

# *Columbia Evangelical Seminary*

P. O. Box 1189 - Buckley, WA 98321 - (360) 802-6437  
CES@ColumbiaSeminary.edu — www.ColumbiaSeminary.edu  
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## *Syllabus*

**Writing Protocols for Columbia Evangelical Seminary:** A mandatory class for all students.  
**Professor:** Ric Walston, Ph.D.

**Note:** While students are encouraged to take this class for 4 credits, students may elect to take it for only 2 credits, or even as an audit.

### **Class Number and Title:**

Undergrad = **WP-300 Writing Protocols**, student chooses the credit amount  
Master's = **WP-500 Writing Protocols**, student chooses the credit amount  
Doctoral = **WP-700 Writing Protocols**, student chooses the credit amount

**Class content:** Covers basic writing and academic style as required for the CES Writing Protocols.

### **Primary Texts:**

*Audio Lectures & Writing Protocols Lecture Notes*, by Rick Walston (available on-line)  
*A Manual for Writers of Term Papers, Theses, and Dissertations (any edition)* by Kate L. Turabian.  
*Working With Words: A Handbook for Media Writers and Editors (any edition)*, by Brian S. Brooks, James L. Pinson, Jean Gaddy Wilson.

**Description:** A study of Clauses, Sentences, Punctuation, Parts of Speech, Parts of Sentence, The Verb (tense, voice, and mood), Verbals (participles, gerunds, infinitives), Dangers, Subject-Verb Agreement, Parallel and Consistent Structure, and academic style.

### **Course Objectives:**

The student should be able to—

1. Identify the types of clauses and sentences.
2. Identify the parts of speech and parts of a sentence.
3. Identify the various cases.
4. Understand verb moods, tenses, passive and active voice.
5. Be conversant with general grammatical terms and mechanics.
6. Know how to write an academic paper.

### **Learning Activities: The student will participate and learn by—**

1. Attendance at all class lectures (or taped lectures the student will listen to).

**Access lectures at** <http://www.columbiaseminary.edu/forstudents/wpintroduction.html>

2. Reading all **Primary Texts** (listed above), and using collateral texts for study and reference.
3. Write a Grammar Vocabulary List (not required for 2 credits or audit)

**Access list of vocabulary words at**

<http://www.columbiaseminary.edu/forstudents/pdf/vocabofgrammar.pdf>

4. Passing a final comprehensive exam (a test proctor is required)
5. Writing two short papers, one in “academic style” and one in “free style” (not required for 2 credits or audit) -- See information below about the two papers.

- Grade Evaluation:**
1. Grammar Vocabulary List: 10 points
  2. Final comprehensive exam: 60 points (100 for 2 credits or audit)
  3. Final Products 3 to 4 pages: 30%
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**Grade Scales:**

Graduate: A+ 100, A 99-97, A- 96-94, B+ 93-91, B 90-89, B- 88-86, C+ 85-83, C 82-78

Undergrad: A+ 100; A 99-96, A- 95-92, B+ 91-89, B 88-86, B- 85-83, C+ 82-80, C 79-77

The provisions of this syllabus may be added to, deleted from, or changed, if in the opinion of the mentor it becomes necessary to achieve the objectives of the course. The student will be notified of any such changes.

**The Final Two Papers**

*(While these are not required for 2 credits or audit, students are nonetheless strongly encouraged to do them for their personal benefit.)*

**Writing two short papers.** You will write two short papers (4 pages each at most—longer papers will be graded down). Each paper should have at least three quotes from three different sources, with appropriate footnotes and an appropriate bibliography.

1. Each paper must be no longer than 4 double-spaced pages.
2. One paper must be written in *formal academic style* (be sure to identify that this is the “Academic Style” paper).
3. One paper must be written in the nonacademic style (i.e., Free Style), using first and second person, etc. It is to have an informal and personal feel. For example, a sort of "What I Did on My Summer Vacation" (be sure to identify that this is the “Free Style” paper).

This exercise will allow you to "see" and get a "feel" for the differences between the two kinds of writing styles.

**Topics:** You can write on any topic of your choosing. The topics can be serious. For example, "Proofs of Christ's Resurrection." Or, they can be silly: "What I Did on My Summer Vacation" or "Undeniable Proofs of Bigfoot's Existence." Or, you can do one of each. Whatever topics you choose, remember to do one in academic style and one in the informal, nonacademic style.