

**College Composition: WRI 1010, Sec. 3**  
**Fall 2019**  
**MWF 8:30-9:35**

**Prof. Charlene Pate**  
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**Office Hours: M-F 1:30-2:30 or by appointment**



**Final Exam: Mon., Dec. 16, 10:30-1:00**

### **General Education Statement**

This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of “Developing Cognitive Abilities.” By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communication, and quantitative skills necessary for successful living in modern society.

### **Purpose**

The purpose of this course is to enable you to develop critical thinking skills, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university level work.

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### **Required Texts**

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook with Exercises*, 3<sup>rd</sup> ed. W.W. Norton, 2017. (LSH)

Cooley, Thomas. *Back to the Lake: A Reader and Guide*, 3<sup>rd</sup> ed. with 2016 MLA updates, Norton, 2017. (BTTL)

Lewis, C.S. *Mere Christianity*.

### **Required Materials**

Folder, lined paper, writing utensils, binder clips, stapler, dictionary, 4X6 or 5X7 cards only, and a 10X13 envelope. Please note we **will not** be using 3X5 cards.

## Course Learning Outcomes

Students will:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

## University Policies

**Attendance:** Attendance is required. Missing class can affect a course grade since in-class assignments cannot be made up and late papers are not accepted. Absences that exceed the PLNU absence policy of 10% will result in a letter to the Vice President for Academic Affairs requesting de-enrollment from the course. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

**Academic Accommodations:** 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 accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance 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. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**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.

## Course Requirements and Policies

**Canvas:** The Canvas site for this class can be reached through taking the following steps:

1. Open a browser.
2. Type [canvas.pointloma.edu](https://canvas.pointloma.edu).
3. Use your PLNU username and password to log in.
4. Find WRI110 on the courses menu. If you do not see it, check “All Courses” to find the course.

**Class Preparation:** All homework assignments must be completed prior to class and typed unless specified otherwise. Only those assignments specified as handwritten assignments will earn credit when written by hand. Some reading assignments will be discussed in class while others might be read individually but not discussed. Expect a quiz on all readings though a quiz might not be given.

**Class Participation:** *Regular* contributions to class discussion are expected, including but not restricted to discussions of daily readings, related experiential exercises, and open dialogue. **Learning occurs in an environment of active participation; therefore, Writing 110 does not work well as a straight lecture course.** The course is enriched when students share their thoughts on assigned readings and on their writing.

**Late Paper Policy:** Be sure to hand in your assignments at the beginning of class on the days they are due or make an arrangement prior to the due date to submit the assignment at a time other than stated in the syllabus since late assignments are not accepted. No electronic submissions are accepted unless prior arrangements are made. No “make-ups” to in-class work will be offered or accepted unless the absence is approved by the University.

**E-Mail:** Please use e-mail for simple, logistical questions or clarifications. Write: “WRI1010” in the subject line and use a proper heading and employ correct writing conventions in your e-mail writing. Allow 24 hours for a reply during the week. I will not send or reply to e-mails over the weekend unless it is in regard to an emergency situation.

**Cell phones:** Cell phones must be turned off during class and put away throughout the entire class session unless they are being used to complete an in-class assignment assigned by the professor. Students will be asked to put phones away if they are out for other than for class use.

**Classroom Etiquette:** The classroom is a professional workplace; therefore, dress in such a way that encourages focus and concentration rather than distraction and undue attention.

**Public Discourse:** Much of the work we will do in this class is cooperative; thus, think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

**Inclusive Language:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and

spoken discourse will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Information from the MLA Handbook: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex” (MLA Handbook, pp. 32-33 and Ch. 28 in the 8<sup>th</sup> ed.).

**LJWL Department Policy on Plagiarism:** The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student’s academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student’s work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student’s academic file.

