
Instructor:	Prof. Courtney Lund O'Neil	Class Location:	RLC. Room 104
Course Number:	WRIT 110 - 11		
Meeting Days & Times:	M/W/F, 1:30 p.m. to 2:35 p.m.	Office Hours:	M/W 12:30-1:30
Email:	clund1@pointloma.edu		by appointment

WRITING 110: COLLEGE COMPOSITION

“You can make anything by writing.”
— C.S. Lewis

University Mission Statement

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.

Goals

The Department of Literature, Journalism, Writing & Languages (LJWL): The Department provides you with the knowledge, skills, and experience necessary to create, understand, and interpret written expressions of the human experience in English and other world languages.

Course Description: Writing is a skill that can be practiced and improved. In this course, students will learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students will engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students will also craft arguments of their own based on their research on the art and craft of writing. This course offers to each participant the opportunity to:

-  examine, develop, and demonstrate the student's own writing processes
-  interpret and apply the writing practices and characteristics of a variety of course communities and genres
-  assess the audience, message, and purpose of various rhetorical situations
-  construct an argument supported by specific evidence combined with critical thinking skills

Class Goals: Throughout the course you will be reading various texts about writing and writing in an array of different styles. By the end of the semester you should be comfortable forming opinions and arguments, analyzing and creating a dialogue around various texts, be skilled at self-proofing your writing, and learn to recognize illogical arguments and trivial sentences. My goal for the semester is to have you leave the class as better writers, editors, and thinkers.

REQUIRED TEXTS

Graff, Gerald, and Cathy Birkenstein. *“They Say / I Say”: The Moves That Matter in Academic Writing*. 3rd ed. W.W. Norton & Company, 2015. (TSIS)

Lunsford, Andrea. *The St. Martin’s Handbook*, 8th ed., Bedford/St. Martin’s, 2015. (SMH)

(Be sure to purchase the version with the 2016 MLA updates in it.)

PREREQUISITE SKILLS

Every student should have a functional level of skill using a computer with keyboarding skills. Your experience should include Internet access, word processing skills incorporating use of a spell-checker, grammar checker, and thesaurus. **It is imperative that you have access to a printer.** In the event your personal computer equipment is not sufficiently equipped to handle the demands of this course, my expectation is that you will familiarize yourself with the computer labs on campus.

REQUIREMENTS AND COURSE GROUND RULES

(1) TIME COMMITMENT

This is a writing intensive course! You need to allot time in your schedule to write something every day. Some writing assignments will be small (one page) while others will be greatly expanded requiring time for research, reflection, and refining. You will receive instruction and assistance during the semester to accomplish a high level of competence in your writing as long as you are willing to work toward that goal as well.

(2) CLASS ATTENDANCE AND PARTICIPATION

Attendance for this class is imperative because of the in-class activities. Each session provides unique opportunities for learning that cannot be replicated outside the classroom. Punctuality is also important for the same reason. You should plan to arrive on time and not leave until the class is over. *You are expected to participate in each class.* **Participation is worth 10% of your final grade.**

Two absences will significantly lower your grade (your final grade will drop by 10%, for every two unexcused absences). Three lates will count as one absence. Try and make it to every class. Excused absences will only be considered if they include a doctor’s note.

Special Note: If a serious problem occurs during the term because of work, health, or family issues, please email me ASAP.

(3) ASSIGNMENT DEADLINES

Assignment due dates must be taken seriously and turned in on time. Assignments will be posted in class and/or through email. **Check your PLNU email regularly.** Late materials will not be accepted.

(4) **QUALITY STANDARDS FOR WRITTEN ASSIGNMENTS**

You are required to keep a journal for this course. A simple composition notebook will do. I will be checking this throughout the semester. **Assignments that are submitted for a grade must be computer generated.** Handwritten assignments are not acceptable unless it is completed in-class. Always format each paper with your name, my name, the date, and class on the top left hand side. Times New Roman. Size 12 font. Double-spaced.

(5) **EVALUATION OF YOUR PERFORMANCE/GRADE DISTRIBUTION**

Assignment Description	Percentage
Class Participation/Quizzes/Journal	15
Assignments/Writing Reflections	10
Narrative Essay	10
Opinion Essay	5
Cover Letter	5
Argument Essay	15
Research Paper/Packet	30
Final	10
TOTAL	100

Details of each assignment will be distributed and discussed during the semester.

(6) **FINAL GRADE DEFINITIONS AND CRITERIA**

I do not give grades; you *earn* them. Grades only show you the points and percentages that you earn during the semester. The following narrative definitions apply to clarify understanding of your performance.

