

Concordia University – St. Paul

College of Education and Science

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

General Education Course Syllabus

Part 1: Course Prospectus

Course Information

Registration

- **Course Title:** College Writing
- **Course Number:** English 120
- **Section:** 1
- **CRN:** 15192
- **Credit Hours:** 4 credits (Concordia); ½ credit (Martin Luther High School)
- **Delivery:** Face-to-Face
- **Dates of Course:** August 27-December 21, 2018
- **Meeting Times/Place:** Room 101; Monday-Friday, 10:18-11:00 AM
- **Prerequisites and/or Co-requisites:**
 - A student taking part in PSEO classes (on the Martin Luther High School campus or off) must have a cumulative grade point average of 3.00 prior to enrolling in PSEO courses.
 - A student participating in PSEO classes must be a junior or a senior.
 - State PSEO guidelines are followed.

Professor

- **Name:** Rebecca Oerman
- **Email:** rebeccaerman@martinlutherhs.com
- **Telephone:** (507) 436-5249 Ext 114
- **Office Location:** Room 101
- **Office Hours:** Monday through Friday, 1:30-3:30 p.m.

Course Content

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 voices and styles. They will make conscious choices related to audience and academic conventions.

General Education Curriculum

Concordia University's General Education curriculum is designed to engage students in the foundational areas of knowledge in higher education – the “liberal arts.” These areas of knowledge are reflected in the subject matter areas required. General education courses also develop and cultivate the skills and values reflective of Concordia's mission and purpose, which are outlined in the University Outcomes. The University Outcomes are embedded in courses throughout the curriculum and are skills and values required in any intellectual or professional endeavor. Please, view the entire list of University Outcomes [here](#).

This course satisfies a general education requirement in the **Writing** area and develops and assesses the following two University Outcomes:

- *Writing*
- *Information Literacy*

Student Learning Outcomes

The students will also demonstrate the University outcomes of Writing and Information Technology and Literacy:

- Writing: Relate content to an audience, to develop and organize material, to construct fluent sentences using standard grammar, mechanics and references.
- Information Literacy: Prepare for research; generate search strategy and access resources; evaluate and process information; transfer and apply learning; incorporate information technology; practice legal and ethical use of information.

Course Requirements

Required Course Materials

- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say/I Say: The Moves That Matter in Academic Writing (with Readings)*. Third edition. New York: W. W. Norton & Co., 2015.
- Lunsford, Andrea A. *The St. Martin's Handbook*. Eighth edition. Boston: Bedford/St. Martin's, 2015.
- Additionally, students must have and check regularly both their @martinlutherhs.com and @csp.edu email accounts

Course Assessments

Assessment 1

Writing a Summary

- You will be given a copy of an article. Read the article carefully, highlighting the author's main idea and key points. In 100-150 words, summarize the reading by articulating the author's main idea and key points as simply and briefly as possible, without sacrificing accuracy. Part of your challenge, of course, will be in deciding what not to include.
- Writing -- to develop and organize material, to construct fluent sentences using standard grammar, mechanics and references
- Objective, own words, highlights the central idea(s) and the major points, uses attributive tags throughout, does not use exact words unless using quotation marks, uses present tense, clear transitions
- 25 points

Assessment 2

Essay #1 My First Life Line

- A 500-750 word essay about someone who "threw you a lifeline"
- Writing--develop and organize material, construct fluent sentences using standard grammar and mechanics
- Strong descriptive language; dialogue, properly punctuated; clear organization; interesting and fitting title
- 100 points

Assessment 3

Essay #2 Critique

- A 2-3 page critique of an article/essay
- Writing: develop and organize material, construct fluent sentences using standard grammar and mechanics
- Information Literacy: evaluate and process information; transfer and apply learning; incorporate information technology; practice legal and ethical use of information
- an **introduction** which includes the author's name, the complete title of the work, and a brief overview (2-4 sentences) of the essay you're evaluating. The final piece of the introduction is your own thesis, the point of your critique. This carefully worded statement should reveal your position to your readers before they read the rest of the essay; an objective **summary** of the essay you're evaluating, but not your opinion; an

analysis that examines how well the author has achieved his/her purpose and the validity of the information; your **response**--this is where you express your personal reaction/opinion (“I say”) relative to what the writer of the essay says (“they say”). Be careful to give solid, logical reasons for your own position; a **conclusion** that reiterates your overall assessment of the piece, the conclusions you’ve drawn and your personal response. Do not introduce new material in the conclusion; this is to be a summary of what you’ve written.

