



Class Information

Day and Time: T 4:45-7:15 PM

Room Number: E205

Contact Information

Instructor Name: Dr. Spring

Instructor Email: sspring@criswell.edu

Instructor Phone: 214.818.1346

Instructor Office Hours: M/W 9:30-11 AM, M 1:30-3 PM, T 3:30-4:30 PM

Course Description and Prerequisites

A study of English style and usage in written and oral expression. Critical thinking, research, and writing skills necessary for success in courses across the curriculum. Prerequisite: COM 101.

Course Objectives

- a. Enhance ability to
 - i. Write efficient, well-developed outlines, body paragraphs, and sentences
 - ii. Analyze and critique scholars, peers, and texts
 - iii. Synthesize research into categories in order to evaluate and critique their findings
 - iv. Utilize sources in appropriate manual style
- b. Engage with readings actively and efficiently
- c. Use proper diction in formal essays
- d. Write a well-researched literature review
- e. Understand how to write a clear and logical essay, with an introduction, topic sentences, concrete details, commentaries, and conclusions
- f. Know how to edit and critique essays
- g. Understand/master the research and writing process

Required Textbooks

Norton Field Guide to Writing, 5th edition by Bullock, Goggin, and Weinberg
ISBN 9780393655803

Recommended Reading

If your version of our textbook doesn't have a grammar handbook, I strongly encourage you to purchase one.

Course Requirements and Assignments

- a. **Participation and Daily Assignments.** This portion of your grade will be earned by coming to class with the readings done and readiness to participate in class discussions and editing workshops. **(20%)**
- b. **Rhetorical Analysis.** Choose a text to evaluate/analyze: poem, fiction, movie, play, art, commercial, or scholarly text. Read, annotate, and critique that text, and write up your analysis in a short paper that includes your judgment, criteria, and proof. **(20%)**
- c. **“How to Write a Lit Review” assignments **(30%)**:**
 1. *Annotated Bibliography.* Take a normal bibliography page (with 5 sources), and underneath each source citation, draft a paragraph that identifies (1) that author’s thesis, (2) at least one supporting point, (3) your evaluation of the source, and (4) how you can use that source with the other sources.
 2. *Synthesis Worksheet.* Now that you have initial notes on your sources, it is now time to "map" the concepts and see how your research question breaks down into smaller issues, debates, or perspectives. Remember, the idea is to find something specific that you can examine (and do that well and thoroughly in 4-5 pages). You can have as many smaller concepts as you want... but I shouldn't see any concepts that have all five sources, as the purpose of this assignment is to find combinations of just 2-3 sources.
 3. *Detailed Outline.* Turn the annotated bibliography and synthesis worksheet into a detailed outline of the upcoming literature review. Use complete sentences for all outline levels, and I should see which sources you plan to use and where you plan to use them. Include both the introduction and the conclusion in the outline.
- d. **Literature Review**, which will serve as your final exam. This 3-4 page essay requires 5 sources: 1 academic book, 2 academic articles, and 2 sources of your choosing). You will submit two drafts during the semester: rough draft and final draft. For final drafts, students are expected to address ALL remarks from the first draft. **(30%)**

Course/Classroom Policies and Information

- Technology is welcome in the classroom – unless it becomes a distraction.
- Daily work must be completed by the start of each class period; no late work will be accepted.
- Writing assignments and the final research essay are due by 11:59 PM on the scheduled class day: submission after this deadline is subject to a late penalty of 5 points per day. Every student is allowed one extension, which allows him or her to notify me (before the deadline) and receive an extra week to complete the writing assignment with no penalties.
- Professors work closely with the Student Success Manager Jeremy Bugh (jbugh@criswell.edu). To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Students can miss two class periods, but on the third absence, the student’s grade may be affected.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be

removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

T	Jan 18	Course Introduction
T	Jan 25	How to Read Critically handout Review Chapters 1-9
T	Feb 1	Criswell Manual of Style/Turabian Workshop Introduction to Rhetorical Analysis <i>Research Question Due</i>
T	Feb 8	Chapters 11 and 13 “How to Read a Text”
T	Feb 15	Chapters 16 and 17 <i>Rough Draft of Rhetorical Analysis Due</i> (workshop)
T	Feb 22	Chapters 38 and 47-49 Rhetorical Analysis Due

T	Mar 1	Chapters 15 and 50-52 <i>Annotated Bibliography Rough Draft Due</i> (workshop) Narrowing a Topic, Finding Related Sources
T	Mar 8	Chapters 27 and 29 Annotated Bibliography Due
T	Mar 15	Spring Break
T	Mar 22	Chapters 39-41 Synthesis/Outline Workshop
T	Mar 29	Chapters 30, 35, and 36 Synthesis Worksheet Due
T	Apr 5	Review Writing Strategies and Synthesis (Chapters 50-51) Putting Authors into Conversation
T	Apr 12	Detailed Outline Due Plagiarism and Source Integration
T	Apr 19	<i>Rough Draft of Lit Review Due</i> (workshop)
T	Apr 26	First Final Draft Due
T	May 3	Course Wrap-up Chapters 31-33 Final Draft of Lit Review Due May 10