

Saint Louis Christian College  
**GEN 110-English Composition I**  
 Professor Alice Perrey  
 3 Credit Hours

Fall, 2014  
 No course prerequisites

Tuesday and Thursday  
 1:30-2:45 p.m.

### MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

### COURSE DESCRIPTION

An introductory course designed to develop the writing skills of planning, drafting, and revising. Emphasis is on producing various methods of essays. Fundamental research and critical thinking skills are stressed along with excellence both in content and mechanics.

This course is designed to improve your ability to think and communicate clearly. Since good writing requires critical thinking and reading skills as well as the effective use of the English language, the course will give you many opportunities to read reflectively and write in various forms and lengths. In addition, you will practice standard grammar, punctuation, and usage because they are essential for clear and correct written communication.

### COURSE RATIONALE

You are enrolled in an introductory course designed to develop your writing skills through the writing process by producing a variety of college writing samples. You will read a variety of works to provide a foundation to develop your ideas—to encourage you to think deeply before you begin to write. This critical reading will go beyond merely summarizing a passage. You must be able to apply, analyze, and evaluate the ideas of other authors as you develop your own thoughts, opinions, and beliefs into a Christian worldview. You will work to produce excellence in content, style, and mechanics.

### COURSE OBJECTIVES

This course supports the following Expected Student Outcomes:

- Be capable and reliable communicators of the Bible.
- Engage global, pluralistic, diverse cultures from the standpoint of a robust Biblical worldview.

This course furthers this General Studies objective: Given instruction in the English language and in composition, the student will demonstrate the ability to write effectively and will be able to use a variety of research and documentation techniques.

Specific Objective	Method of Assessment
The student will implement the writing process: planning, writing, revising, editing, and publishing	Essays; blog assignments; portfolio
The student will recognize and use the elements of content: thesis, outline, evidence, introduction, and conclusion	Essays
The student will master the fundamentals of written English: grammar, usage, punctuation, mechanics.	Quizzes, Essays, Comprehensive Grammar Test
The student will master the Modern Language Association (MLA) formatting style.	MLA quiz; essays
The student will be able to summarize and paraphrase.	Summary assignment; essays

## COURSE REQUIREMENTS

### **COURSE TEXTBOOKS AND MATERIALS:**

*Required:*

- ***Student's Book of College English*** by David Skwire and Harvey S. Wiener

*Suggested:*

- ***MLA Handbook for Writers of Research Papers***. Joseph Gibaldi, published by the Modern Language Association.

### **GRAMMAR**

You will have periodic grammar quizzes, culminating in the Comprehensive Grammar Test, administered as the final exam. The quizzes and the Comprehensive Grammar Test will reflect content covered in class. The quizzes and tests will be objective.

### **PAPERS**

You will write several in-depth papers that demonstrate the appropriate writing style for each assignment. Each stage of the writing process for each paper must be included in the Portfolio of Completed Work. These papers will be evaluated according to your adherence to the requirements of the assignment and a rubric which incorporates the Writing Assessment Guide.

The final grade for each paper will include prewriting, peer edits, and a reflection letter giving your evaluation of the writing process for each project. All writings related to the paper must be turned in, including all rough drafts.

### **MINISTRY WRITING**

This class will practice the types of writing assignments that occur often in the life of a Christian worker. These assignments will be submitted through the dropbox on Soldiersnet for assessment.

### **CLASS PARTICIPATION AND ATTENDANCE POLICY**

The professor will follow the attendance policy of Saint Louis Christian College. When your absences exceed 25% of the class periods, you will be administratively withdrawn from the course, and you will receive a failing grade.

Missing class more than 3 times will result in a 2 percentage point reduction in grade for each additional absence. For every 3 times you arrive late (after class has begun) or leave early, one absence will be assessed. You will be marked absent if you miss more than 15 minutes of class.

Walks: A walk is an excused absence, and will not be counted toward grade reduction, but each walk WILL COUNT TOWARD THE TOTAL NUMBER OF ALLOWABLE ABSENCES FOR THE COURSE. If you use a walk, you must turn in all assignments before you leave.