- 125 points

Assessment 4

Essay #3 Explanatory Synthesis

- A 3-5 page synthesis of
- Writing: develop and organize material, construct fluent sentences using standard grammar and mechanics
- Information Literacy: Prepare for research; generate search strategy and access resources; evaluate and process information; transfer and apply learning; incorporate information technology; practice legal and ethical use of information.
- For this assignment, you will all begin with the same three articles. After we read and discuss those articles, each of you will develop your own research question. Then you will research and find two additional sources on the given topic that you think were not adequately discussed in the original articles. Then you will “synthesize” information from the five articles into a paper that develops your thesis.
- 125 points

Assessment 5

Essay #4 Research Paper

- An 8-10 page argument-based (persuasive) research paper using MLA documentation style. This paper is the centerpiece of the course. You must cite at least eight sources in your paper; most of these sources must be “scholarly.” The thesis must be arguable and you must address and refute counter-arguments in your paper.
- Writing -- Relate content to an audience, to develop and organize material, to construct fluent sentences using standard grammar, mechanics and references
- Information Literacy: Prepare for research; generate search strategy and access resources; evaluate and process information; transfer and apply learning; incorporate information technology; practice legal and ethical use of information.
- Content--Clear thesis; Focused; Well developed; Fresh ideas; Enhanced by details; Use of sources; Organization--Logical; Supports central idea; Interesting introduction; Satisfying conclusion; Smooth, effective transitions; Appropriate paragraphing; Conventions-- Sentence structure; Mechanics; Punctuation; Grammar; Paper format--Bibliography; In-text notes; Sentence fluency--Varied sentence structure; Flow; Word choice--Specific, precise, appropriate; Title (appropriate, creates interest)

Assessment 6

Source Evaluation Sheets

- A written evaluation of at least ten (10) different sources for use in your research paper. Evaluation will include accuracy, currency, bias, fact or interpretation, audience, reliability, etc.

- Graded on thorough, thoughtful evaluation of each source
- 10 sources x 5 points each = 50 points

Assessment 7

Annotated Bibliography

- An annotated bibliography of at least eight (8) different sources
- Writing --to construct fluent sentences using standard grammar, mechanics
- Graded on proper bibliographic format, strength of sources, summary of the source content
- 50 points

Assessment 8

Final Exam

- A final examination testing elements of grammar, mechanics, and sentence structure as discussed in class (specifically chapters from the *St. Martin's* text)
- Writing --to construct fluent sentences using standard grammar, mechanics
- Graded on knowledge and use of grammar, mechanics, and sentence structure
- 50 points

Assessment 9

Weekly Participation

- A weekly grade of 1-10 points
- Graded on playing a consistent, voluntary, thoughtful, and active role in the daily classroom, particularly in class discussions.
- 10 points x 15 weeks = 150 points

Course Grading

Grading Scale

Letter	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

Letter	Percentage
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Grade Computation

Assessment	Due Date	Weight/Percentage
Essay #1 My First Life Line	9/14	100 pts
Essay #2 Critique	9/24	125 pts
Essay #3 Explanatory Synthesis	10/29	125 pts
Essay #4 Research Paper	12/10	250 pts

Summary	9/6	25 pts
Source sheets	11/8	10 x 5 = 50 pts
Annotated bibliography	11/17	50 pts
Final Exam	12/18	50 pts

Participation	weekly	10 x 15 = 150 pts
Individual conferences w/ instructor		4 x 10 = 40 pts

Part 2: Practices and Policies (“How this course works...”)

About the Course

Instructor’s Course Description

Most essential to improving writing on the college level is the student’s willingness to re-write and listen to suggestions for improvement. A lively curiosity for models of good writing in published texts helps as well. Finally, constant practice in brainstorming, drafting, revising, and presenting the final paper, then revising once again after consultations with faculty and peers will improve even the best student writer. This class introduces students to writing in college and lets them practice these skills in a variety of papers. In addition to stressing writing as a process, this course emphasizes reading and composing logical and graceful arguments, often supported by library research. Students are introduced to the elements of rhetoric and are given constant practice weeding out weak or faulty constructions.

