

## **VIRTUAL CAMPUS**

## **School of Languages and Literature**

# **SYLLABUS**

**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 2021\_2**

**Instructor: Dr. Kimberlee Mendoza**

**Office Phone and WBU Email Address: 806-774-4225 ex. 1106; mendozak@wbu.edu**

**Office Hours, Building, and Location:** Gates Hall, 2nd Floor, Tues-Thur. 8:00am - 4:00pm

**Class Meeting Time and Location:** ONLINE

**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**:

Craswell, G. & Poore, M. (2012). *Writing for Academic Success,* 2nd Edition. SAGE.   
ISBN: 978-0857029287

Lipson, C. (2018). *Cite Right*, 3rd Edition. University of Chicago Press. ISBN: 978-0226431109

**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, grant proposals, literature reviews, etc.
2. Recognize strengths and weaknesses in their own research and writing processes
3. Demonstrate the role of critical thinking 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.

**Statement on Plagiarism and 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.

**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.”

**Late Assignments:**Late assignments receive a ***20% deduction*** for EACH day they are late. Anything turned in after the due date will be considered late so avoiding procrastination is critical. Technological issues are not considered valid grounds for late assignment submission (should there be a technical issue, a print screen with time stamp may be provided).

**Course Assignments**

**Discussion Questions**

Each week, students will watch lectures and then answer questions pertaining to those videos. Initial posts should include citations, be 200-words or longer, and be posted no later than Thursday by midnight. Students should then respond to two students by Sunday at midnight. (NOTE: Week 1, students must respond before Friday to be counted present. In Week 8, students must respond before Saturday to be counted.)

**Open-Book Quiz**

Students will be given an assignment to evaluate their usage of grammar and punctuation basics, and a few questions from the reading. This will be completed in the Word document and uploaded to Blackboard.

## **Citation Assignment**

**Part 1:** Students will write a short research essay (250-500 words) on the topic of academic writing in APA format. They should find three sources: one peer reviewed journal, one textbook, and one online article on the topic that they will incorporate into the paper. Students should have a Reference page in APA style.

**Part 2:** Students will cut and paste that essay after the Reference page, and reformat the essay into MLA format with a Works Cited page in MLA style.

**Part 3:** Students will cut and paste the same essay after the Works Cited page, and reformat it into Chicago (Turabian) style with footnotes.

When students are done, they should have the following in ONE document:

1. APA formatted Cover Page
2. APA formatted essay (250-500 words) with APA formatted citations
3. APA Reference page
4. MLA formatted essay (complete with signature block at the top and citations)
5. MLA formatted Works Cited Page
6. Chicago style Title Page
7. Chicago style formatted essay with citations numbers and footnotes
8. Chicago style Bibliography

Should also include a header and page numbers (in APA style).

## **Outline, Thesis, and Annotated Bibliography**

**In the following weeks, students will be writing a research paper on a topic in their field (**For example, if you are a humanities major with an English emphasis, you might write on the author Shakespeare. A history major might write on Thomas Jefferson. Religion may choose Billy Graham, etc.) Students will cite their essays according to the major. (English – MLA; History/Religion – Chicago/Turabian; Social Science/Business – APA).

This week, students will turn in an outline, a thesis, and an annotated bibliography for five sources. All three parts should be clearly marked with headers in a single document.

**Part 1:** FORMAL OUTLINE: The outline should be formal (I. A. B. II. A. 1.2. B.).

**Part 2:** THESIS: The thesis should be arguable and stand alone.

**Part 3:** ANNOTATED BIBLIOGRAPHY: The annotated bibliography should be formatted according to the style need for the area of study picked (see above). There should be a minimum of seven sources: at least three (3) of them must be peer reviewed articles and one (1) should be a book. At least three (3) of the sources must be less than five (5) years old.

**Research Essay**

Students will write a research essay (1,250-1,500 words) on the topic chosen the week before. The essay must include a minimum of seven (7) sources: at least three (3) of them must be *peer reviewed* articles and one (1) should be a book. At least three (3) of the sources must be less than five (5) years old. Citations must be in both the paper and on the reference page. Only 25% of the paper may be citations. For every sentence of citation, you should include three sentences of your own. It is better to paraphrase than use direct quotes. Plagiarism will not be tolerated. If it didn’t come from your brain, you need to cite it.