**COURSE ASSESSMENT**—specific requirements are in the coursepack.

Assignment	% of Total Grade	Method of Assessment	Requirements
<b>Ministry and in-class writings</b>	<b>15%</b>	<b>100%</b> -meets requirements, no errors <b>90%</b> -meets requirements, requires minor editing (commas or punctuation) <b>80%</b> -meets requirements, requires editing (spelling, grammatical errors) <b>70%</b> -turned in, but does not meet requirements <b>0%</b> -not turned in or late	<b>Ministry writings:</b> Submit through the dropbox on Soldiersnet. Writings must be in proper format for the assignment, and must be submitted by 5:00 p.m. on the designated due date.  <b>In-class writing:</b> may be handwritten or computer-generated. Must be handed in at the end of the class period or emailed by 5:00 p.m. on the day of class.
<b>Quizzes</b> (includes MLA assignment)	<b>10%</b>	Objective	NA
<b>Comprehensive Grammar Test</b>	<b>10%</b>	Objective	NA
<b>Essays</b> 1. Summary of Article 2. General Essay 3. Descriptive Essay 4. Narrative Essay 5. Process Essay 6. Comparison/Contrast Essay 7. Cause/Effect Essay 8. Biblical Argument	<b>65%</b> 1.5% 2.5% 3.5% 4.5% 5.10% 6.10% 7.10% 8.15%	Rubric	MLA format

**COURSE SCHEDULE****Abbreviations:****SBCE:** Student's Book of College English

<b>Class date</b>	<b>What you should do before class (your homework)</b>	<b>Turn in</b>	<b>What we'll do in class</b>
Aug. 21			<ul style="list-style-type: none"> <li>• Introduction to class</li> <li>• MLA format</li> </ul>
Aug. 26	<ul style="list-style-type: none"> <li>• SBCE 457-463</li> </ul>		<ul style="list-style-type: none"> <li>• Plagiarism</li> <li>• Subjects and Verbs</li> </ul>
Aug. 28	<ul style="list-style-type: none"> <li>• SBCE 464-479; 606-607</li> </ul>		<ul style="list-style-type: none"> <li>• Preparing a list of works cited</li> <li>• Irregular Verbs; Verb Tense Shifts</li> </ul>
Sept. 2	<ul style="list-style-type: none"> <li>• Read SBCE Chapter 19</li> <li>• MLA Formatting Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• MLA Formatting Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Business Letter Format</li> <li>• Subject/Verb Agreement</li> </ul>
Sept. 4	<ul style="list-style-type: none"> <li>• Read SBCE 1-14; 24-31</li> <li>• Select an article with at least 4 pages of printed text from one of the following journals in the SLCC library: <i>Biblical Archaeology Review</i> <i>American History</i> <i>New American</i> <i>New Republic</i></li> </ul> Photocopy the article and bring to class		<ul style="list-style-type: none"> <li>• Close Reading for Summary Writing</li> <li>• <b>Grammar Quiz 1</b></li> </ul>
Sept. 9	<ul style="list-style-type: none"> <li>• Read SBCE 32-44. Prepare answers to the exercises on p. 44</li> <li>• SBCE 583-587</li> <li>• Apology Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Apology Letter (Submit through dropbox on Soldiersnet by 5 PM)</li> </ul>	<ul style="list-style-type: none"> <li>• Active Writing</li> <li>• Fragments</li> </ul>
Sept. 11	<b>NO CLASS—Infinite Influence</b>		
Sept. 16	<ul style="list-style-type: none"> <li>• Read SBCE 46-52</li> <li>• SBCE 604-605</li> <li>• Journal summary</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of journal article. Turn in your summary and your annotated copy of the article.</li> </ul>	<ul style="list-style-type: none"> <li>• The Thesis Statement</li> <li>• Run-ons</li> </ul>
Sept. 18	<ul style="list-style-type: none"> <li>• Read SBCE 53-59; 61-63</li> <li>• SBCE 573-575</li> <li>• Condolence letter</li> </ul>	<ul style="list-style-type: none"> <li>• Condolence letter (Submit through dropbox on Soldiersnet by 5 PM)</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Your Thesis</li> <li>• Comma Splices</li> </ul>
Sept. 23	<ul style="list-style-type: none"> <li>• Read SBCE 65-84; Complete the first exercise on p. 85.</li> <li>• Essay—Question 5, SBCE 63</li> </ul>	<ul style="list-style-type: none"> <li>• Essay—Question 5, SBCE 63</li> </ul>	<ul style="list-style-type: none"> <li>• Planning a paper: Outlining</li> <li>• <b>Grammar Quiz 2</b></li> </ul>
Sept. 25	<ul style="list-style-type: none"> <li>• Read SBCE 87-106</li> <li>• SBCE 565-573</li> </ul>		<ul style="list-style-type: none"> <li>• How to Write a Paper</li> <li>• Commas</li> </ul>
Sept. 30	<ul style="list-style-type: none"> <li>• Read SBCE 125-133; 136-137</li> </ul>		<ul style="list-style-type: none"> <li>• Description</li> <li>• <b>Comma Quiz</b></li> </ul>
Oct. 2	<b>NO CLASS—Fall Break</b>		

