

**Saint Louis Christian College**  
**GEN 010N—College English, AIM Program**  
3 credit hours

Spring, 2012  
No course prerequisites

Monday  
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**

This course will review parts of speech, punctuation, sentence structure, and paragraph and theme construction. Emphasis is placed on writing with clarity and improving writing style. This course is required for those who test below the acceptable level for entrance into GEN 110.

This course is one of the college preparation courses at SLCC. College preparation courses help develop the skills and abilities of students so they can do college level work in the required mathematics, English, and reading courses. The final grades of these courses are either “S” for satisfactory, or “U” for unsatisfactory. Students must have an 80% (C) or higher to receive a satisfactory grade. College preparation courses do not apply toward the student’s GPA, nor are they computed in determining academic standing. Credits earned do not count as a part of the total required credits in the degree programs at SLCC.

### **COURSE RATIONALE**

Some learners enter college without a good foundation in the fundamentals of English grammar, spelling, and mechanics. College English is an attempt to help build this foundation to prepare learners for the challenges they will encounter with college writing.

This course will help students satisfy Educational Goal #3, “Skillful Communication—Demonstrate effective oral and written communications skills”, and General Education Division Objective #1—“Given instruction in the communication skills, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.”

### **COURSE OBJECTIVES**

Upon successful completion of this course, the learner should be able to:

- Identify and write with complete sentences.
- Write narrative, descriptive, process, and definition paragraphs.
- Write a paragraph which logically divides ideas into a list pattern.
- Write a comparison/contrast paragraph.
- Write a short essay.
- Use a variety of prewriting techniques.
- Write simple, compound, and complex sentences.
- Use proper punctuation, spelling, and formatting on written assignments.

## COURSE REQUIREMENTS

- *Course Textbook:*  
Introduction to Academic Writing, third edition, by Alice Oshima and Ann Hogue, published by Pearson Longman. (ISBN 0-13-193395-7) **This is a required textbook.**
- *Attendance:* This course meets a total of 11 times, with each session of the course having two individual units. Attendance will be taken during each of those 22 units. Whenever four hours or units of absence occurs, the student will be given an additional assignment to make up for the lost class time. Failure to complete the additional assignment will result in a reduction of 5% of the final grade. In accordance with SLCC policy, if you miss 6 units of class, you will be administratively withdrawn from the class and will receive a grade of “U”, unsatisfactory.

Most classes will involve exercises from the textbook. A student who comes to class without a textbook will be considered absent, because he or she is unprepared to participate in class.

- *Assignments:*
  - Daily journals
  - Various types of paragraphs, as encountered in the textbook.
  - 1 essay

Except for daily journals, each written assignment must be computer-generated and conform to in MLA format. Papers will be graded for spelling, grammar, punctuation, format, and adherence to the requirements of the assignment.

- *Quizzes:* There will be 3 quizzes, covering the grammatical and mechanical portions of the course. Quizzes will be cumulative—each successive quiz will include principles previously tested.
- *Grading scale:* All grading is based on the grading scale of St. Louis Christian College. Because this is a preparatory course, you must average at least a C or better (80%). Grades below 80% will receive an F.

## COURSE ASSESSMENT

Assignment	% of Total Grade	Method of Assessment	Format & Word Length Requirements
Daily Journals—4 each week	10%	Grading Scale: 2 points each journal entry which conforms to the length requirements and answers the prompt.	Handwritten, on notebook paper or computer-generated Handed in weekly At least 7 sentences per day on the topic
Class participation	10%	Grading Scale: 100%--no absences, textbook exercises completed 70%--1 or 2 absences, incomplete assignments Unacceptable or incomplete = 0%	Credited after the last class. Includes attendance, discussion, and outside preparation of assigned textbook exercises.
Introductory Paragraph	5%	Grading Scale: Exceptional = 100% Minimal = 70% Unacceptable or incomplete = 0%	Follow directions on p. 5 for a computer-written assignment.
Paragraphs (6)	30%	Paragraph Rubric, textbook p. 196	300 words maximum(about 1 page) MLA format
Essay	20%	Essay Rubric, textbook p. 197	900 words (about 2 pages) MLA format
Quizzes <ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Quiz 2</li> <li>• Quiz 3</li> </ul>	<ul style="list-style-type: none"> <li>• 5%</li> <li>• 8%</li> <li>• 12%</li> </ul>	Objective	

