**WBU Flame Logo

**

**WBUOnline Campus**

School of Languages and Literature

**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:**

**ENGL 1301.VC02 – Composition and Rhetoric**

**Term and Year:**

**Spring 2nd 8 weeks, 2023**

**Full Name of Instructor:**

**Dr. Chloe Brooke**

**Office Phone and WBU Email Address:**

**online**

**Office Hours, Building, and Location:**

online

**Class Meeting Time and Location**:   
online on Blackboard.

**Catalog Description:** Principles of rhetorical and effective writing, with critical analysis, frequent essays, and various feedback.

**Prerequisite:** None

**Required Textbook and Resources**:

Mendoza, Dr. Kimberlee and Ashley Edlin. *Level Up: Gaining Skills to Write at the College Level,* edited by Cheyenne Chambers. 2nd edition. ISBN: 9798374096255

**Course Outcome 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 in written expressions.
2. **STRUCTURE** – Apply the steps and components of a writing process that helps the student reach a properly structured essay.
3. **RESEARCH** – Demonstrate basic college-writing research and critical reading skills.
4. **COMPOSITION** – Compose academic essays in various rhetorical modes or genres.

**Attendance Requirements:** As stated in the Wayland Catalog, students 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. [Link to Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

**Disability Statement:** 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 (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

**Attendance and Behavior Policy:** Students are expected to attend all classes. Attendance directly affects participation. If you are not present in class (and you do not speak to me before), then you do not get credit for participation. If any issues arises which affects attendance, unless circumstances make it impossible, students should contact the professor *prior* to missing class. During class, students are expected to be prepared and be engaged. This means that students do the required work outside of class and are in class having read, written, etc. the assigned work as listed on the tentative schedule (below).  
Professionalism includes being respectful to peers and instructor. Students who are disrespectful will be asked to leave class and receive an absence for the class that day. Additionally, students should not be on his or her phone in class or doing anything that is distracting them from work in the classroom. If students miss class for a school sanctioned or otherwise professional event, then those absences are excused. If students communicate with me prior, those students are able to make up any assignment missed in class.  
*Wayland’s catalogue states that students may fail a course if they miss 25% of class.*

**Email Expectations:** Students are expected to email their professor throughout the semester. When emailing, students must send professional emails. This means (unless it is an emergency) that students should send emails at appropriate times. Students should use a proper address at the beginning and state their concern in the email. It may be necessary to include what class the student is enrolled in or another explanation as to why he or she is emailing. Always remember to leave an email with your name/signature.

**Late Work Policy:** My late work policy is 10% off for each day that the assignment is late. If the assignment is due at 11:59 pm, and the assignment is submitted at 12:05 AM, the assignment is 10% reduced *from the grade earned.* After 10 days, the assignment cannot be made up and receives a 0. (\*This scenario applies to circumstances which are not excused and/or which the student has not made any communication with the professor.)

**Online Expectations:** Students are expected to check Blackboard every day. Students are expected to post original work using academic style. It is inappropriate to ignore formal rules of punctuation and capitalization as this is a space for academic work.

**Course Requirements and Grading Criteria:**

**Assignments:**

1. **Professional Email 5%**
2. **Grammar and Writing Quizzes 10%** 
   1. **Draft work for essays + grammar quizzes**
3. **Personal Narrative 10%**
4. **Comparison Essay 10%**
5. **Rhetorical Analysis 15%**
6. **Annotated Bibliography 5%**
7. **Research Paper\* 15%**
8. **Annotated Bibliography and Proposal 5%**
9. **Reflections on Essay Feedback 10%**
10. **Final Portfolio Presentation 15%**

