Bethune-Cookman University  
Freshman College English Department

College English I (Online) — EN 131 (3 credit hours towards degree) Fall 2008

Instructor: ___________________________  Title: ___________________________
Office Location: ______________________  Office Phone: _______________________
Email: _______________________________  Office Hours: _________________________

Rev. Date: 08/23/08

**PREREQUISITE**
Students are assigned to English 131 if they have passed English 112, attained an acceptable placement score on the placement examination, or demonstrated to the instructor and the English Area Chair college-level composition skills in a diagnostic essay and standardized English test.

**COURSE DESCRIPTION**
COLLEGE ENGLISH I is the first of two sequential courses in college-level writing covering various rhetorical strategies. The course teaches principles for non-fiction prose, from pre-writing and organizing through revising and editing. Students are required to read, discuss, and analyze essays, and autobiographical or biographical selections. Students are required to write formal, typed essays that employ different rhetorical modes. Students should be prepared to write extensively.

**TEXTBOOKS**

**NOTE:** Students will not be able to pass this course without the required texts. Please be advised your instructor may assign other required texts for your individual course.

**OTHER REQUIRED MATERIALS**
- A CD or flash memory stick
- A blue examination book is required for the final essay
- A college-level dictionary
- Blue or black ink pens
- Pencils for exams
- College-ruled notebook paper
  - Access to a computer with hardware and software to meet technical requirements for Blackboard Academic Suite 7.2. (Refer to the following site for details: [http://www.cookman.edu/subpages/TSDL_MinReq.asp](http://www.cookman.edu/subpages/TSDL_MinReq.asp))
  - Microsoft Word (2003 or newer)

**MAIN COURSE GOAL:**
EN 131 is designed to strengthen students’ writing so that they are prepared to write clearly and effectively in their general education courses, upper-level major courses, and professional endeavors. Students will engage in activities that require use of different styles and rhetorical modes as well as use of technology.

IMPACT ON B-CU MISSION AND INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

Through the attainment of the Course Student Learning Objectives (CSLOs), students will acquire knowledge, skills and competencies outlined in the Institutional Student Learning Outcomes (ISLOs), School Student Learning Outcomes, (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan, as well as the School Goals.

The Institutional Student Learning Outcomes (ISLOs) include the following:
1. Complex cognitive skills
2. Practical knowledge and competency
3. Appreciation of human differences and commonalities
4. Integrated sense of identity and civic responsibility

FRESHMAN COLLEGE SCHOOL STUDENT LEARNING OUTCOMES (SSLOs) ADDRESSED IN THIS COURSE

1. Upon completing Freshman College courses, freshmen will recognize and describe the contributions of people of African descent in a diverse global society through readings, class discussions, and oral presentations at an acceptable level.

2. Upon completing the Freshman College courses, freshmen will identify and analyze problems/issues in order to generate solutions to individual, community and global problems/issues by participating in service projects, written assignments, and oral presentations at an acceptable level.

3. Upon completing Freshman College courses, freshmen will communicate, orally and in writing, a personal statement using Standard English.

4. Upon completing Freshman College courses, freshmen will construct an informed opinion with supporting evidence in formal writing assignments and oral projects by evaluating and synthesizing concepts presented in written material from a variety of disciplines.

5. Upon completing Freshman College courses, freshmen will analyze sources related to current socio-cultural issues in order to construct and support a thesis in a well documented research paper using MLA or APA styles at an acceptable level.

6. Upon completing Freshman College courses, freshmen will demonstrate facility in using email, Internet, Microsoft Office applications and web-based programs, such as Blackboard, LiveText, Turnitin, and discipline specific software in order to complete projects and assignments at an acceptable level.
ENGLISH AREA PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) ADDRESSED IN THIS COURSE

1. Upon completing the Freshman College English courses, freshmen will evaluate critical facts and concepts in discipline-related written material to support problem solving and decision making essays and in a documented research paper to an acceptable level.

2. Upon completing Freshman College English courses, students will communicate, orally and in writing, a personal statement using Standard English at an acceptable level.

3. Upon completing the Freshman College English courses, students will analyze, evaluate, and synthesize readings by writing journal entries and giving oral presentations that demonstrate these critical thinking processes at an acceptable level.

