Course Description

Introduction to the basic concepts and requirements of college-level writing. Provides students with the ability to implement effective communication skills via the written word.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Apply the steps of the writing process.
2. Identify essay components.
3. Analyze the role of reading and writing in your academic and professional career.
4. Write effective essays that communicate with readers.
5. Write summaries that accurately and concisely restate the content of a text.
6. Apply strategies to achieve clarity and effective style in writing.
7. Differentiate between patterns in reading and writing.
8. Gain experience and confidence with editing and proofreading all writing assignments.
9. Identify parts and types of sentences and apply the proper use of spelling and punctuation in writing.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the Unit I, IV, V, VII, and VIII study guides to aid students in their course of study.
4. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
5. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.
6. **Unit Assessments**: This course contains seven Unit Assessments, one to be completed at the end of Unit I-VII. Assessments are composed of written response questions.

7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

8. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Journal Assignment**

**Article Critique**


Using the information from pages 24, 32-34 in *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook*, compose an Article Critique consisting of no less than two pages. As you are reading the article in preparation of writing your critique, consider the questions listed on page 24. When you begin writing your critique, refer to the bulleted list on page 32, and include information regarding those points within your critique. The example shown on pages 32-33 of your textbook provides a wonderful guideline to follow as you are writing. Please make sure that you cite any references using APA format.

Information about accessing the grading rubric for this assignment is provided below.

**Unit II Journal Assignment**

This week in your journal, you will begin working on your Final Essay for this course. You will begin your journal entry by stating your Final Essay topic, and you will then demonstrate the strategy or strategies you used to arrive at your choice. Next, you will discuss the strategies that can be used to gather material about your topic. Following this, you will compose a focused and powerful thesis statement for your topic, and you will construct a tentative outline utilizing information that you plan to discuss in your Final Essay. Finally, you will compose an introduction for your Final Essay consisting of at least 60 words.

Information about accessing the grading rubric for this assignment is provided below.

**Unit III Journal Assignment**

For this week’s journal entry, please revise the following sentences so that they use parallel construction.

1. Gypsies are famous for their traditions of fortune-telling by reading Tarot cards, interpreting dreams, and they also look into crystal balls.
2. According to some gypsy traditions, every dream is supposed to contain its own symbol of the past or can predict the future.
3. When you have your tea leaves read, a true Romani gypsy will put a lot of effort into the ritual itself, including making the tea, selecting the appropriate china, and plays soothing music.
4. Palm readers examine lines on the palm, fingers and their lengths, and the prominence of the mounts.
5. Some critics of fortune-telling suggest that trained psychologists could also notice personal traits such as nervousness, that someone was lonely, or cheerful, which would also let them make reasonable predictions about a client's future.

Next, revise the following sentences so that they show variety in sentence length and structure. You may need to combine sentences or expand the sentences with details to add interest and variety.

1. Washington is the only state named after a president. Many cities and counties are named after presidents.
2. California is bordered by the Pacific Ocean. There are many islands, waterways, and rivers not to mention the evergreen forests near the coast.
3. The car battery would not start. The battery was dead. I called a tow truck.
4. She was not like her sister in fact they were total opposites.
5. Ricky Martin will remain my favorite singer although he has fallen out of fashion and I think he is terrific. He has done some free concerts for good causes too.

Information about accessing the grading rubric for this assignment is provided below.

Unit IV Journal Assignment

For this week's journal entry, please begin writing the first draft of your Final Essay. Include an introductory paragraph, at least three body paragraphs, and a conclusion. Remember to cite any references using APA format.

Your first draft should be at least three pages in length.

Information about accessing the grading rubric for this assignment is provided below.

Unit V Journal Assignment

For this week's journal entry, you will complete what is known as an annotated bibliography. In an annotated bibliography, you will summarize, assess, and reflect on your references. Completing an annotated bibliography will help you read your sources more carefully. You may even find that a source really does not fit the needs of your essay, which gives you the opportunity to find a better one. For this assignment, find at least two sources from the Waldorf Online Library, and summarize the information from them. You will then assess the usefulness of the source for your essay, and then you will reflect on how the source will be used to support your essay's topic. You should have at least three paragraphs written for each source.

