



LEAVELL COLLEGE

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

LSCM1310-01: ENGLISH COMPOSITION

Spring 2017

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The mission of Leavell College of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value

Each academic year, a core value is emphasized. This academic year, the core value is Characteristic Excellence—We want everything we do to be characterized by offering the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Course Description

The purpose of this course is to help students write effectively. Students will survey the principles of grammar and effective writing, with an emphasis upon writing essays. Students who do not achieve adequate score on the English Placement Exam are required to complete the English Grammar course before taking English Composition.

Student Learning Outcomes

At the conclusion of the semester, the student will:

1. comprehend the principles of grammar and the writing process;
2. value the use of the English language with appropriate grammar and composition; and
3. write college-appropriate essays.

Course Texts

Anker, Susan. *Real Essays with Readings* (with Launch Pad access). 5th ed. Boston: Bedford/St. Martins, 2015. ISBN13: 9781319007768

(Electronic books are NOT permitted. Each student must have a hard copy of the book by the end of the second week of class. If you purchase a used book, you will be responsible for purchasing the access code for LaunchPad Solo.)

Other Materials

Looseleaf paper, 8 ½ x 11 inches only (no paper torn from spiral notebooks)

Pens/Pencils for writing

Colored pen/marker for editing

Highlighters (4 different colors) for editing

Course Requirement and Grading

1. *Formal Writing Assignments* (50%)

A. Out-of-class Writing: Each student will write paragraphs, essays, or other assignments according to instructions given in class. Some of these assignments will include out-of-class, first drafts or outlines. For such first drafts/outlines, you may receive comments from me and possibly from your class peers, and you will also complete self-editing exercises on these first drafts/outlines to help you recognize your strengths and weaknesses as a writer. You will be required to turn in all first drafts/outlines with comments/editing marks with the final draft of the writing assignment. Failure to submit first drafts/outlines and comments with the final draft of the assignment will result in a 7-point deduction on the final grade.

Final drafts (the final copy of the assignment to be graded) submitted past the due date will be penalized as follows: 7 points for the first day late and 1 point per day late after the first day. No final drafts will be accepted more than one week past the original due date.

All out-of-class writing should be typed using Times New Roman 12-point font. You should also double space your work.

B. In-class Writing: One or two formal writing assignments will be completed during class time. You will know the topic ahead of time and will be permitted to bring a short outline to guide the in-class writing. Outlines will be checked at the beginning of the class period during which the in-class assignment is written. In-class writing assignments may not be made up. Students will know the dates of such in-class assignments at least one week ahead of time. In-class formal writing does not need to be typed.

The lowest essay grade will be dropped, but missed essays CANNOT be dropped.

This assignment (formal writing) relates to Student Learning Outcomes #1, #2, and #3.

2. *Homework and Informal Writing Assignments* (15%)

A. Homework: Frequent homework will be assigned, either from the textbook or in LaunchPad--the computer supplement to the course. Homework from the textbook will be checked/reviewed in class, and homework on LaunchPad will be computer graded. Late homework will be penalized one letter grade (7 points) for each day it is late.

B. Informal Writing: Because this is a writing course, you will be doing lots of writing! Some of this writing will not be formally assessed (i.e. graded), but you will receive completion credit for doing the writing. Such informal writing includes but is not limited to timed freewrites, online discussion boards and journal responses, peer feedback, and online exercises. In-class informal writing assignments cannot be made up, so excessive class absences will affect the grade for this portion of the course.

This assignment (homework and informal writing assignments) relates to Student Learning Outcomes #1 and #2.

