

<b>Course:</b>	<b>EN113-DDN College Composition II (Blended)</b>
<b>Credit:</b>	3 Semester Hours
<b>Semester:</b>	Fall 2020 (Cycle 3)
<b>Location:</b>	TBA
<b>Instructor:</b>	Thomas Crank, thomas.crank@calvary.edu

*\*About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

*\*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## I. DESCRIPTION

This course develops skills in critical reading, analytical observation, and effective writing and research methods. As a sequel to EN112 (Composition I), this course continues the development of academic expository essay writing, while advancing skills in research methods, both print and electronic, and writing research papers beyond the five-paragraph model. (Prerequisite: EN112).

## II. OBJECTIVES

### A. General competencies to be achieved. You will:

1. Continue to develop competencies gained from EN112 (PLO 1-4), (Assignments A-C).
2. Critically read and analyze various literary texts (PLO 1-3), (Assignments A-C).
3. Develop effective research techniques (PLO 2, 4), (Assignments A-C).
4. Understand how to develop essays beyond the five-paragraph model (PLO 2, 4), (Assignments A-C).

### B. Specific competencies to be achieved. You will be able to:

1. Apply basic literary elements to literary essays (PLO 1-4; Assignments A, C).
2. Conduct a systematic research project, using various tools, techniques, and research methods (PLO 1-4; Assignments A, C).
3. Develop, implement, and write a research project based on research problem in a discipline (PLO 1-4; Assignments A, C).

### III. REQUIRED MATERIALS

#### A. Required Textbooks

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- Madden, Frank, ed. *Exploring Literature: Writing and Arguing About Fiction, Poetry, Drama, and the Essay*. 4<sup>th</sup> ed. Pearson/Longman, 2009. \$47.71 ISBN: 13-978-0-205-64018-8

#### B. Suggested Resources

- MLA Handbook, 8<sup>th</sup> Edition

### IV. REQUIREMENTS

**A. Attendance and Participation Activities:** During each class, the professor will assign activities that must be completed by all students (both in-class and online). These activities may be writing exercises, notes, discussion board questions, etc. Students will follow instructions to complete the activities. These participation activities must be uploaded to canvas before the next class period.

These activities are graded like normal assignments (see late policy below). Students who miss two or more weeks of class may be dropped from the course.

**B. Reading Assignments:** Reading assignments are assigned from the required textbook (see below).

#### C. Writing Assignments

1. *Entrance and Exit Essays:* These short, reflective essays are designed to measure the student's growth as a writer over the course of the cycle. They will be written and submitted in class.
2. *Formal Essays:* The student will write three formal essays: two literary analyses and a research project. The literary essays are 3–5 pages in length and analyze a short story and a poem. The research project explores an academic problem. A minimum of 10 pages is required. Specific essay details are provided in Canvas.

**D. Writing Process:**

The literary essays include the following assignment checkpoints:

1. *Outline and Thesis:* Students will write an outline, following the template provided in Canvas. The outlines should include a list of sources if required. *The outline must be approved before moving to the next step.*
2. *Rough Draft and Peer Review:* Students must turn in a full draft that meets the assignment guidelines. Incomplete work will be counted late until it is completed (see Late Work below). This draft will be peer reviewed in the online discussion board. Peer review is the process by which students give and receive feedback from their fellow students. Students will receive in-class training and instructions for completing this step. Students are graded on the quality of peer feedback provided.
3. *Final Draft:* Students will use feedback from peers to revise their essays. Final Essay Drafts are submitted on Canvas. The professor will provide feedback at this point. Essays may be re-submitted as many times as needed for the student to reach his/her desired grade. *At least one final draft is required. Students may not turn in the first draft without revisions. Unrevised drafts submitted as the final draft will receive 0 points.* The deadline for final drafts is the last day of class; at 11:59pm on the last day of class all essays will be marked final.

