



# On-Campus Course Syllabus

## COM 102 L2

### Rhetoric and Writing II

### Spring 2023

#### Class Information

**Day and Time:** M/W 12:15-1:30 PM

**Room Number:** E206

#### Contact Information

**Instructor Name:** Dr. Spring

**Instructor Email:** [sspring@criswell.edu](mailto:sspring@criswell.edu)

**Instructor Phone:** 214.818.1346

**Instructor Office Hours:** [M/W 9:30-11 AM, T 4-4:45 PM, and by appointment](#)

#### 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*, 5<sup>th</sup> edition by Bullock, Goggin, and Weinberg  
ISBN 9780393655803

## Recommended Reading

If your version of our textbook does not have a grammar handbook, I strongly encourage you to purchase one. Also, since your general education courses will work with Turabian documentation style, you may want to purchase the 9<sup>th</sup> edition of Turabian, especially if you prefer hard copies to PDFs.

## 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. **Global Revision** **20%**
- c. **Investigating Career/Major** **30%**
  1. **Website Analysis**
  2. **Annotated Bibliography**
  3. **Short Summary of Possible Thesis**
- d. **Literature Review**, “How One Thinks Like A \_\_\_\_\_,” which will serve as your final exam. This 3-4 page essay requires 5 sources; you will submit two drafts during the semester: first final draft and second final draft. For second final drafts, students are expected to address ALL remarks from the first draft. **30%**

## Course/Classroom Policies and Information

- I reserve the right to ask a student to leave if he or she is being disruptive or uncooperative.
- Technology is welcome in the classroom – unless it becomes a distraction.
- Daily work must be completed by the start of each class period (8 AM); no late work will be accepted.
- Writing assignments are due by 11:59 PM on the scheduled class day; late work will have a 10-point penalty/per day.
- Please read the Academic Honesty section below. I expect **student work to be done independently** (quizzes, for example, should not be done in a group or with help), and **all work should be original**, as created by that student (not taken from the internet, not written by a friend or family member, not created by the new AI software). Students who do not submit original work may fail the assignment or the course, based on my discretion.
- For an extra daily assignment grade, send me a Bible verse(s) that God has been teaching you.
- Professors work closely with the Student Success Office. ***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 four class periods, but on the fifth absence, the student's grade will 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**

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

<b>W</b>	<b>Jan 18</b>	Course Introduction
<b>M</b>	<b>Jan 23</b>	How to Read Critically handout
<b>W</b>	<b>Jan 25</b>	Chapters 5-9
<b>M</b>	<b>Jan 30</b>	Chapters 31-33
<b>W</b>	<b>Feb 1</b>	Review of Turabian Documentation Chapter TBD

<b>M</b>	<b>Feb 6</b>	<b>Global Revision Due</b>
<b>W</b>	<b>Feb 8</b>	Chapter 11 Introduction to Rhetorical Analysis
<b>M</b>	<b>Feb 13</b>	Chapter 13 “How to Read a Text”
<b>W</b>	<b>Feb 15</b>	Chapters 16 and 17
<b>M</b>	<b>Feb 20</b>	TBD
<b>W</b>	<b>Feb 22</b>	<b>Website Analysis Due</b>
<b>M</b>	<b>Feb 27</b>	Chapters 47-49
<b>W</b>	<b>Mar 1</b>	Chapter 38
<b>M</b>	<b>Mar 6</b>	Chapter 15
<b>W</b>	<b>Mar 8</b>	<i>Workshop</i> (bring one of your sources)
<b>M</b>	<b>Mar 13</b>	<b>Spring Break</b>
<b>W</b>	<b>Mar 15</b>	<b>Spring Break</b>
<b>M</b>	<b>Mar 20</b>	Chapters 27 and 29
<b>W</b>	<b>Mar 22</b>	<b>Annotated Bibliography Due</b>
<b>M</b>	<b>Mar 27</b>	Chapters 50-53
<b>W</b>	<b>Mar 29</b>	Chapters 39-41
<b>M</b>	<b>Apr 3</b>	Review Writing Strategies and Synthesis (Chapters 3 and 50-51) Putting Authors into Conversation
<b>W</b>	<b>Apr 5</b>	<b>Summary of Potential Thesis/Essay</b>
<b>M</b>	<b>Apr 10</b>	Chapters 30, 35, and 36
<b>W</b>	<b>Apr 12</b>	Plagiarism and Source Integration
<b>M</b>	<b>Apr 17</b>	<i>Rough Draft Conferences</i>
<b>W</b>	<b>Apr 19</b>	<i>Rough Draft Conferences</i>
<b>M</b>	<b>Apr 24</b>	<b>Revised Rough Draft Due</b>
<b>W</b>	<b>Apr 26</b>	Chapters 31-33
<b>M</b>	<b>May 1</b>	Editing Workshop
<b>W</b>	<b>May 3</b>	Course Wrap-up <b>Final Draft Due May 10</b>