Information about accessing the grading rubric for this assignment is provided below.

Unit VI Journal Assignment

For this week's journal entry, pick any cause or effect topic to focus a causal analysis on, and write a four to five paragraph essay on it. Some suggestions for topics can be found on page 244 of your Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook textbook. This essay should consist of no less than 500 words. If outside sources are utilized, please be sure to use APA format when citing the information.

Information about accessing the grading rubric for this assignment is provided below.

Unit VII Journal Assignment

Use the “Revision Checklist for Paragraphs” found on page 67 and the “Revision Checklist for Sentences” found on page 69 of your Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook textbook, and reflect on how strong or weak you feel your rough draft is. What are some ways that you can make your essay better? This journal entry should consist of at least 200 words.

Information about accessing the grading rubric for this assignment is provided below.

Unit VIII Journal Assignment

Take time to reflect on this course. What have you learned throughout this course? How will you use what you have learned in this course in the rest of your academic career? How will you use the information you have learned in your professional career?

Your answer should consist of no less than 100 words.

Information about accessing the grading rubric for this assignment is provided below.

Unit VIII Final Essay

The Final Essay in this course should consist of the following elements:

- Your essay should be at least five pages in length and should be typed in 12-point Times New Roman font. There must be a title to your paper. If block quotes are used, the block quotes should be appropriately indented, and no
quotation marks should be placed around the block quotes.

- Your essay should be about an intriguing concept that you are interested in. You need to dissect something intriguing about your topic. Remember, the more focused you are, the more impactful and powerful your essay will be.
- At least two outside sources should be included in your essay; in-text citations and properly formatted references should be present. Click here for more information on how you are expected to cite and reference sources in academic papers. Make sure your references are reputable—a good place to search for reputable sources is the Waldorf Online Library.
- A strong, solid thesis (the argument that ties your paper together) should be present. The thesis CANNOT be an obvious statement. There is no point in writing a paper if you are merely reiterating facts that you already know. You need to be intriguing and insightful in your paper.
- There should be a strong development of your thesis, as well as strong and solid claims.
- Your essay should take a careful and focused examination of your topic, and fluid transitions between paragraphs should be used.
- Make your Final Essay as objective as possible by eliminating pronouns such as “I,” “me,” and “you.” These will make you stray toward opinion. Do not add your personal opinion on the topic; rather, focus the argument or illustration of your thesis. Also, do not back out of your claims by including phrases such as “possibly,” “probably,” “I believe,” or “in my opinion.”
- A strong conclusion should touch base with the claims you have made, and reinforce the significance of your thesis.
- Make your essay powerful! Assert your claims, but always back them up with sources and evidence. Believe in yourself and what you have to say.

Have confidence in your paper! Be very detailed, as well. The more focused and detailed you are, the stronger your essay will be.

So again, carefully present your topic, and analyze the situation in detail. Back up your claims with evidence. Analyze that evidence. Immerse your reader in your topic and research. Make your reader as excited as you are.

Reminder: NO slang or jargon should be used. Also, this is not a standard five-paragraph essay. You will definitely have more than five paragraphs. Make sure to PROOFREAD! If it is suspected that you are taking text or ideas from another source without citing, you will receive a failing score. Plagiarism is cause for disciplinary action.

Information about accessing the grading rubric for this assignment is provided below.

Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Information about using APA style can be found in APA Style Help in the Course Menu. This area provides links to internet sites, tutorials, and guides that provide comprehensive information on APA formatting, including examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.
Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board (8 @ 2%)</td>
<td>= 16%</td>
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<tr>
<td>Unit Assessments (7 @ 3%)</td>
<td>= 21%</td>
</tr>
<tr>
<td>Journal Assignments (8 @ 3%)</td>
<td>= 24%</td>
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<tr>
<td>Unit VIII Final Essay</td>
<td>= 39%</td>
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<tr>
<td><strong>Total</strong></td>
<td>= 100%</td>
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Course Schedule/Checklist (please print)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
## ENG 1010, English Composition I

### Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Why Write?</th>
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</table>
| **Review:** | □ Unit Study Guide  
  □ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** |  
    - Chapter 1: Writing: A First Look  
    - Chapter 2: Strategies for Successful Reading  
      - *The Little, Brown Compact Handbook*  
    - Chapter 1: The Writing Situation  
    - **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Assessment** by Tuesday, 11:59 p.m. (Central Time)  
  □ **Journal Assignment** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Prewriting/Planning</th>
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</table>
| **Review:** | □ Unit Study Guide  
  □ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** |  
    - Chapter 3: Planning and Drafting Your Paper: Exploration  
      - *The Little, Brown Compact Handbook*  
    - Chapter 2: Invention  
    - Chapter 3: Thesis and Organization |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Journal Assignment** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit III</th>
<th>Clarity and Style</th>
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<tbody>
<tr>
<td><strong>Review</strong>:</td>
<td>Unit Study Guide</td>
</tr>
</tbody>
</table>
| **Read**: | *The Little, Brown Compact Handbook*  
- Chapter 15: Emphasis  
- Chapter 16: Parallelism  
- Chapter 17: Variety and Details  
- Chapter 18: Appropriate and Exact Language  
- Chapter 19: Completeness  
- Chapter 20: Conciseness |
| **Discuss**: |  
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit**: |  
- Assessment by Tuesday, 11:59 p.m. (Central Time)  
- Journal Assignment by Tuesday, 11:59 p.m. (Central Time) |
| **Notes/Goals**: | |

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<tr>
<th>Unit IV</th>
<th>Paragraphs</th>
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| **Review**: | Unit Study Guide  
- Learning Activities (Non-Graded): See Study Guide |
| **Read**: | *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook*  
- Chapter 5: Paragraphs  
- Suggested Reading: See Study Guide |
| **Discuss**: |  
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit**: |  
- Assessment by Tuesday, 11:59 p.m. (Central Time)  
- Journal Assignment by Tuesday, 11:59 p.m. (Central Time) |
<p>| <strong>Notes/Goals</strong>: | |</p>
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<tr>
<th>Unit V</th>
<th>Illustration and Finding Sources</th>
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<tbody>
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<td>Discuss:</td>
<td>- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)&lt;br&gt;- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
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<tr>
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<td>- Assessment by Tuesday, 11:59 p.m. (Central Time)&lt;br&gt;- Journal Assignment by Tuesday, 11:59 p.m. (Central Time)</td>
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<td>Notes/Goals:</td>
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<th>Unit VI</th>
<th>Cause and Effect/Definition</th>
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<td>Discuss:</td>
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<tr>
<td>Notes/Goals:</td>
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## Course Schedule

### Unit VII  Revision and Peer Review

#### Review:
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

#### Read:
  - Chapter 4: Revising and Editing Your Paper: Courageous Transformations, pp. 61, 68, 70
  - The Little Brown Compact Handbook
- Chapter 5: Revising
- Suggested Reading: See Study Guide

#### Discuss:
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

#### Submit:
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Journal Assignment by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII  Final Essay Wrap-up

#### Review:
- Unit Study Guide

#### Read:
  - Chapter 4: Revising and Editing Your Paper: Courageous Transformations, pp. 57-77
  - The Little Brown Compact Handbook
  - Chapter 6: Editing, Formatting, and Proofreading, pp. 33-39
  - Suggested Reading: See Study Guide

#### Discuss:
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

#### Submit:
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Journal Assignment by Tuesday, 11:59 p.m. (Central Time)
- Final Essay by Tuesday, 11:59 p.m. (Central Time)