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PLNU*forward*

Literature, Journalism, Writing, & Languages

Point Loma Nazarene University

WRI 110-10/ College Composition

Springl 2019

4 Units

Meeting days: M/W/F	**Instructor title and name:** Professor Kathryn Huff
Meeting times: 1:30-2:35pm	**Phone:** 619-672-9743
Meeting location: BAC 105A	**E-mail:** kathrynhuff@pointloma.edu
Final Exam: Monday, April 29	**Office location and hours:** BAC 118, T-TH, 2:30-3:30pm

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

I. GENERAL COURSE DESCRIPTION

COURSE DESCRIPTION⊛

This is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the process 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. All of the above will measure your level of mastery. You are in charge of your own learning and your goals for this course. This course will provide you with practical tools and processes to research, write, and communicate interesting, well-reasoned, and persuasive arguments that will equip you for success in your university work and beyond. Your success is up to you.

"*Writing about your community service is good, but I would play down the court-ordered part.*"

Prerequisite: A diagnostic exam given in the beginning of the semester will determine if you need to co-enroll in WRI 097.

ALIGNMENT OF IDEA OBJECTIVES TO GELOs, CLOs, & ASSESSMENT ⊛

At the end of the semester, you will be asked to evaluate this course on four specific learning outcomes that the LJML Composition Department has rated as essential, important components of the course. Below is a graphic that will show you what you can expect to learn and how your learning will be measured.

IDEA Course Objectives	GE Learning Outcomes (GELOs)	Course Learning Outcomes (CLOs)	Assessment of Learning
3. Learn to apply course material (to improve thinking, problem solving, and decisions). **8. Develop skill in expressing yourself orally and in writing.**	**1a.** Students will be able to effectively express ideas and information to others through written communication.	1. Apply English language conventions in various genres of academic writing.	In-class activities Learning Curve Activities 2 Research papers 2 drafted essays Oral presentations
3. Learn to apply course material (to improve thinking, problem solving, and decisions). **8. Develop skill in expressing yourself orally and in writing.**	**1a.** Students will be able to effectively express ideas and information to others through written communication. **1d.** Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.	In-class activities Scaffolded assignments Peer editing 2 research papers 2 drafted essays Rubrics Oral presentations
3. Learn to apply course material (to improve thinking, problem solving, and decisions). **8. Develop skill in expressing yourself orally and in writing.** **11. Learn to analyze and critically evaluate ideas, arguments, and points of view.**	**1a**. Students will be able to effectively express ideas and information to others through written communication. **1d.** Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	3. Evaluate and use rhetorical modes of organization to create written compositions.	Critical readings & annotations Case studies Microthemes Class discussions Précis paragraphs Reading Graphic Organizers In-class activities Multi-drafted compositions Learning Curve Activities
9. Learn how to find, evaluate, and use credible resources to explore a topic in depth. **11. Learn to analyze and critically evaluate ideas, arguments, and points of view.**	**1c.** Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources. **1d.** Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	4. Evaluate online sources of information for valid authority and expertise.	Library research assignment In-class activities: solo & group work Case studies Library research Scaffolded assignments
3. Learn to apply course material (to improve thinking, problem solving, and decisions). **9. Learn how to find, evaluate, and use credible resources to explore a topic in depth.**	**1a.** Students will be able to effectively express ideas and information to others through written communication. **1c.** Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.	5. Demonstrate knowledge and apply correct documentation formats to cite research in written compositions.	Research notes Library research assignment Case studies In-class activities: solo & group work 2 research papers Learning Curve Activities
9. Learn how to find, evaluate, and use credible resources to explore a topic in depth. **11. Learn to analyze and critically evaluate ideas, arguments, and points of view.**	**1c.** Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources. 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	6. Analyze arguments and texts to determine point-of-view, differing perspectives, tone, purpose, audience, logic, and theme in order to reflect, synthesize, and create written arguments in response to the texts analyzed.	Critical readings & annotations Case studies Library research Microthemes Class discussions In-class activities Précis paragraphs

