# Wayland Logo

**Wayland Baptist University Virtual Campus** **School of Languages and Literature**

**Fall 1 2025**

**Wayland Baptist 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 Name:** ENGL5300 Academic Writing for Graduate Students

**Term and Year:** Fall 1 2025

**Instructor:** Dr. Brent Lynn

**Office Phone and WBU Email Address:** 806-291-3672; [lynnb@wbu.edu](mailto:lynnb@wbu.edu)

**Office Hours, Building, and Location:** I am the Director of Wayland’s Multidisciplinary Tutorial Services at the Plainview Campus and on campus most days from 9:00-5:00. Email me first if you need to set up a time to meet with me by phone or Zoom.

**Class Meeting Time and Location:** Class should be available any time, day or night, through Blackboard.

**Catalog Description:** A course designed to provide students the skills to strengthen scholarly writing at a graduate and professorial level.

**Prerequisite**: None

**Required Textbook and Resources**:

eTexbook: *Academic Writing for Graduate Students: Essential Tasks and Skills* 3rd edition Author(s) John M. Swales & Christine B. Feak

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

1. Understand the different genres of academic writing such as seminar papers, journal articles, literature reviews, bibliographies, etc.
2. Recognize strengths and weaknesses in their own research and writing processes.
3. Demonstrate the role of critical thinking and argumentation in scholarly writing.
4. Grasp the basic skills of professional editing and be able to apply them to their own writing.

**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.

**Late Assignments**: All late assignments will receive a grade reduction for each day an assignment is late. Thus, an assignment posted one day after will receive a B, the next day, a C, etc. Eventually, the assignment will receive an F if submitted four days after the due date; if an assignment is not turned in by the fifth day after the due date, the assignment will receive a zero. (Note: Due dates reflect Central Standard Time).

[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)

**This class has a *zero policy* for the use of any generative AI tools. See below for more details.**

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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (806 291-1057). Documentation of a disability must accompany any request for accommodations.

**Course Requirements:** Assignments consist of watching weekly videos, readings from the textbook, responding to discussion board prompts, and completing weekly tasks from the textbook.

**Grading Criteria:**

Weekly Videos 20%

Discussion Boards 30% (Required First Assignment grade falls under this category)

Textbook Weekly Tasks 50%

**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 Vice President of Academic Affairs 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.”

**Weekly Schedule:** I will add correct dates before session begins.

**Week One:**

Introduction to Class—watch video posted under the Week One folder by the end of the day (11:59 PM) on Wednesday,

Complete First Required Assignment Under Course Content the end of the day (11:59pm) on

Thursday,

Say “hello” in Discussion Board the end of the day (11:59pm) on Saturday,

Read UNIT ONE: An Approach to Academic Writing, pp. 1-13; pp. 38-40 and p. 43 for discussion and tasks next week

**Week Two:**

*Watch introductory videos by the end of the day on Wednesday of each week; watching videos is for a grade.*

**DO NOT** try to work ahead on these tasks. Only begin them after watching and reading my instructions as well as after receiving my feedback on completion of tasks.

Discussion Board over your approaches to academic writing

Unit One: Tasks Two, Three, Four, Five (pp. 1-8), and Seven (p. 11)

Begin reading UNIT TWO: General-Specific and Specific-General Texts, pp. 55 to 67; pp. 74- 78; pp. 92-96

**Week Three:**

Discussion Board over general to specific writing

Unit One: Tasks Ten (p. 16), Eight (p. 12), Eighteen (p. 41), and Twenty (p. 43)

Continue reading UNIT TWO: General-Specific and Specific-General Texts, pp. 55 to 67; 74-78;

pp. 92-96

**Week Four:**

Discussion Board over plagiarism and academic dishonesty

Unit Two: One (pp. 56-59), Task Two (p. 60), and Four (64-65)

Begin reading UNIT FIVE: Writing Summaries, pp. 188-208 and Read UNIT SIX: Writing Critiques, pp. 230-238

**Week Five:**

Continue reading UNIT FIVE: Writing Summaries, pp. 188-208 and Read UNIT SIX: Writing Critiques, pp. 230-238

Continue reviewing my comments in your graded assignments

**Week Six:**

Discussion Board over proper documentation of sources

Unit Two: Tasks Ten (74-75), Tasks Eleven (p. 78) and Twenty (94-96)

**Week Seven:**

Discussion Board over proper documentation of sources, part 2

Unit Five: Tasks One (pp.190-193), Two (194-195), Three (p. 198), and Four (pp. 199-200)

**Week Eight:**

Final Discussion Board

Unit Six: Task Four (pp. 233-236) and Five (pp. 237-239)