

Syllabus – ENG101 – English 1 and Writing

By

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ENG101 – English 1 and Writing

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Rochester Bible Institute

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English 1 and Writing ENG101—Fall 2018

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Thursday evenings, September 13th – December 6th, 6:00 – 7:30

All Certificate classes meet once a week for 1½ hours over twelve weeks.

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Course Description:

ENG101 - This course will help the student improve their English and writing skills. Fundamentals of parts of speech, relationships of words, phrases, clauses, sentence structure and various writing styles will be discussed. Writing fundamentals will be used, to organize sentences into paragraphs, and paragraphs into essays. This course is designed to promote English language proficiency at the undergraduate level for students studying academic disciplines.

Rochester Bible Institute Program Goals and General Objectives:

A. **LEADERSHIP TRAINING:** To develop ministry and lay leaders in tune with the Holy Spirit who understand the principles of the Bible and apply those principles for more effective ministry.

General Objectives

1. Demonstrate understanding of Scripture and its contemporary application to ministry and personal relationships.
2. Demonstrate appreciation for the role of Scripture in Christian ministry, in personal and spiritual formation, and in living the Christian life.
3. Demonstrate ability to interpret and use Scripture appropriately and effectively in ministry.

B. **PERSONAL AND SPIRITUAL DEVELOPMENT:** To provide an environment that nurtures students' personal and spiritual development.

General Objectives

1. Demonstrate growth in one's personal relationship with God and the development of a spiritually disciplined life based on the Word of God.
2. Demonstrate developing sensitivity to God's active presence in one's own life, the lives of others, and the world, guided by the Word of God.
3. Demonstrate growth in personal formation, emotional maturity, and moral integrity, guided by the Word of God.

C. **REAL-WORLD MINISTRY AND SERVICE:** To provide support for students as they integrate theory with practice and to cultivate their capacity for leadership within the church and community.

General Objectives

1. Demonstrate ability to interrelate theological, cultural, and experiential learning, and to apply academic learning in the practice of ministry.
2. Demonstrate deepening acceptance and love of others, compassion, and forgiveness.
3. Demonstrate a desire to identify spiritual gifts to be used in Christian service.
4. Demonstrate servant-leadership as the hands and feet of Jesus in the community.

Required Texts:

The Holy Bible [New International Version, Study Bible]

Pudewa, Andrew. *Student Writing Intensive: Level C [notebook and packet]*. Locust Grove, OK: Institute for Excellence in Writing, 2010.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students & Researchers*, 8th or 11th ed. Chicago, IL: The University of Chicago Press, 2013.

Recommended Materials:

Morris, Leon. *Testaments of Love: A Study of Love in the Bible*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 1981.

Course Objective: You will learn ways of dressing up your writing style with strong vocabulary (-ly adverbs; strong verbs; quality adjectives). **ly adverb dress-ups** are words in the middle of the sentence that add color and detail. They modify verbs or adjectives and answer the questions *how*, *when*, or *where*. **Verbs** are words that express either action or a state of being. **Adjectives** are words that describe or modify nouns or pronouns.

You will learn how to add interest and variety to your writing style with six different sentence openers. Subject openers begin with the subject of the main clause. Prepositional openers follow the pattern: preposition + noun (no verb). Next, the -ly adverb sentence opener begins with an -ly adverb that gives the sentence a different rhythm. The, ing participial phrase sentence opener begins with an _ing word/phrase followed by a comma and the subject doing the “-ing” and the main verb. Clausal sentence openers begin with www.asia.b words and contain a subject and verb. Finally, the very short sentence (vss) has (two to five words) with a subject and verb that can stand alone.

Your writing may need a little extra sparkle or zip, you will learn to add just a touch of literary sprinkles with decorations. These stylistic sparkles include: questions, conversations/quotations, 3sss (three short staccato sentences), dramatic opening-closing, simile/metaphor, and alliteration.

Additionally, advanced writing techniques including adverbial and adjectival teeter-toter, dual verbs and adjectives, or triples will occasionally be added once or twice in the essay to add diversity, depth, variety, color, and interest.

