

SAINT LOUIS CHRISTIAN COLLEGE

GEN120 ENGLISH COMPOSITION TWO

FALL 2014 / PROFESSOR LAY

www.proflay.com

MISSION STATEMENT

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

COURSE DESCRIPTION

This class is an advanced course designed to develop the writing skills of in-depth research, critical analysis and source documentation. Emphasis is on producing quality argument and research essays. Advanced research and critical thinking skills are stressed along with excellence in both content and mechanics. The prerequisite is GEN110 (English Composition One).

COURSE RATIONAL

This course is designed to help you in your academic life at the college. You will be called upon to reflect on a journal article, to research a theological issue, to expound a biblical passage, to prepare a manuscript for a sermon—all tasks involving a working knowledge of the writing process, critical thinking, and investigative research.

Yet, these writing skills extend outside of the classroom and campus; they extend into the real world. You may be called upon to write an interoffice memo, a letter of recommendation, a church/business proposal, a ministry/employee manual, an informational brochure, a church newsletter article, a funeral message—all tasks involving the same working knowledge of writing.

COURSE OBJECTIVES

This course will help you to satisfy the educational outcome to be capable and reliable communicators of the Bible. Therefore, the academic program at SLCC focuses on developing students' communication and vocational skills.

This course will help you to accomplish the general educational division objective of given instruction in the communication skills. Therefore, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.

This course will equip you to:

1. Develop a working knowledge of a research topic with reference materials.

2. Produce a research question to build a research project.
3. Use keyword and subject databases—library catalogs, periodical databases, and Internet search engines.
4. Evaluate the credibility, accuracy, reliability and bias of secondary sources.
5. Identify the major biblical translation principles.
6. Practice foundational research reading strategies.
7. Create major note taking examples—summaries, paraphrases, quotations, and comments.
8. Recognize multiple levels of plagiarism and their corresponding penalties.
9. Organize a logical, coherent outline incorporating a variety of paragraph patterns.
10. Produce a first draft blending quality sources by supporting stated claims.
11. Create multiple drafts demonstrating the revision, editing, and proofreading processes.
12. Utilize in-text documentations and a works cited page according to MLA.
13. Incorporate standard written English—grammar, mechanics, and spelling.
14. Produce three final research papers included in a portfolio.
15. Produce a teaching video of the apologetic paper and upload it to YouTube.

COURSE MATERIALS

1. Gibaldi, Joseph. *MLA Handbook for Writers*. 7th ed. MLA, 2009.
2. Howard, Brock. *Hope Finally*. Essay Therapy. February 28, 2007. www.proflay.com
3. Kipp, Rachel. *Titanic Unity*. Essay Therapy. September 23, 2010. www.proflay.com
4. Kreft, Peter and Ronald Tacelli. *Pocket Handbook of Christian Apologetics*. IVP. 2003.
5. Lay, Douglas. *Journey of Discovery: Research Writing in College*. 2012.
6. Shulman, Max. *Love is a Fallacy*. (Google: “Love is a Fallacy”) (Online)
7. Notebook: One (1) 3-ringed; 1.5 inch; Cover page; 5 dividers.
8. Class Assignments (1-25) Proflay.wordpress.com

COURSE REQUIREMENTS

PROCESS WRITING ASSIGNMENTS¹ (270 pts/27%)

1. Pre-Evaluation	0	
2. Paper Requirements and Calendar	10	1%
3. Bible Analysis	15	1.5%
4. References	15	1.5%
5. Book Source List	10	1%
6. Periodical Source List	10	1%
7. Internet Source List	10	1%
8. Notes: Bible Analysis Passage	5	.5%
9. Notes: Bible Analysis Passage	5	.5%
10. Notes: Bible Analysis and Application	5	.5%
11. 1st Draft: Passage	15	1.5%

¹ The explanations and assessment rubric for each assignment will be distributed to you in class. The assignments currently listed in the ClassBook, *Journey of Discovery* are NOT the assignments for this semester.

