

Core 102C: Writing-Intensive Cornerstone Syllabus

Fall Semester 2009



- Instructor:** Professor Josh Harrison, Coordinator of Global Initiatives
- Cornerstone Coordinator:** Professor John Wilson, Chair, Core Curriculum Committee
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- Office & Hours:** Scott Academic Center, 2nd Floor
MW 1:30 p.m. - 2:30 p.m. and Th 12:00 p.m. – 1:00 p.m.
- Email:** professor.staff@vanguard.edu
- Class meets:** MWF from 12 – 12:50 in Heath 101
- Required text:** Student Planner—available in the campus book store
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COURSE CATALOG DESCRIPTION:

This course is open to Freshmen only. A writing-intensive introduction to university life and learning, and to the academic and social skills needed for success. Includes instruction in basic reading and writing skills with a diversity-rich curriculum, social outings, and a community service component. A failing grade must be made up prior to advancement to the Sophomore level. Students will be placed into this course with a 450 or lower SAT Verbal score or a 17 ACT score or lower. Students without SAT/ACT scores are required to take the First-Year Language Assessment during Orientation Week. This course must be taken prior to ENGL 120C, and both this course and ENGL 120C must be passed before a student can take ENGL 220C. A minimum grade of D- is required to pass.

Recommended Textbook:

Crossing America, A Reading & Writing Rhetoric by Hunt & Patterson

Core Curriculum Student Learning Outcomes (SLOs) in Writing-Intensive Cornerstone

	Student Learning Outcome	How this course fulfills SLO
1	Understand, develop and practice a Christian world view	Integration Essay
2	Expand one's awareness of and respect for one's own culture and other cultures	Reflection Essays
3	Continuously develop the ability to communicate effectively	Class Discussions, written essays, Multimedia Presentation
4	Locate relevant information, evaluate its quality, and think critically about its context and content.	Research Assignments (Annotated Bibliography, Digital Storytelling)
5	Develop a holistic view of human health and living	Reflection Essays
6	Continuously develop skills in technology and data proficiency	Digital Storytelling, Moodle
7	Become an effective local, national, and global citizen	Reflection Essays, Integration Essay, Digital Storytelling, City Serve

Therefore, the courses in the core curriculum are designed to develop a belief system, the requisite knowledge and skills for a rich and productive life of learning, and the social and cultural awareness needed to function responsibly as a Christian in the contemporary world.

The cornerstone course starting the freshman year lays out a framework for new students to help them understand the concept of a liberal arts education and the role of a Christian university in integrating faith and learning. Along with the senior capstone course, it provides a vehicle for pre- and post-testing to assess intellectual growth, the strengthening of values, and spiritual development. The capstone course stimulates a summative integration of the core curriculum learning outcomes with the discipline's intellectual material. The Core's goal is that Vanguard graduates will bear a distinctive stamp reflective of their common experience.

COURSE REQUIREMENTS:

City-Serve Community Project: Completing this project is required to receive a grade in the course.

Absences: affect your grade; **more than nine absences** result in failure for the course.

Punctuality: Being tardy twice equals an absence.

Moodle Fridays: Fridays are on Moodle, an e-learning environment. Participation is mandatory.

Grading/Assignments:

Reflection Essays (2-3 pages each). It's up to the professor to determine whether reflection essays, integration essay, and annotated bibliography should be uploaded on Moodle, e-mailed, or handed in as paper copies.

- My Name (10%)
- My Cultural Background (10%)
- Intercultural Interview: Me & My Friend (10%)
- Challenges & Privileges (10%)
- Career Exploration (10%)
- City Serve (10%)
- Labeling (10%)

Integration Essay (4 pages)

(10%) = Final Exam

Digital Storytelling: (refer to Communications Rubric) = (10% total)

- Annotated Bibliography (5%)
- Multimedia Presentation (5%)

Attendance/Participation
& Moodle Forums, Writing Exs. (10%)

Grading Scale:

A 93%, A- 90, B+ 87, B 83, B- 80, C+ 77, C 73, C- 70, D+ 67, D 63, D- 60, F <60

Late Work: Late assignments will be accepted at a penalty of one third of a grade per day. Assignments turned in after class will be considered one day late. If you cannot be in class, you must figure out a way to get the assignment to me by the end of class. Also, be sure to exchange contact information with another student so that you can get the homework on any day you should miss.