<b>Class date</b>	<b>What you should do before class (your homework)</b>	<b>Turn in</b>	<b>What we'll do in class</b>
Oct. 7	<ul style="list-style-type: none"> <li>• Read SBCE 107-123</li> <li>• Descriptive Essay rough draft—Question 9, SBCE 137</li> <li>• SBCE 558-560</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>• Revising, Editing, Proofreading</li> <li>• Essay Workshop</li> <li>• Apostrophes</li> </ul>
Oct. 9	<ul style="list-style-type: none"> <li>• Read SBCE 144-157; 167-169</li> <li>• SBCE 602-604</li> <li>• Thank You Letter</li> <li>• Descriptive Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you letter (Submit through dropbox on Soldiersnet by 5 PM)</li> <li>• Descriptive Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Narration</li> <li>• Quotation Marks</li> </ul>
Oct. 14	<ul style="list-style-type: none"> <li>• Read SBCE 167-169. You do not have to write out the answers to the questions, but be prepared to discuss them in class.</li> <li>• Skim SBCE 626-662 and note your trouble spots</li> <li>• Narrative Essay rough draft—SBCE 150. You may choose one of the suggested topics or choose a proverb from the book of Proverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Essay workshop</li> <li>• Homonyms</li> </ul>
Oct. 16	<ul style="list-style-type: none"> <li>• Read SBCE 172-185; 188-190; 193</li> <li>• SBCE 561-563</li> <li>• Communion Meditation</li> </ul>	<ul style="list-style-type: none"> <li>• Communion Meditation (Submit through dropbox on Soldiersnet by 5 PM)</li> </ul>	<ul style="list-style-type: none"> <li>• Example</li> <li>• Capital Letters</li> </ul>
Oct. 21	<ul style="list-style-type: none"> <li>• Read SBCE 196-207</li> <li>• SBCE 529-531</li> <li>• Narrative Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Parallelism</li> </ul>
Oct. 23	<ul style="list-style-type: none"> <li>• Read SBCE 209-215</li> <li>• Process Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>• Process Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>• Process Essay workshop</li> <li>• <b>Grammar Quiz 3</b></li> </ul>
Oct. 28	<ul style="list-style-type: none"> <li>• Read SBCE 221-231</li> <li>• Process Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Process Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison and Contrast</li> <li>• Other punctuation Marks</li> </ul>
Oct. 30	<ul style="list-style-type: none"> <li>• Read SBCE 238-245</li> <li>• SBCE 594-601</li> <li>• Comparison/Contrast Essay rough draft—SBCE 223</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison/Contrast Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison/Contrast workshop</li> <li>• Pronoun forms</li> </ul>
Nov. 4	<ul style="list-style-type: none"> <li>• Read SBCE 249-265</li> <li>• Offering Meditation</li> <li>• Comparison/Contrast Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Offering Meditation (Submit through dropbox on Soldiersnet by 5 PM)</li> <li>• Comparison/Contrast Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Classification and Division</li> <li>• <b>Grammar Quiz 4</b></li> </ul>
Nov. 6	<ul style="list-style-type: none"> <li>• Read SBCE 274-281</li> <li>• SBCE 590-592</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Misplaced and Dangling Modifiers</li> </ul>

Class date	What you should do before class (your homework)	Turn in	What we'll do in class
Nov. 11	<ul style="list-style-type: none"> <li>Read SBCE 282-286</li> <li>SBCE 523-527; 538-541</li> <li>Outline for Cause/Effect Essay—SBCE 278-279</li> </ul>	<ul style="list-style-type: none"> <li>Outline for Cause/Effect Essay</li> </ul>	<ul style="list-style-type: none"> <li>Peer Workshop of outline</li> <li>Word Choice</li> </ul>
Nov. 13	<ul style="list-style-type: none"> <li>Read SBCE 287-288; 294-295</li> <li>Cause/Effect Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>Cause/Effect Essay rough draft</li> </ul>	<ul style="list-style-type: none"> <li>Workshop of Cause/Effect essay</li> <li><b>Grammar Quiz 5</b></li> </ul>
Nov. 18	<ul style="list-style-type: none"> <li>Read SBCE 298-308; 310-314; 320</li> <li>Cause/Effect Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>Cause/Effect Essay final draft</li> </ul>	<ul style="list-style-type: none"> <li>Definition</li> </ul>
Nov. 20	<ul style="list-style-type: none"> <li>Read SBCE 323-335</li> <li>Skim SBCE Chapter 20</li> <li>Pastoral Prayer</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Prayer (Submit through dropbox on Soldiersnet by 5 PM)</li> </ul>	<ul style="list-style-type: none"> <li>Argumentation</li> <li>Biblical Argument paper</li> </ul>
Nov. 25-27	<b>NO CLASS—Thanksgiving Break</b>		
Dec. 2	<ul style="list-style-type: none"> <li>Read SBCE 338-347</li> <li>Biblical Argument outline and Works Cited page</li> </ul>	<ul style="list-style-type: none"> <li>Biblical Argument outline</li> <li>Works Cited page</li> </ul>	<ul style="list-style-type: none"> <li>Workshop of outline</li> </ul>
Dec. 4	<ul style="list-style-type: none"> <li>Biblical Argument rough draft</li> </ul>	<ul style="list-style-type: none"> <li>Biblical Argument rough draft</li> </ul>	<ul style="list-style-type: none"> <li>Workshop of Biblical Argument</li> </ul>
Dec. 9-11	<ul style="list-style-type: none"> <li><b>FINAL EXAM—Comprehensive Grammar Test.</b> Consult the Final Exam Schedule for day and time.</li> <li><b>Biblical Argument Essay</b> is due at the Final Exam.</li> </ul>		

