

Saint Louis Christian College
GEN 125n COMPOSITION II
Professor Stacy Garner
3 Credit Hours

Fall, 2014

Course Prerequisite: GEN 115n

Mondays

6:00-7:50p

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 advanced course is designed to develop writing skills through in-depth research, Internet usage, 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 both in content and mechanics. Students must pass this course before admission to upper division classes and to Hermeneutics, BBI211.

COURSE RATIONAL

As a part of your Christian Ministry program, you are enrolled in English Composition Two—an advanced course designed to develop your writing skills through in-depth biblical research, critical analysis, and source documentation.

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.

My desire and goal is to guide and encourage you so you may write with confidence, clarity, and conviction, effectively communicating in this class, in your other classes, and outside of the college in your career and ministry.

COURSE OBJECTIVES

This course will help the student satisfy the educational goal of demonstrating effective written communication skills (#3). This course will help accomplish the general educational division objective of preparing the student to produce a sample writing which displays his or her best use of style and in which grammar and spelling are at least 90% accurate (#1). This course will equip you to:

1. Identify the major research writing projects and the specific traits of each one.
2. Develop a working knowledge of a research topic through the use of reference materials.
3. Produce a research question to build a research project.
4. Utilize keyword and subject databases—library catalogs, periodical databases, and internet search engines.
5. Evaluate the credibility, accuracy, reliability and bias of secondary sources.
6. Identify the major biblical translation principles.

7. Practice foundational research reading strategies.
8. Create major note taking examples—summaries, paraphrases, quotations, and comments.
9. Recognize multiple levels of plagiarism and their corresponding penalties.
10. Organize a logical, coherent outline incorporating a variety of paragraph patterns.
11. Produce a first draft blending quality sources by supporting stated claims.
12. Create multiple drafts demonstrating the revision, editing, and proofreading processes.
13. Utilize in-text documentations and a works cited page according to MLA.
14. Incorporate standard written English—grammar, mechanics, and spelling.
15. Produce a final thesis driven research paper included in a portfolio.

COURSE REQUIREMENTS

1. **Attendance.** Each student is expected to attend all scheduled classes. Realizing that sickness or emergency may occur, each student is afforded two hourly absences without penalty; however, the student is still responsible for any work that is missed and/or due on the day(s) the student was absent for any reason. Students should use these two hourly absences wisely. Personal emergencies that require the student to miss more than two hourly sessions will be handled on an individual basis through consultation between the student and Professor Garner. The reason for the absence(s) will determine the nature and number of additional assignments that will be required. Should a student be absent for two and one-half class sessions (5 hourly sessions) (including institutional walks), Professor Garner will submit that student's name to the Academic Dean, and he/she will be automatically withdrawn from the course, having earned a final grade of F. **Please note** that three tardies equal one absence. (The student will be considered tardy when he/she arrives after class has begun or leaves before class has ended. It is possible to receive two tardies for one class session.)
2. **Textbooks.** The textbooks for this course are:

Badke, William B. *Research Strategies: Finding Your Way Through the Information Fog*. 4th edition. Bloomington, IN: iUniverse, 2011. Print.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th edition. NY: The Modern Language Association of America, 2009. Print.

Lay, Douglas. *Journey of Discovery: Research Writing in College*. Florissant, MO: Douglas Lay, 2013. Print.
3. **Reading.** Each student is expected to come prepared for class, having read each assignment according to its due date. Please consult the course schedule for reading assignments.
4. **Reflective Writing Assignments.** You are to produce two reflective papers—one at the beginning of the course and one at the completion of the course. Both papers will cover your strengths and weakness of your writing and recommendations and suggestions concerning the class. (See Lay pages 3-4 and 172 for more information.)
5. **Process Research Assignments.** You are to produce four different research assignments. (1) Read different articles in selected reference materials, write a short summary of the key ideas, and create a source list of the reference materials. (2) Create a biblical commentary and a book source list of potential sources using a subject directory. (3) Create a journal source list of potential sources from the ATLA database. (4) Create an internet source list of possible sources of academic articles.

