

 <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p style="text-align: center;"><b>Literature, Journalism, Writing, and Languages</b></p> <hr/> <p style="text-align: center;">WRI 1016-2 &amp; WRI 1016-3: College Composition Research (2 Units)</p>
<b>FALL 2022</b>	



<b>Instructor</b>	Professor Lisa Balderston
<b>Meeting Days/Times</b>	Mondays & Wednesdays: 1016-2 (11:00-11:55 am) & 1016-3 (1:30-2:25 pm)
<b>Meeting Location</b>	1016-2 (11:00-11:55 am) – Rohr Hall (RH 112) 1016-3 (1:30-2:25 pm) – Bond Academic Center (BAC 104)
<b>E-mail</b>	lbalders@pointloma.edu
<b>Office Hours</b>	Mondays & Wednesdays: 10:00-11:00 am
<b>Office Location</b>	Bond Academic Center – BAC 125
<b>Final Exam</b>	TBA

### **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.

## Course Description

Students who have taken a composition course at another institution that did not include a significant research component are able to receive transfer credit for WRI 1015 and then enroll in WRI 1016 to focus on research.

## Catalog Description

A first-year composition experience in reading, writing, and critical thinking, centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course.

**Prerequisite(s):** WRI 1015. A diagnostic exam given at the beginning of the semester will determine if the student needs to co-enroll in WRI 0097.

## Diagnostic Exam

During the first week of the semester, instructors in all sections of WRI 1016 administer a diagnostic essay exam to all of their students. The Composition Program Director provides the essay topic and essay prompt for the diagnostic exam. While the diagnostic exam is not graded for the course, students who score a 3.5 or below on the diagnostic exam are required to co-enroll in [WRI 0097](#). The diagnostic essays may also help instructors consider how to best tailor their course content to their students.

## Course Requirements

As a research-focused composition course, WRI 1016 students should write at least 3,500 total words as a part of the course. The main focus of the course is a research paper of at least 2,000 words.

**The course breakdown should fit the following parameters:**

Assignment Category	Percentage of final course grade
Research paper (2,000 – 2,500 words)	Not more than 70%
In-class writing & activities	Not more than 15%
Other Writing Assignments (e.g., short essays, journals, reflections, reading quizzes)	Not more than 25%
Final exam	5-10%

## Course Learning Outcomes

By the end of WRI 1016, you should be able to:

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.

### Foundational Explorations Learning Outcomes

As a Foundational Explorations course, WRI 1016 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. The table below highlights the specific Foundational Explorations Learning Outcomes (FELOs) that WRI 1016 serves alongside their corresponding course assignments and activities.

FELO	Assessment Measure(s)
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Major essay assignments, in-class writing activities
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.	Research Paper, homework assignments, and in-class writing activities
1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	Major essay assignments, Research paper

### Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.

*The St. Martin's Handbook* is a resource, reference book used as a writing guide for this course. It will provide foundational and content information needed to complete course assignments, engage in course discussions, and develop your writing skills.

You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class.

### Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 18.75 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes.

### WRI 0097 | Writers' Studio

Everyone benefits from receiving extra feedback and help with their writing, and WRI 0097 (aka the Writers' Studio) is a writing workshop designed to help students succeed in this course. Students qualify for WRI 0097 based on their SAT/ACT scores and/or the results of a diagnostic exam I will give you at the beginning of the semester. If you qualify, you will co-enroll in WRI 0097 while you are taking this course. Students enrolled in WRI 0097 will meet with a trained writing consultant in the Writing Center (located in the Ryan Library) once per week for 10 weeks. Each of these consultant sessions will last one hour, and you will work with your writing consultant on your assignments for this course. You will be required to attend an introductory

session to the Writers' Studio the second week of classes, and during that session you will sign-up for a time to work with a writing consultant one hour a week throughout the semester. Students who complete the Writers' Studio benefit greatly from the time spent working alongside a trained peer writing consultant. The lab fee for the Writers' Studio, WRI 0097, is \$150.00. Should you qualify for WRI 0097, 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 all 10 tutoring sessions for WRI 0097 will result in a failing grade *in this course* and re-entry into the Writers' Studio the following semester to complete 10 sessions.