3. *Peer Evaluations* (0%)

One of the ways to become a better writer is to think critically about writing. To that end, you will occasionally read and comment on your classmates' first drafts of formal writing assignments. On days that we break into groups for peer-editing sessions, you must be prepared with two copies of your typed early draft. Specific instructions for the peer-editing sessions will be given in class. While these drafts are not formally graded, failure to bring your two typed copies of your draft for peer editing will result in a 7-point deduction from your final assignment grade. You will not be able to make up the work that happens in a peer-editing session, so an absence on a peer-editing day will result in the same 7-point deduction. Students will know at least a week ahead of time when the peer-editing sessions will be held, and I reserve the right to add sessions not initially included on the Course Schedule. *This assignment relates to Student Learning Outcomes #1 and #2.*

4. *Quizzes* (15%)

You will take periodic quizzes over grammar and style and the writing process. The quizzes will cover material from the textbook and from class lectures. Dates for in-class quizzes may be announced at least one class period early, though in-class pop quizzes are possible. You will also take quizzes online through LaunchPad/Learning Curve; dates for these quizzes will be given at least one class period in advance. *This assignment relates to Student Learning Outcomes #1 and #2.*

5. *Final Examination* (15%)

You will write a final exam essay in class on the date indicated on the Course Schedule. The exam must be taken at this assigned time. The final exam will consist of a timed writing assignment. You will know the topic ahead of time and will be permitted to use a brief outline to guide you as you write the final exam essay. **You must pass the final exam to pass the course,** regardless of the final course average. *This assignment relates to Student Learning Outcomes #1, #2, and #3.*

6. *Participation* (5%)

Participation is essential. Tardies and absences will affect your participation grade negatively, while active participation in class will affect your participation grade positively. *This assignment relates to Student Learning Outcomes #1 and #2.*

Course Evaluation

The final grade will be determined by the professor in the following manner:

- 50%--Formal Writing Assignments
- 15%--Homework and Informal Writing Assignments (in class and online)
- 15%--Quizzes (in class and online)
- 15%--Final Exam Essay
- 05%--Participation

The grading scale as posted in the Leavell College catalog will apply:

- A = 93-100
- B = 85-92
- C = 77-84
- D = 70-76
- F = below 70

Each paper will be evaluated on its effectiveness as persuasive writing. Each draft of every paragraph or essay is assessed by the same standards: papers written at the beginning of the semester are graded with the same standards as papers written at the end of the semester, and a final draft is graded with the same standards as the first draft of a paragraph or essay. Because of these standards, grades on drafts at the beginning of the semester will almost always be lower than grades at the end of the semester, and the goal should be to improve the writing so that grades improve throughout the semester as you become more adept at incorporating into your writing the approaches being learned.

At specific times during the semester, individual conferences may be required. These conferences will last approximately 15-20 minutes in length and will be held in my office at a time that is convenient for both of us. Failure to attend a scheduled conference will be considered an absence.

Additional Course Information

1. *Attendance Policy:* School policies regarding absences and tardies will be strictly enforced. Each hour the student is absent counts as one absence. Also, three tardies count as one absence. A student is allowed nine absences (nine hours of absence) in this course. Any absence beyond the nine absences will result in an automatic “F” for the course. The student is responsible to all material, including that which was covered during an absence. Any missed assignments—if allowed to be made up—must be made up within one week of the original due date or the student will receive a grade of zero for the assignment. **Unless otherwise noted, all late assignments will be penalized seven points for the first day and one point per day thereafter.**
2. *Blackboard Sites:* All communications outside of class will come as emails via Blackboard. Students are responsible to ensure that the contact information in Blackboard is current.
3. *Computer/Phone Usage Policy:* A no-technology policy is in effect for this course. At no time during class should a student be using a computer, tablet, smart phone, etc. Phones should be placed on silent (not vibrate) mode during class. Students needing to make or receive texts or calls should arrange to do so outside of class time. The professor reserves the right to ask students to leave electronic devices at home.
4. *Special Instructions:* In the event the seminary campus is closed, class will still meet in an online format. Should campus close for any reason, please take your course materials with you and be prepared to move the discussion to an online format via Blackboard. I will post any necessary schedule revisions to the Announcements page of Blackboard.

5. *Plagiarism Policy*: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the course, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.

