



# Concordia

UNIVERSITY • SAINT PAUL

## **Mission Statement:**

**The mission of Concordia University, St. Paul, a university of the Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and to humanity, and for enlightened care of God's creation, all within the context of the Christian Gospel.**

**I. Course Title:** ENG120 College Writing

**II. Prerequisite**—successful completion of English II

**III.** ½ credit (MLHS); 4 credits (Concordia University-St. Paul)

**IV. Instructor**—Rebecca L. Oerman; email: [roerman@gmail.com](mailto:roerman@gmail.com)

**V. Course Description**

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

**VI. Course Objectives**

Students will:

practice and develop stages in the writing process—planning, researching, organizing, writing, rewriting, and editing

formulate a thesis, develop and support it

organize, create, and edit effective expository essays, especially about various works of literature

organize, compose, and critique skillful, in-class timed writings on various topics

analyze the needs and expectations of an audience and compose essays accordingly

engage in class discussion

locate appropriate supporting evidence and content, including print resources (hard copy and electronic texts), listening (interviews and speeches), and viewing (visual texts)

use the library including but not limited to electronic databases

avoid plagiarism

write and speak with a good basic understanding of the English language

keep a portfolio of their writing assignments (drafts, revisions, final copies)

## VII. Grading Criteria

Assignments indicated on the syllabus or assigned verbally in class must be completed in order to receive a passing grade in this course. Always keep a copy for yourself of everything you turn in and all graded assignments returned to you.

Drafts of all papers must be ready for each class session for which they are assigned. These drafts will be turned in with the final draft for grading and will become part of your portfolio.

I may call on any student and/or select any student's paper for workshop during any class period; if you do not have your draft with you, your final grade for the course will be affected.

Participation in classroom activities is expected. Small group work, class discussion, etc., is designed to help you learn.

Quarter grades will be determined as follows:

Class participation	10%
Drafts/in-class writing/ daily assignments	40%
Final drafts of papers and tests	50%

Semester grades will be determined as follows:

1 <sup>st</sup> quarter	40%
2 <sup>nd</sup> quarter	40%
Final Exam	20%

### **Attendance Policy**

Attendance at all class sessions is required. If a student misses class, it is the student's responsibility to obtain the missed notes and assignments. (Students will be given one day for each day missed to make up the work.) For all prior-planned absences, the student is required to get the homework from the instructor before the absence, and that homework (including tests and essays) will be due on the day the student returns to class.

### **Late Work Policy**

Consistent late work will not be tolerated. All work is expected on the due date. Any work not turned in when due will receive only half credit. It is the student's responsibility to be aware of any missing work and to turn that work in. All work must be completed. Failure to complete all course work will result in an incomplete and possible failure.

### **Extra Credit Policy**

Extra credit will be very limited. Work should be done with effort the first time so extra credit should not be needed. Under special circumstances, a student may request or be given an opportunity for extra credit. Extra credit will generally not be granted if the student has incomplete homework.

### **Format for Essays**

All in-class essays must be done on ruled paper or word-processed. You must (for the sake of my eyes and your own ease of revision) write every other line. All out-of-class essays must be typed (double-space, 12-point font, one-inch margins all around).

### **VIII. Required Materials**

loose-leaf paper or spiral notebook  
pen—dark blue or black ink  
folder or three-ring binder to hold handouts and drafts of papers  
dictionary—paperback college edition  
thesaurus—paperback college edition (optional)  
email address (If you don't have one, I suggest Google's "Gmail.")

### **IX. Required Textbooks**

Beatty, Jerome, and J. Paul Hunter. *The Norton Introduction to Literature*. 7<sup>th</sup> ed. New York: W.W. Norton & Company, 1998.  
Hacker, Diana. *A Writer's Reference*, 6<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2007.

### **X. Course Outline**

(ITF = Integrating the Faith)

- A. Writing strong sentences  
correcting fragments, run-ons, and comma splices  
writing with parallel structure  
varying sentence types  
avoiding redundancy and "padding"
- B. Writing strong paragraphs  
thesis statements  
cohesiveness  
logic  
voice  
audience
- C. Expository essays  
1. writing a summary/paraphrase  
2. comparison/contrast
- D. Writing about literature  
1. point of view—"Kill Day on the Government Wharf" by Audrey Thomas  
    ▪rewrite the scene between the Indian fisherman and the wife, giving the Indian's perception and thoughts of the woman and her actions  
2. character—"Why I Live at the P.O." by Eudora Welty  
3. symbol—"Young Goodman Brown" by Nathaniel Hawthorne  
    ITF—Once we know evil, our view of the world can never be as it was when we were innocent of that knowledge (much like Adam and Eve).  
4. theme—"A Pair of Tickets" by Amy Tan  
    writing about the significance of photographs to the theme throughout the story

5. tone—(selected poetry)
  - creating tone
6. satire—“A Modest Proposal” by Jonathon Swift
  - writing a satire
7. audience—writing for a particular audience

- E. Writing an informative research paper
1. locating and evaluating resources
    - using the academic library
    - using scholarly materials
  2. MLA format review
  3. drafting
  4. revising
  5. editing
  6. publishing