### Grade Components:

<b>60% of Total Grade</b>	<b>Research-Based Papers:</b> The Research Paper (Long Paper) 2,200 to 2,700 words   9 to 11 pages
	<b>Other Writings:</b> Varies Essays ( <b>Short Papers</b> ) 500 to 1000 words   2 to 4 pages
<b>30% of Total Grade</b>	<b>Research &amp; Writing Process Activities</b>
<b>10% of the Total Grade</b>	<b>Final Examination:</b> A timed essay that will consist of a 750–1000-word response to a reading or readings and a prompt.

**Note:** The number of required pages is calculated according to size 12 font Times New Roman

Assignment Category	Length (Approx.)	Due
<b>Writing Literacies</b> In a mini-essay you will explore the strengths and struggles in your writing, the role that writing has played in your past and will play in your future.	Up to 500 Words (2 pages)	September 1
<b>Narrative Essay</b> When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.	Up to 750 Words (3-pages)	September 26
<b>Comparative &amp; Contrast Essay &amp; Author's Reflection</b> In this essay, you will compare-and-contrast similarities and differences between two or more subjects.	Up to 1000 Words (4-pages)	October 3
<b>Research Paper, Author's Reflection &amp; Work Cited</b> For this essay, you will formulate a research question and then write a research paper that responds to your question.	Up to 2,000 to 2,500 words (8 to 10 pages)	November 21
<b>Presentation</b> For this project, you will offer a presentation to your classmates regarding the information you obtained during your research.	Varies	November 28-December 7
<b>Final Exam</b>	1000-1600 Words	TBA

During the final exam period, you'll write an essay in response to readings and a prompt.		
<b>Homework</b> Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	Most Days
<b>Readings, Quizzes &amp; In-Class Activities</b> Be sure you are on time to class each day and have completed the assigned readings.	Varies	Most Days

### Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

### Plagiarism

If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. 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.** This includes not being allowed to use text from any previously submitted essay that is similar or the same as another essay topic from this course or ANY previously taken course.

**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. (For more information about plagiarism, see "Academic Honesty" section).

### Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments on time to keep up with the course.

**Paper Format** The paper format for all papers is MLA Style. Submit assignments in Canvas or hard copy, typed and printed in black ink on 8.5x11 white paper. Use 12-point Times New Roman font and 1" margins all around the page. Do not include title pages but do include page numbers. Use *The St. Martin's Handbook*, 9<sup>th</sup> ed. as your MLA style guide for style, grammar, format and citation questions. Be sure to keep a hard copy or an electronic backup of everything you submit to a professor. Always **staple** together the pages of your hard copy **before** you come to class.

## Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient, relevant evidence to support, and to prove the truth of the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote ethically and effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Is the paper well organized and maintain a clear focus throughout?
- Does it cite material from the sources using proper documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

## Peer Reviews/Peer Edits

This part of the writing process gives readers opportunities to analyze and respond to writing by providing a reader's response that speaks to what the reader does or does not see in the draft that enables the reader to follow the content, the logic, and derive the meaning. It develops critical thinking, cognitive skills, and writing skills when completed thoughtfully and thoroughly.

It is in the peer review process that the reader looks for examples needed to support the claims, for commentary to develop the logic, for transitions to make connections among ideas, for support to clearly and fully develop a meaningful main claim to clearly express the meaning of the draft. This peer feedback provides invaluable guidance for the writer as the writer returns to the draft to revise and rewrite following the peer's analysis.

## Author's Reflection

The purpose of the Author's Reflection is for you to think through your writing process and learn more about yourself as a writer so that you can see what worked effectively for you, what didn't work so well, and what you want to change or apply to your next writing assignment. This gives you a chance, then, to grow as a writer. Answer ALL the following questions thoughtfully and submit your response with your final draft of each essay.

