



## Class Information

Day and Time: T/R 1:45-3:00

Room Number: E209

## Contact Information

Instructor Name: Dr. Connie Westbrook

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

Instructor Phone: 214-818-1368 Rm306

Instructor Office Hours: MW 9:30-11:00; W 1:00-2:00; R 12:00-1:30

"Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person."  
Colossians 4:6 (ESV)

*Communicating with Conviction • Writing with Purpose • Guided by Faith*

## Course Objectives

- Analyze rhetorical situations by considering audience, purpose, context, and genre.
- Read critically and engage thoughtfully with academic and professional texts.
- Develop clear, focused, and well-supported arguments using appropriate evidence.
- Organize essays with logical structure and coherent development.
- Apply rhetorical strategies to communicate effectively in a variety of contexts.
- Write with clarity using Standard American English.
- Produce academic writing using APA 7 and Turabian 9 documentation as assigned.
- Demonstrate effective revision and editing strategies.
- Practice ethical research and academic integrity.

## Required Textbooks

WritingGuidewithHandbook [Free Writing Guide Textbook Available for Download - OpenStax](#)

## Recommended Reading

9<sup>th</sup> edition of Turabian style manual

APA Manual 7<sup>th</sup> Edition

[Criswell Style Manual 2010](#)

## Course Requirements and Assignments

|                                            |                                                                                                                                                           |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Daily work and participation. (20%)</b> | This portion of your grade will be earned by engaging in daily class discussions, being prepared for in-class work, and completing any homework assigned. |
| <b>Grammar Quizzes. (20%)</b>              | This will be determined by in class quiz, as well as displayed on submitted work.                                                                         |
| <b>Weekly Assignments. (30%)</b>           | Descriptive, Persuasive, Literacy Papers                                                                                                                  |
| <b>Peer Reviews. (10%)</b>                 | Online postings, peer editing, and discussions                                                                                                            |
| <b>Final Paper. (20%)</b>                  | Revised Position Paper                                                                                                                                    |

Student work is 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 AI software).

Students who do not submit original work will fail the assignment.

### Criswell College's Credit Hours policy:

"For academic purposes, Criswell College uses "Carnegie" units to measure semester credit hours. A Carnegie unit of credit is awarded to students for the satisfactory completion of at least one 50-minute session of classroom or direct faculty instruction and at least 100 minutes of out-of-class work per week for not less than 15 weeks."

- This policy does not mean that attending class or doing work for a certain amount of time guarantees a certain grade or credit for the course.
  - This policy does mean that you must complete this many hours of work to qualify for course credit.
  - Therefore, one way that you might think of your time being divided up, per week, over the course of the semester, for a 3-credit course is the following:
    - 150 minutes of class instruction (two 75-minute course sessions per week).
    - 300+ minutes of out-of-class work. A possible allocation of this out-of-class time could be:
      - 180 minutes of reading
      - 120 minutes of homework
- o This means that each 3-hour course you register for requires a minimum of 7.5 hours of work per week.
- If you are taking 12 hours this semester, you should think of your school commitment as a 30-hour per week job.
  - If you are taking 15 hours this semester, you should think of your school commitment as a 37.5-hour per week job.

## Course/Classroom Policies and Information

- Attendance is taken at the start of each class. Each student has three absences to use how they see fit, but after three absences, the grade will be affected. Two late arrivals will count as one absence. Students are expected to make-up any missed assignments within 7 days. Students receiving grants, loans, or scholarships must meet participation requirements set by the college.
- 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.
- Students who want help with their drafts should contact me or the tutoring center before the day that assignment is due.

## Course Policy on the use of Artificial Intelligence (AI)

| ETHICAL USE                      | UNETHICAL USE               |
|----------------------------------|-----------------------------|
| Concept Explanation              | Plagiarism                  |
| Resource Citation and Formatting | Assignment Outsourcing      |
| Idea Generation/Brainstorming    | Misrepresenting Abilities   |
| Feedback and Evaluation          | Improper Reference Checking |

**Note: AI cannot generate the writing.**

Examples of AI-related functions you may not use without permission:

Text Generation – You may not use AI to generate text for use in an assignment.

Outline Generation – You may not use AI to generate an outline for an assignment.

AI research – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

## Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

## Canvas:

Important Note:

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.

## 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, deployment 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."

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of A Manual for Writers of Research Papers, Theses and Dissertations by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## 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.

## 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.

## Dishonesty includes:

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

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.

## 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.

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.

**Wallace Library:** Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu)

**Tutoring Center:** Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

|                              | Readings Due before<br>next class                      | Assignments and Deliverables                                                         |
|------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|
| Week 1<br>Aug 18<br>Aug 20   | Openstax Chapter 1<br>Digital pg 23-30                 | Descriptive Writing<br>Story behind my name<br>Introduction to Rhetoric              |
| Week 2<br>Aug 25<br>Aug 27   | Openstax<br>Digital pg 35-40                           | Read Critically Handout<br>Rhetorical Reflection                                     |
| Week 3<br>Sept 1<br>Sept 3   | Openstax<br>Digital pg 705-731                         | Grammar Workshop<br>Elements of Literacy Narrative                                   |
| Week 4<br>Sept 8<br>Sept 10  | Openstax<br>Digital pg 80-91                           | Literacy Narrative Due<br>Headline ReWrite                                           |
| Week 5<br>Sept 15<br>Sept 17 | Openstax<br>Digital pg 168-177                         | Exigence: Reason why writing needed<br>Developing a Thesis<br>Read Between the Lines |
| Week 6<br>Sept 22<br>Sept 24 | Openstax<br>Digital 292-304                            | Ethos, Pathos, Logos, Kairos<br>Evaluate Rhetorical Appeals                          |
| Week 7<br>Sept 29<br>Oct 1   | Bring one example of<br>persuasive writing to<br>class | Persuasive Essay<br>Advocacy and Argument                                            |
| Week 8<br>Oct 6<br>Oct 8     | Openstax<br>Digital 753-763                            | All About the Bass<br>Footnotes, Endnotes, and Citations<br>Search of Sources        |
| Week 9<br>Oct 13<br>Oct 15   | Openstax<br>Digital 726-737                            | Week of Words<br>Grammar Workshop                                                    |

## Course Outline/Calendar

|                             |                                          |                                                            |
|-----------------------------|------------------------------------------|------------------------------------------------------------|
|                             |                                          |                                                            |
| Week 10<br>Oct 20<br>Oct 22 | Openstax<br>Chapter 9                    | Rhetorical Analysis Due                                    |
| Week 11<br>Oct 27<br>Oct 29 | Peruse:<br>APA Manual<br>Turabian Manual | <u>Turabian/APA</u>                                        |
| Week 12<br>Nov 3<br>Nov 5   | Side by Side Handout                     | Turabian/APA                                               |
| Week 13<br>Nov 10<br>Nov 12 | Openstax<br>Chapter 10                   | Speed Dating Defense<br>Develop the Position               |
| Week 14<br>Nov 17<br>Nov 19 | Openstax<br>Chapter 12                   | Communicate with Conviction<br>Research Position Paper Due |
| Week 15<br>Nov 24           | Online Responses                         | Sentence Surgery<br>Peer Review                            |
| Week 16<br>Dec 1<br>Dec 3   | Openstax<br>Chapter 13                   | Reformat Position Paper                                    |
| Week 17<br>Dec 8            |                                          | Peer Feedback and Reflection Due                           |