Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
ENGL 100
BASIC COMPOSITION

COURSE DESCRIPTION
This course focuses on proficiency in grammar, paragraph development, writing basic essays, and the writing process in general. A minimum of three paragraphs and three essays will be required. English 100 does not meet the general education requirements in English but does offer three elective credits.

RATIONALE
In Habakkuk 2:2, God commands his prophet to write out his vision as clearly as possible so that whoever reads it may act on what it says! As this verse implies, writing is a form of communication for a purpose to a particular audience, and that given purpose will not be communicated without both clarity of form and clarity of content. To be successful in college and professional environments, students must know how to correctly and concisely express themselves in word choice, well-structured sentences, coherent paragraphs, and unified essays. English 100 prepares students to begin writing the argumentation essays found in English 101.

I. PREREQUISITES
None

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Plan and develop single paragraphs of 150–250 words.
B. Organize sentences that are clear, concise, and varied in structure.
C. Identify and correctly revise fragments, comma splices, and run-on sentences.
D. Choose correct punctuation and mechanics.
E. Use principles of standard written English, avoiding errors that distract the reader.
F. Employ correct and consistent forms, correct pronoun case, clear pronoun references, and complete sentences.
G. Demonstrate competency in using the process approach to writing (including prewriting, drafting, revising, and editing).
H. Write several essays using informal documentation.
I. Distinguish between plagiarism and original written work.
J. Explain the importance of accurate writing to express a biblical worldview.

V. Course Requirements and Assignments
A. Textbook readings and presentations
B. Course Requirements Checklist
   As the first activity in this course, please read the syllabus and Student Expectations. After reading the syllabus and Student Expectations, the student will then complete the related checklist found in Module/Week 1.
C. Discussion Board Forums (4)
   The student will participate in each Discussion Board forum by posting a thread of at least 100 words in response to an instructor’s prompt or question. In the same module/week, students will post a reply of 50 words or more to at least 1 other person’s thread.
D. Avoiding Plagiarism Quiz
   This 20-question quiz will be based on the plagiarism presentations within Module/Week 2, and it will reinforce how Liberty University views plagiarism. This quiz will be open-notes with a 1-hour time limit.
E. Paragraphs (6)
   The student will compose 6 paragraphs of varying lengths that utilize the different modes of writing: narrative, descriptive, illustration, comparison, classification, and definition. As evidenced in the course schedule, each paragraph assignment is two-fold (with the exception of the Narrative Paragraph), including the prewriting and the final draft.
F. Argument Essay
   The student will write a 400-word essay constructed to convince a specific audience of his or her topic choice.
G. Final Essay Projects (2)
   The student will convert 2 of the paragraphs written as part of this course into two 5-paragraph essays of at least 400 words each. Each essay will involve creating an outline which expands 1 of the graded paragraphs into essay form (5 paragraphs, with an introduction paragraph, 3 body paragraphs, and a conclusion paragraph). The student will submit a prewriting/rough draft and a final draft.
H. Grammar Quizzes (8)

In each quiz, the student will complete a series of multiple-choice grammar questions. These exercises, based on the weekly textbook readings and grammar presentations, will provide the student with immediate feedback on the questions missed. The student will be required to take the quizzes as many times as necessary in order to reach a passing score or higher.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 20 pts ea)</td>
<td>80</td>
</tr>
<tr>
<td>Avoiding Plagiarism Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Paragraphs</td>
<td></td>
</tr>
<tr>
<td>Prewriting (2 at 15 pts ea, 5 at 20 pts ea)</td>
<td>130</td>
</tr>
<tr>
<td>Final Draft (6 at 30 pts ea)</td>
<td>180</td>
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<tr>
<td>Argument Essay</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement &amp; Prewriting</td>
<td>10</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>30</td>
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<tr>
<td>Revised &amp; Edited Draft</td>
<td>30</td>
</tr>
<tr>
<td>Final Draft</td>
<td>50</td>
</tr>
<tr>
<td>Final Essay Project 1</td>
<td></td>
</tr>
<tr>
<td>Prewriting</td>
<td>30</td>
</tr>
<tr>
<td>Final Draft</td>
<td>70</td>
</tr>
<tr>
<td>Final Essay Project 2</td>
<td></td>
</tr>
<tr>
<td>Prewriting</td>
<td>30</td>
</tr>
<tr>
<td>Final Draft</td>
<td>70</td>
</tr>
<tr>
<td>Grammar Quizzes (8 at 30 pts ea)</td>
<td>240</td>
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<td><strong>Total</strong></td>
<td>1010</td>
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B. Scale