The research project includes the following assignment checkpoints:

1. *Research Proposal:* The student will submit description of the proposed research project topic along with an argument for why this topic is important. See Canvas for more details. *This proposal must be approved before moving to the next step.*
2. *Annotated Bibliography:* This assignment lists a required number of sources along with a two-sentence description of the source, its content, and its value. See Canvas for more details. *This proposal must be approved before moving to the next step.*
3. *Outline and Thesis:* Students will write an outline, following the template provided in Canvas. The outlines should include a list of sources if required. *The outline must be approved before moving to the next step.*
4. *Rough Draft and Peer Review:* Students must turn in a full draft that meets the assignment guidelines. Incomplete work will be counted late until it is completed (see Late Work below). This draft will be peer reviewed in the online discussion board. Peer review is the process by which students give and receive feedback from their fellow students. Students will receive in-class training and instructions for completing this step. Students are graded on the quality of peer feedback provided.
5. *Final Draft:* Students will use feedback from peers to revise their essays. Final Essay Drafts are submitted on Canvas. The professor will provide feedback at this point. Essays may be re-submitted as many times as needed for the student to reach his/her desired grade. *At least one final draft is required. Students may not turn in the first draft without revisions. Unrevised drafts submitted as the final draft will receive 0 points.* The deadline for final drafts is the last day of class; at 11:59pm on the last day of class all essays will be marked final.

**E. Other Assignment Policies**

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 8<sup>th</sup> edition.
2. *Plagiarism* is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.
3. *Other forms of cheating* include copying another student's work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.
6. *Absences:* Students are responsible for making up missed coursework. Watch the recorded class video to find out what was covered.

**V. METHODS**

- A. Lectures, Discussions:** I typically try to make lectures short with lots of room for practice exercises (which are completed in your journal). We sometimes hold class discussions. Online students will be given special instructions about how to participate in these discussions.
- B. Reading and Writing:** All reading must be completed as assigned. *All essay assignments must be completed to pass this course.* Grading rubrics are used on all essays.

**C. Grading**

*Possible Points for All Assignments:*

Participation Activities (8 x 25)	100 points
Research Project Proposal	50 points
Annotated Bibliography	50 points
Essay Thesis, Outlines (3 x 50)	150 points
Essay First Drafts (3 x 50)	150 points
Essay Peer Reviews (3 x 50)	150 points
Essay Final Drafts (3 x 50)	300 points
Entrance/Exit Essays (2 x 50)	100 points
<b>Total Points</b>	<b>1050 points</b>

The Grading Scale can be found in the University Catalog.

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Syllabus, Spring 2020**

**VI. TENTATIVE SCHEDULE** (The professor may modify the schedule if necessary.)

	<b>Topic</b>	<b>Due Dates</b> <i>See Canvas for due dates</i>
<b>Week 1</b>	The elements of literature and advanced critical reading	<ul style="list-style-type: none"> <li>• Entrance Essay</li> </ul>
<b>Week 2</b>	Research methods: Research project types, process, and organization	<ul style="list-style-type: none"> <li>• Read chapters 1-2 and pp. 55-69</li> <li>• Literary Essay 1 Outline and Thesis</li> </ul>
<b>Week 3</b>	Analyzing short fiction part 1	<ul style="list-style-type: none"> <li>• Read chapter 4 and "Everyday Use" (978-983); "The Chrysanthemums" (1197-1204)</li> <li>• Research Project Proposal</li> <li>• Literary Essay 1 First Draft</li> <li>• Peer Review 1</li> </ul>
<b>Week 4</b>	Research Methods: Finding and evaluating sources	<ul style="list-style-type: none"> <li>• Read chapter 5</li> <li>• Annotated Bibliography</li> <li>• Research Project Outline and Thesis</li> </ul>
<b>Week 5</b>	Analyzing short fiction part 2	<ul style="list-style-type: none"> <li>• Read "A Good Man Is Hard to Find" (1185-1196) and "The Yellow Wallpaper" (720-731)</li> <li>• Literary Essay 2 Outline and Thesis</li> </ul>
<b>Week 6</b>	Analyzing poetry part 1	<ul style="list-style-type: none"> <li>• Read pp. 73-88 and 506-509</li> <li>• Literary Essay 2 First Draft</li> <li>• Peer Review 2</li> </ul>
<b>Week 7</b>	Analyzing poetry part 2	<ul style="list-style-type: none"> <li>• Read 1288-1293.</li> <li>• Research Project First Draft</li> <li>• Peer Review 3</li> </ul>
<b>Week 8</b>	Revising, Editing, and Proofreading	<ul style="list-style-type: none"> <li>• Final Drafts</li> <li>• Exit Essay</li> </ul>

**VII. Resources:**

- A. Disabilities:** Students with disabilities have the responsibility of informing the DSS Coordinator ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.
- B. The Clark Academic Center** (email: [learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this free service.