You will practice integrating these stylistic techniques in an 8-paragraph final term paper. These structural and stylistic writing techniques properly applied will enable you to excel in almost any academic endeavor.

Course Schedule:

Date	Lesson	Writing and Reading Assignments
September 13	Welcome and Introductions IEW lessons 1 & 3, Disc #1 – Key word outline, Who -which clause, Story Sequence, Changing Story details	IEW Lessons 1 &3 Read Turabian – chapters 4, 6, 11, 15, 16
September 20	IEW - Disc 1: Dress-ups, -ly adverb, who-which clause, strong verb, quality adjective, adverbial clause, writing checklist, writing a title	IEW Lessons 4 & 5
September 27	IEW – Disc 2 - Lesson 6 – Review dress-ups; Sentence openers – subject, preposition, -ly adverb, clausal, VSS	Assignment #1: Write a keyword outline and a three-paragraph essay using who-which” clauses on “Jesus is Love” using one academic reference plus your Bible.
October 4	IEW – Disc 2 – Lessons 7 & 8, Note taking, planning a paragraph, find interesting facts, taking notes from live lecture, telling back from notes, studying effectively.	Add “Dress-ups” to your essay.
October 11	IEW – Disc 3 – Lesson 9 – Dress-up review, dual verbs and adjectives, sentence opener review, sentence opener “-ing”, indicators for dress- ups and sentence opener	Assignment #2: Revise your three-paragraph essay with dress- ups, “who-which” clauses, and “sentence openers” to each paragraph.
October 18	IEW – Disc 3 – Lesson 10 – Topic/clincher, Mini-book example, multiple sources, common topics, fused outline, writing checklist	Revise essay and expand to five paragraphs.
October 25	IEW – Disc 4 – Lesson 12 – Sentence opener review, sentence opener “ed”, Decorations, question, quotation, 3sss, dramatic open/close, simile/metaphor, alliteration	Assignment #3: Revise your essay by adding “Dual Verbs and Adjectives”
November 1	IEW – Disc 4 – Lesson 13 - Basic Essay model, planning a composition, Super-essay model	Write a fused outline for the term paper using three sources.
November 8	IEW – Advanced writing techniques adverbial and adjectival teeter-tooter, and triples.	Assignment #4: Revise your paper to an 8-paragraph paper using all dress-ups, sentence openers, dual verbs and adjectives, decorations, and

Date	Lesson	Writing and Reading Assignments
		checklist using three academic references, footnotes, and works cited list and reference three sources from the fused outline.
November 15	Review Turabian – chapters 4, 6, 11, 15, 16. Review term paper requirements using the 8-paragraph model, dress-ups, sentence openers, decorations, footnotes, and “works cited list,” structure and style notations with three academic references cited. Include a term paper checklist.	Write a draft of your final 8-paragraph final term paper.
Break Week – Thanksgiving Holiday – November 19-24		
November 29	Review citations, footnotes, in-text quotations, and “works cited List.” Review term paper requirements.	Revise your paper as needed.
December 6	Submit final term papers.	Submit Final Paper due Dec. 6 th , “ <i>Jesus is Love.</i> ”

Class Attendance Policy:

Student’s presence and active participation in the class are critical for both the student and the class to benefit from the learning experience. If a student will be absent for any reason, he/she must request from the instructor the assignments which will be due during the date of absence and submit those assignments by the following class session. Failure to do so will result in a 50% reduction in the grade for that assignment. Students with more than 3 absences during any course, who do not meet the minimum hours required to complete the course, may be dropped from the course.

Assigned Readings:

Class participants are required to complete all assigned readings prior to each class. Although there is a lot of reading in the class, you are expected to carefully and diligently read all texts in preparation for class each week.

Policy on Written Assignments:

All written assignments must be completed (even if they are late) to pass this course. Late assignments are always accepted up until the final class session. All written assignments must be submitted by email to the instructor at larhovey@gmail.com **one hour** or more prior to the start of the class session when they are assigned. There is no exception for this without a written excuse.