12. Notes: Bible Application	15	1.5%
13. 1 st Draft: Bible Application	15	1.5%

Bible Process	130	13%
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14. Textbook Notes	20	2%
15. References	20	2%
16. Interview	20	2%
17. Source List	20	2%
18. Notes Apologetics	5	.5%
19. Notes Apologetics	5	.5%
20. Notes Apologetics	5	.5%
21. Notes Apologetics	5	.5%
22. 1st Draft Apologetics	20	2%
23. Teaching Draft	10	1%
24. Portfolio	10	1%
25. Post Evaluation	0	

Apologetic Process	140	14%
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PRODUCT WRITING (730 pts/73%)

1. Bible Content Paper	200	20%
2. Bible Application Paper	200	20%
3. Apologetics Paper	300	30%
4. Apologetics Teaching Video	30	3%
5. Classroom Activity (Extra)	15/30	

PROCESS WRITING ASSESSMENT

A+	30	20	15	10	5	Completed the assignment exceptionally
A	29	19	14	9		Completed the assignment proficiently
B	26	17	13	8	4	Completed the assignment adequately
C	23	15	12	7		Completed the assignment minimally
D	20	13	11	6	3	Completed the assignment poorly
F	15	10	7	5	2	Completed the assignment unsatisfactorily
F	0	0	0	0	1	Failed to complete the assignment

PRODUCT WRITING ASSESSMENT
BIBLE PASSAGE PAPER AND BIBLE APPLICATION PAPER

Content	A+	99 points	Completed the tasks exceptionally
	A	95 points	Completed the tasks proficiently

	B	85 points	Completed the tasks adequately
	C	75 points	Completed the tasks minimally
	D	65 points	Completed the tasks poorly
	F	50 points	Completed the tasks unsatisfactorily
	F	25 points	Completed the tasks very unsatisfactorily
	F	00 points	Did not submit the paper or unacceptable
Style	A+	49 points	Completed the tasks exceptionally
	A	47 points	Completed the tasks proficiently
	B	42 points	Completed the tasks adequately
	C	37 points	Completed the tasks minimally
	D	32 points	Completed the tasks poorly
	F	25 points	Completed the tasks unsatisfactorily
	F	10 points	Completed the tasks very unsatisfactorily
	F	00 points	Did not submit the paper or unacceptable
Grammar	A+	25 points	Completed the tasks exceptionally
	A	23 points	Completed the tasks proficiently
	B	22 points	Completed the tasks adequately
	C	19 points	Completed the tasks minimally
	D	17 points	Completed the tasks poorly
	F	13 points	Completed the tasks unsatisfactorily
	F	0-10 points	Completed the tasks very unsatisfactorily
Format	A+	25 points	Completed the tasks exceptionally
	A	23 points	Completed the tasks proficiently
	B	22 points	Completed the tasks adequately
	C	19 points	Completed the tasks minimally
	D	17 points	Completed the tasks poorly
	F	13 points	Completed the tasks unsatisfactorily
	F	0-10 points	Completed the tasks very unsatisfactorily

APOLOGETIC PAPER

Content	A+	149 points	Completed the tasks exceptionally
	A	143 points	Completed the tasks proficiently
	B	128 points	Completed the tasks adequately
	C	113 points	Completed the tasks minimally
	D	98 points	Completed the tasks poorly
	F	75 points	Completed the tasks unsatisfactorily
	F	50 points	Completed the tasks very unsatisfactorily
	F	00 points	Did not submit the paper or unacceptable

Style	A+	99 points	Completed the tasks exceptionally
	A	95 points	Completed the tasks proficiently
	B	85 points	Completed the tasks adequately
	C	75 points	Completed the tasks minimally
	D	65 points	Completed the tasks poorly
	F	50 points	Completed the tasks unsatisfactorily
	F	25 points	Completed the tasks very unsatisfactorily
	F	00 points	Did not submit the paper or unacceptable

Grammar	A+	25 points	Completed the tasks exceptionally
	A	23 points	Completed the tasks proficiently
	B	22 points	Completed the tasks adequately
	C	19 points	Completed the tasks minimally
	D	17 points	Completed the tasks poorly
	F	13 points	Completed the tasks unsatisfactorily
	F	0-10 points	Completed the tasks very unsatisfactorily

Format	A+	25 points	Completed the tasks exceptionally
	A	23 points	Completed the tasks proficiently
	B	22 points	Completed the tasks adequately
	C	19 points	Completed the tasks minimally
	D	17 points	Completed the tasks poorly
	F	13 points	Completed the tasks unsatisfactorily
	F	0-10 points	Completed the tasks very unsatisfactorily

APOLOGETICS TEACHING VIDEO

A+	25 points	Completed the task exceptionally
A	23 points	Completed the task proficiently
B	21 points	Completed the task adequately
C	18 points	Completed the task minimally
D	15 points	Completed the task poorly
F	10 points	Completed the task unsatisfactorily
F	5 points	Completed the task very unsatisfactorily
F	00 POINTS	DID NOT SUBMIT

