

**COLLEGE COMPOSITION: WRITING AND RESEARCH**  
**WRITING 1010**  
**SYLLABUS**



Nina Evarkiou

Office: BAC 117

4 credits

Class Hours: Section 3, MWF 8:30 – 9:35am, 105B BAC

Section 6, MWF 10:55am -12:05pm, 105B BAC

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**LJWL College Writing Program**

**Course Description**

Writing 1010 is 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.

Prerequisite(s): A placement exam given in the beginning of the semester will determine if the student needs to co-enroll in WRI 0097.

**Foundational Explorations Course Statement**

This course is one of the components of the Foundational Explorations 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.

**Foundational Explorations Mission Statement**

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.

**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.

### **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.

*Context #2: Growing, In a Christ-Centered Faith Community*

**ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.**

FELO 2a. Students will develop an understanding of self that fosters personal well-being.

FELO 2b. Students will understand and appreciate diverse forms of artistic expression.

FELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

*Context #3: Serving, In a Context of Christian Faith*

**ILO #3: Students will serve locally and/or globally in vocational and social settings.**

FELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

*\*ILO - Institutional Learning Objective*

### **Course Learning Outcomes**

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

- A. Apply (**application**) English language conventions in various genres of academic writing
- B. Demonstrate (**application**) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing
- C. Evaluate (**analysis**) and utilize rhetorical modes of organization to create written compositions
- D. Evaluate (**analysis**) online sources of information for valid authority and expertise

- E. Apply (**application**) documentation formats to properly cite research in written compositions
- F. Analyze (**analysis**) written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

**LJWL College Composition Requirements**

**WRI 1010 – 4 Units**

During the first week of every semester an essay exam is administered by the professor in each College Composition course. The Composition Program Director provides the essay topic and essay prompt for the diagnostic exam. The diagnostic exam scores are used to determine which students are required to work with a tutor in the Writers’ Studio for 10 weeks in tandem with the course. An SAT score of 470 and below and/or an assessment score of 3.5 and below on the diagnostic essay determine placement in the Studio. The diagnostic essays also provide a view of each student’s raw writing skills and help the professor determine, in part, the trajectory of skill-based course content.

The Composition faculty selects together the exit essay exam reading, and they collectively create the final essay exam prompt given to all Composition students on the University’s assigned final’s day and time. The exit essay exam comprises 10% of the student’s course grade, and it functions as the assessment piece for the course. At the end of the semester, each professor signs into *Portfolium* to complete a rubric for each student. This is the assessment piece.

**30% of total grade:** Approximately 3,200 to 3,600 words or 13 to 15 pages of 3 drafted essays.\* (Essays may be of varying lengths and weights as the course progresses – i.e. 5% for the first essay 10% for the second, 15% for the third.) Instructor may allocate 10% of the weight of each essay grade to the writing process.

**30% of total grade:** 2,400 to 3,000 words or 10 to 12 pages of documented research writing.\* (MLA is the standard documentation format; however, APA may be taught to specific students at the discretion of the instructor.) Instructor may allocate 10% of the weight of the research projects to the research and writing process.

**30% of the total grade:** Assignments of the instructor’s own discretion (journals, quizzes, class activities, oral presentations, participation, etc.) Please note that an element of instructor’s discretion is inherent in weighting the drafted essays and the research project.

**10% of total grade:** A timed final examination that will consist of a 500 to 750 word essay response to a reading or readings and a prompt that is worth 10% of the grade.

**Word Count**

**Essays**

4 Unit course 3,200 to 3,600 words\*

**Research Paper**

4 Unit course 2,400 to 3,000 words

**Page Count**

**Essays**

4 Unit course 13 to 15 pages (3 essays)

**Research Paper**

4 Unit course 10 to 12 pages

**The essays included in the word and page count are the 3 essays assigned during the semester. They do not include the diagnostic essay given at the beginning of the semester or the final exam essay given during finals week at the end of the semester.** \*The number of required pages are calculated according to size 12 font Times New Roman.

**Diagnostic Placement Exam** A diagnostic essay exam will be administered the first week of the semester in all Writing 1010 classes which will help determine placement into the Writer's Studio. The same prompt will be given to all Writing 1010 students department-wide.

**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 0097 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 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 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 0097, 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, \$4,100.00 course your scores would have previously required you to take. Failure to complete WRI 0097 will result in a failing grade in WRI 1010.

### **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 problem.

### **Items Particular to Our Class:**



### **Required text**

Lunsford, Andrea A. *St. Martin's Handbook*, 9<sup>th</sup> edition. Bedford/St. Martin's 2021.

### **Recommended text**

*MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

### **Hand-outs and online sources**

As appropriate.

#### **Grades for this particular class will be based on:**

**35% of total grade: 3 drafted essays.** Approximately 3,200 to 3,600 words or 13 to 15 pages. (Essays may be of varying lengths and weights as the course progresses – i.e. 5% for the first essay 10% for the second, 15% for the third.) Instructor may allocate 10% of the weight of each essay grade to the writing process.

**30% of total grade: Research paper.** 2,400 to 3,000 words or 10 to 12 pages of documented research writing. (MLA is the standard documentation format; however, APA may be taught to specific students at the discretion of the instructor.) Instructor may allocate 10% of the weight of the research projects to the research and writing process.

**15% of the total grade: Assignments of the instructor's own discretion** (journals, quizzes, class activities, participation, etc.) Please note that an element of instructor's discretion is inherent in weighting the drafted essays and the research project.

**10% of the total grade: 2 oral presentations** (one on grammar or a style-related issue with a partner, one on an aspect of your research paper).

**10% of total grade: Timed final examination** that will consist of a 500 to 750 word essay response to a reading or readings and a prompt.

### Attendance

*Be here! (even online) Take notes! Engage!*

Attendance is mandatory. Please read the Class Attendance section of your *PLNU Catalog*, carefully. If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. If you do not participate in online discussion threads, this also counts for absences. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

Please bring appropriate texts and materials to class or to our *Zoom* sessions. Bring the texts to each class in addition to a notebook and pen. No in-class work may be made up, including in-class essays, in-class and group work and exercises. In an online course, assignments done during synchronous sessions cannot be made up.

Remember, “I was absent” is not an excuse! Everyone should have at least two or three phone numbers or email addresses of other class members to contact for any missed assignments. If you are going to be absent, it would be polite to let the instructor know.

Note: If you decide to drop any class, or if you stop attending, it is your responsibility to complete the necessary forms in the Admissions Office to withdraw officially from the class in a timely manner. Failure to do so will result in your remaining on the class roster and receiving a grade of F for the course. Only registered students may attend this class. Tardiness is not tolerated and may bring down your grade. (Read more immediately below.)

### **Class Sessions, Preparation, Assignments, and Technology**

- a. If you wish to use your laptop or notebook during class, you need to have your electronic page open only to materials immediately relevant to class content and discussion.
- b. All other electronics must be muted or turned off for the entire class period.
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- d. Late assignments will not be accepted either in *Canvas*, in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- e. It is your responsibility to see to it that I receive your work. Unless otherwise agreed upon, I require assignments be turned in to me in hard copy, unless this is an online class and must be submitted via *Canvas*.
- f. Always keep your work stored somewhere where you can retrieve it if your computer should break. Emailing yourself a copy of your work in an attachment or storing it on a thumb drive or in the cloud is recommended. Inevitably during the course someone’s computer will decide not to function properly.
- g. Handwritten assignments are never acceptable (unless so specified).
- h. You may be requested to attend office hours with the professor if a need arises.

### **Classroom Decorum**

Please manage your electronic devices appropriately and with consideration for others—see a&b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom, virtual or not, if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.

All pagers and cell phones must be turned off during class. If your electronic device goes off during class, you will be required to submit a 500-word essay explaining why it was necessary to disrupt the class. Excessive, untimely, and therefore, unexcused exits from class will be treated as absences. It is important that the flow of discussion and work be uninterrupted by unnecessary distractions when we have live or synchronous sessions.

### **Email and Canvas**

You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

### **Extenuating Situations & Grades**

No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

### **Final Examinations**

Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the [Class Schedules](#) site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

### **Discussion**

Discussion in the class is mandatory when we are synchronous on video or as part of a *Canvas* discussion thread. Participation is part of your grade. Feel free to express yourself. It counts. When you do the course work, the discussion flows.

Keep up with the course work and allow yourself time to digest it. COME PREPARED.

*The mission of this course, should you decide to accept it, is not only to assimilate knowledge but also and perhaps more importantly to teach you how to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the work place who can effectively communicate with others succeed.*

**Hopefully, you will boldly go where you have not gone before.**

**\*Class Schedule\***



Paul Cezanne. *Dream of the Poet, Kiss of the Muse*.  
Circa 1850. Oil on canvas. 82 x 66 cm. Musée d'Orsay.

**Week I**

Tuesday, January 11 Check into *Zoom*. Introduction. Material overview. Assign “First Week Icebreaker” in Discussion Thread; complete initial posting and thread by 11:59 pm.

Wednesday, January 12 Check into *Zoom*. Essay Placement Exam.

Friday, January 14 Check into *Zoom*. Read *SMH* Chapter 5c “Using Effective Methods of Development.” McCullough Park or outdoor venue of your choice to write descriptive and narrative paragraphs.

**Week II**

Monday, January 17 Martin Luther King’s Birthday. \*No class meeting\*

Wednesday, January 19 Share descriptive and narrative paragraphs in hard copy. Turn in hard copy.

Assign “Call for Unity” and “Letter from Birmingham Jail” online.  
[http://kingencyclopedia.stanford.edu/kingweb/popular\\_requests/frequentdocs/clergy.pdf](http://kingencyclopedia.stanford.edu/kingweb/popular_requests/frequentdocs/clergy.pdf)  
and  
[http://okra.stanford.edu/transcription/document\\_images/undecided/630416-019.pdf](http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf)

If these sites do not come up, use *Google*’s search engine for another source.  
Read these pieces keeping in mind purpose, audience, tone, and logos, pathos, ethos.  
Discuss purpose, audience, tone, and logos, pathos, ethos.

Friday, January 21 Discuss outlines and reverse outlines. Assign reverse outline of MLK’s  
“Letter from Birmingham Jail.” List of sources.  
Continue reading and annotating “Letter” in terms of  
Purpose, audience and tone, and logos, pathos, ethos.

### **Week III**

Monday, January 24 Reverse outlines and list of sources in “Letter from Birmingham Jail”  
due in hard copy. Continue discussion of MLK’s strategies. Share  
reverse outlines and sources.

Wednesday, January 26 Active verbs. Discuss active voice and vivid verbs, zero demonstrative  
pronouns plus “to be” verbs, soft-pedal “to be” verbs. Hand-out.  
Assign process paper and brainstorm topics.

Friday, January 28 What is a thesis statement?  
Identify thesis statements in *PMLA* articles.

### **Week IV**

Monday, January 31 Bring in one hard copy of rough draft of process essay for peer review.  
Explanation and implementation of peer review sheet.

Wednesday, February 2 Inclusive Language  
Alleen Pace Nilsen “Sexism and English”  
[http://www.mpsaz.org/rmhs/staff/dmsokol/101/files/allen\\_pace\\_nilsen.pdf](http://www.mpsaz.org/rmhs/staff/dmsokol/101/files/allen_pace_nilsen.pdf)  
Discuss selection of visual for visual paper. Assign visual paper.

Friday, February 4 Prepare for writing on a visual. **Bring visual of your choice to class.**

### **Week V**

Monday, February 7 Final draft process paper due.  
Examine and discuss St. Paul Liability Insurance and Pirelli ads on  
hand-out.  
Discuss “Fortuitous Faults and Fortes” hand-out.

Wednesday, February 9 “Fortuitous Faults and Fortes” continued.  
Examination of introductory paragraph and thesis statement of visual paper. Bring hard copy to class

Friday, February 11 “Fortuitous Faults and Fortes,” continued.

### **Week VI**

Monday, February 14  Techniques of comparison and contrast.  
“Birka and Bikini”

<http://www2.palomar.edu/pages/english/files/2016/08/The-Burka-and-the-Bikini.pdf>

Wednesday, February 16 Bring typed copy of not-so-rough draft of visual paper for peer review.

Friday, February 18 “Notecards” PowerPoint  
Citing sources, avoiding plagiarism  
Quotations, Paraphrases and Summaries. Case in point: Shakespeare sonnets.

### **Week VII**

Monday, February 21 Final draft visual paper due.  
Using sources to support your argument  
Integrating sources.  
Documenting sources  
In-text citations and works cited exercise in class.  
Assign sonnet paper – “*Explication de Texte*.”

Wednesday, February 23 Shakespeare sonnets.

Friday, February 25 Outline, introduction, thesis statement, and first paragraphs of *Explication de Texte Essay*.

### **Week VIII**

Monday, February 28 Bring in not-so-rough draft of *Explication de Texte* essay. Peer review.

Wednesday, March 2 Final draft *Explication de texte* due.  
Discuss researching.  
Assign research paper.  
Discuss possible research paper topics. The bulk of class time and homework will be devoted to this final paper. An individual hand-out will elaborate on incremental projects related to the final paper and due dates in detail. At this juncture in the course, we will primarily consult our text for research paper writing guidance as we simultaneously examine grammatical, technical and stylistic issues in its chapters. Some exercises and projects will be assigned as homework.

Friday, March 4 Come to class with thesis proposal on your topic for the research paper as described in the research paper assignment sheet. Please be reminded that this is not an introductory paragraph, but a proposal of what your research and writing will entail.  
Working bibliography also due.  
Assign oral grammar, technical, stylistic presentations.  
How to create a Prezi presentation.

### Week IX

Monday, March 7  Spring Break. No class meeting.

Wednesday, March 9 Spring Break. No class meeting.

Friday, March 11 Spring Break. No class meeting.

### Week X

Monday, March 14 Meet in Ryan Library.

Wednesday, March 16 Meet in Ryan Library.

Friday, March 18 Begin oral grammar presentations.  
Make sure your equipment and software work. Make sure you have the right cables and that you have also emailed your presentation to me and yourselves.  
Subject-verb agreement, pronoun-antecedent  
Simple, compound, complex, compound-complex sentences

### Week XI

Monday, March 21 75 notecards due.  
Sentence fragments, run-on sentences  
Comma, unnecessary commas, semicolon and colon, apostrophe  
Quotation marks, other punctuation marks

Wednesday, March 23 Conjunctions – coordinating, subordinating, correlative, conjunctive adverbs  
Words that sound alike but have different meanings

Friday, March 25 Bring in outline, *at least* first 5 pages, juicy title, introduction, thesis statements and works cited page of research paper to share. Sweat the small stuff: in-text citations? works cited page? vivid verbs? transitions? and so forth. Use “Tips” Sheet and your common sense.

### Week XII

Monday, March 28 Capitalization, abbreviations and numbers, modifier placement  
Appositives, parallelism

Wednesday, March 30 Two hard copies of not-so-rough draft of research paper due for peer review.

Friday, April 1 Peer review of rough draft continued.  
Assign research paper conferences and oral presentations.

**Week XIII**

Monday, April 4 Conferences with Nina Evarkiou

Wednesday, April 6 Conferences with Nina Evarkiou

Friday, April 8 Conferences with Nina Evarkiou

**Week XIV**

Monday, April 11 Conferences with Nina Evarkiou

Wednesday, April 13 Conferences with Nina Evarkiou

Friday, April 15  Easter Recess. No class meeting.

**Week XV**

Monday, April 18 Easter Recess. No class meeting.

Wednesday, April 20 Final draft of research paper due in single hard copy.  
Respond to “An Inquiring Mind Needs to Know.”  
Research paper oral presentations.

Friday, April 22 Research paper oral presentations.

**Week XVI**

Monday, April 25 Research paper oral presentations.

Wednesday, April 27 Research paper oral presentations.

Friday, April 29 Research paper oral presentations. Wrap-up.

**FINALS WEEK:**

Friday, May 6 FINAL EXAMINATION. 1:30 – 4:00 pm. Room TBA

*All Writing 1010 classes will take their finals at this time and date.*

**Of note:** 

*Separate assignment sheets for written projects will be handed out at the appropriate times during the course. Each assignment sheet will clearly state the parameters of the assignment as well as the due dates of different phases of the project.*

*In order to receive credit for extra credit assignments all of the other assignments must be completed. **Partial credit is not given to incomplete work, but rather the grade of F.** Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance.*

*If a mandatory viewing of a play, film or other kind of performance is assigned and you cannot attend, an alternate assignment will be offered and must be completed.*

