



CORE 1043:
College Composition I—Syllabus
Fall 2018

INSTRUCTOR:	Chris Sutterfield
Room:	Atrium 6
Plan Periods:	M-F, 1st period and 8th Period
EMAIL & WEBSITE:	chriss@shilohsaints.org sutterfield.weebly.com

Required Texts

While there are no required texts for this class, you will be responsible for several reading assignments in the form of online articles. Links to those articles, for every unit, can be found on the class website (sutterfield.weebly.com). Also please read the Reading Schedule to know the reading sequence of those articles.

Course Description

(From OBU catalog): Students will improve their ability to engage in written academic discourse, appropriating sources with accuracy, elegance, and integrity.

Student Learning Objectives (SLOs)

1. Students will demonstrate an ability to quote and paraphrase sources accurately.
2. Students will demonstrate an understanding of plagiarism as intellectual dishonesty.
3. Students will demonstrate an ability to cite sources according to a standard style handbook.
4. Students will demonstrate an ability to integrate quotations and paraphrases into their argument.
5. Students will demonstrate an understanding of the logic of English syntax.

Shiloh Christian School Mission Statement

Shiloh Christian School's Mission is to develop Godly leaders who engage the world and change it for Jesus Christ.

University Mission Statement

Ouachita Baptist University is a Christ-centered learning community. Embracing the liberal arts tradition, the university prepares individuals for ongoing intellectual and spiritual growth, lives of meaningful work, and reasoned engagement with the world.

For more information about OBU's vision and values, please visit this link:
<https://www.obu.edu/business/mission-statement/>.

Course Overview

In this class, you will study the grammatical structures which make up the English language, recognizing these structures as the foundation for effective academic writing. Building upon these grammatical foundations, you will learn to identify, analyze, and implement key strategies of

successful academic writing, such as gathering, quoting, and appropriately citing sources; incorporating and responding to others' ideas; and revising your own work, with the end goal of becoming a more competent, confident writer. The course will assess student learning through grammar assessments and numerous in-class and out-of-class writing assignments.

Reading Assignments

All reading assignments are to be completed **before class** on the days they are assigned. Because attentive reading is an essential prerequisite to effective writing, I expect you to read all assignments carefully, looking up unfamiliar words, marking passages that seem particularly important, and writing questions/comments in the margins or on a separate sheet of paper. This kind of reading takes longer than simple skimming, so make sure you leave enough time to complete your reading assignments prior to class.

The information from your assigned reading will often appear on your syllabus, so it's probably a good idea to refresh your memory by reviewing your reading notes before each class. That means you'll need to bring any articles(s) you've been assigned to read for a given class period with you when you come!

Writing Assignments

In this class, you'll complete five out-of-class writing assignments which will challenge you to write thoughtful prose over various topics. The goal for the class is to prepare students for college and academic writing, whatever their chosen field or career might be in future. All of the first five essays will be submitted to Turnitin. Please see the Reading Schedule to familiarize yourself with the due dates for each paper assignment.

In addition, students will also complete a 'Morrie Project' assignment, modeled after Mitch Albom's book *Tuesdays with Morrie*, New York: Broadway Books, 1997.

What You Need: 1. A Journal—binder, notebook, etc—to record interview notes and assignments. 2. Selecting a person that you would like to write a memoir about: someone who has influenced you—teacher, relative, minister, employer, neighbor, grandparent, older friend. The project will be easier if the person is still living, but it is not impossible to use someone who has died. The only stipulation for selecting your "Morrie" is that the person can't be someone your age or younger (so you can't pick your best friend from school to do your project on). 3. Permission from the person to interview them and write about them: they might be spending extra time each week talking to this person—email, telephone, personal contacts.

Peer Review and Revision Workshops

Since one of our goals for this class is to practice writing as a process, you will be expected to write multiple drafts of each paper you submit. As part of this drafting process, you will periodically meet with your peers who will read and comment on your writing. In turn, you will be responsible for reading and commenting on the drafts of your classmates. We will go over the specifics of how to peer review papers later, but remember that you must be in class on the days when peer reviews are scheduled to receive grades for these activities.

Reading Quizzes

All quizzes will be done in class over the various assigned readings. Please see the Reading Schedule to know what the quiz will cover and when it will take place.