CLASSROOM ACTIVITY (POINTS WILL BE ADDED AS EXTRA CREDIT TO THE FINAL GRADE)

+30	Few absences/tardies, & Participated often & Not disruptive
+15	Some absences/tardies & Participated sometimes & Not disruptive
0	Many absences/tardies or Participated little or Disruptive some

COURSE GRADE

A+	970-1000	B+	870-899	C+	770-799	D+	670-699	F 0-599
A	930-969	B	830-869	C	730-769	D	630-669	
A-	900-929	B-	800-829	C-	700-729	D-	600-629	

COURSE SCHEDULE²

AUGUST 21 **THU/1:30 PM**

AUGUST 26 **TUE/1:30 PM**

- Read: *Journey of Discovery: Chapters 1,2,3*
- Assignment: 1 Pre-Evaluation
- Assignment: 2 Paper Requirements & Calendar

AUGUST 28 **THU/1:30 PM**

- Read: *Journey of Discovery: Chapters 4,5*
- Assignment: 3 Bible Analysis

SEPTEMBER 2 **TUE/1:30 PM**

- Read: *Journey of Discovery: Chapter 6*
- Assignment: 4 Reference

SEPTEMBER 4 **THU/1:30 PM**

- Read: *Journey of Discovery: Chapter 7,8*
- Assignment 5: Book Source List
- Assignment 6: Periodical Source List

SEPTEMBER 9 **TUE/1:30 PM**

- Read: *Journey of Discovery: Chapter 9*
- Assignment 7: Internet Source List

SEPTEMBER 11 **THU/NO CLASS**

SEPTEMBER 16 **TUE/1:30 PM**

- Read: *Journey of Discovery: Chapters 10,11*
- Assignment 8: Notes Bible

SEPTEMBER 18 **THU/1:30 PM**

- Read: *Journey of Discovery: Chapter 12*
- Assignment 9: Notes Bible

² The specific assignments are provided on the web site, Essay Therapy, under Comp. 2.

SEPTEMBER 23 TUE/1:30 PM

- Read: *Journey of Discovery: Chapters 13,14,15*
- Assignment 10: Notes Passage

SEPTEMBER 25 THU/1:30 PM

- Assignment 11: Draft Passage

SEPTEMBER 30 TUE/1:30 PM

- Read: *Journey of Discovery: Chapters 16,17,18*
- Assignment 12: Notes Application

OCTOBER 2 THU/NO CLASS**OCTOBER 7 TUE/1:30 PM**

- Read: *Journey of Discovery: Chapters 19,20,21*
- Assignment 13: Draft Application

OCTOBER 9 THU/1:30 PM

- Read: *Journey of Discovery: Chapters 22,23,2, 28,29,30*

OCTOBER 14 TUE/1:30 PM

- Bible Papers Due: Analysis and Application

OCTOBER 16 THU/1:30 PM

- Read: *Journey of Discovery: Chapter 31,32,33*
- Assignment 14: Textbook Notes

OCTOBER 21 TUE/1:30 PM

- Assignment 15: References

OCTOBER 23 THU/1:30 PM

- Assignment 16: Interview

OCTOBER 28 TUE/1:30 PM

- Assignment 17: Source List

OCTOBER 30 THU/ 1:30 PM

- Assignment 18: Notes Apologetic

NOVEMBER 4 TUE/1:30 PM

- Assignment 19: Notes Apologetic

NOVEMBER 6 THU/1:30 PM

- Assignment 20: Notes Apologetic

NOVEMBER 11 TUE/1:30 PM

- Assignment 21: Notes Apologetic

NOVEMBER 13 THU/1:30 PM

- Assignment 22: Draft Apologetic

NOVEMBER 18 TUE/1:30 PM**NOVEMBER 20 THU/1:30 PM**

- Assignment 23: Teaching Draft

NOVEMBER 25 TUE/NO CLASS**NOVEMBER 27 THU/NO CLASS****DECEMBER 2 TUE/1:30 PM****DECEMBER 4 THU/1:30 PM****DECEMBER 5 FRI/4:00 PM**

- Assignment 24: Portfolio
- Apologetics Paper
- Apologetics Teaching Video

DECEMBER 9 TUE/1:30 PM

- Assignment 25: Post-Evaluation

COURSE ASSISTANCE

It is my goal to assist each student to be academically successful through tutoring, testing, resources, and conferencing.

Tutoring

The Hundred, the on-campus tutoring center for all SLCC students, is equipped to provide one-on-one tutoring. Students, after an evaluation by the professor, may be required to attend The Hundred. The specific requirements will be determined by the professor and the director of The Hundred.