4. **Upon completing Freshman College English courses, students will be able to compose an essay within 60 minutes that will score a four or higher on the CLAST rubric.**

5. Upon completing Freshman College English courses, students will be able to recognize errors in written English and demonstrate an ability to correct those errors when writing timed essay exams as well as formal essays that require drafting and revising at an acceptable level.

6. Upon completing Freshman College English courses, students will analyze sources related to socio-cultural issues in order to construct and support a thesis in a well documented research paper using MLA or APA in an accepted level.

7. Upon completing Freshman College English courses, students will be able to demonstrate facility in using email, Internet, Microsoft Office applications and web-based programs, such as Blackboard, LiveText, Turnitin, and discipline specific software in order to complete projects and assignments at an acceptable level.

8. Upon completing Freshman College English courses, students will assemble a collection of essays over the course of a semester using an electronic portfolio that demonstrates use of different rhetorical modes at an acceptable level.

9. Upon completing Freshman College English courses, students will recognize and describe the contributions of people of African descent in a diverse global society through readings, class discussions, and oral presentations at an acceptable level.

10. Upon completing Freshman College English courses, students will formulate an appreciation of human differences and commonalities reflected in various narratives by engaging in role playing, group projects, journal writing, essay writing, and oral presentations that demonstrate awareness of the human condition at an acceptable level.

COURSE STUDENT LEARNING OBJECTIVES AND MEASUREMENTS
EN 131 students will be able to:

1. **Compose an essay demonstrating the use of Standard English within 60 minutes that scores a 4 or higher according to a CLAST-based rubric.** (PSLO 4)

2. Recognize errors in written English and demonstrate an ability to correct those errors when writing timed essay exams as well as formal essays that require drafting and revising at an acceptable level. (PSLO 5)
3. Analyze, evaluate, and synthesize readings by writing journal entries and giving oral presentations that demonstrate these critical thinking processes at an acceptable level. (PSLO 3)

4. Formulate an appreciation of human differences and commonalities reflected in various narratives by engaging in role playing, group projects, journal writing, essay writing, and oral presentations that demonstrates awareness of the human condition at an acceptable level. (PSLO 10)

5. Assemble a collection of at least three essays over the course of a semester using an electronic portfolio that demonstrates use of different rhetorical modes at an acceptable level. (PSLO 8)

GENERAL REQUIREMENTS FOR THE COURSE
To pass English 131, students must meet the following conditions:

1. Write at least six essays of 350 to 500 words, each designed to reinforce compositional skills. Formal essays will be drafted and revised over a period of time and submitted in typed form.
2. Students must write a total of at least 6,000 words. At the option of the instructor, 2,000 words may consist of informal writing, reaction papers, summaries, journals etc.
3. Achieve acceptable scores on tests, quizzes, and additional writing assignments.
4. A midterm essay examination scoring a 4 or higher on CLAST-based rubric.
5. Read, discuss, and write about readings selected by the instructor. Essay selections will include the following: narrative, descriptive, exemplification, classification and division, comparison/ and contrast, persuasive, and process.
6. A final departmental essay examination earning a holistic score of 4 or higher.
7. Assemble a collection of their best writing over the course of a semester using an electronic portfolio to show mastery of the English language.

COMMUNICATION
In an online course, communication is critical. The best way to contact the instructor is through campus email or phone. The instructor is also available during virtual and face-to-face office hours. The instructor’s office hours are posted on his/her office door and posted within Blackboard.

EMAIL REQUIREMENTS
Email is a critical component of an online course. Students are expected to have a working Bethune-Cookman email address for the duration of the course and are expected to check their email accounts at least twice per week.

METHODS OF INSTRUCTION
Instructors will use a variety of instructional methods within Blackboard, including interactive exercises, small group activities, class discussions within the discussion boards, etc.

SUBMISSION OF ASSIGNMENTS
Students enrolled in English 132 online must access course assignments and submit all work via Blackboard. Assignments submitted any other way (i.e.: hard copies, email messages, etc.) will not be accepted.
FORMAT OF ASSIGNMENTS
All assignments must be submitted as Microsoft Word documents. Assignments submitted as Microsoft Works documents will not be accepted.