**Writers’ Studio:** SAT, ACT, and diagnostic essay scores reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your diagnostic exam results and your professor’s discretion will determine whether or not you will benefit the most by enrolling in WRI 097 which is a writing skills tutorial held in the Writers’ Studio. If your score qualifies you to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with a trained tutor in the Writers’ Studio for one hour once-a-week for 10 weeks beginning the third week 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 writing consultant one hour a week throughout the semester. The writing assignments you work on with the consultant will be 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 Studio, WRI 097, is \$150.00. Should you have the privilege of working in the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 110 and re-entry into the Studio the following semester to complete 10 sessions.

### **Assignment Descriptions**

**Text Books:** Both *The St. Martin’s Handbook* and *Back to the Lake* are writing resource and reference books used as writing guides for this course. They provide foundational and content information needed to complete course assignments, engage in course discussions, and develop your writing skills. The essays assigned in *Back to the Lake* provide a model of the rhetorical structure of the essays you are assigned to write in this course.

**Paper Format:** The paper format for all papers is MLA Style, unless APA is agreed upon for the research paper only. Submit assignments typed and printed in black ink on 8.5x11 white paper. Use 12-point Times New Roman font and 1" margins all around the page. Do not include title pages but do include page numbers. Use *The St. Martin's Handbook*, 8<sup>th</sup> ed. with 2016 MLA update, the MLA website, or a current 2016 MLA style guide for style, grammar, format and citation questions. And be sure to keep a hard copy or an electronic backup of everything you submit to a professor. **Staple or bind** together the hard copies you turn in, **before** you come to class.

**Curriculum Requirements:** To complete this course each student must write 2 in-class and 3 out-of-class formal essays (4-5 pages), one research paper (10-12 pages) with at least 12 sources cited, journals, analyses of readings and of your own writing, in-class quick writes, read the assigned texts, and take administered quizzes.

**Essay Assignments:**

Essay 1 Sept. 6—Assessment/Diagnostic Essay

Essay 2 Sept. 23--Narrative/Example (no outside sources) with Author's Reflection

Essay 3 Oct. 4--Compare/Contrast (no outside sources) with Author's Reflection

Essay 4 Oct. 14--Cause/Effect documented with Works Cited and Author's Reflection

Research Paper Nov. 25—Argument (10-12 pages of text, not including Works Cited) with Author's Reflection

Essay 5 and *Mere Christianity* Reflection--Final Essay Exam--Dec. 16, 10:30-1:00

**Author's Reflection:**

Answer the following questions and submit your response with your final draft of each paper.

1. What is the strongest aspect of your final draft and why?
2. What is your favorite part of your draft or of the subject about which you chose to write?
3. What aspect of writing the draft did you struggle with the most?
4. What part of your writing process did you find to be most helpful? (readings, in-class write, outline, audience response, other)
5. Describe what you did to rewrite and revise your paper after the audience response.
6. What would you like to change about your process of revising to make it more effective, and how might you go about doing that?
7. What part of your writing process did you find to be the least helpful (other than the audience response if you found that to be least helpful)?
8. What new insight came to you about writing or about yourself as a writer as you were writing and revising?
9. What did your audience (the person who read and responded to your draft in class) help you see in your paper that you hadn't seen before? Please explain.
10. How did your responding to another writer's draft help you think about your own draft in a way you hadn't thought about it before the session? Please explain.

**Research Paper Overview:** The intention for your research paper is to write an engaging, lively, persuasive text that tests theoretical boundaries, takes a calculated risk, and makes an argument 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 on both sides of your argument, and link your assertions logically and coherently. A Research Paper Checklist will be distributed mid-semester that will list the items required to be handed in with the final research manuscript.

**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. Show up on time for your conference session and take to the conference the items requested.

**Audience Response (Peer Review)** gives readers opportunities to analyze and respond to writing and to practice their audience feedback skills. This process develops critical thinking, cognitive, and writing skills when completed thoughtfully and properly. It gives writers an opportunity to receive constructive feedback from a live and engaged audience and consider what the audience experiences as they read the writers' drafts. Thoughtful feedback from an audience can provide effective direction for the writers as they rewrite and revise their manuscripts. This process will begin in class but may need to be completed out of class.