MidTerm Exam

The course also consists of one midterm exam over the various grammar points students have and studied and reviewed up to this point in the semester. The exam will attempt to model or mimic questioning found on the ACT. Please see the Reading Schedule for the date of this exam.

Grading

Percentages:

- 5% Paper One: Education (Summarizing Sources)
- 8% Paper Two: Technology (Summary/Critique)
- 10% Paper Three: High School Sports (Explanatory Synthesis)
- 15% Paper Four: Obedience to Authority (Evaluative Synthesis)
- 20% Paper Five: The Death Penalty (Evaluative Synthesis)

10% The Morrie Project (the Memoir)

10% In-Class Exam (Mid-Term)
8% Workshops (Rough Drafts)
14% Quizzes (14 Total Quizzes)

*Bonus/Credit: Summer Reading Assignment

****FINAL EXAM ****

Keep up with your graded assignments so that, should you become curious about your grade during the semester, you'll be able to calculate it. I will use the following grading scale:

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

Late Work It is your responsibility to submit all assignments on time—which, unless otherwise specified, is at the *beginning* of each class period. This means you'll need to complete, upload/print, and submit all out-of-class writing assignments to Turnitin on their due dates to receive full credit. Late submissions of out-of-class writing assignments will lose *10 points* automatically, and an additional *10 points per week* that they are late.

Professional Email Etiquette

In email correspondence with professors (including Mr. Sutterfield), you should strive to be respectful, clear, and concise. Think about these emails as practice for business or professional emails you'll send in the future: avoid slang, write in complete and correct sentences, and proofread

before hitting “send.” Be courteous, don’t expect an immediate response, and never ask *any* professor to do *anything* “ASAP.”

In addition to considering these formal guidelines, take a moment to reflect on the content of your emails before hitting “send”: avoid emailing to ask questions about assignment deadlines, class policies, or other topics outlined in your syllabus, schedule, or writing prompts. Learn where to find the information you need so you won’t have to wait for a response!

Academic Dishonesty and Plagiarism

Students at Ouachita are obligated to uphold the Covenant on Academic Honor, which reads in part, “I will refrain from all forms of academic dishonesty, and I will act responsibly when confronted with the knowledge of such behavior.” For the possible consequences of any violation of this covenant, please see [The Tiger Handbook and the Shiloh Christian Handbook](#).

Keep in mind that plagiarism includes borrowing, quoting, paraphrasing, or summarizing *any person’s words or ideas* (including those of a classmate, roommate, or even your own from another class) without giving credit. Committing plagiarism carries serious consequences—which may include receiving a zero on an assignment, being referred to the Judicial Council, and even failing the course—so be sure to give credit where it’s due. **If you are unsure of what constitutes plagiarism, please make an appointment with me prior to submitting your first written assignment.**

Accommodations for Students with Disabilities

See Shiloh Christian School’s Student Handbook.

Tentative Class Schedule

Attached to this syllabus, you’ll find a tentative reading schedule outlining our Comp. I coursework for the semester. This schedule is labeled “tentative” because I reserve the right to change dates/assignments if necessary to optimize learning in the course. I will notify you of any minor changes verbally and of any substantial changes in writing. If you miss class, be sure to contact me or a classmate to verify that the syllabus hasn’t changed and to make sure you stay on top of the material you’ve missed.

Class Rules and Procedures

1. SIGN-IN THE ATTENDANCE NOTEBOOK
2. INSERT PHONE INTO SLOT AND TAKE THE CORRESPONDING NUMBERED CARD FROM THAT SLOT.
3. BE SEATED BEFORE THE CLASS BEGINS
4. NO HEADPHONES
- *5. FOR 2ND PERIOD ONLY: FOOD FOR THE FIRST TEN MINUTES OF CLASS.

Class Expectations

(THIS APPLIES TO BOTH ME AND YOU)

1. BE RESPECTFUL AND KIND
2. BE ON TIME
3. BE PREPARED
4. ALWAYS FEEL FREE TO ASK QUESTIONS IF YOU DON’T UNDERSTAND SOMETHING

Last Thing

Get in the habit of approaching to your teacher to ask questions. This is critical part of your success in this class and in college. You are not 'bugging' me to come ask for help. That's why I'm here. I want to help.