

Core 120: College Composition (3 Credits)
Dordt College & Southwest Christian High School
2nd Period -- Room 8
Fall 2015

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Mission of Southwest Christian: The mission of Southwest Christian high schools is challenging students to grow in knowing, loving, and serving God and others. (II Peter 3:18)

Mission of Dordt College: As an institution of higher education committed to the Reformed Christian perspective, the mission of Dordt College is to equip students, alumni, and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life.

Course Description:

Core 120 is a college-level writing class that gives students practice in writing effectively for a variety of purposes. We will think critically about the writing process, evaluate our writing and the writing of others, review standards of grammar, usage, and style, and develop our skills of rhetoric through practice and peer review.

Method of Instruction:

Three or more days a week will be focused on discussion of readings, direct instruction in writing strategies and effective communication skills, and exploration of worldview impact on the art of writing. Those days not employing a formal class structure will be used for conferencing, peer editing, and managing or completing other assignments.

Course Goals:

- i. Develop an understanding of the writing process and use that process effectively in multiple kinds of writing. (CD, CR)
- ii. Evaluate writing (both your own and that of others) to determine if it is effective and acceptable both stylistically and ethically. (CS, CD)
- iii. Understand language and apply correct usage. (CS, CD)
- iv. Engage in academic and worldview conversations via both the spoken and written word. (RO, CR)
- v. Use research to advance an argument responsibly and document that research correctly. (RO, CR)

*Curricular Goals from The Educational Framework of Dordt College (in summary)

Religious Orientation (RO): Developing a worldview based on God's Word, students must live a life of Christian discipleship by which they transform the culture in which they live.

Creational Structure (CS): Students must recognize that creation is diverse yet unified and that they can develop this unity by working cooperatively in helping fellow image bearers.

Creational Development (CD): Students must understand how the world has developed, how it continues to develop, and how they can impact that development for good to God's glory.

Contemporary Response (CS): Students must apply their learning through transformational action.

Required Materials:

- i. Kirszner, Laurie G., and Stephen R. Mandell. *The Concise Wadsworth Handbook 4th Ed.* Boston: Wadsworth, 2014. Print.
- ii. Graff, Gerald, and Cathy Birkenstein. *They Say/I Say.* New York: W. W. Norton and Company, Inc., 2014. Print.

3. Orwell, George. 1984. New York: Penguin Group, 1950. Print
4. Assorted texts and materials provided electronically and in print from the professor.

Expectations:

As this is a college course you should not be shocked by the heavy workload. Class will typically meet three times a week (after the first several weeks) for regular class with two days a week employing a workshop style in which we conference, work on editing (self and peer), and evaluate and/or apply that editing. There are some important things you need to know.

- Be here. Make sure to attend every class. If you must schedule an appointment, don't choose this period to be absent. If you must be gone, make sure you talk with me before your scheduled absence. If you have an unexpected absence, take care of any missed work as soon as you return.
- Be prepared. Make sure that you get all assignments completed before class begins on the due date. Daily homework that is late will receive a zero. Major papers/projects will lose a full grade per day late.
- Be kind. Practice Christian brotherhood. Treat your classmates with the respect and courtesy they deserve as fellow image bearers.
- Be careful. Always follow the expectations for any assignment, including the expectations for formatting. To do your best work consistently you will need to avoid procrastinating. The added benefit of working ahead is that you may avoid a crisis should something come up that gets in the way of completing your work in a timely manner.
- Be honest. We will discuss academic integrity in one of our first sessions. It is not optional. The Southwest Minnesota Christian High School policy on cheating is as follows:
 1. "A student who cheats will be required to do the following: 1. Serve a detention
 2. Redo the assignment for "0" credit (Test, papers, exams may be given ½ credit)
 3. If the cheating involves the use of computers or the Internet, these privileges may be restricted according to policy."

Assignments and Grading:

To write well you must write often. You will have daily writing assignments as well as several major writing assignments. Peer review will be an integral part of developing your skill. You may also choose to have someone outside the class help you with editing. Make sure that anyone who gives you feedback only points out the rough spots. It is your task to make corrections, which, if necessary, can be done in discussion with the editor or with me.

Your work will be weighted according to the following system:

- Daily work-20% This includes participation, quizzes, quick writes, homework, drafts, and peer review.
- Papers-60% This includes essays and papers of different lengths. Each will have different point values dependent on the extent of work required.
- Presentations-10% At times you will be asked to share your findings with the class or a larger audience via presentation.
- Final exam-10% The final exam will include a written portion over what you have learned about writing as well as the Dordt College English department's test of grammar and usage.

Your percentage grade will fall into the following grade ranges:

A 96-100	B+ 89-91	C+ 80-82	D+ 71-73	F 0-64
A- 92-95	B 88-86	C 77-89	D 68-70	
	B- 83-85	C- 74-76	D- 65-67	

Course Outline:

This schedule may change at the discretion of the professor.

