

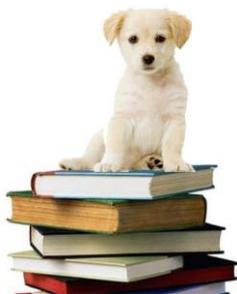
# WRI 1010: COLLEGE COMPOSITION

Section 11 (4 units)  
MWF 2:45-3:55 PM  
BAC 105A

**Instructor:** Ashley Nguyen  
[anguyen@pointloma.edu](mailto:anguyen@pointloma.edu)

**Office hours:** Mondays 1:30-2:30 PM and by appt. in BAC 125. Zoom is also an option!

**Final Exam: Friday, Dec. 17<sup>th</sup> from 1:30-4:00 PM**



### 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.

### Foundational Explorations Mission

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 culture.

### Foundational Explorations Learning Outcomes (FELO)

*Context #1: Learning, Informed by our Faith in Christ*

**ILO\* #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.**

FELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.

FELO 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.

FELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

FELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

### Course Learning Outcomes

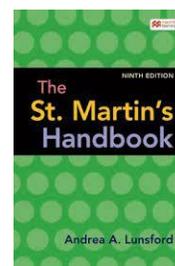
Students will:

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.

**Course Description:** The purpose of this course is to enable the student 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.

**Canvas:** Please check Canvas regularly, as the course materials are subject to change at any time. The Canvas site for this class can be reached through [canvas.pointloma.edu](https://canvas.pointloma.edu). If you need support, email [oit@pointloma.edu](mailto:oit@pointloma.edu).

**Course Materials:** We will be using *The St. Martin's Handbook* (9e) and *Back to the Lake* (4e) in this class. Please reach out to me if you have trouble obtaining copies.



**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 free writes, read the assigned texts, participate in discussions in varying forms, and take administered quizzes.

**Essay Assignments:**

**Introductory Essay:** 1000-1600 words written in class

**Unit One** (200 pts): Narrative/Example Essay 2 (no outside sources)

**Unit Two** (200 pts): Argument Essay 3 (no outside sources)

**Unit Three** (200 pts): Cause/Effect Essay 4 with citations and Works Cited

**Unit Four** (300 pts): Research Essay (10-12 pages of text, not including Works Cited) with Creative Project presentation

**Final Essay Exam** (100 pts): **Friday, Dec. 17 at 1:30-4:00 PM** in person

**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 Educational Access Center (EAC), 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 EAC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**LJWL Department Policy on Plagiarism:** The Department of Literature, Writing, and 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.** Writing that has been edited and rewritten by **anyone** but the student in the class is considered to be plagiarized as well. **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.

**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.

**Grade Breakdown by Points**

A: 1000-940; A-: 939-900;  
 B+: 899-870; B: 869-830; B-: 829-800;  
 C+: 799-770; C: 769-730; C-: 729-700;  
 D+: 699-670; D: 669-630; D-: 629-600;  
 F: 599 and below.

**Writers' Studio:** SAT, ACT, and/or diagnostic essay scores reveal levels of competency in writing, thinking, and communication skills on the college entry level. The diagnostic exam results and your professor's discretion will determine whether or not you will benefit most by enrolling in WRI 0097 which is a writing skills tutorial held in the Writers' Studio. If your score qualifies you to enroll in WRI 0097, 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. It is not a study hall and the tutors do not assign work. Students who work in the Studio benefit greatly from their time spent working alongside a pedagogically trained fellow writer. The fee for the Studio, WRI 0097, 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 0097 will result in a failing grade in WRI 1010 and re-entry into the Studio the following semester to complete 10 sessions.

**Email:** Please use email to stay in contact with me outside of class. *If other circumstances interfere this course, contact me as early as possible and we will find a way to work with your situation to ensure that you still succeed in this class.*

**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.

**Tentative Course Schedule\***

Please have the readings/assignments completed by the date on which it is listed. For example, chapter 4 of *The St. Martin's Handbook* should be read before class on September 13<sup>th</sup>.

\*The course schedule is subject to revision at any time at the discretion of the instructor.

*BttL* stands for *Back to the Lake*, and *SMH* stands for *The St. Martin's Handbook*. (C) indicates that the reading will be posted on Canvas.