Grade and Percentage Points	Performance Description
A = 95 to 100% A- = 90 to 94% <i>Your work is an example for others.</i>	Clearly stands out as excellent performance. Has unusually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.
B = 85 to 89% B- = 80 to 84% <i>High quality of performance—solid work.</i>	Grasps subject matter at a level considered good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.
C = 75 to 79% C- = 70 to 74% <i>Represents average work. You have met the deadlines and requirements.</i>	Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.
D = 65 to 69% D- = 60 to 64%	Quality and quantity of work in and out of class is below average and barely acceptable. Work reflects minimum grasp of subject

<i>Your work is passing by a slim margin.</i>	matter and/or commitment to mastery of course topics.
F = 59% and below <i>Your work does not qualify you to move to the next level.</i>	Quantity and quality of work in and out of class is unacceptable. No academic credit.
I = course assignments or other obligations not completed	An incomplete (I) grade is sanctioned only when it is impossible for the student to complete the course because of illness or other justifiable cause and must be discussed with the instructor in advance. The student must have acceptable grades at the time the request is made.

(7) INDIVIDUAL ASSISTANCE

We will be holding individual conferences throughout the semester, which are mandatory. I'll let you know when these will occur. Additional help from me is available during the semester. As well, we also have a tutorial center that is free for all.

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.

NOTE: 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.

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.

(8) ACADEMIC INTEGRITY

During class, you are expected to behave in a manner that reflects Christian values and morals. Involvement in (1) cheating, (2) fabrication, (3) facilitation of academic dishonesty, or (4) plagiarism during the term of this course will result in your receiving a grade of "F".

Plagiarism includes any form of the following:

-  Allowing others to prepare work for you
-  Representing the words, ideas or work of another as one's own in any work
-  Fabricating information in an academic exercise
-  Receiving content information about quizzes or exams from others
-  Copying from another student or using unauthorized materials during a quiz or exam
-  Helping or attempting to help another student commit an act of academic dishonesty

If you are found guilty of academic dishonesty, you will receive a zero on the assignment, and further disciplinary action may be taken. In addition, your behavior will be reported to the appropriate university officials for further disciplinary action. For more information about university policies regarding academic integrity refer to your PLNU Policy Booklet on *Academic Policies*.

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.

(9) CLASSROOM COURTESY

There is no technology allowed in the classroom. Cell phones, laptops, and tablets must be put away. Texting, Instagram, Snapchat, Facebook, Twitter, and et cetera can wait. 😊

(10) ASSIGNMENTS AND EMAIL

Email must be checked daily. I will often give you detailed homework assignments over email, so be on the lookout. Email must be written in professional style and tone.

(11) CLOSING STATEMENTS

All in all, writing is something that should be fun. My goal for each of you is to leave this class as better writers, thinkers, and editors. I hope the skills and practice you gain in this class will help you for the rest of your academic careers.

Course Schedule
Writing 110
Spring 2018
Professor Courtney Lund O'Neil

Please Note ALL readings and assignment details will be discussed and assigned in class.
Please pay attention to in-class instructions.

Week One (1/9-1/12):

T: Introductions. Syllabus.

W: Discuss Expectations for college writing. Powerwriting. How to write a proper email. HW:
Write Proper email, bring books and composition books to check. Read: SMH 13-22.

F: Writing Assessment. HW: Exercise 1.1, p. 16 SMH, Joan Didion essay

Week Two (1/15-1/19):

M: MLK DAY - No Class.

W: What makes good writing? The writing that doesn't bore. The writing you cannot put down.
Rhetoric & Social Media. Interview for Writer's Profile. HW: Type Writer's Profile,
Exercise 2.3, p. 32 SMH, Read: 24-39 SMH

F: Discussion on Rhetoric and intended audiences. HW: Writing Reflection #1. Abstract Vs.
Concrete worksheet. Read: SMH 353-373

Week Three (1/22-1/26):

M: Introduce Narrative Essay. TED talk on story. Discuss elements of craft. HW: 50 Things
About Me.

W: Roundtable discussion. Powerwrite on Narrative Essay Topic. Digging up the truth. HW:
Read Narrative Essays (will send in email)

F: Begin the Narrative Essay. What kind of stories matter? How do we write compelling
narratives for our readers? What are the takeaways? HW: Narrative Essay Draft #1 due
next Weds. Read: SMH 64-93

Week Four (1/29-2/2) *Spiritual Renewal Week:*

M: Editing Workshop. What makes up a successful edit? What is the difference between peer
editing and self-editing? Macro + Micro Edits. Line edits, structure, etc. HW: Continue
working on Draft #1.