Date	Topic	Activity /Assignment
M 8/24	Introductions	Read <i>Handbook</i> (HB) section 4:20-21. Self teach and come with questions tomorrow. Begin searching for blog to follow. Begin daily journal.
T 8/25	grammar, blogs	discuss blogs viewed, blog options; HB 4:22-23 for tomorrow
W 8/26	grammar, blogs	discuss blog options, assign groups; HB 4:24-25 for tomorrow
Th 8/27	grammar, blogs	HB 4:26-28 for tomorrow
F 8/28	grammar; This I Believe	This I Believe essay
M 8/31	rhetoric; research; narratives	grammar quiz; HB 1:1 for tomorrow
T 9/1	blogs; purpose and audience	blog analysis group work; This I Believe due
W 9/2	narrative	1st draft narrative due, peer review; HB 1:2 for 9/8
Th 9/3	blog options sharing	blog analysis due; set up your blog; "Worldviews in Conflict" article
9/4-7	No School-Labor Day Weekend	
T 9/8	your blog presentation; essay planning	final draft narrative; best advice for bloggers group work; HB 3:14-19 for 9/10
W 9/9	worldview discussion	"What you alone can say"; <i>They Say/I Say</i> preface (TS/IS)
Th 9/10	sentence style workshop	begin weekly blog responses, due every Friday; TS/IS introduction
F 9/11	blog advice presentation	sentences quiz; HB 5:29-34 for 9/17
M 9/14	All-school Retreat	
T 9/15	blogs; informative essay; introduce TS/IS	begin blogging; TS/IS Ch. 1
W 9/16	"They Say"	TS/IS Ch. 2
Th 9/17	punctuation workshop; "Her Point Is"	TS/IS Ch. 3
F 9/18	"As He Himself Puts It"	punctuation quiz; HB 6:35-40 due 9/23; rhetorical analysis
M 9/21	meditations read around	Meditations by John Donne; TS/IS Ch. 4
W 9/23	spelling & mechanics workshop; peer review rhetorical analysis	choose poetry of Donne; TS/IS Ch. 5
F 9/25	Donne poetry	spelling & mechanics quiz; final draft rhetorical analysis due; "The Flea"; your own meditation/devotional; TS/IS Ch. 6
M 9/28	worldview and rhetoric	"Men Have Forgotten God"; TS/IS Ch. 7

T 9/29	"I Say"; essay structure	meditation due; HB 1:6 for tomorrow
W 9/30	Thinking Critically; MLA documentation	informative essay; HB 1:3 for 10/5
10/1-2	No School-Heartland Convention	
M 10/5	Thesis statements	informative essay workshop; HB 1:4 for 10/9
W 10/7	first draft "problems"	"Rough Drafts"
F 10/9	drafting and revising	famous revisions; TS/IS Ch. 8-10
M 10/12	"Tying It All Together"; informative essay workshop	TS/IS Ch. 11-12 for 10/116
W 10/14	informative essay	rough draft of informative essay due; peer review; TS/IS Ch. 13-14
F 10/16	"In Specific Academic Settings"; introduce novel	1984 section one due 10/21
M 10/19	reading and writing about literature	HB1:8
W 10/21	1984 section one	1984 section two due 10/26
F 10/23	1984; literary analysis	final draft of informative essay due
M 10/26	1984 section two	1984 section three
W 10/28	"Danger of a Single Story"	quickwrite reaction, discussion; HB 7:42 for 11/4
Th 10/29	"Introduction to Kuyper"	quickwrite reaction, discussion; HB 7:43 for 11/4
F 10/30	No School	begin responding to classmates' blogs
M 11/2	1984 section three	all 1984 assignments due
W 11/4	finding sources about literature	HB7:44
F 11/6	review progress on literary analysis	
M 11/9	blogs	look at blog conversations
W 11/11	literary analysis	rough draft due, peer review
F 11/13	literary analysis	discussion of progress on literary analysis, sources
M 11/16	research	HB 7:41a-b
W 11/18	research process	HB 7:41c; HB 1:7 due 11/23
F 11/20	1984	final draft of literary analysis due; HB 7:41d-f
M 11/23	research, argumentation	HB 7:41g-k due 11/30
W 11/25	research process	discussion of topics appropriate for research
11/26-27	No School-Thanksgiving	
M 11/30	research writing	workshop
W 12/2	conventions	review of weak areas in grammar and mechanics

F 12/4	research writing	revised thesis due
M 12/7	thinking and learning about writing	What have you learned so far? quickwrite
W 12/9	research writing	research working outline due
F 12/11	research writing	workshop
M 12/14	research writing	research rough draft due; peer edit
W 12/16	writing	workshop
Th 12/17	presentations	core information presentation
F 12/18	grammar and mechanics; presentations	finish presentations; grammar/mechanics review
M 12/21	Exam-Grammar Portion	research final draft due
T 12/22	Exam Prep	
W 12/23	Final Exam	

“Wherever you are--be all there.” Jim Elliot