Thoughtful self-assessment of your own manuscripts and thoughtfully reviewing others' manuscripts are important to your success and to that of your classmates. When you thoughtfully participate in self-assessment and in peer reviews, the process of asking honest questions about the meaning and intentions of your fellow writer's manuscripts develops inside you a new awareness of what it takes to communicate effectively in writing.

**In-class quizzes** are used to evaluate your skill at analyzing, identifying, and correcting editorial issues in text as well as identifying and creating various phrase and sentence structures. Quizzes also used to evaluate your comprehension of course reading and instruction content.

**In-class activity** assignments are often opportunities for you to respond to or apply information from a particular reading of one of your course texts. A writing component will almost always be a part of these activities. Grammar and usage days include practice sessions and discussions about the concepts and/or skill areas.

**Quick write** assignments are written in class. If it is in response to a reading, do not merely summarize the text. I do not expect formal, finished essays to be written in the 5-10 minute writing sessions, although I do expect good editing skills to be used to the degree possible within the time limit.

**Final Essay Exam:** The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule: **Monday, Dec. 16 from 10:30-1:00**

## **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 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, support, and to prove the truth of 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 ethically and 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 over-generalizing)?
- Is the paper well organized, and does it maintain a clear focus throughout?
- Does it cite material from the sources using proper documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

## **Essay Evaluation Marks**

### **Excellent—(Grades of A to B+)**

#### **An excellent draft—**

- Fully meets all the criteria and follows directions for the assignment in regard to topic, form, and format.
- Commands attention because of its insightful development, mature style, originality, and creativity toward the topic.
- Contains many well-chosen, relevant, and concrete examples to support claims.
- Clearly establishes coherence by appropriately used transitional words and phrases.
- Shows abundant evidence of thinking, reasoning, and insight.
- Shows careful organization with fully developed, unified, and controlled paragraphs, which strongly support its purpose.
- Has consistently well-chosen and appropriate words used in precise, effective sentences.
- Is almost entirely free from errors in structure, punctuation, mechanics, and spelling.

#### **A satisfactory draft—(Grades of B to C-)**

- Generally meets all the criteria and follows directions for the assignment in regard to topic, form, and format, answers the question asked. Contains sufficient, relevant, and concrete examples to support claims.
- Shows evidence of a good to fair attempt at thinking, reasoning, and insight.
- Uses transitional words and phrases appropriately to create coherence.
- Shows planning and organization with generally well-developed, unified, and controlled paragraphs.

- Rarely loses sight of its purpose.
- Uses well-chosen and appropriate words in effective and varied sentences, making the paper reasonably precise and clear.
- May have a creative approach or concept, but may lack one or more of the main qualities of the excellent paper.
- Is generally free from errors in structure, punctuation, mechanics, and spelling, and it does not contain enough major or minor errors to seriously affect the clarity of the ideas presented.

**An unsatisfactory draft—(Grades of D+ to F)**

- May not meet the criteria or clearly follow directions for the assignment in regard to topic, form, and format. Often this paper is too short.
- May not contain enough relevant, concrete examples to support generalizations.
- May not show evidence of a good to fair attempt at thinking, reasoning, and insight.
- May not use sufficient or appropriate transitional words and phrases create a sense of coherence.
- May not show readily apparent planning and organization, and paragraphs are generally not well developed, unified, and controlled. It may not establish its purpose well.
- May have poorly chosen or inappropriate words, and/or ineffective sentences with little variety, which make the paper unclear, causing the reader to lose attention.
- May show little creativity, or originality of concept, making the paper appear that the writer did not care.
- May contain numerous errors in structure, punctuation, mechanics, and spelling, (more than four serious errors per typewritten page) which distract from the clarity of the ideas presented.