## COURSE SCHEDULE

**Prior to Class 1:** Read textbook pp. 2-9. Write a paragraph introducing yourself, similar to the model on p. 5.

Date	Due. Assignments with "*" will be handed in and graded.	Topics to be Covered in Class
Jan. 9	*Introductory Paragraph	Chapter 1—Paragraph Format
Jan. 16	<b>NO CLASS—Martin Luther King, Jr. Day</b>	
Jan. 23	*Week 1 Journals Chapter 2, pp. 24-28, up to "Try It Out!"	Chapter 2—Narrative Paragraphs
Jan. 30	*Week 2 Journals Rough draft of Narrative Paragraph—p. 36 Chapter 3, pp. 38-44; do Practices 1, 2, and 3.	Peer editing of paragraphs Chapter 3—Paragraph Structure
Feb. 6	*Week 3 Journals *Narrative Paragraph Chapter 4, pp. 61-66; do Practices 1, 2, and 3.	Quiz 1 over Ch. 1-3 Chapter 4—Descriptive paragraph

Feb. 13	<p><b>* Week 4 Journals</b></p> <p><b>* Descriptive Paragraph—p. 75. Use the self-editing worksheet on p. 205.</b></p> <p><b>Chapter 5, pp. 76-87; do Practices 1, 2, and 3, including “Try It Out!” on p. 79.</b></p>	Chapter 5—Logical Division of Ideas
Feb. 20	<p><b>* Week 5 Journals</b></p> <p><b>* Logical Division of Ideas Paragraph—use the self-editing worksheet on p. 207.</b></p> <p><b>Chapter 6, pp. 94-103, practices 1, 2, and 3.</b></p>	Chapter 6—Process Paragraphs
Feb. 27	<p><b>* Week 6 Journals</b></p> <p><b>* Process Paragraph—use self-editing worksheet on p. 209.</b></p> <p><b>Ch. 7, pp. 108-114. Complete steps 1 and 2 of “Try It Out!” on pp. 112-113.</b></p>	<b>Quiz 2</b> over Ch. 1-6 Chapter 7—comparison-contrast paragraphs
Mar. 5	<p><b>* Week 7 Journals</b></p> <p><b>* Comparison-contrast paragraph—use self-editing worksheet p. 213.</b></p> <p><b>Ch. 8, pp. 130-135, practices 2, 3, and 4.</b></p>	Chapter 8—Definition paragraphs
Mar. 12	<p><b>* Week 8 Journals</b></p> <p><b>* Definition paragraph—use self-editing worksheet, p. 211.</b></p> <p><b>Ch. 9, pp. 147-152, practices 1, 2.</b></p>	Chapter 9—Essay organization
Mar. 19	<p><b>* Week 9 Journals</b></p> <p><b>Rough draft of final essay.</b> Your essay should express your opinion about an issue, and you may use any topic from p. 173 or another topic approved by your instructor.</p> <p><b>Read Chapter 10. Do Practice 3, p. 175.</b></p>	Peer editing of essays Chapter 10—Opinion Essays
Mar. 26	<p><b>* Week 10 Journals</b></p> <p><b>* Final Essay</b></p>	<b>Quiz 3</b> over Ch. 1-10

## Journal Assignments

The quickest way to improve your writing is to practice. To help you, there are four journal assignments each week. Your response should be at least one paragraph—5-7 sentences, beginning with a topic sentence. This assignment may be handwritten, provided your handwriting is legible. These assignments will be turned in each class period. These assignments are worth 2 points for each entry, with a total of 80 points for the course.

### **Week 1**

- Tuesday:* What are your feelings about writing?  
*Wednesday:* Why did you choose SLCC?  
*Thursday:* What do you intend to do with your degree?  
*Friday:* What is your favorite food?

### **Week 2**

- Tuesday:* Describe the personality of your favorite Bible character.  
*Wednesday:* Which book of the Bible is your favorite? Why?  
*Thursday:* Read Gal. 5:22-23. Which fruit of the Spirit is easiest for you to practice?  
*Friday:* If you could visit any place on Earth, where would you go?

### **Week 3**

- Tuesday:* Write a physical description of one of your relatives. (What does he/she look like?)  
*Wednesday:* Describe that relative's personality.  
*Thursday:* What is your favorite memory of that relative?  
*Friday:* What is your perfect evening?

