

ENGL111 – Written Expression

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OVERVIEW

Like other college students, you are probably preparing for a career, and there is no profession in which communication, particularly through writing, does not play an important role. Depending on your field, you may need to write articles for professional or academic journals, write proposals for business projects, answer customer correspondence, prepare manuals for in-plant use, or carry out a variety of other writing tasks. This course will help you improve your communication and writing skills. At the completion of the semester, you will know how to gather and organize information; draft, revise and proofread your papers properly; employ the appropriate writing strategies; and adapt your writing for specific audiences and purposes. In short, you will know how to take charge of your thoughts and express them through quality writing.

INSTRUCTIONAL OBJECTIVES

After successfully completing ENGL111, a student should be able to:

- Do assigned readings and demonstrate an understanding of their written and/or quantitative content;
- Read and analyze texts, identifying the audience, purpose, genre, rhetorical strategy;
- Develop a personal writing process that will serve as a plan for writing assignments in academic and work situations;
- Produce written work in a variety of genres that demonstrates the ability to meet the needs of specific readers in various situations;
- Generate essays that utilize appropriate subject matter, form, style, tone, and diction per the intended audience and purpose;
- Develop a concise thesis that states the main purpose of the essay;
- Support a sustained and well-organized main focus in writing through the use of examples, explanations, definitions, details, and clear reasoning;
- Employ proper American English grammar, punctuation, and spelling.

CATALOG DESCRIPTION

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

PREREQUISITES

Registration in ENGL 111 or above requires a raw score of 87 or above in Sentence Skills and a raw score of 80 or above in Reading Comprehension on the ACCUPLACER.

COREQUISITIES

None

COURSE CREDITS

Three (3) semester hours

REQUIRED TEXTS

Mosaics: Focusing on Essays (4th Edition) by Kim Flachmann
ISBN-10: 0-13-231968-3

ADDITIONAL READINGS

Most weekly readings will be in the *Mosaics* textbook, however I will also post a few essays in .pdf format.

TECHNOLOGY ACCESS

This course requires web access. You must also have an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. If you do not already have it, you may download the **free** Adobe Acrobat reader at <http://www.adobe.com/products/acrobat/readstep2.html>, which you may use to access PDF documents on this site.

COURSE REQUIREMENTS

READINGS

You are responsible for the chapter readings that correspond with each class lecture. Please read the assigned chapters and/or essays *prior* to viewing the lectures and finishing the weekly assignments.

COURSE LECTURES

I will provide a video lecture each week. I may also provide PowerPoint slides (that you may download in .pdf format) to accompany some lectures. Please see the course website for further details.

GRADING

Weekly Assignments

1. Icebreaker

To officially begin this course you must complete the icebreaker assignment. Please post a short (200 word or less) autobiography as a reply to the "Icebreaker" topic on the Lesson 1 Discussion Forum. Do NOT create a new discussion. Please use the following questions to guide your biography:

- a. What is your name?
- b. What church area do you attend?
- c. Where do you plan to attend the Feast of Tabernacles this year?
- d. What do you believe are your writing strengths and weaknesses?
- e. What do you hope to learn from this class?

2. Discussion Board Posts

For each rhetorical mode (narration, illustration, process/analysis, comparison, causation), you will read a corresponding essay then answer a few questions about that essay on that lesson's Discussion Board. As it is a *discussion* board, please read and respond to at least one other student's reply. The idea is to talk about the various elements of the essay so that you may better understand how to implement them in your own papers.

3. Practices

Most weeks, you will complete and turn in the assigned Practices (please see Weekly Schedule for specific assignments). The Practices are scattered throughout the chapters, so you may complete them as you complete the weekly reading. While the list of Practices due each week may seem long, each is only one or two questions, so you should be able to complete them quickly. You will submit your answers on

Friday (or earlier) in a Word document via the Assignments tab on our course page. I will then post an answer key (in .pdf format) the following Sunday so you may check your answers. If you miss any and do not understand why your answer is incorrect, simply send me an email with your question.

Grammar Quizzes

You will take a grammar quiz for each grammar chapter we cover. Access the quizzes through the Tests tab, or through the link on the Lesson page. Quizzes will be due on Fridays, but you may complete them early.

Essays

This term, five papers are required. Essay assignment specifics may be found in the document “Essay Assignments.” *You may turn in only **one** late paper during the semester, and it must be turned in within 48 hours of the due date.* **Any plagiarized paper, whether copied or paraphrased from a published article or another person’s paper, will result in an F.**

To turn in essays, click on the Assignments tab and then click on the assignment you want to submit. Beneath the description of the specific assignment, click on the “add” button and follow the steps to upload your document for grading.

If you have trouble planning, drafting, or revising a major paper, I urge you to contact me immediately. After grading, I will return your final drafts, with comments. Each paper will be graded on content *and* grammar. I will grade the grammar in the first essay relatively leniently, but as the course progresses and we cover additional grammar lessons, I will expect higher proficiency and as such will grade more strictly. You will have the opportunity to earn back lost grammar points, however, by turning in an Error Log for each paper within **one week** of receiving your graded essay.

Final Exam

For the final exam you will turn in a Final Portfolio, which will include revised copies of the five essays you write during the semester. Please see the document “Essay Assignments” for further details.

LATE WORK

You are allowed to turn in *one* late assignment. **This does not apply to weekly assignments, grammar quizzes, or the final portfolio.** It does apply to the five essays. If you need to use the late pass this semester, keep in mind that the late assignment **MUST** be turned in within 48 hours of the due date. Every essay is due on a Monday, therefore if you decide to use your late pass, you must turn in the essay by that Wednesday. **If you fail to turn in your essay by midnight Wednesday, you will receive a zero.**

GRADING

Below is a breakdown of the grading categories and their weight:

Weekly Assignments	10%
Grammar Quizzes	10%
Narrative Essay	12%
Illustration Essay	12%
Process/Analysis Essay	12%
Compare/Contrast Essay	12%

Cause/Effect Essay	12%
Final Portfolio	20%

Letter grades are awarded according to the following percentages:

A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

PLAN OF INSTRUCTION

- Lesson 1: The Reading Process
- Lesson 2: The Writing Process I
- Lesson 3: Narrating
- Lesson 4: The Writing Process II
- Lesson 5: Illustrating
- Lesson 6: Introduction to Grammar
- Lesson 7: Illustration
- Lesson 8: Fragments
- Lesson 9: Fused Sentences & Comma Splices
- Lesson 10: Analyzing a Process
- Lesson 11: Verbs
- Lesson 12: Comparing and Contrasting
- Lesson 13: Pronoun Agreement & Modifiers
- Lesson 14: Cause/Effect
- Lesson 15: Commas
- Lesson 16: Varying Sentence Structure
- Lesson 17: Combining Sentences