**Course Schedule**  
*Subject to change with notice*

<i>Date</i>	Assignments
	<u>Week 1</u>
9/4	W Introduction to class; Discuss purpose of <i>LSH</i> and <i>BTTL</i>
9/6	F <b>Study:</b> <i>LSH</i> Chapters W-1 through W-4 to prepare to write Essay 1 <b>Write:</b> Essay 1 (diagnostic/assessment) hand-written in-class
	<u>Week 2</u>
9/9	M <b>Study:</b> <i>LSH</i> W-16 and <i>BTTL</i> Ch. 6 pp. 86-110 and pp. 219-24, “Once More to the Lake” ; introduce Narrative/Example Essay 2; check text books; Purdue Owl letter format
9/11	W <b>Study:</b> <i>BTTL</i> Ch. 8 pp. 231-47 <b>and</b> pp. 257-59, “All Seven Deadly Sins Committed at Church Bake Sale”  <b>Due:</b> a typed one to two page formal letter to Prof. Pate. Describe your writing experiences, your feelings about writing, what you feel confident about in your writing and why, what you need to give additional attention to in your writing, what you hope to gain from this course, how you will invest in it, and what you want me to know about you. Go online to Purdue Owl to find an example of a formal letter and follow the exact format of the first example.
9/13	F <b>Study:</b> <i>BTTL</i> Ch. 4 <b>and</b> pp. 267-75, “Well Behaved Women Seldom Make History” <b>and</b> ; writing practicum: devise Essay plan/topic/thesis/focus; review Essay 1 in class
	<u>Week 3</u>
9/16	M <b>Study:</b> Review <i>LSH</i> W-4 and “ <b>Our God is Able</b> ”; essay practicum: thesis, paragraphs, support
9/18	W <b>Due: Essay 2</b> (4 page draft due) in-class workshop with draft; thesis, paragraph development, support, revising and rewriting
9/20	F <b>Due: Essay 2 Narrative/Example: Bring</b> to class <b>2 hard copies</b> of completed rough draft for audience response
	<u>Week 4:</u>
9/23	M <b>Due: Essay 2 Narrative/Example final draft with Author’s Reflection;</b> <b>Submit to Turnitin before</b> coming to class to avoid point deduction <b>Study:</b> <i>LSH</i> S-1, 4, 6, 8; Dr. De 2-3 in-class (distribute clause handout)
9/25	W <b>Study:</b> <i>BTTL</i> Ch. 10 pp. 335-52 <b>and</b> pp. 361-66, “Superhero . . .” ; discuss prompt
9/27	F <b>Study:</b> <i>BTTL</i> pp. 377-81 “Grant and Lee: A Study. . .”

<i>Date</i>	Assignments
9/30 10/2 10/4	<u>Week 5:</u> M <b>Due: Compare/Contrast Essay</b> (3 page draft); comparison balance, meaning W <b>Due: Essay 3 Compare/Contrast: <u>2 hard copies</u></b> of completed rough draft for audience response (no outside sources) F <b>Due: Essay 3 Compare/Contrast final draft with Author’s Reflection;</b> Submit to Turnitin before coming to class to avoid point deductions <b>Study:</b> <i>LSH</i> S-5 and S-6; in-class pp. Dr. De 4-5
10/7 10/9 10/11	<u>Week 6:</u> M <b>Study:</b> <i>BTTL</i> Ch. 13 pp. 533-67 and pp. 577-80 “Why the Beaver. . .” ; discuss prompt W <b>Study:</b> <i>BTTL</i> pp. 583-88, “Squirrel Power” <b>and</b> pp. 595-600, “The Ones Who Walk . . .” F <b>Study:</b> <i>LSH</i> MLA 119-69 Notice headings and read research paper; practice sentence type analysis in-class Dr. De p. 6
10/14 10/16 10/18	<u>Week 7:</u> M <b>Due: Essay 4 Cause/Effect final draft with Author’s Reflection;</b> <b>Submit to Turnitin before</b> coming to class to avoid point deduction Discuss argument and research paper topics; <i>LSH</i> S-2, S-3, P1-P3; in-class Dr. De pp. 8-10 W <b>Study:</b> <i>LSH</i> W-12 <b>and</b> <i>BTTL</i> Ch. 14 pp. 601-29 <b>and</b> pp. 635-38, “The Declaration. . .” ; discuss research topics F <b>Study:</b> pp. 649-51, “Ain’t I a Woman?” <b>and</b> pp. 659-63, “Acculturation. . .”
10/21 10/23 10/25	<u>Week 8:</u> M <b>Due:</b> Research Paper Proposal typed; discuss note taking; <b>Bring:</b> 4x6 or 5X7 cards <b>only</b> on which to take notes ( <b>no 3X5 cards</b> ) workshop W <b>Study:</b> <i>LSH</i> R-1 through R-4 <b>Quiz:</b> Sentence type analysis/punctuation F <b>Fall Break</b>
10/28 10/30 11/1	<u>Week 9:</u> Research and take notes M Library Session (Attendance required) W Library Session (Attendance required) <b>Due:</b> Library Worksheet due date 10/31 by 10:00 pm F <b>Due:</b> Works Consulted Page with 10 sources listed in proper format <b>Due:</b> 15 note cards made from 4 sources on WC page with 3 quotes only