WRITING-INTENSIVE CORNERSTONE COURSE SCHEDULE:

City Serve community event and Feed the Hungry (Newport Mesa Church) event to be announced.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Assignments Due:</u>
1	08-26 08-28	Introductions / Safe Rules & Courtesies Purposes discussion / Faculty Mentor Visit	
2	08-31 09-02 09-04	Story of a Name Basic Writing Skills Moodle	Writing a Thesis Statement PPT Reflection Essay due: My Name
3	09-07 09-09 09-11	LABOR DAY HOLIDAY – CLASSES CANCELLED Spiritual development Moodle	Money Management Skills
4	09-14 09-16 09-18	College Reading /The Liberal Arts Basic Writing Skills Moodle	Planner/Master Schedule Critical Thinking & Writing PPT Reflection Essay due: City Serve
5	09-21 09-23 09-25	Basic Writing Skills Money Management Session Moodle	Bugaboo Top Ten Hit Parade PPT Writing Skills Exercise due
6	09-28 09-30 10-2	My Cultural Background Career Exploration Session Moodle	(essay due a week after results are returned) Reflection Essay due: My Cultural Background
7	10-5 10-7 10-9	Create an Interview: Me & My Friend Conduct Cultural Interviews Moodle	(as a class) Create Interview Reflection Essay due: Cultural Interview & Essay
8	10-12 10-14	Challenges & Privileges Moodle	Reflection Essay due: Challenges & Privileges

	10-16	FALL HOLIDAY – CLASSES CANCELLED	
9	10-19 10-21 10-23	Intro to Digital Storytelling Library Research (at library) Moodle	Choose a Topic for Digital Storytelling Forum Post: Your Topic for Digital Storytelling
10	10-26 10-28 10-30	Assessment Period Negative Stereotypes: Labels Moodle	Writing a Smooth Paper PPT Reflection Essay due: Labeling
11	11-2 11-4 11-6	Basic Writing Skills Library Research Moodle	Introductions & Conclusions PPT Annotated Bibliography on Digital Topic Annotated Bibliography for Digital Storytelling
12	11-9 11-11 11-13	On-Line Academic Registration *Open Lesson* Moodle	*Open Session*
13	11-16 11-18 11-20	Multimedia Presentations (Digital Storytelling) Multimedia Presentations Moodle	Forum Post: Feedback on presentations
14	11-23 11-25 11-27	Integration draft #1, peer-editing Multimedia Presentations THANKSGIVING HOLIDAY – CLASSES CANCELLED	draft #1
15	11-30 12-02 12- 04	Integration draft #2, peer-editing Multimedia Presentations Multimedia Presentations	draft #2 Forum Post: Feedback on presentations
16	12-07	Evaluating Your First Semester	final of Integration Essay, 4 pages

STATEMENT ON PLAGIARISM: The following is excerpted from the Vanguard *Student Handbook*, and is applied rigorously in this course:

Academic dishonesty, either cheating or plagiarism (presenting as one's own, the words or opinions of others), is regarded as a serious violation of both the academic and moral standards of VUSC. Dishonesty in a minor class assignment or test can result in loss of credit for the assignment, test, or even the entire course. Dishonesty in a major assignment or examination can result in immediate loss of credit for the course and referral to the Vice President for Student Affairs....

A student commits plagiarism if submitted as his/her work:

*Part or all of an assignment copied from another person's assignment, notes or computer file
Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet or website*

A sequence of ideas transferred from another source which the student has not digested, integrated and reorganized, and to which he/she fails to give proper acknowledgement

Plagiarism is simply not worth the risk. It opposes your purposes—spiritual and intellectual.

Why the Writing Center Can Save Your Life
***You are required to visit the Writing Center for all seven (7) writing assignments this semester.**
You must receive a Writing Center stamp for each assignment as proof of your visit.*

The following information has been taken from the Vanguard Writing Center Web Page:

Appointments

Writing Center consultants work with Vanguard students one-on-one at any stage in the writing process. Students should bring in writing projects they're creating, such as expository essays and researched writing. We help students organize notes, develop outlines, revise thesis statements, and work on various aspects of atomistic and holistic revision. Our Christ-centered, collaborative learning environment offers constructive feedback with the long-term goals of improved writing skills and critical thinking. Our friendly staff is available to answer questions Monday through Friday, 12 noon to 6 p.m.

