

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

ENGL 100 emphasizes functional grammar, paragraph development, vocabulary building, and enrichment reading. It is open to all students but required of students who have low scores on national tests or Liberty University placement tests. Students must receive at least a “C” to be eligible for ENGL 101. A designated section of ENGL 100 is required for ESL students. This course may not meet the General Education requirement in English.

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. This course is designed to equip students with the ability to develop a variety of sentences and to organize those sentences into well-written, creative paragraphs and essays with clear central ideas and strong conclusions appropriate to a chosen audience.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASE

Click the following link to view the required resources 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

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Plan and develop single paragraphs of 150 to 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 an essay 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 audio-visual Presentations
- B. 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 prompt or question. In the week following the thread, students will post a reply of 50 words or more to at least one other person's thread.
- C. Autobiographical Paragraph
The student will write a 100-word autobiographical paragraph. The paragraph will be submitted as the Discussion Board Forum 1 thread. The same paragraph will be submitted to the instructor for feedback.
- D. Grammar Quizzes (8)
Throughout the course, the student will complete a series of multiple-choice grammar questions for each quiz. 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 reaching a passing score of 21 points or higher.
- E. Narrative Paragraph
The student will write a 150-word paragraph narrating a brief, important event in his or her life. The student will submit a Prewriting/Rough Draft, a Revised and Edited Draft, and a Final Draft of the Narrative Paragraph.
- F. Descriptive Paragraph
The student will write a 150-word paragraph describing a person, place, or object.
- G. Illustration Paragraph
The student will write a 200-word paragraph illustrating a point dealing with the truth of a general observation about life, love, relationships, or a specific person's behavior.

H. Comparison Paragraph

The student will write a 200-word paragraph comparing two similar or different subjects in order to make a particular point.

I. Classification Paragraph

The student will write a 250-word paragraph breaking down a subject into its particular components, types, kinds, or positions in order to make a particular point.

J. Definition Paragraph

The student will write a 250-word paragraph using the various modes of writing learned in order to define an abstract concept or idea and make a particular point about it.

K. Plagiarism Quiz

This 20-question quiz will be based on two presentations within Module/Week 11, and it will reinforce how Liberty University views plagiarism. This quiz will be open-notes with a one hour time limit. The student will be required to take this quiz as many times as necessary in order to reaching a passing score of 35 points or higher.

L. Argument Essay

The student will write a 400-word essay constructed to convince a specific audience of his or her chosen point. A list of topics will be provided, and students are expected to argue a biblical worldview perspective. The essay must include an introduction paragraph, at least three well-developed supporting paragraphs, and a concluding paragraph. All paragraphs should flow well together, using smooth transitions between each reason and piece of evidence chosen for the student's argument. If an external source is used to offer support, it should be documented appropriately. As outlined by the course schedule, the student will submit a thesis statement, prewriting, rough draft, revised and edited draft, and final draft of the essay.

M. Final Essay Project

The student will transform one of the paragraphs written as part of this course into a five-paragraph essay of 400 words or more. This will involve creating an outline which expands one of the graded paragraphs into essay form (five paragraphs, with an introduction paragraph, three body paragraphs, and a conclusion paragraph). The student will also create a new rough draft of the essay as well as a revised, edited, and final draft.

VI. COURSE GRADING AND POLICIES**A. Weight**

Discussion Boards (4 at 30 each)	120
Autobiographical Paragraph	10
Grammar Quizzes (8 at 30 each)	240
Paragraphs (6)	
Narrative	60
Descriptive	50
Illustration	50
Comparison	50
Classification	50
Definition	50
Avoiding Plagiarism Quiz	50
Argument Essay	
Thesis Statement and Prewriting	40
Rough Draft	30
Revised and Edited Draft	30
Final Draft	50
Final Essay Project	120
Total	1000

B. Scale

A = 900–1000 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) Sunday at the end of each week. Late work will not be accepted unless prior arrangements have been made with the instructor or a true emergency occurs.

D. 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.

E. 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.

COURSE SCHEDULE

ENGL 100

Textbook: Gaetz & Phadke, *The Writer's World: Paragraphs and Essays* (2011).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Gaetz & Phadke: chs. 1 – 3 3 presentations	Course Requirements Checklist DB Forum 1 (Thread) Autobiographical Paragraph	0 20 10
2	Gaetz & Phadke: chs. 17 – 19 2 presentations	DB Forum 1 (Reply) Grammar Quiz 1	10 30
3	Gaetz & Phadke: ch. 5 12 presentations	DB Forum 2 (Thread) Narrative Paragraph: Prewriting and Rough Draft	20 20
4	Gaetz & Phadke: chs. 20 – 22 9 presentations	DB Forum 2 (Reply) Narrative Paragraph: Revised and Edited Draft Grammar Quiz 2	10 20 30
5	Gaetz & Phadke: chs. 23 – 25 3 presentations	Narrative Paragraph: Final Draft Grammar Quiz 3	20 30
6	Gaetz & Phadke: ch. 6 2 presentations	DB Forum 3 (Thread) Descriptive Paragraph	20 50
7	Gaetz & Phadke: ch. 4 2 presentations	DB Forum 3 (Reply) Illustration Paragraph	10 50
8	Gaetz & Phadke: chs. 10, 26 & 27 3 presentations	Comparison Paragraph Grammar Quiz 4	50 30
9	Gaetz & Phadke: chs. 9, 28 & 29 8 presentations	Classification Paragraph Grammar Quiz 5	50 30

WEEK	READING & STUDY	ASSIGNMENTS	POINTS
10	Gaetz & Phadke: ch. 8 2 presentations	Definition Paragraph	50
11	Gaetz & Phadke: chs. 15, 30 & 31 6 presentations	Avoiding Plagiarism Quiz Grammar Quiz 6	50 30
12	Gaetz & Phadke: chs. 12 & 13 (pgs. 175 – 187 only) 12 presentations	Argument Essay: Thesis Statement and Prewriting	40
13	Gaetz & Phadke: chs. 13 (pgs. 187 – 199 only), 32 & 33 4 presentations	Argument Essay: Rough Draft Grammar Quiz 7	30 30
14	8 presentations	DB Forum 4 (Thread) Argument Essay: Revised and Edited Draft	20 30
15	Gaetz & Phadke: chs. 34 – 36 5 presentations	DB Forum 4 (Reply) Argument Essay: Final Draft Grammar Quiz 8	10 50 30
16	Gaetz & Phadke: ch. 14 19 presentations	Final Essay Project	120
TOTAL			1000

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.