<b>Week</b>	<b>Mondays</b>	<b>Wednesdays</b>	<b>Fridays</b>
<b>1</b>	<b>*Tues, Aug 31<sup>st</sup></b> Welcome to WRI 1010!	<b>Sept 1<sup>st</sup></b>	<b>Sept 3<sup>rd</sup></b> <b>Write Essay 1</b> (in class)
<b>2</b>	<b>Sept 6<sup>th</sup></b> <b>Labor Day; no class!</b>	<b>Sept 8<sup>th</sup></b> Read <i>BttL</i> Chapter 7 (113-129) and Kurt Streeter's "Have a Caltastic Day!"	<b>Sept 10<sup>th</sup></b> Annotate essay prompt
<b>3</b>	<b>Sept 13<sup>th</sup></b> Read <i>SMH</i> Chapter 4 Submit <i>Drafting Plan</i>	<b>Sept 15<sup>th</sup></b> Read <i>SMH</i> Chapter 6b and <i>BttL</i> Chapter 7 (130)	<b>Sept 17<sup>th</sup></b> Prepare full draft for <i>Peer Review</i>
<b>4</b>	<b>Sept 20<sup>th</sup></b> Read <i>SMH</i> Chapter 6a, 6c-6f Submit <i>Revision Plan</i>	<b>Sept 22<sup>nd</sup></b>	<b>Sept 24<sup>th</sup></b> <b>Submit Narrative Essay</b> <i>Author's Reflection</i> (in class)
<b>5</b>	<b>Sept 27<sup>th</sup></b> Read <i>BttL</i> Chapter 15 (599-601) and Christine Yared's "Don't Let My Classmates' Deaths Be In Vain"	<b>Sept 29<sup>th</sup></b> Read <i>BttL</i> Chapter 15 (667-681)	<b>Oct 1</b> Annotate next essay prompt Read <i>BttL</i> Chapter 15 (602-619)
<b>6</b>	<b>Oct 4<sup>th</sup></b> Submit <i>Drafting Plan</i>	<b>Oct 6<sup>th</sup></b>	<b>Oct 8<sup>th</sup></b> Prepare full draft for <i>Peer Review</i>
<b>7</b>	<b>Oct 11<sup>th</sup></b> Submit <i>Revision Plan</i>	<b>Oct 13<sup>th</sup></b>	<b>Oct 15<sup>th</sup></b> <b>Submit Argument Essay</b> <i>Author's Reflection</i> (in class)
<b>8</b>	<b>Oct 18<sup>th</sup></b> Read <i>BttL</i> Chapter 14 and Paula T. Kelso's "Behind the Curtain"	<b>Oct 20<sup>th</sup></b> Read Mary Ellen Hannibal's "Why the Beaver Should Thank the Wolf"	<b>Oct 22<sup>nd</sup></b> Annotate next essay prompt
<b>9</b>	<b>Oct 25<sup>th</sup></b> Submit <i>Drafting Plan</i>	<b>Oct 27<sup>th</sup></b>	<b>Oct 29<sup>th</sup></b> Prepare full draft for <i>Peer Review</i>
<b>10</b>	<b>Nov 1<sup>st</sup></b> Submit <i>Revision Plan</i>	<b>Nov 3<sup>rd</sup></b>	<b>Nov 5<sup>th</sup></b> <b>Submit Cause and Effect Essay</b> <i>Author's Reflection</i> (in class)
<b>11</b>	<b>Nov 8<sup>th</sup></b> Read <i>SMH</i> Chapter 12 and 13	<b>Nov 10<sup>th</sup></b> Annotate next essay prompt and Annotated Bibliography prompt Read <i>SMH</i> Chapter 14 and 15	<b>Nov 12<sup>th</sup></b> Read <i>SMH</i> Chapter 16 and 18
<b>12</b>	<b>Nov 15<sup>th</sup></b> Submit <i>Annotated Bibliography</i> Submit <i>Drafting Plan</i>	<b>Nov 17<sup>th</sup></b> Read <i>SMH</i> Chapter 17	<b>Nov 19<sup>th</sup></b> Prepare full draft for <i>Peer Review</i>
<b>13</b>	<b>Nov 22<sup>nd</sup></b> Conferences; no class! Submit <i>Revision Plan</i> Annotate <i>Creative Project</i> prompt	<b>Nov 24<sup>th</sup></b> <b>Thanksgiving; no class!</b>	<b>Nov 26<sup>th</sup></b> <b>Thanksgiving; no class!</b>
<b>14</b>	<b>Nov 29<sup>th</sup></b> Conferences; no class!	<b>Dec 1<sup>st</sup></b> Conferences; no class!	<b>Dec 3<sup>rd</sup></b> <b>Submit Research Essay</b> <i>Author's Reflection</i> (in class)
<b>15</b>	<b>Dec 6<sup>th</sup></b> <b>Submit Creative Project</b> Presentations!	<b>Dec 8<sup>th</sup></b> Presentations!	<b>Dec 10<sup>th</sup></b> Presentations!
<b>16</b>	<b>Dec 13<sup>th</sup></b> <b>Finals week</b>	<b>Dec 15<sup>th</sup></b> <b>Finals week</b>	<b>Dec. 17<sup>th</sup></b> <b>FINAL EXAM (1:30-4:00 PM)</b>