## COURSE RESOURCES:

Adler, Mortimer, and Charles Van Doren. *How to Read a Book*. Touchstone, 1972. ISBN: 0671212095  
 Bible Gateway [www.biblegateway.com](http://www.biblegateway.com)

Searchable bible reference, with many versions

Dictionary of the English Language <http://www.bartleby.com/61>

Fogarty, Mignon. *Grammar Girl's Quick and Dirty Tips for Better Writing*. Holt, 2008. ISBN: 0805088318

Foster, Thomas C. *How to Read Literature Like a Professor: a Lively and Entertaining Guide to Reading Between the Lines*. Harper, 2003. ISBN: 006000942X

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, 7<sup>th</sup> edition*. New York: Modern Language Association, 2009. ISBN: 97-1-60329-024-1

Online Writing Assistant [www.powa.org](http://www.powa.org) useful tips and explanations of grammar, thesis statements, and types of essays.

Purdue University's Online Writing Lab <http://owl.english.purdue.edu>

Strunk, William. *The Elements of Style*. Coyote Canyon Press, 2007. ISBN: 0979660742

Zinsser, William K. *On Writing Well, 30<sup>th</sup> Anniversary Edition: the Classic Guide to Writing Nonfiction*. Collins, 2006. ISBN: 0060891548

## COURSE POLICIES:

1. Courtesy and a positive regard for the learning of others is expected at all times. If you display disrespectful conduct toward other students or the professor, one verbal warning will be given. A second infraction will result in dismissal from that day's class. A third infraction will result in a report to the Dean of Students for discipline.
2. Academic dishonesty, whether intended or unintended, is not acceptable. Turning in work that is not your own, in whole or in part, will result in a failing grade for the assignment. Consult the

College Catalog under in the Academic Information section for the College's Academic Dishonesty policy.

3. You may not use cell phones, Blackberries, MP3 players, Gameboys, etc. in class. Cell phones must be either off or turned to "vibrate". Text messaging during class is not allowed.
4. Laptop computers are not necessary, but will be allowed for in-class writing assignments. Such assignments must be emailed to the professor by 5:00 p.m. on the class day.
5. No food or drink other than plain water is permitted in the classroom. This is a school rule.
6. Sleeping in class is done at your own risk.
7. Come to class prepared. This means that you need paper, pens, textbooks, and all class materials with you for each class. The professor will not provide these. If you have to leave class to get any of these, you will be counted tardy.
8. Late work: Part of being successful in any class is to submit assigned work on time. Blogs and rough drafts will not be accepted past the due date. Final drafts of papers will be accepted up to one week, but with a 50% penalty. (Translation: you may take extra time, but it will result in a failing grade. However, you will fail with a grade higher than 0.)
9. Rough drafts which are not ready for peer review will result in your being dismissed from that day's class and counted absent. You will not be allowed to make up the rough draft. Students on athletic walks on peer review days must have their papers reviewed in The Hundred by a peer mentor. Drafts reviewed by other people will not be counted.
10. All e-mail communications from the professor will be sent to the student's SLCC e-mail address. All documents not distributed in class will be put in the student's SLCC mailbox.
11. If you have a diagnosed learning disability, please present your documentation to Professor Karen Duffy (office upstairs in the Keystone Building, extension 1521), and see the professor privately to discuss accommodations that would enhance your ability to learn.
12. The professor reserves the right to give pop quizzes over readings. These will count as a quiz grade, and may take any format.
13. The professor reserves the right to modify this course plan by changing topics, due dates, or assignments to enhance student learning, as long as the change does not add to the students' work load.

## **INSTRUCTOR CONTACT INFORMATION**

### **Professor Alice Perrey**

Office: 030—downstairs under Room 102, 2<sup>nd</sup> door on the left

Office hours: Tuesday and Thursday: 9:00-10:00 a.m.; 12:00-1:15 p.m.

Wednesday and Friday: 1:30-2:45 p.m.

Tuesday through Friday: 3:00-4:15 by appointment

Phone: (314) 837-6777, extension 1515; cell: (636) 395-0607 (either text or voice)

e-mail: aperrey@slcconline.edu