1. What is the strongest aspect of your final draft and why?
2. What is your favorite part of your draft?
3. What aspect of writing the draft did you struggle with the most?
4. What part of your writing process did you find to be most helpful? (readings, in-class writings, outlines, audience responses and other assignments)
5. What new insight came to you about writing or about yourself as a writer as you were writing and revising.

## Research Paper Overview

The intention for the research paper is to write an engaging, lively, persuasive text that tests theoretical boundaries, takes a calculated risk, and makes an argument based on substantiated evidence. In order to accomplish these writing goals, you must make warranted and qualified statements based on appropriate grounding, include backing by valid authorities on both sides of

your argument and link your assertions logically and coherently. A Research Paper Checklist will be distributed that will list the items required to be handed in with the final research manuscript.

### **Conference Session**

These sessions are a required component of the course. In order to participate, you will sign up for the conference date/time during class. Show up on time for your 30 minutes conference sessions.

**Final Essay Exam** The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule:

### **Spiritual Care**

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formations](#)

### **ESSAY EVALUATION MARKS:**

#### **An Excellent Essay - (Grades of A to B+)**

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

#### **A Satisfactory Essay - (Grades of B TO C-)**

- Generally, it meets all the criteria and follows directions for the assignment in regard to topic, form, and format, answers the question asked. Contains sufficient, relevant, and concrete examples to support claims.
- Shows evidence of a good to fair attempt at thinking, reasoning, and insight.
- Uses transitional words and phrases appropriately to create coherence.
- Shows planning and organization with generally well-developed, unified, and controlled paragraphs.
- Rarely loses sight of its focus and purpose.
- Uses well-chosen and appropriate words in effective and varied sentences, making the paper reasonably precise and clear.
- May have a creative approach or concept, but may lack one or more of the main qualities of the excellent paper.
- Is generally free from errors in structure, punctuation, mechanics, and spelling, and it does not contain enough major or minor errors to seriously affect the clarity of the ideas presented.

### **An Unsatisfactory Essay - (Grades of D+ to F)**

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

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **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**

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](mailto: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.

### **Sexual Misconduct and Discrimination**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **Attendance and Participation Policy**

Students are expected to attend and participate in class every day. Success in WRI 1010 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

**If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation to that point.** Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. **Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.**

### **Use of Technology**

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **Inclusive Language**

Because the Literature, Journalism, Writing, and Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should 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.

### **Classroom Hospitality**

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings. However, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal

attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

## Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Tutorial Center, the Ryan Library, and the Wellness Counseling Center.

- **The Tutorial Center**

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Tutorial Center's trained tutors about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/offices/tutorial-services> or visit the Tutorial Center inside the Ryan Library.

- **The Ryan Library**

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

- **The Wellness Counseling Center**

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu)
- Phone: (619) 849-3020

*If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.*

## Class Schedule (MW)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

### Week 1:

Date	Class Description	Assignments Due
Tuesday 8/30	<b>Introduction:</b> Review Syllabus <b>Discussion:</b> Strengths/Weaknesses in Writing <b>In Class Writing Assignment:</b> “Personal Information” (DUE: 8/30) <b>Review:</b> Diagnostic Essay Format	<ul style="list-style-type: none"> <li>• Submit <b>In Class Writing Assignment:</b> “Personal Information” (DUE: 8/30)</li> <li>• Prepare for Diagnostic Essay</li> </ul>
Wednesday 8/31	<b>Diagnostic Essay #1</b> (1000-1600 words) (No Points) MLA, In-Text Citation, Work Cited	<ul style="list-style-type: none"> <li>• SMH Read Ch. 2 “Expectations for College Writing” (DUE: 8/31)</li> <li>• Submit QUICK WRITE: Writing in your Field</li> </ul>