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Hacker, Diana, and Nancy Sommers. *A Writer's Reference.* 9th ed. Bedford/St. Martins, 2018. [*WR*]
2. LaunchPad External Account (the online component of *A Writer's Reference*). This resource is required, and it should be purchased as a bundled package with *A Writer's Reference*. Optional: If you already have *Writer's Reference*, you may buy LaunchPad separately with the textbook or separately. If you buy it separately, you can buy directly in our Canvas course or direct from MacMillan. Approximate cost is $40 ($20 if purchased through Amazon).
3. Handouts/Supplemental Readings
4. Canvas Course: https://www.canvas.pointloma.edu.
5. Physical notebook with college-ruled composition paper; laptop; printer.
6. Expect to spend approximately $20.00 on printing costs.

II. POLICIES & PROCEDURES

ASSESSMENT AND GRADING⊛

Assignments are aligned to institution, program, and course learning outcomes. Evaluation is based on various criteria: rubrics, quizzes, formative assessment, and summative assessment.

Assignment distribution by percentage:		Grade scale:	
• Drafted Papers	70%		
• Final Exam	10%	A=93-100	C=73-76
• Homework	5%	A-=90-92	C-=70-72
• LaunchPad Activities	10%	B+=87-89	D+=67-69
• Attendance, in-class activities, participation	5%	B=83-86	D=63-66
		B-=80-82	D-=60-62
		C+=77-79	F=0-59

ASSIGNMENTS

Homework, readings, discussion, and in-class writing assignments are 100% required. You must be prepared to discuss reading assignments on the day they are due, participate in respectful and lively discussions, and write your very best each and every day. Be prepared to read assigned texts closely, share your ideas with the class, and ask questions of your peers and your instructor. Examples include but are not limited to in-class writing exercises, LaunchPad activities, E-portfolio editing log, NoteGO (Note Graphic Organizer), peer review worksheets, readings, and research process assignments.

Essay Assignments:
Essay 1 – 1/9 -- Diagnostic (Personal essay, 1000-1600 words, written in class)
Essay 2 – 1/25 – Literacy Narrative, MLA (LN—Personal essay, Descriptive/Example, 3-4 pages)
Essay 3 – 2/8 – Literary Analysis Paper, MLA (LAP—Formal essay, Compare/Contrast, 4-5 pages)
Essay 4 – 2/22 –Position Paper, MLA (PP—Formal essay, Cause/Effect, 5-6 pages)
Essay 5— 4/10—Research Paper, APA (Formal essay, 10-12 pages of text, minimum 8 scholarly sources)
Essay 6 – 4/29—Final Essay Exam, MLA, (Personal essay, 1000-1600 words, with sources and Works Cited)

➢ **Paper Format:** LN, LAP, and PP will be MLA Style; PSP will be APA style; all assignments typed and printed in black ink on 8.5x11 white paper; 12-point Times New Roman font; 1" margins; no title pages for MLA; title page for APA; all pages numbered and stapled together before class. *WR* and *owl.purdue.edu* for style, grammar, format, and citation guidelines.
➢ **Assessment:** Drafted papers (Essays 2-5) are high-stake summative assignments and will be assessed with assignment-specific rubrics that will be provided with assignment instructions.

LATE ASSIGNMENTS

Absence from class does not excuse the lateness of an assignment, and emails requesting extensions will not be answered. You must still submit your work by the due date even if you are not in class on that day. **LATE WORK WILL NOT BE ACCEPTED**. Extensions may be granted in the case of a documented emergency.

SUPPORT

You may count on my expertise and support to help you meet your learning goals. However, I cannot support lack of planning or effort. Neither can I think for you. If you need assistance or feedback on any aspect of the course that is not addressed in class, I will be happy to meet with you before or after class to discuss your concerns and needs and to provide guidance and feedback. If you desire a longer session, you may drop in during office hours or schedule an appointment. For additional support, you are strongly encouraged to consult Tutorial Services or any of Ryan Library's librarians.