W: Group Edit Draft #1 HW: Self-edit Draft #1, Write Draft #2

F: The Reader's Backpack Activity. Turn in Draft #2 HW: Continue onto Draft #3 Read: SMH
94-117

Week Five (2/5-2/9):

M: Go over common mistakes. Grammar. Rules of proper writing. Voice. Tone. Message.
Emotional Truth. Edit Draft #3 HW: Self-edit Draft #3, Write Draft #4 Read: SMH 118-122

W: Edits, Meet with me. HW: Draft #5 and Final Narrative Packets due on Mon.
F: Continue Final Edits. HW: Continue to finalize Narrative Essay/Packets. Writing Reflection #2 also due on Monday. Read: TSIS 19-29

Week Six (2/12-2/16):

M: Final Narrative Essay Packets Due. TED Talks on Creativity and the Classroom. HW: Read: TSIS 30-41

W: Opinion Essay. MLA Lesson. HW: Draft #1. Read: SMH 402-450

F: Edit Draft #1 HW: Draft #2. Read: SMH 685-728

Week Seven (2/19-2/23):

M: Discuss punctuation and grammar. What is our Voice and how do we maintain it in an academic setting? Edit Draft #3. HW: Final Opinion Packet due Weds. Read: SMH: 160-188, TSIS 163-166

W: Introduce the Argument Essay and the steps. Mock Argument. HW: Read example argument TBD, pick topic from list of topics. Argument outline. Read: SMH 124-139

F: Roundtable pitches. Edit Outlines. HW: Draft #1 Read: SMH 567-624

Week Eight (2/26-3/2):

M: Edit Draft #1. Discuss Grammar. HW: Draft #2. Read TSIS 68-77, 92-104

W: Edit Draft #2, meet with me. Go over opening hooks.

F: In-class writing assignment. HW: Draft #3, Final Packet due in one week. Read: TSIS 129-138, complete exercise #2, Read: SMH 626-635

Week Nine (3/5-3/9): NO CLASSES, SPRING BREAK

Week Ten (3/12-3/16):

M: Discuss Metacommentary. Edit Draft #3. HW: Final Argument Essay Packet with Draft #4. Writing Reflection #3, Read: TSIS 42-54 **Tentatively choose research topic to research in library.

W: Meet in Library

F: Meet in Library

Week Eleven (3/19-3/23):

M: Maintaining Academic Voice. Reflect on what we have learned thus far this semester. HW: Read: TSIS 30-41, complete exercise #2

W: Writing Outdoors. HW: List your dream jobs

F: Discuss Importance of writing a professional cover letter. HW: Write a cover letter to your dream job. Read: Cover letter examples (will email)

Week Twelve (3/26-3/30):

M: Edit Cover Letters. HW: Final Cover Letters

W: Class canceled. Research for Research Paper.

F: Class canceled. Research, continued. Read: TSIS 202-220, HW: Think about topic ideas for Research Paper

Week Thirteen (4/2-4/6):

M: Introduce how to write the Research Paper. What are the steps? HW: Finalize Topic. Complete “So What? Who Cares?” assignment, bring them to conferences. Read: SMH 190-198, TSIS 92-100

W/F: **CONFERENCES!** 😊

Week Fourteen (4/9-4/13):

M: “So what? Who cares?” assignment discussion. HW: Rewrite thesis statements. Write a paragraph about why your topic has a global importance to its audience. Read: SMH 200-211

W: Pitch thesis statements for peer feedback. Discuss the art of quoting others. The importance of early editing. HW: Research Bundle (due Wed.) and notecards (due Fri.). Read: SMH 212-240

F: Edit and go over Research Bundle in class. Discuss structure, transitions and the flow of ideas. HW: Long Outline. Read: SMH 241-250.

Week Fifteen (4/16-4/20):

M: Edit long outline in class. Focus on transitions, organization, hook, and thesis. Full Draft #1 due Mon. Read: SMH 250-260.

W: Full Draft #1 Due. Micro Edits in class. Self-Edits at home. HW: New draft for Weds.

F: Full Draft #2 Due. Macro Edits in class. HW: Self-edits at home, final packet, reflection #4. Work on Presentations.

Week Sixteen (4/23-4/27):

M: Presentations

W: Presentations

F: Final Research Packets Due. Writing Reflection #4 Due. Final journal check. Class party!

Week Seventeen (4/30-5/4):

Finals Week. **FINAL: Time and Location TBA.**

Have a great summer break!

**Syllabus is subject to change without notice.*