This must be written in third person academic. No contractions. No personal pronouns. Should have a strong thesis with an argument that can stand alone (last sentence of your introduction). The paragraphs should have strong topic sentences that back up the thesis.

**Analysis Summaries**

**Students will be given three (3) scholarly writings in Blackboard and will be asked to summarize and analyze each one. These should be written in third person academic tone, be free of grammar and punctuation errors, and formatted according to the assigned citation style for each one. All three (3) summaries should be in a single document. There will be no word or page count for this assignment, however, the *quality* of your summary and analysis will be graded at a graduate level.**

**Proposal**

Students will write be writing a literature review next week. In preparation, students will prepare a proposal on the topic they wish to tackle. Proposals should be formatted according to their major. They should have clear headers that address the following:

1. Topic & Thesis
2. Research Problem
3. Importance of this research
4. Background or significance
5. Major problem
6. A list of at least 7 sources on the topic

If you do not know what any of these things are, it is highly encouraged that you research them yourself. One important skill graduate students must have is the ability to find out knowledge for themselves. There are plenty of articles on the Internet on all of the above.

**Literature Review**

Students will write a literature review on the topic they worked on last week. A literature review is not an essay. It is a survey of scholarly sources on a specific topic. It should include all of the components outlined in the proposal (background, importance, scope of literature, and the objective). The first week, the review be a minimum of 5-pages with at least 10 sources. The format style will dependent on your major.

The final week, students will continue to build on their literature reviews, making any corrections and including an additional 5-pages with an additional five (5) sources. (The final literature review will be 10-pages with 15 sources).

# **GRADE MATRIX**

Open Book Quiz 50 points

Citation Assignment 150 points

Outline, Thesis, Bibliography 100 points

Research Essay 150 points

Analysis Summary 100 points

Proposal 100 points

Literature Review #1 150 points

Literature Review #2 150 points

Online Discussion 50 points

TOTAL 1,000 points

## **Course Schedule**:

## **Week 1**

**Topic:** Citations Types (APA, MLA, Chicago Style/Turabian)  
**Reading:** Use Hacker’s *Style Manual* to complete the assignment or you may log into [OwlPurdue](https://owl.purdue.edu/owl/research_and_citation/resources.html) for additional assistance.  
**Assignment:** Citation Assignment (see details above)  
**Online** (Thursday): Discussion online; initial post on Thursday\*, two responses due by Sunday.

(Note: This will be the only discussion in this class. You will post your major and what your struggles have been with writing and/or research. Then pose a question for others to respond to.)

*\** ***Attendance is taken before close of business on Friday, October 15 CST****. If you have not completed your discussion by 3:00 pm CST, you will be marked as a no show in class according to the WBU policy.*

## **Week 2**

**Topic:** Academic Writing & Good Grammar  
**Reading:** Craswell & Poore Chapter 3  
**Assignment:** Complete open book quiz on the reading and grammar (found in Week 2 folder in BB)

## **Week 3**

**Topic:** Sound Structure  
**Reading:** Craswell & Poore Chapter 4  
**Assignment:** Outline, Thesis, and Annotated Bibliography

## **Week 4**

**Topic:** Research  
**Reading:** Craswell & Poore Chapter 5

**Assignment:** Write a 1,250-1,500 word research essay on a topic within your field of study.

## **Week 5**

**Topic:** Journal Articles & Seminar Papers  
**Reading:** Craswell & Poore Chapter 6 & [Article](https://www.insidehighered.com/advice/2017/05/09/how-write-effective-journal-article-and-get-it-published-essay)  
**Assignment:** Analysis Summaries

**THANKSGIVING BREAK Nov. 22-26**

## **Week 6**

**Topic:** Proposals   
**Reading:** Craswell & Poore Chapter 9  
**Assignment:** Proposal

## **Week 7**

**Topic:** Literature Reviews  
**Reading:** Craswell & Poore Chapter 8  
**Assignment:** Literature Review

## **Week 8**

**Topic:** Presentations  
**Reading:** Craswell & Poore Chapter 11  
**Assignment:** Literature Review Revision (due Saturday by noon)  
  
*\* Course ends on Saturday... No late assignments will be accepted.*

**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.**

Updated: KRM 4/15/21