



**English Writing Skills
ACS 103
Course Syllabus
Fall 2019**

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INSTRUCTOR

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COURSE DESCRIPTION

Academic Writing course is a foundations course in pre-seminary writing. It will focus on the writing of concise and effective sentences, paragraphs, and short essays. This course will provide the student with a foundation in the English writing skills necessary to succeed in subsequent English and seminary courses.

COURSE OBJECTIVES

At the successful completion of this course, students should be able to:

1. Demonstrate the abilities to engage in pre-writing activities, which include brainstorming, listing, and outlining and to write effective sentences with emphasis on the correct use of grammar, mechanics, and sentence combining;
2. Demonstrate the abilities to paraphrase and summarize a given reading selection and to learn how to revise and edit their writings;
3. Explain differences among various rhetorical modes;
4. Create cohesive paragraphs based on academic topics;
5. Build up the networks with English-speaking people and churches.

REQUIRED READING

- [Alice Savage & Patricia Mayer \(2006\). *Effective Academic Writing 2: The Short Essay*. Oxford University Press. ISBN-10: 0194309231.](#)

ASSIGNMENT

Assignment	Objectives	Due Date	Where to submit assignment
1. Essay	2,3,4	See below	In class
2. Textbook Exercise	1,2,3,4	See below	In class
3. Church & Community Research Paper	5	See below	In class
4. Church & Community Research Paper Presentation	5	See below	In class

All course work is to be completed by due dates posted in this syllabus. Extensions to this time limit will be made only by the director of ACS and are rarely granted. Missed due dates may require students to extend their program or fail the course. Additional fees may apply.

ASSIGNMENT DESCRIPTIONS

1. **Essays** (5 essays; 1-2 pages/essay): After completing each unit for descriptive, narrative, opinion, comparison & contrast, and cause & effect essays, students are required to submit their essays on each rhetorical mode.

Essay topics: You can choose one given topic in each essay.

Descriptive Essay: The main goal is to put down your words in such a way that the reader feels as if he/she were not reading it but watching it live or experiencing it himself/herself. The five senses have a major role to play. For example, describing the mansion of your dreams would call for a description of how the dream mansion actually is visualized. Write about an image of the smells and sounds associated with the garden. The sense of touch comes into play when you describe the texture of the hangings, the wall, the floor, or the feel of books in the library.

- Describe your mother church in Korea.
- Describe your first weeks at Missio.

Narrative Essay: Identify the experience that you want to write about. Think about why the experience is significant. Spend a good deal of time drafting your recollections about the details of the experience. Create an outline of the basic parts of your narrative.

- Write about the best trip that you ever had.
- Write about the greatest spiritual victory in your life.

Opinion Essay: The first step after selecting an opinion essay is to do research work. This is extremely crucial because a good opinion essay includes all the facts and details making the opinion reliable and logical. Each and every opinion has to be supported by facts. One cannot write a persuasive essay by using one's imagination. You can read books, magazines and articles on the Internet about the topic to gather information.

- Should gay marriages be legalized?
- Should America use only one official language (English) for better communication?

Comparison & Contrast Essay: A compare and contrast essay basically will have two major parts: the comparison of the subjects and the difference of the properties of the same items. The body part can then be divided into two parts. The first part can be written in such a way you will discuss the similarities of the two subjects in reference. You can do this by simply writing about their specific attributes that are reflected by simply observing them. On the second part, make sure that you directly write contrasting attributes for each segment of the discussion.

- Compare and contrast the leadership of two people in the Bible.
- Compare and contrast educational systems of two countries.

Cause & Effect essays: 'Cause' is about 'Why things happen or what are the factors which bring upon the occurrence of an event?'. 'Effect' suggests consequences or the after results of an action, which occurs due to a cause.

- Write about causes and effects of global warming.
- What are the causes and effects of unchristlike Christians?

2. **Exercises:** When students come to the class, they must answer all the questions in the Exercise of the assigned unit in the textbook.

3. **Church & Community Research Paper:** (5-6 pages, 18 points).

Visit (attend a worship service, a bible study, or an event) an English speaking church or organization, interview with people (pastors, elders, deacons, or teachers), research on resources the church has and programs they have, and write a research paper on how the church/organization you visited contribute to its community. When you submit your paper, please attach some photos.

- **Informational data about the church:** denomination and location of the church, number, gender, race, age, income, disabilities, educational attainment, and employment status of the church members (2 points).
- **Resources of the church:** staff & workers, property (classroom, sanctuary, kitchen, parking space, gym, and etc.), networks or affiliations (2 points).
- **Programs that the church runs:** daycare, after-school, language class, counseling class, and etc. (2 points).
- **Contribution to the community:** how efficiently the church serves the community (6 points).
- **Conclusion:** write about 1) how can you apply what this church is doing into your church or ministry? 2) compare and contrast how this church contributes to its community and how your church contributes to its community 3) if you were appointed as the director of any program or as the senior pastor of the church, how would you run that program differently? (6 points)

Proposal is due on 10/10/19.