Instructor’s Educational Philosophy

Students need to take responsibility for their own writing. As a teacher, I approach every text, including those by students, as I approach texts by professionals, encouraging students to understand and use wisely the power of the God-given gift of language. Language used carefully can inform, persuade, entertain, or transform others; I see students as writers who are beginning to understand and apply this knowledge.

Teaching Procedures

This section of English 120 will follow a workshop pattern; many of our days in class will be spent writing or evaluating what students have written. Early in the semester, we will discuss some essays from our textbook, review writing basics, and cover elements of good essays. We may also have a scheduled day—or two—in the library to review research strategies, and we will use the materials you find there when we work as a group on quoting, paraphrasing, and summarizing. Most of the rest of our class days will be spent working directly with your essays; therefore, it is crucial to come prepared to class.

During the semester, students will make at least four conferences with me to discuss writing. Please note that scheduled conferences for which you come prepared to discuss your writing carry points as part of participation and course commitment.

Engaged Hours

This course is designed to have learning opportunities and activities totaling approximately 150 hours over the 16 weeks of the course, including finals week—52.5 hours in class (42 minutes a class, 5 times a week for 15 weeks) and 90 hours outside of class. This estimate is for the typical undergraduate student, but it is only an estimate.

Here are further estimates meant to help you manage your workload:

In-class Lecture and Discussion:	52.5 hrs.
Required Readings:	20 hrs.
Five Papers:	50 hrs
Other written assignments	10 hours
Research:	15 hrs.
<u>Individual Conferences:</u>	<u>02 hrs</u>
TOTAL:	149.5 hrs.

Supplemental Resources

Expectations and Policies

Respectfulness

It is a given that each person's opinion will be listened to and respected, whether or not you agree with them. You are welcome to argue your point in a respectful, Christian manner. Failure to show respect will lead to a conference with the instructor. If the behavior is repeated, the administration and/or guidance director may be notified for further conference. Removal from the class is an option for unremediated behavior.

Attendance and Participation

Participating actively in class projects and discussions requires attendance. Because classroom discussion is the foundation of this course, attendance is mandatory. If a student misses class for any reason, 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.

Academic Integrity

If students do not already know what constitutes plagiarism, they should see the professor immediately. Borrowing ideas as well as words from another source without attribution is theft. *Plagiarized papers will receive a grade of zero.*

Late Submissions

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.

Class Cancellation Contingency

If class is cancelled due to weather or other circumstances, I will contact you by noon that day via email as to how we will handle the day's homework, discussion, etc.

Extra Credit

Extra credit will not be offered for this course. It is important that work be done well and on time as assigned with no assumption of "making up" for poor work via extra credit.

About the Instructor

Personal Information

In a nutshell (since most of you know all of this already): I bleed "Husker red." I have a cat named Grace. I've been teaching here at MLHS since I graduated from Concordia-Seward, NE. I love to read and to watch all the various NCIS shows, and I collect penguins. Most of all, I view teaching as a way to share the love of Christ with my students and their families. In "language arts" specifically, it is a way to teach an appreciation for the God-given gift of language.

Instructor Availability

I encourage you to send me an e-mail if you have a question or wish to set up a conference. You may e-mail me at rebeccaorman@martinlutherhs.com. I will usually respond to you within 24 hours, except for weekends and vacations. In case of "emergency" and I'm not answering your email, you may text me @ (507) 236-0955.

Course Schedule Fall 2018

Meeting Five Days a Week

Date	Class Theme, Topics and/or Activities	Prepared Readings, Preparation for Class	Assignments Due
Mon, 8/27	Course expectations— syllabus, Blackboard, textbooks		
Tues, 8/28	Expectations of a college writing course	St. Martin's ch 1, pp. 14-22;	write out thoughts for p. 22 "Thinking Critically"
Wed, 8/39	"Entering the Conversation" p. 14 Exercise #1 in class	<i>They Say/I Say</i> pp. 1-14	