**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.”**

**Tentative Schedule:**

|  |  |
| --- | --- |
| Weekly Reading | Weekly Assignments |
| **Week 1**  Introduction: Syllabus, Plagiarism; How to Save a Document; Tutorial Services; Read in class chapter 5 “Academic Writing.” “\*\*\*\*\* First Drafts Essay” and “The Science of Writing”  Genres of writing; introduce narrative genre. Review the assignment. Chapter 6 “Different Types of Papers,” Chapter 1 “Finding the Perfect Topic,” Chapter 2 “Developing a Strong Thesis Statement” | Blackboard Post: quiz, shape quiz, learning styles quiz). Choose which type of category is most intriguing for you to write.  **Assignments due:** Professional Email Assignment due\*\*  ---------------  **Quiz**  Complete the weekly reading quiz.  **Blackboard Posts:**  1 Post your topic for the personal narrative essay. Provide a thesis statement where you clearly state the “ah-ha” lesson you learned from a specific moment and what your takeaway was/is.  2. Write a personal narrative essay explaining an important moment in your life that has shaped you into who you are. Use descriptive writing to tell a captivating story. Post the completed first draft for peer review. |
| **Week 2**  Peer review Personal Narrative essay. Chapter 9 “Revising and Editing,” Chapter 10 “Transitions”  ------------------------  Introduce the comparison essay assignment; read pp. 63-68; comparison organizational practice | **Assignments due: Personal narrative essay final essay due.**  ---------------------  **Blackboard Posts: Outline is due.**  **Assignments due: Comparison essay first draft due.** |
| **Week 3**  **How to integrate secondary sources into the essay. How to format a Works Cited page.** | **Quiz**  Complete the weekly reading quiz.  **Assignments due:**  **Personal Narrative essay feedback reflection due.**  **Comparison Essay final draft due.\*\*** |
| **Week 4**  Introduction to Rhetorical analysis assignment; read chapter 8 “Rhetoric” (second reading) and “Analytical Essay” pp. 69-73.  Choose a speech or commercial on YouTube which you can write an academic rhetorical analysis over for the ways in which the commercial (either successfully or unsuccessfully – or even a little bit of both) persuades the audience to think a certain way or purchase a specific product. How does the commercial work its audience? | **Quiz**  Complete the weekly reading quiz; complete rhetorical analysis terms sheet.  **Blackboard Posts:** Summary paragraph is due; 2-3 body paragraphs due |
| **Week 5**  Rhetorical analysis essay peer review.  Rhetorical Analysis essay due; Introduction to the final Research paper unit; begin searching for sources; read chapter 7 “Research and Citations”; choosing a topic; writing the proposal | **Quiz**  Complete the weekly reading quiz;  **Blackboard Posts:** Rhetorical analysis first draft is due.  **Assignments due: Rhetorical Analysis essay due.** |
| **Week 6**  **Introduction to the Research Paper**  annotated bibliographies; explanation of annotated bibliographies; finding sources and formatting | **Quiz**  Complete the weekly reading quiz;  **Assignments Due: Research Paper Proposal and Annotated Bibliography due.** |
| **Week 7**  Discuss synthesizing ideas; complete 2-3 more paragraphs and post to Blackboard; outline and/or draft 2-3 more body paragraphs | **Blackboard Posts:** Research paper first draft is due. |
| **Week 8**  Final Portfolio; chapter 19 “Presentations,” | **Assignments due: Final Research paper Friday @ 11:59 PM** |
| **Finals Week – Final Portfolio Presentations** | **Reflect on the feedback you have received on your essays all semester. Reflect on when you wrote (what time of day). What have you learned about your writing? What aspects of writing are easy for you? What is challenging? What can you continue to work on?** |

**\***“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.”

ENGL 1301 SIGNATURE ASSIGNMENT RUBRIC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Requirements | Proficient (2) | Adequate (1) | Deficient (0) | Score |
| **GRAMMAR**  (This will examine a single signature assignment.) | Few if any errors in punctuation, syntax, usage, and/or grammar distract from readability. | Occasional punctuation, syntax, usage, and/or grammar errors distract from readability. | Frequent punctuation, syntax, usage, and/or grammar errors distract from readability. |  |
| **STRUCTURE**  (This will examine a single signature assignment.) | Essay demonstrates purposeful structure, as guided by intentional application of steps and components of a writing process. | Overall, the essay demonstrates purposeful structure; however, it is simplistic or has occasional lapses in clarity or logic. | Essay lacks the intentional or purposeful structure expected of a college essay (Hook, thesis, topic sentences, conclusion) |  |
| **RESEARCH**  (This will examine a single signature assignment.) | Demonstrates basic college-writing research and critical reading skills | Uses text or research, but does not demonstrate full synthesis, or summary of the material | Essay plagiarizes or lacks citations, synthesis, or analysis of the material. |  |
| **COMPOSITION**  (This category will examine a full semester of work submitted by the student.) | Composed an academic essay in various rhetorical modes throughout the semester | May have missed a couple of assignments or several of the assignments were not academic | Student either did not turn in any assignments or the assignments were not academic |  |

**COMMENTS: FINAL SCORE: \_\_\_\_\_\_/8**