STUDENT CONDUCT

As a valued member of a community of learners, you have an obligation to be responsible and respectful to classmates and the instructor and to ensure that the exercise of your freedom of expression does not impinge on the rights of others in their quest for learning. In addition, you must acknowledge the responsibility of the professor to create and preserve an environment conducive to the learning of all students. The instructor has the responsibility and authority to maintain appropriate student behavior. The instructor is responsible for maintaining standards of academic performance established for this course.

STUDENT ATHLETES

Any student athlete who is going to miss a class due to team obligations must speak with me and present official documentation by the end of Week 2 or as soon as the game schedule is posted. These absences will be excused, but assignments must still be submitted on or before their scheduled due dates.

ABSENCES

In the event of absence for ANY reason, you are responsible for ANY information or class content missed. It is your responsibility to consult Canvas or to contact a classmate for any missed handouts, notes, or content for the session missed. Do not email me with any non-excused requests for missed content or extensions on assignment due dates. A courtesy email to notify me of your absence is appreciated but not required.

PEER REVIEW GROUPS

You must bring three copies of the first drafts of your essays on the dates due. If you do not have a first draft for your peer review group, you must still attend class and participate in reading and responding to your peers' essays; failure to provide copies of your first draft to your group or to complete reviews for your peers will count against you (not against your peers) as missed homework.

CANVAS

It is your responsibility to check your Canvas account often for announcements, course material, forms, handouts, videos, postings, and messages. This is the primary way outside of class to access course materials, submit assignments, and communicate with each other. **NOTE: The Canvas grade book calculates based on currently graded assignments. You should not rely on it as an accurate reflection of your grade. See me if you have questions about this.**

➢ **LAUNCHPAD**

Throughout the course you will read assigned sections of *A Writer's Reference* and complete corresponding activities in the online component of the textbook. To ensure that you earn points, it is your responsibility to make sure you have paid for the access code and that you access the activities directly within the WRI 110-10 Canvas. Do not use a free account or bypass Canvas. Complete instructions can be found in the Student Resources Module in our Canvas course and on page 7 of this syllabus.

ELECTRONIC DEVICES

Please bring your laptop or mobile word processor to class. You will need it for some but not all in-class activities. BUT, until I give direction for use, all electronic devices must be silenced or turned off and put away before the start of class. If during class you are seen texting, tweeting, checking email or Facebook, listening to music, or conducting any activity not related to the class activity at the moment, I will mark you absent for that day. Unauthorized use of technology is not the place for the classroom. There will be times when you will be allowed to use technology, and these will be announced ahead of time.

COMPUTER OR PRINTER PROBLEMS

Problems with technology happen. However, you should always back up your files. If your computer crashes and you are unable to produce a copy of your work by the beginning of class, your paper will be late. Do not leave printing your assignments until right before class. If your printer breaks and you are unable to produce a hard copy of your work at the beginning of class, you must still upload it to Canvas. An electronic submission will not take the place of a hard copy. You must produce a hard copy and deliver it to me in class no later than the next session.

COMMITMENT TO DIVERSITY AND NON-DISCRIMINATION

This classroom will be a safe environment that is 100% free of discriminatory acts and bias. Cultural sensitivity will be strongly encouraged as you grow as contributors to the academic conversation and to the conversations in your life beyond the university. We will at all times practice the stated Core Values for PLNU:
- A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world.
- It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us.
- Diversity not only enriches the educational endeavor, it is critical to it.
- Reporting Discrimination & Bias Incidents: If you witness or experience an incident that could be considered unfair, biased, or discriminatory, please contact the Chief Diversity Officer, Dr. Jeffrey Carr, at diversity@pointloma.edu, (619) 849-2484, or by visiting Room 306 in Nicholson Commons. You can also use the main institutional reporting form to advise us of the incident.

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 ⊗

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⊗

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⊗

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information. If you have a disability, I will be glad to meet accessibility concerns. If you experience any difficulty with accessibility or accommodations, notify me in writing immediately and detail the concern and what your needs are. I will work with you to find a reasonable solution on which we both agree. Please see the Student Handbook for procedures.

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 (3 class periods), the faculty member can file a written report, which may result in de-enrollment. If the absences exceed 20 percent (6 class periods), 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.

