 8+ slides presenting your paper. Follow the instructions in Blackboard. DUE Sunday!!!

Student Evaluation

Vocabulary Assignments	20%
Research Paper	50%
Topic/Brainstorming	15% of the paper grade
Outline	20% of the paper grade
Rough Draft	30% of the paper grade
Final Draft	35% of the paper grade
Course Participation (Discussion Board)	20%
Powerpoint Presentation	10%
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 be 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.

We welcome and encourage any questions you may have about using the library. If you need assistance searching the online Library Catalog or the Library's Research Databases, locating materials, or with any other research or reference need, visit the Library, email the library (library@sdcc.edu), or call us at (619) 201-8747. The Seminary Librarian, Jennifer Ewing, MLIS, may be contacted at (619) 201-8682, or by email: jewing@socalsem.edu.