

Semester & Year

Meeting days: M/W/F	Instructor title and name: Prof. Eddie Matthews
Meeting times: 2:45pm	Phone: (805) 668-9147
Meeting location: BAC 103	E-mail: ematthew@pointloma.edu
Final Exam: M 10:30 a.m. – 1:00 p.m.	Office location and hours: By appointment

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

A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course.

COURSE LEARNING OUTCOMES

Students who complete a College Composition course will be able to:

1. Apply (application) English language conventions in various genres of academic writing.
2. Demonstrate (application) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions.
4. Evaluate (analysis) online sources of information for valid authority and expertise.
5. Apply (application) documentation formats to cite research in written compositions.
6. Analyze (analysis) texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

COURSE SCHEDULE AND ASSIGNMENTS

<i>Date</i>	<i>Assignments</i>
9/4 9/6	W Introduction to class; Topic: the 5 paragraph essay F Diagnostic Essay: written in-class
9/9 9/11 9/13	M Read: "About Argumentation" handout (1/3 page notes), <i>BTTL</i> ch. 6 blue pages (1/3 page notes), Dillard (141) (1/3 page notes)= 1 page of notes total; Topic: Introduce Essay 2 W Read: Streeter (119), Walker (PDF), & complete notes handout F Read: Hurston (PDF) (1/2 page notes), <i>LSH</i> (17-29) (1/2 pg. notes); Topic: combine description, argument, and narrative
9/16 9/18 9/20	M Watch <i>Steve Jobs</i> & complete handout notes assignment W Watch <i>Steve Jobs</i> & complete handout notes assignment F Read: <i>LSH</i> (43-61) (1/2 pg. notes); Due: rough drafts for in class peer review
9/23 9/25 9/27	M Due: Narrative Argument Essay ; <i>BTTL</i> Le Guin (595); Topic: Toulmin and Introduce Essay 3 W Read <i>LSH</i> (329-339) (1/2 pg. notes); Topic: Toulmin and upcoming Grammar Quiz F Read: <i>BTTL</i> ch. 8 (blue pages), Anzaldúa (773), Sedaris (369) (1 page total of notes from all three readings); Topic: comparison and contrast, 4 sentence types
9/30 10/2 10/4	M Read: Park (357), Catton (377); Topic: Paragraph Transitions W Read: Cohen (291) (1/2 pages of notes) F Grammar Quiz ; Topic: Grammar Errors 1-20
10/7 10/9 10/11	M Wendy Belcher – Writing your Journal Article in 12 Weeks; Reading Activity W Due: 3 claims with evidence, 1 typed page, MLA style, single-spaced F Due: rough drafts for in class peer review
10/14 10/16 10/18	M Due: Comparison & Contrast Essay (with 4 sentence types) , Topic: Introduce Essay 4 W Read: Moore (handout), <i>LSH</i> (90-107); Topic: Outlines F Read: <i>LSH</i> (107-118); Roediger (569) (Answer 2 RCQ's); Due: 1 page "Reading Closely Questions"
10/21 10/23 10/25	M Read: <i>LSH</i> (161-170); Library Session: locate 1) encyclopedia entry, 2) popular journal/news article, 3) academic article, 4) book chapter, 5) authoritative website W Read: <i>LSH</i> (119-143); Library Session: locate 1) encyclopedia entry, 2) popular journal/news article, 3) academic article F Fall Break Day: No classes
10/28 10/30 11/1	M Due: bring photocopies of your 3 sources; Read: <i>LSH</i> (144-161); Topic: Integrating your voice and Works Cited – Use Notecards W Conferences -- bring outline and Works Cited page F Conferences -- bring outline and Works Cited page
11/4 11/6 11/8	M Due: Cause & Effect Essay with revised outline and Works Cited page; Read: <i>BTTL</i> The Economist (685); David Frum (The Atlantic) Due: one page of notes; Topic: Introduce Essay 5 W Read: <i>BTTL</i> Goodman (703) and Lessig (708); Due: write 1 rhetorical precise on the Goodman article and 1 rhetorical precise on the Lessig article F Workshop Essay 5; Topic: determine Argument Essay Topic
11/11 11/13 11/15	M Read: <i>BTTL</i> : Jefferson (635), MLK (online) Due: one pg. of notes connecting MLK argument to Declaration of Independence rhetorically; Topic: determine cause and effect topics W Argumentation and Film; Due: film notes submitted in class (Bigger, Stronger, Faster) F Argumentation and Film; Due: film notes submitted in class (Bigger, Stronger, Faster)

Date	Assignments
11/18	M Read: <i>BTTL</i> : Acuña (667), Matthews (Sojourners); Due: one page of notes based on all three essays
11/20	W Conferences -- bring completed rough draft
11/22	F Conferences -- bring completed rough draft
11/25	M Due: Problem & Solution Research Paper with Works Cited page; Bring: <i>Mere Christianity</i>
11/27	W Thanksgiving Recess: No classes
11/29	F Thanksgiving Recess: No classes
12/2	M Read: <i>Mere Christianity</i> , Books 1-2 (1-65); Topic: Introducing <i>Mere Christianity</i>
12/4	W Group Presentations and Discussion: <i>Mere Christianity</i>
12/6	F Group Presentations and Discussion: <i>Mere Christianity</i>
12/9	M Group Presentations and Discussion: <i>Mere Christianity</i>
12/11	W Group Presentations and Discussion: <i>Mere Christianity</i>
12/13	F Grammar Test
Final Exam: Monday: 10:30 a.m. – 1:00 p.m.	