6. **Process Writing Assignments.** You are to produce two levels of notes and two drafts. (1) You are to read multiple sources and create written notes—summaries, paraphrases, quotations. (2) You are to create written comment notes. (3) You are to create an initial (birth) draft. (4) You are to create a second draft. (Note: You will also create a third draft, but the third draft will not count toward your final grade.)
7. **Research Paper Assignment.** You are to produce a biblical/Christian research argumentative paper of 2000-3000 words with 9-12 secondary sources; it is to be written in academic style; it is to be formatted using the MLA style; and it is to be written in standard written English grammar. You are to include copies of each source used in the paper. (See Lay page 141.)

COURSE ASSESSMENT

1. **Grading Scale.** The student's final grade will be determined according to the Saint Louis Christian College grading scale, located in the College Catalog.
2. **Attendance.** (Please refer to the course requirements section above.)
3. **Reflective Writing Assignments (0%).** For the first paper, please follow the instructions and format found in Lay's book pp. 3-4 (1 Assignment: Pre-Evaluation). For the second paper, please follow the instructions and format found in Lay's book p. 172 (20 Assignment: Post-Evaluation). Each reflective paper is to be 600+ words, typed, and MLA formatted. The two papers are not graded, but they are required for evaluation purposes only.
4. **Reading Assignments (10%).** This portion of the student's grade is based upon the honor system. At the beginning of each class period each student will be asked to indicate the percentage of reading that has been completed. These percentages will be used to determine the student's grade for reading. Please consult the course schedule for reading assignments.
5. **Process Research Assignments (20% Total).**

Reference Articles (5%) (See Lay page 36 for more information.)

A / 90-100%	5 different complete summaries (200+ words each) of articles
B / 80-89%	4 different complete summaries (200+ words each) of articles
C / 70-79%	3 different complete summaries (200+ words each) of articles
D / 60-69%	2 different complete summaries (200+ words each) of articles
F / 1-59%	1 complete summary (200+ words) of an article
F / 0%	No summaries submitted

(-1 letter grade for not following MLA format; -1 letter grade for not following MLA works cited format; -1 letter grade for not using standard written English)

Book Source Lists (Subject/Key Word Directories) (5%) (See Lay page 47 for more information.)

A / 90-100%	3 commentaries and 6 book sources; location of sources; subject/key words used
B / 80-89%	3 commentaries and 5 book sources; location of sources; subject/key words used
C / 70-79%	2 commentaries and 5 book sources; location of sources; subject/key words used
D / 60-69%	2 commentaries and 4 book sources; location of sources; subject/key words used
F / 30-59%	1 commentary and 3 book sources; location of sources; subject/key words used
F / 20-29%	1 commentary and 2 book sources; location of sources; subject/key words used
F / 1-19%	1 commentary and 1 book source; location of sources; subject/key words used
F / 0%	Does not meet the minimal standards

(-1 letter grade for not following MLA works cited page format; -1 letter grade for not providing

the subject/key word used for each source)

ATLA Journal Source List (5%) (See Lay pages 53-54 for more information.)

- A / 90-100% 4 journal article sources; location of each source; subject/key words used
 - B / 80-89% 3 journal article sources; location of each source; subject/key words used
 - C / 70-79% 2 journal article sources; location of each source; subject/key words used
 - D / 60-69% 1 journal article source; location of source; subject/key words used
 - F / 0% Does not meet the minimal standards
- (-1 letter grade for not following MLA works cited page format; -1 letter grade for not providing the subject/key word used for each source)

Internet Source List (Search Engine Directory) (5%) (See Lay pages 61-62 for more information.)

- A / 90-100% 4 internet articles; location of each source; evaluation of site
 - B / 80-89% 3 internet articles; location of each source; evaluation of site
 - C / 70-79% 2 internet articles; location of each source; evaluation of site
 - D / 60-69% 1 internet articles; location of each source; evaluation of site
 - F / 0% Does not meet the minimal standards
- (-1 letter grade for not following MLA works cited page format; -1 letter grade for no evaluation; -1 letter grade for not providing the subject/key word used for each source)

6. *Process Writing Assignments (20% Total)*

Book Notes (5%) (See Lay page 72 for more information.)

