



# English Composition 2

I am honored you have chosen Saint Louis Christian College—a college committed to pursuing excellence in the Word and producing servants to the World. As a part of your degree program, you are enrolled in English Composition Two—an advanced course designed to develop your writing skills through in-depth biblical research, critical thinking, and source documentation.

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.

You will want to spend some time becoming familiar with the course syllabus, the class notes, and the textbook—foundational tools in your success in this course. If you have any questions before we start the course, please feel free to contact me.

May God bless your faithfulness and devotion as you pursue His purposes for you at Saint Louis Christian College.

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 class is an advanced course designed to develop the writing skills of in-depth research, 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. The prerequisite is GEN110 (English Composition One).

## **COURSE RATIONAL**

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.

## **COURSE OBJECTIVES**

This course will help you to satisfy the educational outcome to be capable and reliable communicators of the Bible. Therefore, the academic program at SLCC focuses on developing students' communication and vocational skills.

This course will help you to accomplish the general educational division objective of given instruction in the communication skills. Therefore, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.

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 with reference materials.
3. Produce a research question to build a research project.
4. Use 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 two final research papers included in a portfolio.

## **COURSE MATERIALS**

1. Gibaldi, Joseph. *MLA Handbook for Writers*. 7<sup>th</sup> ed. MLA, 2009.
2. Sire, James W. *A Little Primer on Humble Apologetics*. IVP, 2006.
3. Lay, Douglas. *Class Notes: English Composition Two*. 2012.
4. Notebook: 3-ringed; ½ inch; Cover page; 5 dividers.

## COURSE REQUIREMENTS

1. Pre-Evaluation	10	1000 words
2. Bible Analysis	10	1000 words
3. References	10	1000 words
4. Source List	10	
5. Notes	20	1500 words
6. Draft	20	2000 words
7. Readings	10	1000 words
8. References	10	1000 words
9. Interview	10	1000 words
10. Source List	10	
11. Notes	20	1500 words
12. Draft: Apologetic	20	2000 words
13. Post-Evaluation	10	1000 words
14. Bible Paper: Content	100	2000 words
Bible Paper: Style	50	
15. Apologetic Paper	100	2000 words
Apologetic Paper	50	
16. Classroom Interaction	30	
<b>TOTAL</b>	<b>500</b>	<b>18,000 WORDS</b>

## COURSE GRADE

A+	495	B+	460	C+	420	D+	380
A	480	B	440	C	400	D	360
A-	470	B-	430	C-	390	D-	350

## COURSE SCHEDULE

MONTH	MON	TUE 1:30PM	WED	THU 1:30 PM	FRI	SAT	SUN 11:59 PM
Jan	9	10	11	12	13	14	15
		Plan		Bible 1. Pre-Evaluation			2. Bible Analysis
Jan	16	17	18	19	20	21	22
		References		Books			3. References
Jan	23	24	25	26	27	28	29
		Journals		Internet			4. Source List
Jan	30	31	1	2	3	4	5
		Notes		Infinite Influence			

<b>Feb</b>	6	7	8	9	10	11	12
		Plagiarism		Draft			5. Notes 6. Draft Bible
<b>Feb</b>	13	14	15	16	17	18	19
		Content		Style			
<b>Feb</b>	20	21	22	23	24	25	26
		Grammar		Format			Bible Paper
<b>Feb</b>	27	28	29	1	2	3	4
		Apologetics		Apologetics			7. Reading
<b>Mar</b>	5	6	7	8	9	10	11
		Worldview		Worldview			8. References 9. Interview
<b>Mar</b>	12	13	14	15	16	17	18
		Fallacies		Fallacies			10. Source List
<b>Mar</b>	19	20	21	22	23	24	25
		Lab Week		Lab Week			
<b>Mar</b>	26	27	28	29	30	31	1
		Draft		Potluck P.			
<b>Apr</b>	2	3	4	5	6	7	8
		Draft		Spring Break			11. Notes 12. Draft Apologetics
<b>Apr</b>	9	10	11	12	13	14	15
		Style		Style			
<b>Apr</b>	16	17	18	19	20	21	22
		Proof		Format			Apologetic Paper
<b>Apr</b>	23	24	25	26	27	28	29
		Open		Open			Portfolio
<b>Apr</b>	30	1	2	3	4	5	6
		13. Post-Evaluation					

## COURSE ASSISTANCE

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

### 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.

### 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.

### 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.

### **Conferencing**

One-on-one conferences with the professor provide targeted 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 receiving an F.
- (5) Absent 2 class periods.
- (6) Recommendations from another professor the student has had for class.

### **COURSE POLICIES**

As a student, I will strive to

- 1) Attend class,
- 2) Submit assignments,
- 3) Do my own work,
- 4) Behave respectfully.

As a professor, I will strive to

- 1) Attend class,
- 2) Follow the syllabus,
- 3) Treat you fairly,
- 4) Provide academic assistance.

### **COURSE RESOURCES**

The course resources are located on a course web site, Prof Lay located at the following address: (proflay.wordpress.com). It is also located in the bookstore as a course packet.