**WBU Flame Logo

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**Virtual 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 VC03**

**Term and Year: Summer 2020**

**Full Name of Instructor: Dr. Kimberlee Mendoza**

**Office Phone and WBU Email Address: (806) 291-1106; mendozak@wbu.edu**

**Office Hours, Building, and Location:** Monday-Friday; 7:45am-4:30pm; Gates Hall, 2nd floor

**Class Meeting Time and Location**: Online

**Catalog Description:** Principles of clear, correct, effective expository writing, with illustrative readings and frequent essays and conferences.

**Prerequisite:** None

**Required Textbook and Resources**:

*Norton Field Guide to Writing with Handbook* by Richard Bullock, et al. 5th ed. Norton, 2019. ISBN: 9780393655797

Wayland Baptist University has partnered with RedShelf to bring Inclusive Access, which is a digital copy of the required textbook available on Blackboard day one of class. The prices are very competitive with the market and in most cases below the standard cost. Once you access the textbook in the classroom, it will ask you if you would like to opt-out.  If you choose NOT to use this version, you MUST opt-out, or you will be charged, and refunds are not available. The price of the textbook will be billed to your student account. To check the price of the textbook please locate your required course material at [The WBU Bookstore.](https://bookstore.wbu.edu./)

**Materials:**

Worksheets

**Optional Materials:** None

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

1. Apply standard rules and conventions of the English language to written expressions.

2. Summarize the steps and components of the writing process.

3. Compose academic, nonfiction essays or responses in various different rhetorical modes or

Styles.

4. Demonstrate basic college-level research skills.

5. Employ active reading strategies.

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.

**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.”

**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.”**

**Course Requirements and Grading Criteria:**

# **WORKSHEETS**

Worksheets will be due each week to supplement what we are working on. Please DO NOT do them ahead of time. Upload them after you have watched the lecture or video for that week. The point of them is to help you master the topic taught. Some weeks will include an outline for the upcoming paper.

# **READING & DISCUSSIONS**

Students will be reading from the text listed above. It is expected that the reading will be completed each week. These readings will help you grasp the material and participate in the online discussion. Initial posts are due by Friday at midnight. Responses are due Sunday by midnight. No late discussions will accepted. Discussions will cover the reading, lectures, and videos used in this course.

**CAUSE & EFFECT ESSAY**

**Directions:**You will write one of the following topics into a “cause and effect” essay. It must be five (5) paragraphs that have a minimum of 5-sentences.

***Your essay MUST follow the following formatting:***

* 12-point font
* Double-spaced
* TimesNewRoman ONLY
* Black ink (No fancy colors or pictures please.)
* MLA signature block
* MLA bibliography
* Written in third person, academic tone.
* Avoid adverbs (especially “very”) and contractions.

***Your essay must also:***

* Have research that backs up your topic. (Be sure to cite any sources you use.)
* Have a creative title beyond “Cause and Effect Essay.”
* Include a thesis statement (at the end of the introduction) that is supported by several body paragraphs.
* Have also have a strong conclusion.
* Not include ANY personal pronouns (1st or 2nd person)
* Adhere to the word count.

**COMPARE & CONTRAST ESSAY**

***Directions:***Students will write a “compare and contrast essay.” It must be 500-750 words in length. No more, no less. ***Word counts will be strongly counted.***

***Your essay MUST follow the following formatting:***

* 12-point font
* Double-spaced
* TimesNewRoman ONLY
* Black ink (No fancy colors or pictures please.)
* MLA signature block
* MLA bibliography
* Written in third person, academic tone.
* Avoid adverbs (especially “very”) and contractions.

***Your essay must also:***

* Have research that backs up your topic. (Be sure to cite any sources you use.)
* Have a creative title beyond “Compare and Contrast Essay.”
* Include a thesis statement (at the end of the introduction) that is supported by several body paragraphs. (Pick one format: Whole-to-Whole, Similarities-to-Differences, or Point-by-Point.)
* Have also have a strong conclusion.
* Not include ANY personal pronouns (1st or 2nd person)
* Adhere to the word count.

**RESEARCH ESSAY**

Students will write an argumentative research paper on the topic of their choice. (Students are encouraged to pick a topic in their major.) The paper should be augmented by sources, which will be discovered through research. Papers should include proper citations and documentation, and should be formatted according to MLA standards.

You are expected to have at least five (5) quality resources, two of which are not found on the Internet. The paper must be at least 1,250 words (approx. 5-pages). It must be written in third person, academic tone.