Schedule an appointment and come visit us. You may call extension 426 or make your appointment in person. The Writing Center is located on the 2nd Floor of Scott Academic Center inside the English Department.

Critical Thinking & Writing

The Writing Center's "Critical Thinking & Writing Unit" offers a series of PPT slideshows and worksheets to help students develop their ideas on paper. Several writing exercises challenge students to practice their analytical abilities and fine-tune their organizational skills. Handouts on peer-editing, writing article summaries, and evaluating secondary sources are also available to supplement this unit.

Grammar

In addition to offering informed consultations for writing projects, the Writing Center offers one-hour guided sessions for specific sentence-level problems called Grammar Bugaboos. Professors may refer students for Grammar Bugaboo appointments by printing and filling out the Grammar Bugaboo Check Sheet, and students may also refer themselves. The Bugaboo Bee Points (a numbered rubric for faculty response assessment) and the Bugaboo Bee Key (glossary for the numbered rubric) are additional resources for enriching writing skills across the curriculum.

Grammar Bugaboos include apostrophes, commas, commonly confused words, fragments and clauses, modifiers, pronouns, subjects, verb forms, subject-verb agreement, run-on sentences (comma-spliced and fused), and sentence combining (concision, phrasing, variety). The sessions are based on the Writing Center's handouts and supplemented by interactive grammar activities using Blue Pencil software available in the Writing Center's Computer Lab.

Location, Location, Location

The Writing Center is located in Heath 214.

Student Information Sheet — Writing Intensive Cornerstone 2009

Your name: _____ Name I should call you: _____

Living on or off-campus? _____ Home in California or somewhere else? _____

What is the last book you read that you liked and why did you like it?

What is the last movie you saw that you liked and why did you like it?

What was your main reason for coming to Vanguard?

If all goes well, what do you hope to walk away with Vanguard with (other than a degree—think learning, growth, things that last)?

When you're at home, where do you go to church? What's it like?

How's your anxiety level as school begins this fall? High? Medium? No problem?

What can I be keeping in prayer for you this semester?

Cornerstone Integration Essay

The final assignment for your Cornerstone schedule is an “integration essay.” Although it is not due until the final meeting of our course, this is a significant paper that will ask you to integrate personal experience, expectations and research over the next several weeks into a college-level essay. The final paper should be four double-spaced pages long, not including a bibliography.

1. The Assignment:

Faith and Learning: While Vanguard advertises itself clearly as a university in which the life of faith and college-level learning will be integrated, what does this really mean? It is likely that entering students see a number of possibilities of what a “university that integrates faith and learning” means:

- a. an atmosphere (residence halls, chapel, student interactions) in which my faith is respected and nurtured)
- b. an institution that has religious requirements (religion classes, behavioral rules about on-campus behavior, a chapel requirement) added to standard academic requirements
- c. a place where students of varying faith commitments pursue a college education, emphasizing faith as they see fit
- d. a place in which the contents of courses and academic majors are changed by the university’s faith position
- e. an institution that offers a strong faith-based co-curricular program (chapel, small groups, community service, mission trips) alongside its academic programs.

Expectations/Research: Which is Vanguard? What will Vanguard be for you as “university that integrates faith and learning?” Your purpose in this paper will be to do the following—you can think of these as sections of the essay:

(1) carefully outline your faith and learning expectations of Vanguard

(2) do research (described below) on what the integration of faith and learning means, and

(3) revise your expectations based on some of what you have learned through your research

2. Background:

- Case study (one of your courses)
- Interview (one of your professors)
- Research on what a faith-based college or university is, and on defining the integration of faith and learning
- Personal expectations
- Peer interview (of another student)

3. Due dates:

Rough draft due in class: _____
Second Rough draft: _____
Final draft due in class: _____

Rough Draft #2—Assessment

Your name: _____

As you read the essay, correct grammar, spelling and punctuation. Circle word choices that seem weak or incorrect.

From what you can tell in reading the essay, how much research is the writer doing?

How well is the writer fulfilling the assignment?