**Disclaimer: Since this syllabus and course outline is listed 4-5 months in advance, some elements of both the syllabus and the outline could change by the time the course begins, so it will be imperative for students to go to the course in Blackboard on the first-class day and replace this syllabus with the one published in the Blackboard course itself.**

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**WBUonline**

**School of Languages and Literature**

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER & NAME:

**ENGL 1301 – Composition and Rhetoric – Online**

## TERM:

Fall 1 2025

## INSTRUCTOR:

Dr. Deborah Kuhlmann

## CONTACT INFORMATION:

Office phone: 409-599-1582 (only by agreed appointment time between student and prof and not after 9:00 p.m., thanks!)

WBU Email: [kuhlmannd@wbu.edu](mailto:kuhlmannd@wbu.edu)

Main mode of communication for this course will be the MESSAGES that are on the homepage of the course in Blackboard, so always check that link for important updates, and do communicate with the Dr. K. there, as that is welcomed and you then expect a speedy reply.

Cell phone: same as above

## OFFICE HOURS, BUILDING & LOCATION:

M/T/W/TH 2:30-3: I will not necessarily be holding synchronous office hours, but I will be checking my **Messages on Blackboard daily**, which I would consider asynchronous virtual office hours to take your questions and provide you with important updates or reminders. That said, my “official,” if you will, virtual office hours when you can reach me by messages in Blackboard will most likely be every afternoon. If you felt it necessary for a phone chat, we can certainly arrange for that as well, but do message me first, so we can set a conference time that is convenient for both of us.

## COURSE MEETING TIME & LOCATION:

Online courses are all in Blackboard. Students should go to Blackboard and access the course **on or before the first class day and begin immediately**. All assignments for the entire quarter are in units with clear due dates, so that students can know from the first day what is required for the entire course and manage their time accordingly.

## CATALOG DESCRIPTION:

Principles of clear, correct, effective expository writing, with illustrative readings and frequent essays and conferences. **Prerequisite:** None

## PREREQUISITE: none

## REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

## You will be able to link right to the e-book from the course in Blackboard.

1.)*The Norton Field Guide to Writing* by Bullock, et. al., 7th edition

2.) Access to additional resources necessary to complete and submit a college-level paper, such as a computer, back-up media, Blackboard, etc.

## OPTIONAL MATERIALS:

NA

## COURSE OUTCOMES AND COMPETENCIES:

Upon the conclusion of this course, students actively engaged in learning will be able to:

1. GRAMMAR: Follow standard rules and conventions of the English language to written expressions.

2. STRUCTURE: Apply the steps and components of the writing process that helps the student research a properly structured essay.

3. RESEARCH: Demonstrate basic college-writing research and critical reading skills.

4. COMPOSITION: Compose academic essays in various different rhetorical modes or

genres.

The more the student puts into the course, the higher his or her outcome competencies will be.

## ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.

3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.

4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

## STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

1. Attendance requirements
2. [Link to WBU’s Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf), and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:
   1. No use of any generative AI tools permitted.
      1. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
      2. All assignments must be fully created, designed, and prepared by the student(s).
      3. Any work that uses generative AI will be treated as plagiarism.

## DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**Grade Appeals:**

**“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, *or lowered* at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Incompletes:** A grade of “I” is given only in the case of a documented emergency provided that the student has been making satisfactory progress. An Incomplete Grade Contract must be completed. I strongly advise you to finish the course this semester. My experience has been that most students who receive incompletes never get around to finishing them. Be sure to check the university’s policy on incompletes. If the incomplete is not made up, the student receives an *F.*

**Course Structure and Deadlines:** The course is divided into units. All assignments within each unit have definite due dates, and the units have definite dates for completion. Some of the assignments have dates that are crucial because they involve other students and group discussion or peer feedback. If you are late on these assignments, you will receive *no credit.*  You have FIRM due dates on all assignments that must be adhered to. These dates must be followed because each unit will build on what has been done previously. You cannot expect to wait several weeks and then try to “catch up.” Once the “final accepted deadline” for an assignment or quiz has passed, you will not be able to submit it—the course settings will not allow it. Be careful that you do not wait until the last minute or even the last hours to submit assignments because you never know when the unexpected will happen.

## COURSE REQUIREMENTS and GRADING CRITERIA:

**Quizzes, Activities, Discussion and Peer Reviews:** Each student is responsible for reading, studying, and completing the assigned work.