***Your essay MUST follow the following formatting:***

* 12-point font
* Double-spaced
* TimesNewRoman ONLY
* MLA format
* Avoid adverbs (especially “very”) and contractions.

***THE WRITING LAB—Grades & Extra Credit***

If you have done poorly on an assignment, you may resubmit that assignment if you take it to the writing lab. You are also able to get extra credit points if you take it to the writing lab before turning it in. There is a virtual writing lab for online students.

**POINTS MATRIX**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Possible Points** | **Date Due** | |
| Cause & Effect Essay | 100 | Week 4 | |
| Compare & Contrast Essay | 100 | Week 6 | |
| Research Paper Draft | 60 | Week 9 | |
| Worksheets (25 x 12) | 300 | Each Week | |
| Annotated Bibliography | 75 | Week 8 | |
| Discussions (11 x 15) | 165 | Each Week | |
| Final Research Paper | 200 | Week 11 | |
| Total Points | **1,000** | Grade |  |

**Schedule**:

|  |  |  |
| --- | --- | --- |
| **Wk** | **Topic** | **Assignment & Reading** |
| 1 | Academic Writing 101 | Read Chapters 1-2; Worksheet #1-3 |
| 2 | HOT PEN | Read Chapters 3-4; Worksheet #4-6 |
| 3 | Cause & Effect | Read Chapter 37; Worksheet #7 |
| 4 | Topic & Audience & Purpose | Read Chapters 5-6; Worksheet #8; Cause & Effect Paper DUE |
| 5 | Compare & Contrast | Read Chapter 40; Worksheet #9; C&C thesis and outline due |
| 6 | Research & Argumentation | Read Chapters 13, 47; Compare & Contrast Paper DUE |
| 7 | Plagiarism & Summarizing | Read Chapters 51-52; Worksheet #12; Research Outline DUE |
| 8 | Collecting Sources | Read Chapters 15, 48-49; Worksheet #10; Annotated Bibliography DUE |
| 9 | Writing Academically | Read Chapter 33; Worksheet #11; DRAFT DUE |
| 10 | Research & Formatting | Read Chapter 54-55 |
| 11 | Final | FINAL Research Paper Due |

KRM 03/26/20

**ESSAY RUBRIC SAMPLE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Requirements | Excellent | Strong | Adequate | Flawed | Deficient | Score |
| **Word/paragraph Count & Title** (10) | Met word or paragraph count and has a title (10) | Met word count or paragraph count, but has some filler words (8) | Met word count or paragraph count, but title was generic. (5) | Short up to 100 words or paragraphs are too short, and/or did not have a title (4) | Short more than 100 words or missing a paragraph  (2-0) |  |
| **Formatting** (5) | Formatting meets MLA standards (5) | May have an error on one formatting element (4) | Has a couple formatting errors (3) | Has several formatting errors (2-1) | Did not follow formatting (0) |  |
| **Academic Tone and Point of View** (15) | Wrote in the outline person with no 2nd person (15) | Wrote in the wrong person once, but still academic (10) | Wrote in the wrong person twice, but still academic (5) | Wrote in the wrong person once or twice and not academic (4-1) | Wrote in the wrong person throughout paper and not academic (0) |  |
| **Supporting Evidence** (15) | Used text and additional sources (15) | Used text but not additional sources  (10) | Only used one citation in entire paper (5) | Did not use the text or additional sources  (4-1) | Plagiarized content by not citing information used (0) |  |
| **Thesis**  **Statement** (20) | Thesis statement is strong, arguable, can stand alone, and answers a question. (20) | Thesis statement is arguable and can stand alone, but it needs a little more work. (18) | Thesis statement is weak, but it has all the elements outlined (15) | Thesis statement is not arguable and/or it cannot stand alone. (10) | Thesis statement is seriously flawed. It is not arguable and cannot stand alone. (5-0) |  |
| **Grammar & Punctuation**  (15) | Paper is free of errors. (15) | Paper has one or two mistakes. (10) | Paper has a few missed punctuation or grammar mistakes. (5) | Paper has several punctuation and grammar mistakes. (4-1) | Paper is full of punctuation and grammar mistakes. (3-0) |  |
| **Content** & **Organization** (20) | Paper is coherent and well-written. (20) | Paper is coherent and organized, but could use a few edits. (15) | Paper is adequately organized, but may need some additional edits. (10) | Paper needs to be reworked or needs some serious edits for readability. (5-1) | Paper lacks substance and/or understanding. (0) |  |

**COMMENTS: FINAL SCORE: \_\_\_\_\_\_/100**