Thurs, 8/30	“Rhetorical Situations” Exercises 2.3 & 2.4	St. Martin’s ch 2, pp. 23-33	
Fri, 8/31	“Starting with What Others Are Saying” Exercises 1 & 2 with partner	<i>They Say/I Say</i> pp. 19-28 and “Don’t Blame the Eater,” pp. 462-464	
Tues, 9/4	Writing a summary	<i>They Say/ I Say</i> ch 2, pp. 30-40 and “Don’t Blame the Eater,” pp. 462-464	
Wed, 9/5	Discuss assignment		Written summary of “Don’t Blame the Eater”
Thurs, 9/6 School Pics	“Reading Critically”	St. Martin’s ch 7, pp. 124- 139	
Fri, 9/7	Assign Essay #1 “My First Life Line”		Do a critical reading of one of the following from <i>They Say/I Say</i> : <ul style="list-style-type: none"> • pp. 393-397 “I Had a Nice Time with You Tonight. On the App.” • pp. 466-469 “What You Eat is Your Business” • pp. 618-621 “America Remains the World’s Beacon of Success”
Mon. 9/10	Workday on Essay #1		Peer review group requests
Tues, 9/11	Workshop on Essay #1 with peer groups (focus, audience, diction)		Bring two copies of 1st draft of Essay #1 for peer review
Wed, 9/12	Discuss using quotes in writing (use and punctuation)	Read ch. 3 <i>They Say/I Say</i> , pp. 42-51 and St. Martin’s ch.13, pp. 232-240	
Thurs, 9/13	Workday on Essay #1		
Fri, 9/14	Begin discussion of writing a critique		Essay #1 “My First Lifeline” due (with drafts)
Mon 9/17	Continue discussion of writing a critique; use critical reading as discussion points	Read St. Martin’s ch 8, pp. 1401-59	
Tues, 9/18	“Three Ways to Respond” & “Distinguishing What 'You Say' from What 'They Say”	Read <i>They Say/I Say</i> ch 4- 5, pp. 55-77	
Wed, 9/19	Discuss reading and assign Essay #2 “Writing a Critique”	Read <i>They Say/I Say</i> pp. 361-370 “Does Texting Affect Writing”	
Thurs, 9/20	Discuss critical reading assignment in small groups		Do a critical reading of “Does Texting Affect Writing”
Fri, 9/21	Workday on Essay #2		
Mon, 9/24	Workshop on Essay #2		Bring 2 copies of Essay #2 to class
Tues, 9/25	Meet with instructor/ workday		
Wed, 9/26	Meet with instructor/ workday	Read <i>They Say/I Say</i> ch 6, pp. 78-90	

Thurs, 9/27	What is “synthesizing”?	Read <i>They Say/I Say</i> ch 7, pp. 92-100	Essay #2 due (with drafts)
Fri, 9/28	“Synthesizing”		
Mon, 10/1	Work with peer group--take notes on what you see as connections between the articles. Similarities? Differences?	Read article handouts	
Tues, 10/2	Discuss connections		Finish notes on connections between the four articles
Wed, 10/3	In-class work on outline of synthesis paper		<p>Write an outline of a prospective synthesis paper on the articles assigned for Tuesday. In this outline, include the complete topic sentence of each paragraph.</p> <p>For example, using the sample essay in our textbook, you would write, “Scientists, politicians, and the general public all have mixed feelings about the developments in medical science.”</p> <p>ALSO include the quotations from each source you would use to back up the topic sentence. Be sure to have at least two (2) authors quoted in each paragraph. Do NOT simply summarize one source per paragraph without making connections between them.</p>
Thurs, 10/4	Discuss ethical and logical appeals		Read St. Martin’s ch 9, pp. 160-183
Fri, 10/5	No Class—Faculty Meeting		
Mon, 10/8	Discuss paraphrasing		Work on synthesis paper
Tues, 10/9	In-class work		
Wed, 10/10	No Class--PSAT NMSQT		
Thurs, 10/11	Workshop: Peer review of 1st draft of synthesis paper		Bring 2 copies of 1st draft of synthesis paper
Fri, 10/12	Meet with instructor/workday		Work on revisions; bring original draft of synthesis paper and revisions based on peer review
Mon, 10/15	Meet with instructor/workday		Work on revisions; bring original draft of synthesis paper and revisions based on peer review
Tues, 10/16	Discuss reading; do Ex. 1, p. 119 w/partner	Read <i>They Say/I Say</i> ch 8, pp. 105-118	
Wed, 10/17			<i>They Say/I Say</i> Exercise 2, p. 120 using your own synthesis paper
Mon, 10/22	Voice	Read <i>They Say/I Say</i> ch 9, pp. 121-128	
Tues, 10/23	Metacommentary	Read <i>They Say/I Say</i> ch 10-11, pp. 129-144	