### Week 2:

Date	Class Description	Assignments Due
Monday 9/5	<b>LABOR DAY</b> (Holiday/No Class)	None
Wednesday 9/7	<b>Discussion:</b> SMH Read Ch. 2 “Expectations for College Writing” <b>Discussion:</b> Strengths/Weaknesses in Writing (Responses from Class) <b>Lecture:</b> Basics of the Writing Process <b>Lecture:</b> 4 Common Types of Writing <b>In-Class Writing Assignment:</b> Descriptive (Photos) (DUE: 9/9) <b>In-Class Writing Assignment:</b> Persuasive Paragraph About Favorite Food Restaurant (DUE: 9/12)	<ul style="list-style-type: none"> <li>• Submit <b>In-Class Writing Assignment:</b> Descriptive (Photos) (DUE: 9/9)</li> <li>• Prepare to submit <b>In-Class Writing Assignment:</b> Persuasive Paragraph About Favorite Food/Restaurant (DUE: 9/12)</li> </ul>

### Week 3:

Date	Class Description	Assignments Due
Monday 9/12	<b>Lecture:</b> What is a Narrative Essay & Writing a Narrative Essay ( <i>PowerPoint</i> ) <b>Review:</b> Narrative Essay Prompt <b>Discussion:</b> Brainstorming & Outline <b>Review:</b> MLA Format	<ul style="list-style-type: none"> <li>• Upload Brainstorming Chart <b>AND</b> Outline for Narrative Essay (DUE: 9/14)</li> <li>• Read SMH: Chapter 4 “Exploring, Planning and Drafting” (for Quiz #1)</li> <li>• Start draft of Narrative Essay</li> </ul>
Wednesday 9/14	<b>QUIZ #1:</b> “Exploring, Planning and Drafting” <b>Lecture:</b> Writing a Thesis Statement (Overview & Video) <b>Discussion:</b> Author’s Reflection <b>Lecture:</b> Building an Essay/AXES <b>Discussion:</b> Common Grammar Issues	<ul style="list-style-type: none"> <li>• Work on Narrative Essay Draft &amp; Author’s Reflection</li> <li>• Prepare a copy of your Narrative Essay Draft for Peer Review Session (DUE: 9/19)</li> </ul>

**Week 4:**

Date	Class Description	Assignments Due
Monday 9/19	<p><b>Lecture:</b> How to Evaluate an Essay During a Peer Review Sessions?</p> <p><b>Lecture:</b> How to Write Effective Peer Review Comments</p> <p><b>In-Class Activity:</b> Peer Review Session</p>	<ul style="list-style-type: none"> <li>• Read: SMH Ch. 6 “Reviewing, Revising and Editing” (<b>for Quiz #2</b>)</li> <li>• Submit “NARRATIVE ESSAY Draft INCLUDING Reviewer's Comments” assignment (<b>DUE 9/19</b>)</li> </ul>
Wednesday 9/21	<p><b>QUIZ #2</b> “Reviewing, Revising and Editing”</p> <p><b>Lecture:</b> How to Create Concise Writing for any Essay (Modifying the word count/ Trimming the fat)</p> <p><b>In-Class Assignment:</b> Concise Writing Exercise “Mom’s Cooking” (<b>DUE: 9/23</b>)</p> <p><b>In-Class Assignment</b> Writing Concisely Assignment (Word Count) (<b>DUE: 9/23</b>)</p> <p><b>Discussion:</b> Brainstorming (Ven Graph) &amp; Developing an Outline</p>	<ul style="list-style-type: none"> <li>• Submit <b>In-Class Assignment:</b> Concise Writing Exercise “Mom’s Cooking” (<b>DUE: 9/23</b>)</li> <li>• Complete to submit <b>In-Class Assignment</b> Writing Concisely Assignment (Word Count) (<b>DUE: 9/23</b>)</li> </ul>