- A / 90-100% Notes from at least 6 different sources; summary and paraphrase notes of 1000+ words; quotation notes of 100+ words; comment notes of 300+ words
 - B / 80-89% Notes from at least 5 different sources; summary and paraphrase notes of 900-999 words; quotation notes of 80-99 words; comment notes of 250-299 words
 - C / 70-79% Notes from at least 4 different sources; summary and paraphrase notes of 800-899 words; quotation notes of 60-79 words; comment notes of 150-249 words
 - D / 60-69% Notes from at least 3 different sources; summary and paraphrase note of 700-799 words; quotation notes of 40-59 words; comment notes of 100-149 words
 - F / 30-59% Notes from at least 2 sources; summary and paraphrase notes of 500-699 words; quotation notes of 1-39 words; comment notes of 50-99 words
 - F / 1-29% Notes from 1 source; summary and paraphrase notes of less than 500 words; no quotation notes; comment notes of less than 50 words
 - F / 0% No notes submitted
- (-1 letter grade for not following MLA works cited page format; -1 letter grade for not using standard written English)

Periodicals and Internet Notes (5%) (See Lay page 76 for more information.)

- A / 90-100% Notes from at least 2 periodical sources and 3 internet sources; summary and paraphrase notes of 600+ words; quotation notes of 100+ words; comment notes of 300+ words
- B / 80-89% Notes from at least 2 periodical sources and 2 internet sources; summary and paraphrase notes of 500-599 words; quotation notes of 80-99 words; comment notes of 250-299 words
- C / 70-79% Notes from at least 2 periodical sources and 2 internet sources; summary and paraphrase notes of 400-499 words; quotation notes of 60-79 words; comment notes of 150-249 word notes

D / 60-69%	Notes from at least 2 periodical sources and 1 internet source; summary and paraphrase note of 300-399 words; quotation notes of 40-59 words; comment notes of 100-149 words
F / 30-59%	Notes from at least 1 periodical source and 1 internet source; summary and paraphrase notes of 200-299 words; quotation notes of 1-39 words; comment notes of 50-99 words
F / 1-29%	Notes from 1 periodical or internet source; summary and paraphrase notes of less than 200 words; no quotation notes; comment notes of less than 50 words
F / 0%	No notes submitted
(-1 letter grade for not following MLA works cited page format; -1 letter grade for not using standard written English)	

First (Birth) Draft (5%) (See Lay pages 90-92 for more information.)

A / 90-100%	2,400+ words; thesis and outline; at least 9-12 sources
B / 80-89%	2,000-2,399 words; thesis and outline; at least 7-8 sources
C / 70-79%	1,600-1,999 words; thesis and outline; at least 5-6 sources
D / 60-69%	1,200-1,599 words; thesis and outline; at least 3-4 sources
F / 50-59%	800-1,199 words; thesis and outline; at least 2 sources
F / 20-49%	400-799 words; thesis and outline; at least 1 source
F / 0-19%	Does not meet minimal standards

(-1 letter grade for not following MLA format; -1 letter grade for not following MLA works cited page format; -1 letter grade for not using standard written English)

Second (Proof) Draft (5%) (See Lay pages 100-101, 118-119, 129, and 137-138 for more information.)

A / 90-100%	2400+ words; thesis and outline; 10-12+ sources
B / 80-89%	2200-2399 words; thesis and outline; 9 sources
C / 70-79%	2000-2199 words; thesis and outline; 8 sources
D / 60-69%	1800-1999 words; thesis and outline; 7 sources
F / 50-59%	1600-1799 words; thesis and outline; 6 sources
F / 20-49%	1400-1599 words; thesis and outline, 5 sources
F / 0-19%	Does not meet minimal standards

(-1 letter grade for not following MLA format; -1 letter grade for not following MLA works cited page format; -1 letter grade for not using standard written English)

7. *Research Paper Assignment (See Research Paper Assessment Guide) (50% Total)*

Content (25%) / Style (10%) / Grammar (5%) / Format (10%)

