

Saint Louis Christian College
GEN 115N-English Composition I (AIM)
 Professor Alice Perrey
 3 Credit Hours

Fall, 2014
 No course prerequisites

Monday Evening
 6:00-7:50 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.	English Essentials assignments; grammar quizzes; Comprehensive Grammar Exam; essays; blog assignments
The student will master the Modern Language Association (MLA) formatting style.	MLA quiz; essays
The student will be able to summarize and paraphrase.	Summary and paraphrase assignments; essays

COURSE REQUIREMENTS

COURSE TEXTBOOKS AND MATERIALS:

Required:

- ***Student's Book of College English.*** by David Skwire and Harvey S. Wiener. **1-inch 3-ring notebook** with a pocket-type cover
- **4 notebook dividers**

Suggested:

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

GRAMMAR

You will have periodic grammar quizzes, culminating in the Comprehensive Grammar Test, administered late in the semester. The quizzes and the Comprehensive Grammar Test will reflect content practiced in class. The quizzes and tests will be objective, and will require you to edit sentences and paragraphs that are similar in format to the work in the textbook.

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 for each assignment. These papers will be evaluated according to the rubric included in the course pack.

Some papers will require that you consult outside sources to support your point(s). You will have an opportunity to polish your library research skills as you work on your papers.

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.

All papers for the course will be saved and become a part of the Portfolio of Completed Work, due with the final paper.

MINISTRY WRITING

This class will practice the types of writing assignments that occur often in the life of a Christian worker. You will submit your assigned part of the blog to the SoldierNet dropbox, ready for publication. .

CLASS PARTICIPATION AND ATTENDANCE POLICY

The professor will follow the attendance policy of Saint Louis Christian College. In AIM, attendance is taken each hour of class. If you miss more than 4 hours of class, you will be administratively withdrawn from the course and will receive a grade of "F." If you miss more than 15 minutes of an hour of class, you will be counted absent.

AIM is an accelerated program, so significant out-of-class preparation is required. You should be ready with all class materials needed for the class session.

COURSE ASSESSMENT—specific requirements are in the coursepack.

Assignment	% of Total Grade	Method of Assessment	Requirements
Ministry Writing	15%	100%-meets requirements, no errors 90%-meets requirements, requires minor editing (commas and punctuation) 80%-meets requirements, requires editing (spelling, grammatical errors) 70%-turned in, but not ready for publication because it does not meet requirements 0%-not turned in or late	Posted in the SoldierNet dropbox, format appropriate to the assignment. Due by 10:00 p.m. on the due date.
Quizzes (includes MLA assignment)	10%	Objective	NA
Comprehensive Grammar Test	10%	Objective	NA
Summary and Essays 1. Introductory Essay 2. Journal Summary 3. Descriptive Essay 4. Narrative Essay 5. Classification and Division Essay 6. Biblical Argument Essay	65% 1.5% 2-5. 10% each 6. 15%	Rubric	MLA format 1-5: 2-page minimum, 4-page maximum 6: 5 page minimum, 7 page maximum, and must include a Works Cited page All papers except the Biblical Argument paper must be submitted on paper. The Biblical Argument paper may be submitted electronically.

COURSE SCHEDULE

Class	Before class preparation	Class topics	Due
Week 1 Oct. 6	Read SBCE Chapter 2. Choose a topic from the last exercise on p. 44-45 and write a 2-3 page essay.	<ul style="list-style-type: none"> • MLA Format • Subject-verb agreement (SBCE 615-6) 	<ul style="list-style-type: none"> • Introductory Essay, including your prewriting activity.
Week 2 Oct. 13	Read SBCE Chapter 3 (49-63). Work through exercises 1 and 4, p. 52, and be prepared to discuss them in class.	<ul style="list-style-type: none"> • Writing a Summary • Finding and Supporting a Thesis • Library tour and research • Verb forms (SBCE 617-621) 	<ul style="list-style-type: none"> • MLA assignment (coursepack 1-3) Include the grading rubric (coursepack p. 4).
Week 3 Oct. 20	Read SBCE Chapter 5 (87-106). Read SBCE Chapter 19 (414-418).	<ul style="list-style-type: none"> • Business Letters • The Writing Process—planning, drafting, revising • Peer edit of Journal Summary 	<ul style="list-style-type: none"> • Journal Summary Rough Draft (See the coursepack, p. 8 for details.) • Verb Quiz (take home)
Week 4 Oct. 27	Read SBCE Chapter 7 (125-137).	<ul style="list-style-type: none"> • Description • Commas (SBCE 565-567) 	<ul style="list-style-type: none"> • Condolence Letter • Journal Summary
Week 5 Nov. 3	Read SBCE Chapter 6 (107-123)	<ul style="list-style-type: none"> • Revising, Editing, Proofreading • Peer edit of Description essay • More commas (SBCE 567-570) 	<ul style="list-style-type: none"> • Description Rough Draft (Question 9, SBCE 137)
Week 6 Nov. 10	Read SBCE Chapter 8 (144-157; 167-169)	<ul style="list-style-type: none"> • Narration • Still more commas (SBCE 571-573) 	<ul style="list-style-type: none"> • Description Final Draft • Thank You Letter
Week 7 Nov. 17	Read SBCE Chapter 9 (172-185; 188-190)	<ul style="list-style-type: none"> • Example • Peer edit of Narration essay • Comma Splices (SBCE 574-575) 	<ul style="list-style-type: none"> • Narration Rough Draft (Any topic from the narration assignment, p. 150)
Week 8 Nov. 24	Read SBCE Chapter 12 (249-265)	<ul style="list-style-type: none"> • Classification and Division 	<ul style="list-style-type: none"> • Narration Final Draft • Communion Meditation • Comma Quiz (take home)
Week 9 Dec. 1	Read SBCE Chapter 10 (196-207; 209-212)	<ul style="list-style-type: none"> • Process Writing • Peer edit of Classification and Division Essay • Misplaced and dangling modifiers (SBCE 589-591) 	<ul style="list-style-type: none"> • Classification and Division Rough Draft (Any topic from p. 255)

Class	Before class preparation	Class topics	Due
Week 10 Dec. 8	Read SBCE Chapter 15 (323-325; 331-335)	<ul style="list-style-type: none"> Argument—working on the thesis and outline Parallelism (SBCE 593) 	<ul style="list-style-type: none"> Classification and Division Final Draft Letter of Apology
Week 11 Dec. 15		Peer edit of Argument paper	<ul style="list-style-type: none"> Argument Rough Draft (See coursepack, p. 25-27) Comprehensive Grammar Quiz (in class)
Week 12 Dec. 19	NO CLASS		Biblical Argument Final Draft: Submit through the dropbox on Soldiersnet by 5:00 p.m.

COURSE RESOURCES:

Adler, Mortimer, and Charles Van Doren. *How to Read a Book*. Touchstone, 1972. ISBN: 0671212095
Bible Gateway

Searchable bible reference, with many versions

www.biblegateway.com

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

MLA Handbook for Writers of Research Papers, 7th ed. New York: Modern Language Association, 2009. ISBN: 978-1-60329-024-1

Online Writing Assistant

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>

Saint Louis Christian College

www.slcconline.edu

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

Zinsser, William K. *On Writing Well, 30th 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 as soon as possible after the class.
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. Ministry writing 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 for that portion of the class. 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.
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 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, 2nd 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