Wed, 10/24	No Class--7 & 8 Step UP Day		
Thurs, 10/25	Workshop: Peer review of 2nd draft of synthesis paper		Bring 2 copies of 2nd draft of synthesis paper (bring 1st draft too)
Fri, 10/26	In-class workday & meet w/instructor as needed		Work on revisions
Mon, 10/29	Begin discussion of research paper		Final copy of Essay #3 due (with drafts)
Tues, 10/30	What is an "annotated bibliography"?	Read St. Martin's ch 27-28	
Wed, 10/31	Effective language Evaluating sources--bias, logical fallacies, etc.	Read St. Martin's ch 30	Complete Exercise 30.2 p. 378
Thurs, 11/1	More on source evaluation--how to write a summary/source evaluation		Come to class with 2-3 possible research topics
Fri, 11/2	In-class work on sources		
Mon 11/5	In-class work on annotations		Bring at least 2 sources for your research paper to class
Tues, 11/6	Correct use of verb tense	Read St. Martin's ch. 39	Complete Exercises 39.3, 39.5, and 39.6
Wed, 11/7	Argumentation		3 source evaluation sheets due
Thurs, 11/8	Subject/Verb Agreement	Read St. Martin's ch 40	Complete Exercises 40.1 & 40.2
Fri, 11/9	argumentation		3 source evaluation sheets due

Mon, 11/12	Pronoun Usage		Work on source evaluations
Tues, 11/13	Pronoun Usage		Work on source evaluations
	Valley Conf: "Why We Play"		
Wed, 11/14	Pronoun Usage		Last 4 source evaluation sheets due
Thurs, 11/15	Shifts	Read St. Martin's ch 44	
Fri, 11/16	Workday		Annotated Bibliography due--at least 10 sources
Mon, 11/19	Workday		
Tues, 11/20	Workday		
Mon, 11/26	Workshop: Peer Review of first two pages of research paper		Bring 2 pages of research paper to class Do not have to include the first page-- sometimes it's easier to start in the middle.
Tues, 11/27	Meet w/ instructor		Bring 2 pages of research paper plus any revisions based on peer review
Wed, 11/28	Parallelism	Read St. Martin's ch 45	Complete Exercises 45.1 & 45.2
Thurs, 11/29	workday		
Fri, 11/30	Workday		
Mon, 12/3	Comma Splices and Fused Sentences		5 pages total of research paper due

Tues, 12/4	Sentence Fragments		Complete St. Martin's Exercise 46.1
Wed, 12/5	workday		
Thurs, 12/6	Workday	Read St. Martin's ch 47	Do Exercise 47.1
Fri, 12/7	Workday		
Mon, 12/10			Final Copy of Research Paper due (in folder/binder with previous drafts, annotated bibliography, etc.)
Tues. 12/11	Ch 48 exercises w/ partner	Read St. Martin's ch 48	
Wed, 12/12	Ch 49 exercises w/ partner	Read St. Martin's ch 49	
Thurs, 12/13	Review		
Fri, 12/14	Review		
Mon, 12/17	Final Exam Part 1		
Tues, 12/18	Final Exam Part 2		
Thurs, 12/27	Grades due to Concordia		

Addenda

The complete contract for this course consists of the following documents:

- Course syllabus
 - Part 1: Course Prospectus
 - Part 2: Practices and Policies ("How this course works...")
 - Part 3: Course Schedule

In addition, you may find the following links helpful in understanding how Concordia University works

- The [Academic Resources](#) page provides helpful course-related information
 - Student Handbooks--Along with other key university policies, the handbooks detail policies that relate to:
 - Academic integrity
 - Class attendance
 - If you are called to military service
 - Official communication by email
 - University closings
 - Student accessibility
 - Network usage
 - Sexual Misconduct (Title IX)

- Academic Catalog--course descriptions, academic programs, and more
- Sometimes things don't go well in a class.
 - If circumstances beyond your control make it difficult for you to complete your course work, [click here to request an in-progress grade.](#)
 - If serious problems arise that you cannot work out after meeting with your professor, or if you wish to appeal a course grade, [click here for the Student Grievance Form.](#)
 - Links to Academic Resources and Student Support Services links are also available through navigation tabs within this course's Blackboard site.

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