**Written Assignments:** A total of four extended paragraphs will be completed that will be compiled at the end of the term into *one* researched essay.

**Quizzes:** All quizzes are open book. You will have multiple chance son the quizzes in most cases, but it is better do not open a quiz until you are really ready to take it. There may be time limits on the quizzes, so once you begin to take a quiz, you should know that you may not be able to back out and try again later.

**Discussions:** Each discussion should be posted to the appropriate topic area and thread.

**Grade Assessment:** Again, you will write approximately 4 major paragraphs or mini-essays that will be combined into one major paper. In addition to the discussion assignments, you may have other brief writing assignments, the kind of occasional “activity assignment” that does not fall neatly into any other category, and unit quizzes on all of the units. Each assignment has a point value, which you can find in the unit overviews of assignments. Each assignment includes an explanation of what is expected from you. If you have any questions, please contact Dr. K.

**Your grades in this course will be determined by the total points you earned on the assignments, discussions and quizzes. Final Grade:**900 - 1000 A  
  
800 - 899 B   
  
700 - 799 C   
  
600 - 699 D   
  
599 F

**Important To Know for Your Success: This Is Not a Self-Paced Class**

Time management is always your key to success. LATE assignments will not be accepted. Deadlines are firm, and your responsibility to yourself as an online student is to stay up with those due dates. Be proactive, be on top of your assignments, and be successful.

**Time Zones:** Moreover, please know that due dates are set for Central Standard Time. If you are outside that time zone, it is up to you to make the correction accordingly. Many online students are located literally around the world, so the best plan is for you to manage your own time zone, making your deadlines for assignments compatible with Central Standard Time.

**Communication:** Use and check **MESSAGES on Blackboard daily**. This is a much better system than using your Wayland email, at least for our class. It is, in fact, critical to your success in this class that you go as soon as possible to our class on Blackboard and check your messages there, then let Dr. K. know you are “in” the course and then continue, again, to check the MESSAGES on Blackboard every day. Not only will you receive plenty of help and “tips for success” on a regular basis this way, but this will be the best place for you to communicate with Dr. K. Always be proactive about communicating with your instructor.

**How to Navigate English 1301 Online: First class day, you should go to Blackboard and access the course immediately.**

The course has been organized so that you can get the most information with the fewest clicks possible. But, be sure you explore the entire course in the beginning so that you know where all assignments and supplemental aids are located throughout the course. And always, if you have questions, ask. True, **“Course Content”** is where you will find the essential units for the course, but the course menu and all other links hold valuable information with which you need to make yourself familiar in order to increase your chances for the success you want.

**A Word on Files:** All files or attachments should be saved as either "doc" or "docx" files. Do not use "wps," the old wordperfect, as those files cannot be read by anyone, so for sure, you do not want to use them. As well, do not use “rft, odt, pdf, pages” and so on.

**1301 ASSESSMENT RUBRIC for Signature Assignment.**

**Final Essay will serve as** the Signature Assignment for English 1301; in addition to a course grade, it will receive a score through the use of our Department Writing Rubric, which will then be given to the Institutional Research & Effectiveness office for the purpose of assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Requirements | Excellent | Adequate | Deficient | Score |
| **GRAMMAR** | Follow standard rules and conventions of the English language in written expressions. (3) | Had some errors. (2) | Paper is full of punctuation and grammar mistakes. (1) |  |
| **STRUCTURE** | Apply the steps and components of a writing process that helps the student reach a properly structured essay. (3) | Essay had some structure, but an element or two could be improved. (2) | Essay lacked structure. (1) |  |
| **RESEARCH** | Demonstrate basic college-writing research and critical reading skills. (3) | Had some research or some demonstration of critical thinking skills, but could use additional work. (2) | Student did not demonstrate critical thinking skills or had any research in the paper. (1) |  |
| **COMPOSITION** | Compose academic essays in various rhetorical modes or genres.(3) | Student may not have turned in an assignment or struggled with a genre. (2) | Student struggled with a genre or we could not assess them due to the lack of work turned in. (1) |  |

**COMMENTS: FINAL SCORE: \_\_\_\_\_\_/12**

See **Overview of Assignments** below **as well as within each unit**.