<i>Date</i>	Assignments
11/4 11/6 11/8	<u>Week 10:</u> Research and take notes M <b>Due:</b> Minimum 20 new note cards in standard form with 4 quotes only and bring the previous 15; outline workshop W <b>Due:</b> Working Outline in proper format showing both sides of the argument <b>Bring:</b> all note cards F Outline returned; research writing and citation workshop <b>Study:</b> <i>LSH S-7 and P-5-P7</i> ; Grammar practicum: parallel structure and apostrophes; purchase a 10 X 13 envelope and bring it to class
11/11 11/13 11/15	<u>Week 11:</u> Research, take notes, and write M <b>Due:</b> 5-6 page <b>Argument Essay</b> cited with Works Cited page, revised outline that shows both sides of the argument, marked copies of sources in 10X13 envelope W Out of class writing day and conferences F Out of class writing day and conferences
11/18 11/20 11/22	<u>Week 12:</u> Revise and rewrite M Writing practicum: clarifying focus, adding support, developing content W Sentence type and punctuation practice and intro to <i>Mere Christianity</i> F <b>Due: full draft</b> (10-12) pages for audience response
11/25 11/27 11/29	<u>Week 13:</u> Revise and rewrite M <b>Due: full final draft of Research Paper in class with Author's Response and in Canvas without Author's Response;</b> must submit to Turnitin before arriving in class to avoid point deduction; report research results W Thanksgiving travel day F Thanksgiving break
12/2 12/4 12/6	<u>Week 14:</u> M Reports continue and meet in <i>Mere Christianity</i> discussion groups W <b>Read and Discuss:</b> Book I <i>Mere Christianity</i> F <b>Read and Discuss:</b> Book II <i>Mere Christianity</i>
12/9 12/11 12/13	<u>Week 15:</u> M <b>Read and Discuss:</b> Book III A (Chapters 1-6) <i>Mere Christianity</i> W <b>Read and Discuss:</b> Book III B (Chapters 7-12) <i>Mere Christianity</i> F <b>Read and Discuss:</b> Book IV <i>Mere Christianity</i>
<b>Monday, Dec. 16</b> <b>Due:</b> <i>Mere Christianity</i> Reflection <b>Final Exam (Essay): 10:30-1:00</b>	

## Grade Approximations

<i>Approximate Points</i>	<i>Description</i>
100	In class activities and participation
100	Quizzes/misc. assignments
100	Essay 2
100	Essay 3
100	Essay 4
100	Research Process
200	Research Paper
100	Book Discussion/Presentation/Quizzes/Reflection for <i>Mere Christianity</i>
100	Essay 5 Final Essay Exam
Approx. Total Points: 1,000	

## Grading Scale

93-100 A	83-87 B	73-77 C	63-67 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
88-89 B+	78-79 C+	68-69 D+	