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.

Prerequisites

None

Course Textbook


Note: This textbook is a custom edition. Chapters 58, 60, & 61, along with pages 460-518, and 549-568 have been removed from *The Little, Brown Compact Handbook with exercises*, as they do not apply to this course.


Course Learning Objectives

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

1. Define the term “academic writing.”
2. Classify and apply the various elements of the writing situation including the context, subject, audience, purpose, research, deadline and length, and the document design.
3. Outline good writing practices.
4. Differentiate and distinguish between reading strategies, specifically those related to reading as a critic and as a writer.
5. Explain methods for developing effective sentences.
6. Duplicate in-text parenthetical citations according to APA style.
7. Demonstrate knowledge of the conventions of the paragraph.
8. Demonstrate the ability to effectively plan and draft a piece of academic writing.
9. Distinguish between and reproduce the skills of revising and editing.
10. Summarize the concept of “disciplinarity” while analyzing and classifying examples of writing in the humanities, social sciences, and the natural and applied sciences.
11. Identify the elements of the essay examination.
12. Examine the conventions of the definition, illustration, cause-and-effect, and argumentative essays.
13. Create a definition, an illustration, a cause-and-effect, and an argumentative essay, incorporating the unique conventions of each.

Credits

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

1. **Unit Learning Objectives**: Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures**: Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbooks.
4. **Key Terms**: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Learning Activities (non-graded)**: These non-graded Learning Activities appear in Units I-IV, VI, and VIII, and are provided to aid students in their course of study. The answer key to the learning activities can be found here.
6. **Discussion Boards**: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
7. **Unit Assessments**: This course contains four Unit Assessments, one to be completed at the end of Units I-IV. Question types include multiple-choice, matching, short answer, and essay.
8. **Units V, VI, and VII Formal Writing Assignments**: Students are required to submit for grading Formal Writing Assignments in Units V, VI, and VII. Specific information and instructions regarding these assignments are provided below.
9. **Final Exam (proctored)**: Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored – see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
10. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

Unit V Formal Writing Assignment

Using the definition essays you read as examples, write a 500-word definition essay about a topic of your choice. You may consider one of the following:

- What is a hero?
- What is a good parent?
- What is an ethical choice?

Your essay will be graded on its ability to adhere to the definition essay form. Does your essay attempt to define a problematic concept? Does it add to the discussion of how people might understand the topic? What is at stake in your discussion? In other words, is there a group of people who might be vindicated by your definition?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in Strategies for Writing Successful Research Papers for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See The APA Style of Documentation: A Pocket Guide and/or pages 520-545 of The Little, Brown Compact Handbook with Exercises. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including:

- A title page that includes the title of the paper, the name of the student, and the date of submission
- A proper running head according to APA 6th edition guidelines
- A reference page with a centered header of “References” properly reflecting all sources used within the text (see the APA Pocket Guide, Ch. 5, pp. 41-59)

The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.
Unit VI Formal Writing Assignment

Using the illustration essays you read as examples, write a 500-word illustration essay about a topic of your choice. You may consider one of the following:

- The seriousness of global warming
- The neglect of the elderly
- The condition of secondary education

Your essay will be graded on its ability to adhere to illustration essay conventions. Does your essay assert some serious problem or point that needs to be illustrated? Does the essay present an illustration that clarifies the main point or your position on the problem? Does the conclusion connect to the opening?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in Strategies for Writing Successful Research Papers for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See The APA Style of Documentation: A Pocket Guide and/or pages 520-545 of The Little, Brown Compact Handbook with Exercises. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including:

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The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

Unit VII Formal Writing Assignment

Using cause-and-effect example essays that you read as examples, write a 500-word cause-and-effect essay. You may choose to write about a subject of your choice. You may consider the following topics:

- A change in the way you deal with other people
- A major moment that changed the course of your life forever
- A change in the way you understood your country or your citizenship (a war, a policy, a political scandal, a political figure)

Your essay will be graded on its ability to adhere to the cause-and-effect essay conventions. Does your essay follow one of the formats on pages 225-227 of Strategies for Writing Successful Research Papers?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in Strategies for Writing Successful Research Papers for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See The APA Style of Documentation: A Pocket Guide and/or pages 520-545 of The Little, Brown Compact Handbook with Exercises. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including:

