



Fall 2019

<b>Meeting days:</b> MWF	<b>Instructor title and name:</b> Dr. Andrew Hoag
<b>Meeting times:</b> 7:15 – 8:20 am	<b>Phone:</b> (619) 849-2468
<b>Meeting location:</b> Bond 105A	<b>E-mail:</b> ahoag@pointloma.edu
<b>Final Exam:</b> M 12/16 10:30 am	<b>Office location:</b> Bond 118
<b>Additional info:</b>	<b>Office Hours:</b> M 8:30-9:30 or F 9:30-10:30

### PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### COURSE DESCRIPTION

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WRI 1010 is designed to enable you to develop critical thinking skills, analytical reading skills, effective and correct rhetorical skills (use of English language and its conventions), effective research methods, and effective written and spoken communication skills all necessary for the successful completion of university level work. Our readings will focus on various social crises that impact our nation as well as the world at large, ranging from issues of employment to world-wide disease. We will be reading a variety of arguments in order to provoke engaged response to ideas and issues. We will talk and write about these readings, ideas, and issues in order to refine our own thinking and ability to communicate on these matters. We will identify the areas of strength and those needing improvement in critical, logical, insightful thinking and effective communication. All writing you will do in this course is public communication; you should envision and prepare it as such.

### COURSE LEARNING OUTCOMES

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Point Loma Nazarene University writing courses emphasize the writing process. Students read professional writers' work and practice developing, organizing, writing, revising, editing, and rewriting their own responses to the readings, essays, and research papers. The objectives for these pieces of writing include:

- organizing and developing a piece of writing by establishing a unifying thesis
- creating an appropriate voice and tone, as well as limiting the scope of the essay for its intended purpose and occasion
- establishing coherence within each paragraph and throughout the body of the essay
- using writing as a tool for critical thinking and learning
- using punctuation accurately and effectively throughout the body of the essay

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **REQUIRED TEXTS**

1. Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook with Exercises*. W.W. Norton, 2017.
2. Cooley, Thomas. *Back to the Lake: A Reader and Guide*. 3<sup>rd</sup> Edition. W.W. Norton, 2015.

### **ASSESSMENT AND GRADING**

<p><u>Sample</u> assignment distribution by percentage:</p> <ul style="list-style-type: none"> <li>• Daily Quizzes and Assignments 15%</li> <li>• Three smaller essays 30%</li> <li>• Research Project 35%</li> <li>• Midterm 10%</li> <li>• Final Exam 10%</li> </ul>	<p><u>Sample</u> grade scale:</p> <table> <tr> <td>A=93-100</td> <td>C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **USE OF TECHNOLOGY**

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Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. This course requires access to computers, software programs, and the Internet. At some point during the semester you will have a problem with technology, but these problems will not normally be accepted as excuses for unfinished work. Protect yourself by doing the following: Save work often and make regular backups of files in a different location from the originals, plan ahead so that you will have time to use the on-campus computers and printers if necessary, and practice safe computing when surfing the web and checking email.

### **WRITERS' STUDIO**

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The Writers' Studio is located in Bond Academic Center and is available for your use. Based on a combination of your SAT/ACT scores and your performance on a diagnostic placement essay, you may be required to attend 10 one-on-one tutoring sessions in the Studio. If so, you will also have to attend one of two orientation sessions in the Studio, which will take place in the third week of class.

### **COURSE SCHEDULE AND ASSIGNMENTS**

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<b>DATE PRESENTED</b>	<b>CLASS CONTENT</b>	<b>ASSIGNMENT DUE</b>
9/4	Class Introduction and Syllabus	None
9/6	Diagnostic Exam	None
9/9	Introduction to College Writing	Little Seagull W-1 and W-2, Cooley Ch. 1 <b>Essay #1 Assigned</b>
9/11	Responding to Readings	Cooley Ch. 6 and 7 (selected essays)
9/13	Planning and Drafting Essay #1	LS W-3 and Cooley Ch. 3
9/16	Revising and Editing: Self and Peer Review	Cooley Ch. 4, LS W-5 <b>Essay #1 First Draft Due</b>
9/18	Grammatical Sentences and Revision Workshop: Paragraph Development	Cooley Ch. 5 and LS W-4
9/20	Revision Workshop: Effective Language Choices	LS L-1 and L-2

9/23	Analyzing Rhetorical Choices	Cooley Ch. 8 (selected essays) <b>Essay #2 Assigned</b>
9/25	Comparing rhetorical methods: Piven et al. and Barry	Cooley Ch. 9: 281-296, 307- 311, 317-321
9/27	Subject Verb Agreement and Modeling Methods	LS S-5, Cooley Ch. 10 335-348, Pick one essay <b>Essay 1 Final Due at midnight</b>
9/30	Develop Ideas for Essay 2	Exercise
10/2	Draft and Develop Essay 2	Introduction and first paragraph due
10/4	Peer review and Discussion of Essay #2	<b>Essay #2 First Draft Due</b>
10/7	Run-Ons and Sentence Fragments, Revision Workshop	LS S-2 and S-3
10/9	Shifts and Parallelism, Revision Workshop	LS S-7 and S-9
10/11	Commas, Research Topics	LS P-1
10/14	Starting a Research Project	LS R-1 Come up with at least 2 possible topics
10/16	Library Research Day (tentative)	Work on Library Assignment
10/18	Library Research Day (tentative)	Work on Library Assignment
10/21	Pronouns and MLA format	<b>Essay #2 Final Draft Due, LS</b>
10/23	Analyzing Arguments	Cooley Ch. 14 selected essays
10/25	Fall Break: No Class	<b>None</b>
10/28	Comparing Arguments	Cooley Ch. 14, pick one debate
10/30	Evaluating and Using Sources	Quiz, LS R-2 and R-3, <b>Research Proposal Due</b>
11/1	Semi-Colons, End Punctuation, Acknowledging Sources	LS R-4, P-2, P-3
11/4	Research Work Day: Outlines and Note Cards, Modifiers	Bring Sources, LS TBA
11/6	Devil's Advocate, Apostrophes and Quotation Marks	LS P-4 and P-5 <b>Outline Due</b>
11/8	Midterm, Research Work Day	Study, <b>Note Cards Due</b>

11/11	Research Work Day	<b>Research Rough Draft Due</b>
11/13	Student Conferences	Come prepared to conference
11/15	Student Conferences	Come prepared to conference
11/18	Peer Review and Finish Conferences	Bring drafts
11/20	Research Work Day: Integrating Devil's Advocate	Cooley TBD <b>Devil's Advocate Due</b>
11/22	Research Presentations	Presentation Outline Due
11/25	Research Presentations	Presentation Outline Due
11/27-29	Thanksgiving – No Class	Presentation Outline Due, <b>Research Final Due 11/22</b>
12/2	Analysis of Creative Texts	Cooley TBD, Essay #3 Assigned
12/4	Analysis of Visual Texts	Handout
12/6	Analysis Continued	LS TBA
12/9	Work on Creative Element	LS TBA
12/11	Peer Review	Essay #3 Rough Draft Due
12/13	Work on Essay 3	None
12/16	Final Exam 10:30 to 1:00 pm	Study!
12/20	<b>Final Draft Essay #3</b>	<b>Due by midnight</b>