ASSIGNMENT DESCRIPTIONS

Essay Assignments Overview

The intention for your essay assignments is to write engaging, lively, persuasive texts that test theoretical boundaries, take calculated risks, and make arguments based on substantiated evidence. In order to accomplish these writing goals, you must make warranted and qualified statements based on appropriate grounding, include backing by valid authorities, and link your assertions logically and coherently.

Essay Assignments

Essay 1 – Diagnostic Essay	(3-4 pages/ 1050-1400 words written in class)
Essay 2 – Narrative Argument	(3-4 pages/ 1050-1400 words)
Essay 3 – Compare/Contrast	(3-4 pages/ 1050-1400 words)
Essay 4 – Cause & Effect	(4 pages-4.5 pages/ 1400-1575 words)
Essay 5 – Problem & Solution Research Paper	(10 pages-12 pages/ 2800-3150 words)
Essay 6 – Final Exam Essay	(3-4 pages/ 1050-1400 words written in class)

Paper Format

An **MLA formatted template is available for you to use in Canvas**. Papers are written in MLA Style. Hardcopy papers are stapled and all papers are typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Please do not include title pages. Include page numbers. Use the MLA website or a current MLA style guide for style, grammar, format and citation questions. For example, see: <https://owl.english.purdue.edu/owl/resource/747/01/>

Conference Sessions

Conference sessions are a required component of the course. In order to participate, sign up for the conferences by way of sign-up sheets circulated in class or posted on the professor's office door, show up on time for your conference session, and be ready to analyze your writing.

Peer Reviews

Peer reviews (peer edits) provide readers the opportunity to see what peers are writing and to practice feedback-giving skills. It will also give writers an opportunity to receive constructive criticism and consider that criticism as they revise their manuscripts. Thoughtful self-assessment and peer reviews of manuscripts are important to your success and to that of your classmates. Remember when you complete a peer review that the process of asking honest questions about the meaning and intentions of your fellow writer develops inside you a new awareness of what it takes to communicate effectively in the essay.

Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the various parts of the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Evaluation Standards

- An "A" essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A "B" essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties,

but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.

- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Bullock, Richard, et al. *The Little Seagull Handbook*. 3rd ed., W.W. Norton and Co., 2017.
 Cooley, Thomas. *Back to the Lake: A Reader for Writers*. 3rd ed., W.W. Norton and Co., 2015.
 Lewis, C. S. *Mere Christianity*. Harper San Francisco, 2001.

ASSESSMENT AND GRADING

Point Distribution		Grade scale	
200	Assignments (in class/hw)	A=93-100	C=73-76
100	Narrative Argument Essay	A-=92-90	C-=70-72
100	Compare/Contrast Essay	B+=87-89	D+=67-69
100	Cause and Effect Essay	B=83-86	D=63-66
50	Works Cited and Revised Outline	B-=80-82	D-=60-62
250	Problem and Solution Essay	C+=77-79	F=0-59
100	<i>Mere Christianity</i> Presentations		
100	Final Exam Essay		
Total Points: 1000			

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.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

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.

WRITER'S STUDIO

Your SAT, ACT, and first diagnostic essay score will reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your exam scores and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097 which is the Writing Skills Tutorial held in the Writers' Studio. If your scores reveal that you need to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with trained tutors in the Writers' Studio once-a-week for a minimum of 10 weeks starting within the first few weeks of the semester. You will be required to attend an introductory session to the Studio the second week of classes. During that session you will sign-up for a time to work with a tutor throughout the semester. The writing assignments you work on in the Writers' Studio will be writing assignments assigned in this writing course. Students who work in the Studio benefit greatly from the time spent working alongside a pedagogically trained fellow writer.

The fee for the tutorial, WRI 097, is \$150.00. Should you discover you have the privilege of attending the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$2,600.00 course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 115.

TUTORIAL SERVICES

The PLNU Tutorial Center is available free of charge for all current undergraduate PLNU students. It offers tutoring for most subjects, as well as general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. The Tutorial Centers is open Monday-Thursday from 8:00AM until 9:00PM and Friday from 8:00AM until 3:00PM. Please note that the Tutorial Center is closed from 9:30-10:30AM, Monday, Wednesday, and Friday, and 5:00-6:00PM every evening. Tutoring is available by appointment only, and appointments must be made at least one day in advance. Appointments may be arranged in person at the Tutorial Center, over the phone at (619) 849-2593, or via email at TutorialServices@pointloma.edu.

PLNU ACADEMIC HONESTY POLICY

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

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 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

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.