**Remember, it is the student’s responsibility to keep up with due dates for his/her success!**

**Unit 1 (Aug. 11 – Aug. 23):**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Point Value** |
| Topic for all paragraphs to be chosen and message your choice to Dr. K. in MESSAGES in Blackboard. **Do this earlier than the due date, since it will require Dr. K.’s approval. Once you message her, you will need to check your Messages often for her response to make sure you get approval.** | By Wed., Aug. 13 no later than 11:59 P.M. CST | **70** |
|  |  |  |
| Parts A, B and C of Quiz 1 | By Sat., Aug. 16 no later than 11:59 P.M. CST | 50 |
| Paragraph 1: A Descriptive Image (**must be submitted in correct submission spot entitled "Submit Final Version of Paragraph 1 Here" in Unit 1**)  Unit 1 Peer Review on Discussion Board:   1.)  Rough Draft due  2.)  Peer Review **using the form** provided on the discussion board and in the unit due   3.)  Responses to 2 other postings about the writing of the student posting, not merely making comments about the topic. | **By Sat. Aug. 23 no later than 11:59 P.M. CST**  **(Note: This is a WEEK later than the peer review, so that you will have time to work on final revisions!)**  By Sat., Aug. 16 no later than 11:59 P.M. CST | 150  20  20  10 |
| **Total points possible** |  | **320** |

**Unit 2 (Aug. 25 – Sept. 6)**

|  |  |  |
| --- | --- | --- |
| **Assignment**  **Final Version of Paragraph 2 A Definition (must be submitted correctly in Unit 4 where it says "Submit Final Version of Paragraph 2 Here").** | **Due Date**  **By Sat., Sept. 6 @11:55 PM**  **(Note: This is a WEEK later than the peer review, so that you will have time to work on final revisions!)** | **Point Value**  **140** |
| Quiz 2 | By Aug. 30 @ 11:55PM | 20 |
| Unit 2 Peer Review on Discussion Board   1. Rough Draft Due 2. Peer Review **using the form** provided in the unit as well as on the discussion board Due 3. Responses to two other student postings about the writing and not just the topic. | By Aug. 30 @ 11:55PM | 20  20  10 |
| Total |  | **210** |

**Unit 3 (Sept. 8 – Sept. 20):**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Point Value** |
| **Final Version of Paragraph 3** **An Analysis** (**must be submitted correctly at submission point in Unit 3 entitled "Submit Final Version of Paragraph 3 Here**.") | **By Sat. Sept. 20 @ 11:55PM**  **(Note: This is a WEEK later than the peer review, so that you will have time to work on final revisions!)** | 100 |
| Unit 3 Peer Review on Discussion Board |  |  |
| 1.) Rough Draft due | By Sat., Sept. 13 @ 11:55PM | 20 |
| 2.) Peer Review **using the form** provided on the discussion board and in the unit due | By Sat., Sept. 13 @11:55PM | 20 |
| 3.) Responses to 2 other student postings about the writing and not just the topic. | By Sat., Sept. 13 @ 11:55PM | 10 |
| **Unit 3 Quiz** | **By Sat., Sept. 13 @11:55PM** | 20 |
| **Total points possible for Unit 3** |  | **170** |

**Unit 4 (Sept. 22 – Sept. 27):**

**Note:**

* **This is the homestretch for the course.**
* **This last unit is one week.**
* **The peer review and quiz are both due on Friday, Sept. 26.**
* **Be sure the website follows the example and there is a quotation in paragraph 4 from it!**
* **The final paper is due the next day, Saturday, Sept. 27.**
* **Note: you will have had the entire course to work on revisions of all paragraphs but the last one, and so it is time you are more independent as a writer for this last paragraph, although your prof will provide brief comments in addition to the grading rubric you can follow for success.**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Point Value** |
| **Final Essay**  “This assignment constitutes the Signature Assignment for English 1301; in addition to a course grade, it will receive a score through the use of our Department Writing Rubric, which will then be given to the Institutional Research & Effectiveness office for the purpose of assessment.” | **Sat. Sept. 27@ 11:55PM** | 200 |
| Unit 4 Peer Review on Discussion Board |  |  |
| 1.) Rough Draft due | Fri.., Sept. 26 @ 11:55 PM | 50 |
| 2.) Peer Review due | Fri., Sept. 26 @ 11:55 PM | 20 |
| 3.) Responses to other postings | Fri., Sept. 26@ 11:55 PM | 20 |
| **Unit 4 Quiz** | Fri., Sept. 26 @11:55PM | 10 |
| **Total points possible for Unit 4** |  | **300** |

## ADDITIONAL INFORMATION

**Disclaimer:** The professor reserves the right to make changes and corrections if and as needed to this syllabus.