***I reserve the right to alter the class schedule according to the dynamics of the class.***

**I write.  
You write.  
He writes.  
She writes.  
They write.  
We all revise.**



## **DEPARTMENT POLICIES**

### **PLNU MISSION STATEMENT: 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.

### **LJWL DEPARTMENT MISSION STATEMENT**

Welcome to the Department of Literature, Journalism, Writing and Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide

you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

### **PUBLIC DISCOURSE**

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should 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. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

### **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.

### **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, 9th ed.)
- Information from the *Chicago Manual of Style*: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15<sup>th</sup> ed.)
- *APA Manual*: <http://www.apastyle.org/>
- *Inclusive Language Handbook: A Practical Guide to Using Inclusive Language* by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy: [http://www.whwomenclergy.org/booklets/inclusive\\_language.php](http://www.whwomenclergy.org/booklets/inclusive_language.php)

### **DIVERSITY STATEMENT**

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature.

### **FERPA POLICY (FERPA stands for Family Educational Rights and Privacy Act)**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This

class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

### **ACADEMIC ACCOMMODATIONS**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

### **ACADEMIC HONESTY**

PLNU 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.

### **LJWL ACADEMIC HONESTY POLICY**

The LJML Department deems intellectual and academic integrity 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 as if it were their own commit plagiarism. Presenting another’s work as one’s own includes, but is not limited to, borrowing another student’s work, buying a paper, and using the thoughts or ideas of others as one’s own (using information in a paper without citation). 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 the area dean. The dean will review the report and submit it to the Provost.

***Cheating*** is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: Bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students’ work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; allowing another person to do one’s work and

submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.

**Plagiarism** is the use of an idea, phrase or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: The use of an idea, phrase, or other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

**Falsification** is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

**Aiding academic dishonesty** is assisting another person in violating the standards of academic honesty. It includes but is not limited to: Allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

**Malicious intent** is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

### **Response Procedure**

The following response procedure is recommended to faculty who discover a violation of academic honesty:

1. **Fact-finding:** The faculty member should attempt to speak or otherwise communicate informally with the student as a first step.
2. **Communication of Consequence:** Once the violation is discovered, the instructor should send a written communication to the student regarding the incident and the consequences. Instructors can give students an "F" on a specific assignment or an "F" in the course as a consequence of violations of academic honesty.
3. **Internal Communication:** The instructor should send a report of the incident to the department chair or school dean, the college dean, the Vice President for Student

Development and the Vice Provost for Academic Administration. The report should include a description of the violation, the action taken, and evidence of the violation. The official record of the incident is maintained by the Office of the Vice President for Student Development.

4. Further action: Prior instances of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation. As the Vice President for Student Development and the appropriate college dean consult, if additional action seems necessary it would be taken after consultation with the reporting instructor and communicated in writing to the student. Depending upon the seriousness of the incident or pattern of incidents, further actions can include probation, suspension or expulsion.

### **Appeal Procedure**

The following appeal procedure should be used by a student who wishes to appeal consequences associated with a finding of academic dishonesty:

1. Instructor: The student should present a written appeal of the penalty to the instructor involved. The instructor should respond in writing, with a copy of the response also sent to the department chair.
2. Department Chair or School Dean: In the event that satisfactory resolution to the appeal is not achieved between the student and the instructor, the student may submit the appeal in writing to the department chair or school dean, who will review the appeal and send a written ruling to the student and instructor.
3. College Dean: Student appeals not resolved at the departmental or school level should be taken to the appropriate college dean for review. The college dean will review the appeal and send a written ruling to the student, instructor and department chair or school dean.
4. Administrative Committee: Student appeals not resolved at the college dean level can be submitted to an administrative committee including an academic administrator of the student's choice, the Provost or a designee, the Vice Provost for Academic Administration, and the Vic-President for Student Development or a designee. The appeal decision reached by this committee is final.

Revision based on review academic honesty policies at Purdue University, University of Notre Dame, Wheaton College, Azusa Pacific University and The University of Rochester. Definitions based on those at The University of Rochester and used by permission.

[http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic\\_Honesty](http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Honesty)

### **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.

### **MAINTAINING CLASS SCHEDULE VIA ONLINE REGISTRATION**

Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

### **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.

### **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 day for this class is posted on the first page of this syllabus . No requests for early examinations or alternative days will be approved.