A / 90-100%	Exceptional ~ Meets the requirements; mistakes are insignificant and do not distract from the paper
B / 80-89%	Proficient ~ Meets the requirements; mistakes are few and minimally distract from the paper
C / 70-79%	Adequate ~ Mostly meets the requirements; mistakes are numerous, yet few distract from the paper
D / 60-69%	Minimal ~ Barely meets the requirements; mistakes are numerous and distract from the paper
F / 1-59%	Unsatisfactory ~ Does not meet the requirements; mistakes are countless and distract gravely from the paper
F / 0%	Paper not submitted

Research Paper Assessment Guide. Your paper will be looked at from four major categories—content, style, grammar, and format. Each of those categories is broken down into subcategories, each with specific traits. Each trait will be looked at and then the entire category will be assessed according to these guidelines:

		Trait	Description
CONTENT	FOCUS	Purpose	Utilizes the appropriate purposes—reflection, analyzes, information, or persuasive—to communicate the topic.
		Audience	Addresses the target readers—their knowledge, interest, and motivation towards the thesis.
		Voice	Contains an effective point of view and your personal tone and perspective
	IDEAS	Thesis	Includes an engaging and meaningful topic, displayed in a specific, manageable, and engaging declarative sentence that meets the objectives of the assignment.
		Evidence	Shows accurate, reliable, and effective sources—experiential and/or documented—to support the thesis, using a variety of summaries, paraphrases, and quotations.
	STRUCTURE	Outline	Exhibits a logical progression of thought, clear transitions between ideas, and discipline-specific structure to complement the support.
		Patterns	Organizes the ideas around appropriate paragraph patterns—narration, description, comparison/contrast, definition, examples, cause/effect, and classification/division to enhance the thesis.
STYLE	PARAGRAPHS	Coherent	Exhibits understandable and clear readability.
		Unified	Demonstrates one main idea with an explicit or implicit topic sentence.
		Complete	Includes sufficient information yet varied lengths.
		Engaging	Introduces the topic with an engaging beginning.
		Strong	Concludes the topic with a strong ending.
	SENTENCES	Varied	Demonstrates a variety of lengths—short, medium, and long.
		Diverse	Exemplifies a diverse use of structures—simple, compound, complex, and compound/complex.
		Parallel	Contains equal or parallel wording, phrases, clauses, or sentences.
		Transitional	Incorporates significant transitions within and between sentences.
	WORDS	Appropriate	Shows appropriate levels for the audience.
		Concise	Incorporates as few words as possible.
		Specific	Demonstrates precise and exact wording including active verbs and descriptive nouns.
		Inclusive	Incorporates sensitive language when referring to gender, race, religion, occupation, economic status, and age.
GRAMMAR	SYNTAX	Fragments	Incomplete sentences.
		Run-On	Two or more complete sentences without proper punctuation.
		Comma Splice	Two or more complete sentences separated by a comma.
		Person Change	Interchanging first, second, and third person.
		Subject-Verb Agreement	Subject and verb do not agree in number—singular or plural.
		Pronoun Disagreement	Pronoun does not agree in number—singular or plural—with antecedent.
		Past Tense/Past Participle Mix	Past tense of a verb is substituted with the participle of a verb.
		Verb Tense Shift	Multiple verb tenses within the same context.
		Mood Shift	Unnecessary change in mood—indicative, imperative, and subjunctive.
		Adjective/Adverb Shift	Use an adjective as an adverb or an adverb as an adjective.
		Dangling Modifier	A modifier has nothing to modify.
		Passive Voice	The subject receives the action of the verb.
	PUNCTUATION		Exhibits the acceptable usage of all punctuation marks.
	MECHANICS		Shows an accurate usage of capitalization, italics, abbreviations, acronyms, and numbers. Uses proper spelling.
FORMAT	LAYOUT	Margins	One-inch margins
		Spacing	Double spacing
		Font	12-point
		Indent Paragraph	One-half inch
		Page #	Last name / Page number / Half inch
		Title	Title of the essay
		Title Page	MLA
		Paper	8.5 x 11
	IN-TEXT DOCUMENTATION	Summary	One or two sentence overview of the author's ideas in your own words.
		Paraphrase	Longer summary of the author's ideas in your own words.
		Quotation	Use a lead-in of the author's last name.
		Block Quote	Indent one-inch with no quotation marks over four lines long.
		Style	Place the author's name in a variety of positions in the quote.
	WORKS CITED PAGE	Parenthetical	(Author's last name page number).
		MLA	Books, Journals, Online.

COURSE SCHEDULE

July	7	Read: Badke, pp. 1-41, 223-257; Read: Lay, pp. xi-29 Due: Reflective Paper ; All assignments must be submitted by 6 p.m. Late work will not be accepted.
	14	Read: Badke, pp. 42-88; Read: Lay, pp. 31-36; Read: <i>MLA</i> , pp. 10-19 Due: Reference Articles; All assignments must be submitted by 6 p.m. Late work will not be accepted.
	21	Read: Badke, pp. 89-120; Read: Lay, pp. 37-83 Due: Commentary and Book Source List; All assignments must be submitted by 6 p.m. Late work will not be accepted.
	28	Read: Badke, pp. 121-172; Read: Lay, pp. 85-119 Due: Journal Source List and Internet Source List; All assignments must be submitted by 6 p.m. Late work will not be accepted.
August	4	Read: Badke, pp. 173-195; Read: Lay, pp. 121-129; Read: <i>MLA</i> , pp. 41-49 Due: First Notes and Working Thesis, Key Word and Outline; All assignments must be submitted by 6 p.m. Late work will not be accepted.
	11	Read: Badke, pp. 196-204; Read: Lay, pp. 131-142; Read: <i>MLA</i> , pp. 213-232 Due: Second Notes and Refined Thesis, Key Word and Outline; All assignments must be submitted by 6 p.m. Late work will not be accepted.
	18	Read: Badke, pp. 205-222; Read: <i>MLA</i> , pp. 123-212
	25	Due: First (Birth) Draft (Be prepared to discuss your thesis, key word and outline.) All assignments must be submitted by 6 p.m. Late work will not be accepted.
September	1	Labor Day (No Class)
	8	Read: <i>MLA</i> , pp. 63-122 Due: Second (Proof) Draft (and Third Notes at the professor's discretion); All assignments must be submitted by 6 p.m. Late work will not be accepted.
	15	Due: Third Draft (and Fourth Notes at the professor's discretion)
	22	Read: Lay, pp. 145 Due: Research Paper and Reflective Paper 2. All assignments must be submitted by 6 p.m. Late work will not be accepted.

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

1. **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*.

2. **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.
3. **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.
4. **Conferencing.** One-on-one conferences with the professor provide target 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 not submitted on time.
- (5) Three assignments receiving a C grade.
- (6) Two assignments receiving a D grade.
- (7) One assignment receiving an F grade.
- (8) More than 10% absences.
- (9) Recommendations from the English professor and another professor the student has had for class.

COURSE POLICIES

1. **Late Policy.** Should a student miss a class period for any reason, the assignment(s) due on the date missed must be submitted on or before its due date. Each assignment is due at the beginning of class. If the assignment is not submitted at the beginning of class, it is considered late. Late work is not accepted. No assignment may be skipped. Each assignment must be submitted before the next assignment due will be accepted. The Research Paper, which is due the 11th week at 6 pm, will NOT be accepted late.
2. **Assignment Policies.**
 - Any form of plagiarism will not be tolerated. Intentional plagiarism will result in an F for the course. All other forms of plagiarism will result in an F for the assignment.
 - Any essay requiring a minimum number of words will be reduced 5% for every 100 words short.
 - Any essay requiring a minimum number of sources will be reduced 5% for every source short
3. **Learning Disability Statement.** If you have a diagnosed learning disability, please see the Director of the Hundred (Center for Student Success) to discuss strategies that would enhance your ability to learn. Professor Garner cannot implement any special accommodations without authorization from The Hundred.

4. ***Disclaimer Statement.*** Please understand that Professor Garner reserves the right to modify this course plan by changing topics, due dates, or even an assignment as long as it does not add to the students' work load.

PROFESSOR'S CONTACT INFORMATION

1. Professor Garner is available by appointment.
2. Phone: 314-540-4482 (c)
Email: sgarner@slcconline.edu