**Week 5:**

Date	Class Description	Assignments Due
Monday 9/26	<p>“NARRATIVE ESSAY” &amp; Author’s Reflection Final Version (<b>DUE 9/26</b>)</p> <p><b>Lecture:</b> What is a Compare &amp; Contrast Essay/ How to Write One (<b>PowerPoint</b>)</p> <p><b>Review:</b> Compare &amp; Contrast Essay Prompt</p> <p><b>Quick Write #2:</b> Let Music Create the Scene: Play video clip, listen for 3 minutes</p> <p><b>Lecture:</b> Thesis Statement (A Review) Ex: The Scarlett Letter (<b>PowerPoint/Video</b>)</p>	<ul style="list-style-type: none"> <li>• Submit “NARRATIVE ESSAY (Final Version) (<b>DUE 9/26</b>)</li> <li>• Select Compare &amp; Contrast topic</li> <li>• Submit <b>Quick Write #2:</b> Let Music Create the Scene (<b>DUE: 9/26</b>)</li> <li>• Submit <u>Brainstorming</u> AND <u>Outline</u> for Compare &amp; Contrast Essay (<b>DUE: 9/28</b>)</li> <li>• Prepare the Compare and Contrast Draft for Peer Review (<b>DUE: 9/28</b>)</li> </ul>
Wednesday 9/28	<p><b>Lecture:</b> “The Basics of MLA format &amp; In-text Citations” (Video)</p> <p><b>Brief Lecture:</b> How to Write an In-Text Citation (“In-text Citation Cheat Sheet”)</p> <p><b>In-Class Activity:</b> Peer Review Session</p>	<ul style="list-style-type: none"> <li>• Submit the Compare and Contrast Draft, INCLUDING Peer Review (<b>DUE: 9/28</b>)</li> </ul>

**Week 6:**

Date	Class Description	Assignments Due
Monday 10/3	<p><b>COMPARE &amp; CONTRAST ESSAY</b> including Author’s Reflection &amp; Work Cited (<b>DUE: 10/3</b>)</p> <p><b>Lecture:</b> Analyzing Persuasion &amp; Argumentation: Appeal Process - Ethos, Logos &amp; Pathos (<b>PowerPoint &amp; Video</b>)</p> <p><b>Review:</b> Sample Paragraph showing Ethos, Pathos and Logos</p> <p><b>In-Class Writing Activity</b> - Ethos, Pathos and/or Logos (<b>DUE: 10/3</b>)</p>	<ul style="list-style-type: none"> <li>• Submit Compare &amp; Contrast Essay (Final Version) (<b>DUE 10/3</b>)</li> <li>• Read SMH Chapter 9 “Reading Critically” (<b>for Quiz #3 DUE: 10/5</b>)</li> </ul>
Wednesday 10/5	<p><b>QUIZ #3:</b> “Reading Critically”</p> <p><b>Lecture:</b> “Comma Splices”</p> <p><b>Quick Write #3:</b> How to Write a Profile Essay (<b>PowerPoint</b>) (<b>DUE: 10/5</b>)</p>	<p>Submit <b>Quick Write #3:</b> How to Write a Profile Essay (<b>DUE: 10/5</b>)</p>

**Week 7:**

Date	Class Description	Assignments Due
Monday 10/10	<b>FALL BREAK (NO CLASS Oct. 10-11)</b>	No Homework
Wednesday 10/12	<b>Lecture:</b> <ul style="list-style-type: none"> <li>What is a Research Paper &amp; How to Write One? (<i>PowerPoint</i>)</li> <li>Research Paper Outline Template</li> <li>Research Paper Sample &amp; MLA Format</li> <li>Research Paper Topic by Category</li> </ul> <b>Review Research Paper Prompt</b> Research Paper Thesis Statement Worksheet	<ul style="list-style-type: none"> <li>Select a Research Essay Topic</li> <li>Read SMH Ch 5 “Developing Paragraphs”</li> </ul>