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. Late Assignments

Writing assignments must be submitted by 11:59 p.m. (ET) on Monday of the assigned module/week, except for Module/Week 8. In Module/Week 8, writing assignments must be submitted by 11:59 p.m. (ET) on Friday. Late work will not be accepted unless prior arrangements have been made with the instructor or a true emergency occurs.

Instructor Feedback

Instructor feedback will be given on all paragraph and essay assignments. Students should email the professor with any questions/concerns they may have. Emails will be answered within 24–48 hours.
D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

**ENGL 100**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Gaetz &amp; Phadke: chs. 1–3 3 presentations</td>
<td>Course Requirements Checklist DB Forum 1</td>
<td>10 20</td>
</tr>
<tr>
<td>1</td>
<td>Gaetz &amp; Phadke: chs. 15, 17–19 5 presentations</td>
<td>Avoiding Plagiarism Quiz Grammar Quiz 1</td>
<td>50 30</td>
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<tr>
<td>3</td>
<td>Gaetz &amp; Phadke: ch. 5 12 presentations</td>
<td>DB Forum 2 Narrative Paragraph Prewriting/Rough Draft</td>
<td>20 15</td>
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<tr>
<td>4</td>
<td>Gaetz &amp; Phadke: chs. 20–22 9 presentations</td>
<td>Narrative Paragraph Revised &amp; Edited Draft Grammar Quiz 2</td>
<td>15 30</td>
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<tr>
<td>5</td>
<td>Gaetz &amp; Phadke: chs. 23–25 3 presentations</td>
<td>Narrative Paragraph Final Draft Grammar Quiz 3</td>
<td>30 30</td>
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<tr>
<td>6</td>
<td>Gaetz &amp; Phadke: ch. 6 2 presentations</td>
<td>DB Forum 3 Descriptive Paragraph Prewriting Descriptive Paragraph Final Draft</td>
<td>20 20 30</td>
</tr>
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<td>7</td>
<td>Gaetz &amp; Phadke: ch. 4 2 presentations</td>
<td>Illustration Paragraph Prewriting Illustration Paragraph Final Draft</td>
<td>20 30</td>
</tr>
<tr>
<td>8</td>
<td>Gaetz &amp; Phadke: chs. 10, 26–27 3 presentations</td>
<td>Comparison Paragraph Prewriting Comparison Paragraph Final Draft Grammar Quiz 4</td>
<td>20 30 30</td>
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<td>9</td>
<td>Gaetz &amp; Phadke: chs. 9, 28–29 8 presentations</td>
<td>Classification Paragraph Prewriting Classification Paragraph Final Draft Grammar Quiz 5</td>
<td>20 30 30</td>
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<tr>
<td>MODULE/WEEK</td>
<td>READING &amp; STUDY</td>
<td>ASSIGNMENTS</td>
<td>POINTS</td>
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| 10          | Gaetz & Phadke: ch. 8 2 presentations | Definition Paragraph Prewriting  
Definition Paragraph Final Draft | 20  
30 |
Grammar Quiz 6 | 10  
30 |
| 12          | Gaetz & Phadke: ch. 13 (pp. 187–199 only) 1 presentation | Argument Essay Rough Draft | 30 |
| 13          | Gaetz & Phadke: chs. 32–33 11 presentations | Argument Essay Revised & Edited Draft  
Grammar Quiz 7 | 30  
30 |
| 14          | None | DB Forum 4  
Argument Essay Final Draft | 20  
50 |
| 15          | Gaetz & Phadke: chs. 14, 34–36 6 presentations | Final Essay Project 1 Prewriting  
Final Essay Project 1 Final Draft  
Grammar Quiz 8 | 30  
70  
30 |
| 16          | None | Final Essay Project 2 Prewriting  
Final Essay Project 2 Final Draft | 30  
70 |

**TOTAL 1010**

DB = Discussion Board

**NOTE:** Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.