4. **Church & Community Research Paper Presentation:** (15 minutes, 5 points)
This will be further discussed as the class goes on.

COURSE PROCEDURES & COURSE REQUIREMENTS

Attendance: There is a positive correlation between attendance, learning, and grades. Classroom participation reinforces the exercises and assignments completed outside of class (through repetition/further practice) and provides an opportunity to ask questions about items or concepts that are unclear to the student. It is also an opportunity to interact with classmates and to learn from others' questions and insights. Please plan to attend every class.

Cheating: The community of Missio Theological Seminary and ACS expects a commitment to integrity in all areas of life. Cheating is an expression of fraud and deception. Cheating includes (but is not limited to) representing another's work as your own (such as a Bible version) or copying someone else's homework (in current or past classes). Students found cheating will receive a zero for the assignment (and perhaps the course), and may face further action by the academic office, such as expulsion from school.

Help: If you are experiencing difficulty, please let the instructor know. ACS instructors want to help you succeed in their courses. Check the office hours above. Students are also encouraged to discuss any difficulties with the director of ACS.

COURSE SCHEDULE

Week	Date	Topic	Reading and assignments
1	8/29	Introduction / Thesis	
2	9/5	5-paragraph Essays	Paragraph to Short Essay
3	9/12	Peer critique of 5-paragraph Essays	5-paragraph Essay
4	9/19	Descriptive Essays	Exercise in Unit 1
5	9/26	Peer critique of Descriptive Essays	Descriptive Essay
6	10/3	Revision of Descriptive Essays	Revised Descriptive Essay
7	10/10	Narrative Essays	Exercise in Unit 2 Proposal for Church & Community Research Paper
8	10/17	Peer critique of Narrative Essays	Narrative Essay
9	10/24	Revision of Narrative Essays	Revised Narrative Essay
10	10/31	Opinion Essays	Exercise in Unit 3
11	11/7	Peer critique of Opinion Essays	Opinion Essay
12	11/14	Comparison & Contrast Essays	Exercise in Unit 4
13	11/21	Peer critique of Comparison & Contrast Essays	Comparison & Contrast Essay
14	11/28	Thanksgiving Break	
15	12/5	Cause & Effect Essays	Exercise in Unit 5
16	12/12	Church & Community Research	Research Paper Presentation

ACADEMIC POLICIES AND STUDENT RESPONSIBILITY

Please note that candidates are fully responsible to know and follow all the ACS rules, regulations, and deadlines published in the ACS student handbook.

ACADEMIC AND GENERAL INTEGRITY

As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that all assignments are to reflect your own work. Those found guilty of cheating or plagiarism will receive a grade of zero on the assignment and will follow the process outlined in the current handbook. Plagiarism is against the law in the United States of America.

Definition of plagiarism: To plagiarize is “To steal or purloin and pass off as one’s own (ideas, writings, etc., of another)” (*Webster’s new collegiate dictionary*, 1953). Plagiarism is theft. Not putting the definition above within quotation marks, not crediting Webster’s (via the text citation), or changing a word (e.g., “claim” for “pass off”) and presenting the definition as your own would all be plagiarism. In other words, plagiarism is using someone else’s material without giving that person credit.

Other forms of plagiarism include mixing unmarked quotations with your own words and putting a single reference at the end of the paragraph, buying a paper from a term paper service (from any source, including one of those online), turning in a paper written by a student who already took the course, or having someone else write your paper. Writing the paper with another student is also plagiarism. Copying and pasting from a website, electronic document, or other source is stealing and is plagiarism. If in doubt, ask your professor or the library staff *before* you turn in your paper or project.

COMPLETION OF COURSE WORK

All course work is to be completed by due dates posted in this syllabus. Extensions to this time limit will be made only by the director of ACS and are not automatically granted. Missed due dates may require students to extend their program or fail the course. Additional fees may apply. The individual faculty member does not have the authority to grant any extensions of time beyond the due dates posted in the syllabus. Requests for extensions must be made in writing to the committee at least one week prior to the due date in the syllabus. Forms for this purpose are available in the ACS office. All requests should specify the reasons for the extension and the length of the extension desired. Such requests are not automatically granted.

GRADING SYSTEM

Essay	40% (8 points x 5)
Exercise in the textbook	30% (6 points x 5)
Church & Community & Research Paper	18%
Church & Community Research Paper Presentation	5%
Participation/attendance	7%

To remain in good academic standing in ACS, a student must maintain a 3.0 grade point average. ACS's grading system is:

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing