

SAMPLE SYLLABUS

EG101 Communications Skills I Syllabus

“The mind, once stretched by a new idea, never returns to its original dimensions.”

— Ralph Waldo Emerson

Course Description

This course is a review of composition skills and grammar. Emphasis is placed on coherence and the use of a variety of sentence structures in the composing process, as well as on standard American written English usage. Students will demonstrate these skills chiefly through the writing of paragraph blocks and short essays.

Course Information

Course Description	<i>What the course is about, why it is important, and how it is relevant to students' lives. This is a good place to inspire excitement about the course.</i>
Credits	3.0
Instructor	Carl Frederick Hill, MDiv.
Contact Info	cfhill3@memphis.edu

Course Learning Outcomes

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

1. Use the appropriate capitalization rules for words.
2. Apply the correct punctuation according to the given rules.
3. Properly utilize verbs, nouns, pronouns, adjectives, and adverbs.
4. Distinguish between complete and incomplete sentences.
5. Connect and combine sentences within a paragraph.
6. Arrange sentences in a logical order using time clues.
7. Identify the topic sentence and other paragraph components.
8. Recognize the thesis statement and other elements of an essay.
9. Learn and identify the proper citation model for Turabian/Chicago-style research papers.
10. Construct a research essay based on Turabian-style writing.

Course Format

Asynchronous (Online) Course Elements:

A Typical Week in This Course

Weekly reading of the textbook will be assigned.

Students will write a response (500 words) to the weekly discussion post each week. Also, for attendance, students must interact with two discussion posts of their peers by writing a response (300 words) for classroom attendance.

Weekly assignments will be announced on the classroom announcement board

Overall Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and lab assignments, as each one builds on the previous one.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.

Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved
---	---

Text/Readings/Other Material

Fawcett, Susan. *Evergreen: A Guide to Writing with Readings*. 11th Edition. Engage Learning, 2018. [Required]

Rosenwasser, David, and Jill Stephen. *Writing Analytically*. Boston, MA: Cengage, 2012.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald, and The University of Chicago Press Editorial Staff. *A Manual for Writers of research papers, theses, and dissertations, Ninth edition: Chicago style for students and researchers*. Chicago: The University of Chicago Press, 2020.

Assignments, Projects, and Grading

Summary of Grade Criteria

Assignment	Weight	Due Date
Discussion posts/ Attendance	10 %	Weekly
Persuasive Writing	15 %	TBA
Annotated Bibliography	15%	TBA
Rough Draft for final	10%	TBA
Final Writing Project	40%	TBA
Quizzes/ Weekly Assignments	10%	Weekly
	100%	

Grading Scale

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

Late Work Policy

All late work will be considered for full credit contingent upon a 24-hour notice given before the due date of the assignment. Please contact the instructor via email for an extension agreement.

No late work will be accepted if a 24-hour notice is not received, and an extension agreement is provided. No assignment(s) will be accepted beyond the agreed-upon extension date via extension agreement.

Attendance and Participation

Attendance and participation will be taken based on the student's response to discussion posts and assignments. All attendance will be in accordance with the Huntsville Bible College attendance policy and standards.