**Week 8:**

Date	Class Description	Assignments Due
Monday 10/17	<b>Lecture:</b> AXES – Developing Effective Paragraphs <b>In-Class Writing Assignment:</b> End of AXES PowerPoint ( <b>DUE:10/17</b> ) <b>Discussion:</b> Confirm student Research Paper topics (Review topics)	Submit <b>In-Class Writing Assignment</b> - End of AXES PowerPoint ( <b>DUE: 10/17</b> )
Wednesday 10/19	<b>Lecture:</b> Step-by-Step Research Paper (Student Sample) <b>Quick Write #4:</b> What is your Research Paper Thesis Statement? ( <b>DUE: 10/19</b> ) <b>In-Class Writing Assignment:</b> Body Paragraph Writing about “Good Study Habits” ( <b>DUE: 10/19</b> ) <b>Activity:</b> Mid-Term Feedback Form (Prints) <b>Overview:</b> Quoting, Paraphrasing & Summarizing ( <i>Video</i> )	<ul style="list-style-type: none"> <li>Submit <b>In-Class Writing Assignment:</b> Body Paragraph Writing about “Good Study Habits” (<b>DUE: 10/19</b>)</li> <li>Submit <b>Quick Write #4:</b> What is your Research Paper Thesis Statement? (<b>DUE: 10/19</b>)</li> </ul>

**Week 9:**

Date	Class Description	Assignments Due
Monday 10/24	<b>Library Session</b>	No Homework
Wednesday 10/26	<b>Library Sessions</b>	<ul style="list-style-type: none"> <li>Complete Library Session assignment</li> <li>Read SMH “Integrating Sources” (Chapter 15) for Quiz #4 (<b>DUE: 10/31</b>)</li> </ul>

**Week 10:**

Date	Class Description	Assignments Due
Monday 10/31	<b>Happy Halloween!!</b> <b>QUIZ #4: “Integrating Sources”</b> <b>Lecture:</b> Integrating Research - How to Include an Academic Voice Into Your Research ( <i>PowerPoint</i> ) <b>Lecture:</b> How to write an Annotated Bibliography ( <i>PowerPoint &amp; Video</i> ) <b>Review:</b> Annotated Bibliography Prompt ( <b>Final Version DUE: 11/2</b> ) <b>Lecture:</b> Writing in an Academic Tone ( <i>PowerPoint</i> )	<ul style="list-style-type: none"> <li>Prepare to submit <b>ANNOTATIVE BIBLIOGRAPHY (DUE: 11/2)</b></li> <li>Work on Research Paper Draft &amp; Outline</li> </ul>

	<b>Review/Watch:</b> Quoting, Paraphrasing, and Summarizing (Video) <b>Ven Diagram/Graphic:</b> Quoting, Summarizing & Paraphrasing	
<b>Wednesday</b> <b>11/2</b>	<b>ANNOTATIVE BIBLIOGRAPHY (DUE:11/2)</b> <b>Review:</b> Working Through the Research Paper Outline ( <i>Worksheets</i> ) <b>Review</b> MLA Format (Research Paper) <b>Discussion:</b> SMH “Writing to Make Something Happen in the World” <b>Discussion:</b> The Outline & the 1 <sup>st</sup> 5 Research Pages Draft – Taking time with each phase of the process	<ul style="list-style-type: none"> <li>• Prepare to submit Research Paper <u>Outline</u> (<b>DUE: 11/7</b>)</li> <li>• Prepare Research Paper Draft for Peer Review Session (<b>DUE: 11/7</b>)</li> <li>• Prepare to submit <b>1<sup>st</sup> 5 Pages of Research Paper Draft</b> (<b>DUE: 11/7</b>)</li> </ul>