PLNU provides a foundational course of study in the liberal arts informed by the

life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan

tradition, the curriculum equips students with a broad range of knowledge and skills

within and across disciplines to enrich major study, lifelong

learning, and vocational service as Christ-like participants in the world's

diverse societies and cultures.

LAUNCHPAD INSTRUCTIONS

Your online course is open for student registration. Follow these steps to get started. If you need additional guidance, consult the support site, especially the system requirements that list recommended browsers.

Go to http://www.macmillanhighered.com/launchpad/writersref9e/8872500

Bookmark the page to make it easy to return to (although note that the URL will look different due to security measures).

Enroll in this course using one of the following options:

If you have an access code, select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.

If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.

If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your LaunchPad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.

If you have problems registering, purchasing, or logging in, please contact Customer Support.

You can reach a representative 7 days a week:

- through the online form
- by chat
- by phone at (800) 936-6899

Instructor: Kathryn Huff   **Email: kathrynhuff@pointloma.edu   Cell: 619-672-9743**
Dates/Time: MWF: 1:30-2:35pm   Location: BAC 105A

TENTATIVE COURSE SCHEDULE AND ASSIGNMENTS* All readings and assignments are due by the start of class on the due date. [*Instructor reserves the right to make changes as needed.]

Week	CLASS CONTENT	READING & WRITING ASSIGNMENTS (ASSIGNMENTS DUE on DATES LISTED BELOW)
Language & Identity		
Week 1 1/7-1/11	**T:** 1st day of class—Course Introduction & Expectations; GO handout **W:** Diagnostic Essay **F:** GO Groups; LN Handout; LN Thesis/brainstorming	➢ Due 1/11: o **Canvas--Read GO1: "**How Does Our Language Shape the Way We Think?" **Write:** GO1 o **Canvas—Read GO2:** "Writing Like a White Guy" **Write:** GO2
Week 2 1/14-1/18	**M:** *WR C;* LN work **W:** LN self- editing **F:** Poetry Packet; GO Groups	➢ Due 1/14: o **Read:** *WR C & B* ➢ Due 1/16: o **DUE: LN 1st Draft. Upload + 4 copies** ➢ 1/18: o **Read:** *WR Tab A1*, pp. 57-70; Poetry Packet o **Write:** GO for assigned poem o **LaunchPad:** Diagnostic Pre-tests—Grammar, Sentence, Reading
Language & Literature		
Week 3 1/21-1/25	**M: NO CLASS—MLK Day** **W:** LN Peer Review Groups **F:** Bring laptops; LN E-Portfolio Editing Log/Reflection; LAP Handout	➢ 1/23: o **LearningCurve** o **Read:** LN Peer Essays o **Write:** LN Peer Review Forms—Upload + paper copies ➢ 1/25: o **DUE: LN 2nd Draft—Upload + 1 paper packet**
Week 4 1/28-2/1	**M:** Word Choice in Literature; MLA manuscript format; incorporating sources via ICE **W:** GO Groups; LAP work **F:** LAP self-editing	➢ 1/28: o **Read:** *WR Tab W* & *MLA* o **LearningCurve & LaunchPad** ➢ 1/30: o **Read:** GO—Language & Writing ➢ 2/1: o **DUE: LAP 1st Draft—Upload + 4 copies**

Language & Correctness		

Week 5
2/4-2/8
	M: LAP Peer Review Groups
	W: GO groups
	F: Bring laptops; LAP E-Portfolio Editing Log/Reflection; PP Handout
		➢ 2/4:
		    o **Read:** LAP Peer Essays
		    o **Write:** LAP Peer Review Forms—Upload + paper copies
		    o **Read:** *WR MLA 4-5; WR G1-3*
		    o **LearningCurve**
		➢ 2/6:
		    o **Read & Write:** GO—Language & Correctness
		➢ 2/8:
		    o **DUE: LAP 2ⁿᵈ Draft—Upload + 1 packet**

Week 6
2/11-2/15
	M: PP Activities, Persuasive Argument in Literature; Logical Fallacies
	