Policy on Late Assignments:

Any assignment that is late without a valid prior written excuse will be penalized 50% of the earned grade. The deadline for submitting all late assignments is the final class session.

Essay and Term Paper Requirements:

1. **Introductory paragraph:** The introductory paragraph should include a vivid, clear, and attention getting opening sentence. A thesis statement must be included, along with a description of three to five related sub topics, and an explanation of the background information, and characters.
2. **Subtopic body paragraphs:** Clear, concise, and comprehensive topic sentence explaining the main idea of the subtopic with 5-7 detail sentences supporting the subtopic.
3. **Clincher or concluding paragraph:** Restate or summarize the related subtopics; state what is the most important topic and why; dramatic attention getting clincher closing sentence stating the most important theme.
4. **Essay Subtopics:** 3 or more subtopic body paragraphs required.
5. **Term Paper Subtopics:** 6 or more subtopic body paragraphs are required.
6. **Number of References:** All essays must have **2 or more** academic references and the term paper must have **3 or more** references used and cited.
7. **Citation of non-common facts:** All non-common facts, ideas, or words must be cited with the Chicago Style citation practices as specified in, *A Manual for Writers*, Kate L. Turabian. All works cited in the essay must be listed at the end of the document in the "Works Cited List."
8. **Composition format:** All compositions must be typed in 12-point font, Times New Roman, double spaced, and indented at paragraph breaks with Adobe Reader DC.
9. **Biblical references:** Always give biblical references in the text of your paper. For example, "In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning." (John 1:1; NRSV) Include the translation only if you are quoting a scripture that is different than NIV. For example, John the Baptist pointed men to the Messiah (John 1:7).

10. Essay and Term Paper Cover Format: All essays and term paper must start with the required cover format. A single page number starts on the first page of the paper on the right side of the upper header. Use the pattern on the cover of the syllabus as the pattern for your paper cover page.

Grading of Written Assignments:

1. Clear, concise, and comprehensive introductory and clincher paragraphs.
2. Three or more subtopic body paragraphs for essays and six subtopic body paragraphs for term papers about specific subtopics that support the main theme. Present a logical progression of evidence to arrive at the concluding paragraph with a vivid and dramatic closing sentence.
3. Title of the essay or paper must tie to key words in the closing sentence.
4. Other essential elements include: writing style, format and organization, sentence structure, Chicago style footnotes, and “Works Cited List.”

Course Grading:

No.	Activities	Points
1	Essay writing: Assignments #1, #2, #3, and #4 (12 points each - 48 points)	48
2	Final Term Paper – “Jesus in Love” (40 points)	40
3	Class Discussion — (12 classes x 1 point each)	12
	Total Points	100

Grading scale:

Letter	Grade Point	Grade Scale, %	Definition
A+	4.3	= 97-100	High quality
A	4.0	= 93-96	Unusually high quality, exceptional associate work
A-	3.7	= 90-92	Far above average, fine associate work
B+	3.3	= 87-89	Above average associate work
B	3.0	= 83-86	Very good, average for associate work
B-	2.7	= 80-82	Slightly below average for associate work
C+	2.3	= 77-79	Meets minimal requirements, but with noticeable inadequacies
C	2.0	= 73-76	Meets minimal requirements, but with significant gaps
C-	1.7	= 70-72	Meets minimal requirements, but with serious gaps

D+	1.3	= 67-69	Minimal work
D	1.0	= 63-66	Barely acceptable for associate work
D-	0.7	= 60-62	Inadequate work
F	1.0	= 0-59	Failure
I	Incomplete		

Academic Integrity:

Any work submitted by a student in this course for academic credit will be required to be the student's own work. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "F" for the assignment. Penalty for violation of this Code may also be extended to include failure of the course and Institute disciplinary action.

Incomplete Grades:

Students who are unable to complete their work in the class due to a serious illness or other significant reason may submit a "Request for an Incomplete Grade" form. The instructor and the director of the school will review and grant the request if approved.

Class Withdrawal Policy:

Withdrawal from the class requires completion and approval of a "Change of Registration" form no later than the second to the last class session. The instructor and the director of the school will review and grant the request if approved.