6. *Technology Help*: If you have any questions about Blackboard, SelfServe, or ITC services, please access the ITC page on our website (www.nobts.edu/itc/). General NOBTS technical help information is provided on this webpage.

LaunchPad/Learning Curve

This semester, I will be utilizing an online resource to help you review information learned in class. That online resource is called LaunchPad, and includes another course called Learning Curve. You will need the following information when registering for/enrolling in the course:

Dear Students,

The online portion of our course is open for student registration.

To register for the course go to:

<http://www.macmillanhighered.com/launchpadsolo/realessays5e/3747471>

PLEASE bookmark the page to make it easy to return to.

You have three options to enroll in the course: you can purchase direct access, you can buy an access code, or you can get free 21 day access while deciding.

To navigate and start using LaunchPad please consult the [Get Started guide](#) and/or [view this video](#).

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative 24 hours a day, 7 days a week:

- through the [online form](#)
- by [chat](#)

Or by phone at (800) 936-6899:

- Monday through Thursday 8:00 a.m. to 3:00 a.m.
- Friday 8:00 a.m. to 12:00 a.m.
- Saturday 12:00 p.m. to 8:00 p.m.
- Sunday 12:00 a.m. to 3:00 a.m.

You will need to have access to LaunchPad/Learning Curve by the third week of class.

Course Outline

Note: You are responsible to have read assigned chapters prior to coming to class. Pop quizzes may be given to assess whether or not students are reading the required material.

Week	Date*	Topics*	Writing Assignments*	Homework/ LaunchPad/ Learning Curve Assignments
1	Jan. 26	Syllabus Review; Introduction to Course; Baseline Essay	Purchase Textbook ASAP	
		The Writing Process,	Choose and narrow a topic (p. 57); write preliminary thesis	
2	Feb. 2	The Writing Process, chs. 7, 8; self-editing of thesis statement	Create outline; write two separate introductions	
		The Writing Process; self- editing of outline	Write first draft of essay	
3	Feb. 9	Revising a Draft, ch. 9; self-editing of first draft	Revise first draft and type final draft (Essay #1)	
		Basic Sentence Patterns, ch. 21;		
4	Feb. 16	Fragments, ch. 22 Final draft of Essay #1 due at the beginning of class	Write outline of Illustration Essay	
		Illustration Essay, ch. 11		
5	Feb. 23	Run-on Sentences, ch. 23; check outlines	Type final draft of Illustration Essay (Essay #2)	
		Subject/Verb Agreement, ch. 24;		
6	Mar. 2	Definition Essay, ch. 15 Final draft of Illustration Essay due at the beginning of class	Write outline of Definition Essay	
		Verb Problems, ch. 25	Type first draft of Definition Essay—bring two copies to next class period	
7	Mar. 9	Revision, ch. 9; self and peer editing exercises	Type final draft of Definition Essay (Essay#3)	
		Pronouns, ch. 26;		
8	Mar. 16	SPRING BREAK		

9	Mar. 23	Reviewing Common Problems with Essays Final copy of Definition Essay due at the beginning of class		
		Adjectives/Adverbs, ch. 27		
10	Mar. 30	Compare/Contrast Essay, ch. 16	Write outline, type first draft of Compare/Contrast Essay. Bring two copies of draft to next class period	
		Peer Review of Essays		
11	Apr. 6	Modifiers, ch. 28; Final copy of Compare/Contrast Essay due at the beginning of class		
		Coordination/ Subordination, ch. 29; Parallelism, ch. 30		
12	Apr. 13	Sentence Variety, ch. 31	Write outline of Cause/Effect Essay (Essay #5)	
		Cause/Effect Essay, ch. 17		
13	Apr. 20	In-class Essay—Cause/Effect Essay		
		Punctuation, chs. 35-36		
14	Apr. 27	Argument Essay, ch. 18	Write outline of Argument Essay (Essay #6)	
15	May 4	Final Exam		

*All dates, topics, and assignments subject to change.

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