### **Week 4**

- Tuesday:* Who is the most Godlike person you've met? Tell how he or she reminds you of God.  
*Wednesday:* Describe a gift you were given.  
*Thursday:* Praise God for how he has helped you this week.  
*Friday:* What's the most fun you've ever had at church?

### **Week 5**

- Tuesday:* Why is it valuable to study the Bible?  
*Wednesday:* Is it ever good to express anger?  
*Thursday:* Read Psalm 19. Write a paragraph praising God for his Word.  
*Friday:* What is the best age to get married? Why do you think so?

### **Week 6**

- Tuesday:* How do you prepare your favorite food?  
*Wednesday:* What kind of music do you enjoy?  
*Thursday:* Choose a Bible character and identify one of the flaws in his character.  
*Friday:* Write a paragraph about feet.

### **Week 7**

- Tuesday:* What do you most love to do?  
*Wednesday:* What was the hardest decision you ever had to make?  
*Thursday:* Who was the best boss you ever had?  
*Friday:* What is your favorite season? Why do you prefer it?

**Week 8**

- Tuesday:* What is difficult for you about returning to school?  
*Wednesday:* Describe a time when you knew God loved you.  
*Thursday:* What is the most difficult commandment for you to obey?  
*Friday:* If you could change one thing about this course, what would it be? (Your answer will not affect your grade, but will be a help to the professor in teaching the course again.)

**Week 9**

- Tuesday:* Read Proverbs 24:26. What do you think it means?  
*Wednesday:* Read Matthew 11:28-30. What does this passage mean to you?  
*Thursday:* What do you admire most in Jesus?  
*Friday:* How did you become a Christian?

**Week 10**

- Tuesday:* God wants us to have unity in Christ. How can we improve our unity?  
*Wednesday:* Read Eph. 6:5-9. How does this apply to our world today?  
*Thursday:* What course do you most look forward to?  
*Friday:* Now, at the end of this course, what are your feelings about writing?

**COURSE RESOURCES:**

- Cook, Claire Kehrwald. Line by Line: How to Edit Your Own Writing. Boston: Houghton Mifflin, 1985.
- Dictionary of the English Language <http://www.bartleby.com/61>
- Fogarty, Mignon. Grammar Girl's Quick and Dirty Tips for Better Writing. New York: Holt, 2008.
- Internet Public Library [www.ipl.org](http://www.ipl.org)  
links to dictionaries and encyclopedias, as well as other materials.
- Online Writing Assistant [www.powa.org](http://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](http://www.slcconline.edu)
- Thurman, Susan. The Everything Grammar and Style Book. Avon, MA: Adams Media, 2002.
- Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction. New York: HarperCollins, 2006.

**COURSE POLICIES**

- Any student who turns in work that is not his or her own work will get a failing grade for that assignment. A second offense earns a failing grade in the course.
- Come to class prepared. You will need writing paper, pens, and your textbook at each class. The professor will not provide these.
- No extra credit work will be assigned or accepted.
- If you have a *diagnosed* learning disability, please see Professor Duffy (314-837-6777, ext. 1521) privately to discuss accommodations that would enhance your ability to learn. Documentation of your disability must be presented to Professor Karen Duffy, who will work with you to determine what accommodations are needed. If you are to receive accommodations, it is your responsibility to communicate these to Professor Perrey.
- The Professor reserves the right to modify this course plan to better serve the learning needs of the students. She may change topics, due dates, or even an assignment so long as it does not add to the student's workload.
- Cell phones are not to be used in class. They should be turned to silent or vibrate.
- 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.
- Courtesy and a positive regard for the learning of others is expected at all times.
- In most cases, quizzes, exams, and papers will be returned the next class period. E-mail is answered within 24 hours, except on weekends.

**INSTRUCTOR CONTACT INFORMATION:**

Professor Alice Perrey

Office: downstairs under Room 102, 2<sup>nd</sup> door on the left

Office hours:   Monday:                               3:00-5:00 p.m.  
                  Tuesday and Thursday:           1:30-3:00 p.m.  
                  Wednesday and Friday:           9:00-10:30 a.m.

Phone: (314) 837-6777, extension 1515; cell: (636) 395-0607 (either text or voice)

e-mail: aperrey@slcconline.edu

Mail: Place any mail in the on-campus mail slot, or slip it under my office door.