	W: Bring laptops; MLA formatting
	F: PP Self editing & Individual Conferences
		➢ 2/11
		    o **Read & Write:** GO—Language & Gender, Race, & Politics
		    o **Read:** *WR A3*, pp. 78-86
		    o **LearningCurve**
		➢ 2/15
		    o **DUE: PP 1ˢᵗ Draft—Upload + 4 copies**

Week 7
2/18-2/22
	M: PP Peer Review Groups; reading scholarly writing; taking notes
	W: Reading scholarly writing
	F: Bring laptops; PP Editing Log/Reflection PSP Handout; Selecting a focused topic
		➢ 2/18
		    o **Read:** PP Peer Essays
		    o **Write:** PP Peer Review Forms—Upload + paper copies
		➢ 2/20:
		    o **Read:** *WR G4-6*
		    o **LearningCurve**
		➢ 2/22
		    o **DUE: PP 2nd Draft**—Upload + 1 packet

Language & Power: Academic Research Writing		

Week 8
2/25-3/1
	M: PSP Brainstorming; Note-taking/Plagiarism; PSP Topic Signups
	W: CLASS MEETS IN LIBRARY
	F: CLASS MEETS IN LIBRARY
		➢ 2/25:
		    o **Read & Write:** GO--*WR R*
		➢ 2/27:
		    o **Read:** *WR P1-5*
		    o **LearningCurve**
		➢ 3/1:
		    o **Read:** *WR P6-10*
		    o **LearningCurve**
		    o **Library Assignment Due on Canvas in Library Instruction Module Course**

Week 9
3/4-3/8
	M: NO CLASS—SPRING BREAK
	W: NO CLASS—SPRING BREAK
	F: NO CLASS—SPRING BREAK
		➢ 3/4: **Read:** *APA 1-5*
		    o **LearningCurve**
		➢ 3/6: **Read:** *WR S1-4*
		    o **LearningCurve**
		➢ 3/8: **Read:** *WR S5-7*
		    o **LearningCurve**

Week 10 **3/11-3/15**	**M:** PSP Work; APA Style **W:** PSP Field Research Method design **F:** PSP Lit. Rev. Peer Review Groups	➢ 3/11 o **DUE:** All PSP notes + copies of sources—submit paper copies ➢ 3/15: **DUE: PSP Literature Review & References—Upload + 4 copies**
Week 11 **3/18-3/22**	**M:** Bring laptops; PSP Work **W:** Bring laptops; PSP Work—Formatting the PSP APA manuscript **F:** Bring laptops; PSP Work	➢ 3/20 **Write: PSP Field Research Method & Results—Upload + 4 copies**

Week 12 3/25-3/29	**M:** Individual Conferences & Work on PSP **W:** Individual Conferences & Work on PSP **F:** Individual Conferences & Work on PSP	➢ **3/25: DUE: PSP 1st Draft**
Week 13 4/1-4/5	**M:** PSP Peer Review Groups **W:** **F:**	➢ 4/1: o **Write:** PSP Peer Review Forms—Upload + paper copies
Language & You		
Week 14 4/8-4/12	**M:** **W:** Bring laptops; PSP Editing Log/Reflection **F:** PSP Presentations	➢ 4/10: o **DUE: PSP 2rd Draft—Upload + 1 PSP packet** ➢ 4/12: o PSP Presentations
Week 15 4/15-4/19	**M:** PSP Presentations **W:** PSP Presentations **F: NO CLASS—EASTER RECESS**	➢ 4/15: o PSP Presentations ➢ 4/17: o PSP Presentations
Week 16 4/22-4/26	**M: NO CLASS—EASTER RECESS** **W:** PSP Presentations; Final reading packet **F:** Bring laptops; GO Groups; Final Exam Review; E-portfolio Cover letter	➢ 4/24: o PSP Presentations ➢ 4/26: o **Read:** Final Reading Packet o **Write:** GO for each article o **E-portfolio** o **LaunchPad** Post-test diagnostic tests
Week 17 4/29	**M: Final Exam, location and time TBD**	