- A title page that includes the title of the paper, the name of the student, and the date of submission
- A proper running head according to APA 6th edition guidelines
- A reference page with a centered header of “References” properly reflecting all sources used within the text (see the APA Pocket Guide, Ch. 5, pp. 41-59)
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**APA Guidelines**

CSU 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. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

**CSU Grading Rubric for Papers/Projects**

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

**Final Examination Guidelines**

Final examinations are to be administered to students by an approved proctor on a date that is mutually convenient. The student is responsible for selecting a qualified proctor that must be approved by the university.

A list of acceptable proctors is provided in the Examination Proctor Policy. To review the complete Examination Proctor Policy including a list of acceptable proctors, proctor responsibilities, proctor approval procedures and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

**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

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<tr>
<th>Component</th>
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<tr>
<td>Unit Assessments (4 @ 8%)</td>
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<td>Discussion Boards (8 @ 2%)</td>
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<td>Unit V Formal Writing Assignment</td>
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<tr>
<td>Unit VI Formal Writing Assignment</td>
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<td>Unit VII Formal Writing Assignment</td>
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<td>Final Exam</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.
### Unit I: The Foundations of Academic Writing

**Review:**
- The Little, Brown Compact Handbook with Exercises
  - Chapter 1: The Writing Situation, Sections 1a-1d, pp. 3-8
- Chapter 10: Academic Writing, Sections 10a-10e, pp. 90-96
- Chapter 39: The Comma, Sections 39a-39h, pp. 300-317

**Strategies for Writing Successful Research Papers**
- Chapter 1: Writing: A First Look, pp. 3-14

**The APA Style of Documentation: A Pocket Guide**
- Introduction
- Chapter 1: Plagiarism and Academic Honesty, pp.1-8

**Read:**
- The Little, Brown Compact Handbook with Exercises
  - Chapter 40: The Semicolon, Sections 40a-40d, pp. 317-321
  - Chapter 41: The Colon, Sections 41a-41c, pp. 322-324
  - Chapter 59: APA Documentation and Format, Section 59a, pp. 521-525
- Strategies for Writing Successful Research Papers
  - Chapter 2: Strategies for Successful Reading, pp. 15-29
  - Chapter 6: Effective Sentences, pp. 100-113
- Peter Wing, “Rediscovering Patriotism,” pp. 173-176

**The APA Style of Documentation: A Pocket Guide**
- Chapter 3: Citing Sources in Academic Writing, pp. 20-31

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)

**Submit:**
- Assessment by Tuesday, Midnight (Central Time)

**Notes/Goals:**

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### Unit II: Reading Strategies and Writing Effective Sentences

**Review:**
- The Little, Brown Compact Handbook with Exercises

**Read:**
- The Little, Brown Compact Handbook with Exercises
  - Chapter 40: The Semicolon, Sections 40a-40d, pp. 317-321
  - Chapter 41: The Colon, Sections 41a-41c, pp. 322-324
  - Chapter 59: APA Documentation and Format, Section 59a, pp. 521-525
- Strategies for Writing Successful Research Papers
  - Chapter 2: Strategies for Successful Reading, pp. 15-29
  - Chapter 6: Effective Sentences, pp. 100-113
- Peter Wing, “Rediscovering Patriotism,” pp. 173-176

**The APA Style of Documentation: A Pocket Guide**
- Chapter 3: Citing Sources in Academic Writing, pp. 20-31

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
  - Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Assessment by Tuesday, Midnight (Central Time)
- Proctor Approval Form

**Notes/Goals:**
# EH 1010, English Composition I

## Unit III
### Beginning to Write

**Review:**
- [ ] Unit Study Guide

**Read:**
- *Little, Brown Compact Handbook with Exercises*
  - Chapter 35: Sentence Fragments, Sections 35a-35c, pp. 280-285
  - Chapter 36: Comma Splices and Fused Sentences, Sections 36a-36b, pp. 285-290
  - Chapter 59: APA Documentation and Format, Section 59b, pp. 525-526
  - Chapter 59: APA Documentation and Format, Reference list example, bottom of p. 545

