

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 101

COMPOSITION AND RHETORIC

COURSE DESCRIPTION

Through the critical engagement of a variety of texts, including written, oral, and visual, this course prepares students to become careful readers, critical thinkers, and skilled writers. Drawing upon rhetorical theory, it emphasizes the practices of analytical reading, informed reasoning, effective writing, and sound argumentation. The course requires 4,000 words of writing in no fewer than five writing projects, three of which are argumentative essays incorporating external sources.

RATIONALE

Reading and writing are essential for success in college and in life. In English 101, the student will further develop his/her skills in analyzing texts, processing that information in the context of his/her worldview, and articulating his/her conclusions clearly to a particular audience.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Creating and submitting files in Microsoft Word
- D. Basic Blackboard navigation skills
- E. A recent, standard college dictionary

IV. MEASURABLE LEARNING OUTCOMES (MLO'S)

Upon successful completion of this course, the student will be able to:

- A. Understand and practice reading, writing, and rhetoric within the context of a biblical worldview.

- B. Apply methods of sound reasoning (induction and deduction) and argumentation in writing.
- C. Produce well-structured, grammatically sound essays using various modes of discourse.
- D. Integrate sources accurately and effectively.
- E. Write with clarity.
- F. Recognize standard usage in English grammar, word choice (diction), phraseology, and sentence structure.
- G. Apply knowledge of sentence structure to basic sentence editing and revision.

V. CORE COMPETENCY LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Produce well-structured, grammatically sound writing in various modes of discourse.
- B. Write with clarity.
- C. Recognize standard usage in English grammar, word choice (diction), phraseology, and sentence structure.
- D. Apply knowledge of sentence structure to basic sentence editing and revision.
- E. Integrate sources accurately and effectively.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (2)
Discussion boards are collaborative learning experiences. Therefore, for each forum assignment, the student will address the instructor's given topic in a 250–300-word thread. Then, the student will create one 250–300-word reply to a classmate's thread. (MLOs: A, B, C, D, E, F, G)
- D. Essay Thesis/Outline (3)
In preparation for writing each essay, the student will complete a Thesis/Outline for each paper. This assignment will allow the student to receive feedback in time to make adjustments before submitting the Essay. (MLOs: A, B, C, D, E, F, G)
- E. Essays (3)

The student will write 3 essays throughout the course. Essay 1 will be a 1,000-word proposal argument. Essay 2 will be a 1,000-word ethical argument. Essay 3 will be a 1,200-word cause and effect argument. (MLOs: A, B, C, D, E, F, G)

F. Quizzes (5)

The student will complete 5 Learning Curve quiz activities. LearningCurve is an interactive quizzing resource that adapts for individual student performance. Students will receive full credit for each quiz once the target score has been met. (MLOs: A, B, D)

G. Tests (2)

The student will complete 2 open-book/open-notes grammar tests covering the grammar concepts covered in the *A Writer's Reference* reading assignments and weekly *LaunchPad* activities, each consisting of 25 multiple-choice questions. Each test can be taken up to three times with the highest score counting for the grade. (MLOs: C, F, G)

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 100 pts ea)	200
Thesis/Outlines (3 at 15 pts ea)	45
Essays (2 at 150 pts, 1 at 255 pts)	555
LearningCurve Quizzes (5 at 20 pts ea)	100
Grammar Tests (2 at 50 pts ea)	100
Total	1010

B. Scale

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

C. Instructor Feedback and Response Time

Responses to student emails will be provided within 36 hours and assignment feedback will be given within 5 days from the assignment due date.

D. Disability Assistance

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

COURSE SCHEDULE

ENGL 101

COMPOSITION AND RHETORIC

Textbooks: Hacker & Sommers, *A Writer's Reference* (2015).

Kirszner & Mandell, *Practical Argument* (2017).

**Reading Assignments should be read in the order in which they are listed.

MODULE /WEEK	**READING & STUDY	ASSIGNMENTS	POINTS
1	Kirszner & Mandell: Appendix C (pp. LU 1-LU 14); 370–381; pp. 3-29 Hacker & Sommers: pp. 98–113 Choose <u>one</u> documentation style folder and complete reading and study activities inside: APA, MLA, or Turabian 1 Presentation	Course Requirements Checklist Class Introductions LearningCurve Quiz 1	10 0 20
2	Kirszner & Mandell: pp. 99–119; 256–274; 329–343; 551–586 1 Presentation	DB Forum 1 Essay 1 Thesis/Outline	100 15
3	Kirszner & Mandell: pp. 123–131; 133–140; 147–160 Hacker & Sommers: pp. 235–240 1 Presentation	Essay 1 LearningCurve Quiz 2	150 20
4	Kirszner & Mandell: pp. 288–295; 301–309; 589-607 Hacker & Sommers: pp. 240–245 1 Presentation 5 Websites	Essay 2 Thesis/Outline Grammar Test 1	15 50
5	Kirszner & Mandell: pp. 59–73 1 Presentation	Essay 2 LearningCurve Quiz 3	150 20
6	Kirszner & Mandell: pp. 468–481 Hacker & Sommers: pp. 287–299 1 Presentation	Essay 3 Thesis/Outline LearningCurve Quiz 4	15 20

7	Hacker & Sommers: pp. 83-87 ; 197–205	Essay 3 LearningCurve Quiz 5	255 20
8	Kirszner & Mandell: pp. 83–97 Hacker & Sommers: pp. 218–227 1 Presentation 1 Website	DB Forum 2 Grammar Test 2	100 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/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 module/week ends at 11:59 p.m. (ET) on **Friday**.