ASSESSMENT/GRADING SCALE
Students’ grade will be accumulated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>40%</td>
<td>400</td>
</tr>
<tr>
<td>Tests and Homework</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Essay Exam</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Media Skills</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Final Essay*</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
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*NOTE: IT IS NOT POSSIBLE TO RECEIVE A PASSING GRADE IN ENGLISH 131 WITHOUT TAKING THE FINAL ESSAY. STUDENTS MUST RECEIVE AN OVERALL GRADE OF “C” OR HIGHER TO PASS ENGLISH 131.

GRADING CRITERIA
The following grading scale will be observed:

- 90% - 100%  A
- 80% - 89%   B
- 70% - 79%   C
- 60% - 69%   D
- 0% - 59%    F

FINAL ESSAY/MAKE UP EXAMS
The final essay will be given in class during finals week. The location will be determined later in the semester. It is the student’s responsibility to be aware of the location, date, and time of the examination. Make-up tests will not be permitted for either part of the final essay unless the student has an excused absence with official documentation and the approval of the Department Chair. Excused absences include those absences incurred by the student’s participation in B-CU sponsored or class-sponsored activities. Examples of excused absences include band, chorale, gospel choir, athletic teams, field trips, or proof of illness with official documentation from physician or verifiable authority.

INCOMPLETE POLICY
In the event of an extreme and unavoidable circumstance that would inhibit the student from successful completion of the course, a student may request to be given an Incomplete by the instructor upon approval of the Department Chair. The instructor and the Department Chair reserve the right to deny a student’s request for an Incomplete. Prior to receiving an Incomplete the student must have a passing grade in the course. Students who request an Incomplete must have official documentation to support the request. Examples of official documentation include proof of illness from a physician or verifiable authority, death certificates or obituaries, military activation letters on government letterhead. Failure to take the exam at the appropriately scheduled time or location or unsatisfactory performance on an exam does not constitute an extreme or unavoidable circumstance. A grade of Incomplete will not be granted without proper documentation. Upon receiving an Incomplete, it is the student’s responsibility to complete all assignments and tests agreed upon by the student and the instructor before the removal of Incomplete deadline set by the registrar. Non-compliance will result in a failing grade for
the course.

ACADEMIC HONESTY
Students must submit their own work, and they must acknowledge any outside sources they used in preparing an assignment. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person’s work as his or her own, that person is guilty of plagiarism. Evidence of cheating or plagiarism will result in the student receiving a grade of “0” for the work and may result in an “F” for the course. Plagiarism and cheating are major violations of the Student Code of Conduct and may result in the student’s indefinite suspension from the college.

CLAST POLICY
Students must demonstrate appropriate communication skills prior to enrolling in senior seminar. Students who pass 3 parts of the CLAST (excluding math) or obtain a 2.5 GPA in English (EN 131 and EN 132) and reading (RE 260) will be allowed to enroll in their respective senior seminar courses. Transfer students who have passed the 3 CLAST communication tests, satisfied current exemptions or having an AA degree, will not be required to take R 260 or the CLAST prior to enrolling in senior seminar. Under documented and extenuating circumstances, students may petition the CLAST Review Committee for exemptions from this policy. (OAA Revised May 29, 2008).

ATTENDANCE POLICY
As outlined in the “CU Distance Learning Student Participation Agreement-B students must access the course a minimum of one to three hours per week in order to respond to and participate in activities and complete assignments. Students who fail to do so could be dropped by the administration.

AMERICANS WITH DISABILITIES ACT (ADA)
Bethune-Cookman University provides equal opportunity to qualified disabled persons in accordance with the requirements of Americans with Disabilities Act (ADA). ADA and section 504 of the Rehabilitation Act of 1973 serve to ensure that individuals with current disabling conditions are provided reasonable accommodations to enable them to enjoy the programs, activities, services, and employment opportunities offered by colleges and universities. As these laws only apply to individuals with known disabilities, it is required by B-CU that individuals provide recent documentation to establish their eligibility under these laws and to document their specific accommodation needs.

Individuals with a verifiable learning or physical disability affecting academic studies must submit documentation of a professional diagnostic evaluation (not older than three years) of their disability to Freshman College located in Faith Hall, Room #1.

All others with disabilities as defined by the ADA must contact the Student Affairs Office in the student center regarding living and dietary accommodations and the Testing Office in Faith Hall regarding the CLAST exam and other standardized testing.