*Strategies for Writing Successful Research Papers*
- Chapter 3: Planning and Drafting Your Paper, pp. 30-53
- Chapter 5: Paragraphs, pp. 78-99

*The APA Style of Documentation: A Pocket Guide*
- Chapter 5: Creating a References Page, pp. 41-44

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, Midnight (Central Time)

### Notes/Goals:

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## Unit IV
### Revising, Editing, and Considering Disciplinarity

**Review:**
- [ ] Unit Study Guide

**Read:**
- *The Little, Brown Compact Handbook with Exercises*
  - Chapter 37: Mixed Sentences, Sections 37a-37c, pp. 291-294
  - Chapter 47: Italics or Underlining, Sections 47a-47f, pp. 359-362
  - Chapter 55: Goals and Requirements of the Disciplines, Sections 55a-55d, pp. 437-439
  - Chapter 57: Writing in Other Disciplines, Sections 57a-57c, pp. 448-459

*Strategies for Writing Successful Research Papers*
- Chapter 4: Revising and Editing Your Paper, pp. 54-77
- Chapter 12: The Essay Examination, pp. 216-222

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, Midnight (Central Time)

### Notes/Goals:
## Unit V
### The Definition Essay

**Review:**
- Unit Study Guide

**Read:**
- *Strategies for Writing Successful Research Papers*
  - Chapter 7: Diction, Tone, and Style, pp. 114-135
  - Chapter 10: Definition: Establishing Boundaries, pp. 165-179
  - "Reading Strategies," "Reading Critically," and "Reading As a Writer," pp. 251-252
  - Laurence Shames, "The Sweet Smell of Success Isn't All That Sweet," pp. 252-254
  - Marti Bercaw, "Kruiming," pp. 256-258

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Formal Writing Assignment by Tuesday, Midnight (Central Time)

### Notes/Goals:

## Unit VI
### The Illustration Essay

**Review:**
- Unit Study Guide

**Read:**
- *The Little, Brown Compact Handbook with Exercises*
  - Chapter 43: Quotation Marks—Sections 43a-43g, pp. 332-337
  - Chapter 46: Capital Letters—Sections 46a-46d, pp. 355-359
- *Strategies for Writing Successful Research Papers*
  - Chapter 8: Illustration: Making Yourself Clear, pp. 137-147
  - "Reading Strategies," "Reading Critically," and "Reading As a Writer," p. 223
  - Sabrina Rubin Erdely, "Binge Drinking, A Campus Killer," pp. 223-227
  - Martin Gottfried, "Rambos of the Road," pp. 227-230
  - Matea Gold and David Ferrell, "Going for Broke," pp. 230-234

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Formal Writing Assignment by Tuesday, Midnight (Central Time)

### Notes/Goals:
<table>
<thead>
<tr>
<th>Unit VII</th>
<th>The Cause and Effect Essay</th>
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<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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| **Read:** | *The Little, Brown Compact Handbook with Exercises*  
- Chapter 16: Parallelism—Sections 16a-16d, pp. 154-157  
- Chapter 49: Numbers—Sections 49a-49c, pp. 365-367  
*Strategies for Writing Successful Research Papers*  
- Chapter 9: Cause and Effect: Explaining Why, pp. 149-163  
- “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 236-237  
- Anne Roiphe, “Why Marriages Fail,” pp. 244-246  
- Belinda Luscombe and Kate Stinchfield, “Why We Flirt,” pp. 247-250 |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | □ Formal Writing Assignment by Tuesday, Midnight (Central Time)  
□ Request to take Final Exam |

**Notes/Goals:**

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<th>Unit VIII</th>
<th>The Argumentative Essay</th>
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<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</table>
| **Read:** | *The Little, Brown Compact Handbook with Exercises*  
- Chapter 33: Adjectives and Adverbs, Sections 33a-33f, pp. 262-273  
- Chapter 42: The Apostrophe, Sections 42a-42d, pp. 325-331  
*Strategies for Writing Successful Research Papers*  
- Chapter 11: Argument: Convincing Others, pp. 180-215  
- “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 258-259 |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | □ Final Exam by Tuesday, Midnight (Central Time) |

**Notes/Goals:**