Testing

The College offers assessment writing and reading testing by means of the COMPASS exam. Students, after an evaluation by the professor, may be required to take the COMPASS exam for evaluation purposes.

Resources

Numerous additional resources are available to assist students—online tutoring, online resource materials, and library resources. Students, after an evaluation by the professor, may be required to do additional assignments to supplement the course work.

Conferencing

One-on-one conferences with the professor provide targeted help. Students, after an evaluation by the professor, may be required to visit with the professor—in person, by phone, or by email. The evaluation may include one or more of the following criteria:

- (1) ACT English and/or Reading sub score under 18.
- (2) COMPASS English score under 81 and/or Reading score under 84.
- (3) GPA under 2.0 at the College.
- (4) Two assignments receiving an F.
- (5) Absent 2 class periods.
- (6) Recommendations from another professor the student has had for class.

COURSE POLICIES

As a student, I will strive to

- 1) Attend class
- 2) Submit assignments
- 3) Do my own work
- 4) Behave respectfully

As a professor, I will strive to

- 1) Attend class
- 2) Follow the syllabus
- 3) Provide academic assistance
- 4) Treat you fairly

COURSE RESOURCES

- Arkin, Marian. and Cecilia Macheski. *Research Papers: A Practical Guide*. New York: Houghton, 2001.
- Badke, William B. *Research Strategies: Find Your Way through the Information Fog*. 2nd ed. New York: iUniverse, 2004.
- Darrow, Charles. *Scopes Trial*. 5 December 2012. Web.
- Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. Grand Rapids: Zondervan, 2001.
- Faigley, Lester. *The Penguin Handbook*. 2nd ed. New York: Longman, 2006.
- Flesch, Rudolf. and A.H. Lass. *The Classic Guide to Better Writing*. New York: Harper, 1996.
- Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*. 12th ed. Boston: Pearson, 2012.
- Fulwiler, Toby. *College Writing: A Personal Approach to Academic Writing*. Portsmouth, NH: Boynton/Cook, 2002.
- Harris, Robert A. *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*. Los Angeles: Pycszak, 2001.
- . *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*. 2nd ed. Los Angeles: Pycszak, 2005.
- . *Writing with Clarity and Style: A Guide to Rhetorical Devices for Contemporary Writers*. Los Angeles: Pycszak, 2003.
- Johns, Lee Clark. *The Writing Coach*. Thomson Delmar Learning, 2004.
- Ryken, Leland. "Luke 14:26: Hate or Hyperbole?" *Christian Research Journal*. 27.5 (2004).
- Little, Paul E. *Know Why You Believe*. Downers Grove, IL: Intervarsity P, 1975.
- Longknife, Ann Dr. and K. D. Sullivan. *The Art of Styling Sentences*. 4th ed. New York: Barron's, 2002.
- MLA Handbook for Writers of Research Papers*. 7th ed. Modern Language Association of America, 2009.
- "OWL Logical Fallacies." *Purdue Online Writing Lab*. Web
<http://owl.english.purdue.edu/owl/resource/659/3/>.
- Raimes, Ann and Maria Jerskey. *Universal Keys for Writers*. 2nd ed. New York: Houghton, 2008.
- Sabin, William A. *The Gregg Reference Manual*. 9th ed. New York: Glencoe McGraw-Hill, 2001.
- Sire, James. *A Little Primer on Humble Apologetics*. Downers Grove, IL: Intervarsity P, 2006.
- . *Scripture Twisting: 20 Ways the Cults Misread the Bible*. Downers Grove, IL: Intervarsity P, 1980.
- . *The Universe Next Door*. 5th ed. Downers Grove, IL: Intervarsity Press. 2009.
- Solomon, Jerry. "World Views". *Probe Ministries*. Web.
<http://www.probe.org/content/view/932/77/>
- Sproul, R. C. *Knowing Scripture*. Downers Grove, IL: Intervarsity P, 1977.
- Timmerman, John H. and Donald R. Hettinga. *In the World: Reading and Writing As A Christian*. 2nd ed. Grand Rapids: Baker Academic, 2004.
- Tredinnick, Mark. *Writing Well*. New York: Cambridge P, 2008.
- Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*. Grand Rapids, Zondervan, 2001.
- Wade, Rick. "World Views Part 2" *Probe Ministries*. Web.

<http://www.vts.intute.ac.uk/detective/>.

PROFESSOR INFORMATION

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