### Week 11:

Date	Class Description	Assignments Due
<b>Monday</b> <b>11/7</b>	<b>RESEARCH PAPER OUTLINE (DUE: 11/7)</b> <b>FIVE PAGES OF DRAFT (DUE 11/7)</b> <b>Lecture:</b> “Anatomy of a Research Paper” (Color-Coded <i>PowerPoint</i> ) <b>In-Class Exercise:</b> A New Way of Looking at the Draft (underline, highlight and circle sections) <b>Watch:</b> How to Write a Conclusion ( <i>Video</i> ) <b>Review:</b> Research Paper Checklist ( <i>Students check each category</i> )  <b>Peer Review Session (Review Criteria)</b>	<ul style="list-style-type: none"> <li>• Submit Research Paper <u>Outline</u> (<b>DUE: 11/7</b>)</li> <li>• Submit <u>1<sup>st</sup> 5 Pages of Research Paper Draft</u> (<b>DUE: 11/7</b>)</li> <li>• Submit a copy of your Research Paper Draft, including comments from Peer Review sessions (<b>DUE: 11/7</b>)</li> <li>• Prepare to submit Research Paper Draft (<b>DUE: 11/9</b>)</li> </ul>
<b>Wednesday</b> <b>11/9</b>	<b>RESEARCH PAPER DRAFT DUE (8-10 pages) (DUE: 11/9)</b> <b>In-Class Writing Exercise:</b> The Power of Journaling ( <b>DUE: 11/9</b> ) <b>Lecture:</b> Breakdown Sample Research Paper ( <i>PowerPoint</i> ) <b>Schedule:</b> Sign up for Conference date/time (Dates selected randomly, not passing “sign-ups” around)	<ul style="list-style-type: none"> <li>• Submit <b>RESEARCH PAPER DRAFT - (DUE: 11/9)</b></li> <li>• Work on Research Paper. Author’s Reflection and Work Cited</li> <li>• Submit/Upload <b>In-Class Writing Exercise: The Power of Journaling – (DUE: 11/9)</b></li> </ul>

### Week 12:

Date	Class Description	Assignments Due
<b>Monday</b> <b>11/14</b>	<b>Conferences</b> (Based on Sign-Up sheet) (20 Minute Sessions)	Work on Research Paper, Author’s Reflection & Work Cited
<b>Wednesday</b> <b>11/16</b>	<b>Conferences</b> (Based on Sign-Up sheet) (20 Minute Sessions)	<ul style="list-style-type: none"> <li>• Work on Research Paper, Author’s Reflection &amp; Work Cited</li> <li>• Prepare to submit <b>RESEARCH PAPER, AUTHOR’S REFLECTION &amp; WORED CITED Final Version</b> including Author’s Reflection &amp; Works Cited Page (<b>DUE: 11/21</b>)</li> </ul>

### Week 13:

Date	Class Description	Assignments Due
<b>Monday</b> <b>11/21</b>	<b>RESEARCH PAPER, AUTHOR’S REFLECTION &amp; WORED CITED Final Version</b> -10-12 pages of	Submit <b>RESEARCH PAPER, AUTHOR’S REFLECTION &amp; WORED CITED (Final</b>

	text, including Author's Reflection/Works Cited <b>(DUE:11/21)</b> <b>Schedule: "Research Presentations"</b> (Randomly Assigned) <b>Overview of Presentation:</b> "Preparing Your Presentations" <b>Watch:</b> Examples of Good and Bad Presentations (Video)	<b>Version)</b> including Author's Reflection & Works Cited Page <b>(DUE: 11/21)</b>
<b>Wednesday 11/23 &amp; 11/25</b>	<b>Enjoy Thanksgiving Break</b> 😊 (No Classes)	No Homework

**Week 14:**

<b>Date</b>	<b>Class Description</b>	<b>Assignments Due</b>
<b>Monday 11/28</b>	<b>PRESENTATIONS (Group 1)</b> Research Presentations ( <b>6 Presentations</b> )	Work on Research Presentations
<b>Wednesday 11/30</b>	<b>PRESENTATIONS (Group 2)</b> Research Presentations ( <b>6 Presentations</b> )	Work on Research Presentations

**Week 15:**

<b>Date</b>	<b>Class Description</b>	<b>Assignments Due</b>
<b>Monday 12/5</b>	<b>PRESENTATION (Group 6)</b> Research Presentations ( <b>8 Presentations</b> )	Work on Research Presentations
<b>Wednesday 12/7</b>	<b>PRESENTATION (Group 4)</b> Research Presentations ( <b>4 Presentations</b> ) <b>Lecture:</b> Preparing for the Final Exam ( <i>PowerPoint</i> ) <b>Preparation:</b> Mock Final Exam	Prepare for Final Exam

**Final Exam: Monday, 12/12, 1:30 – 4:30 pm**