

 	<p>Literature, Journalism, Writing & Languages</p> <p>WRI 1001: Writing across the University (3 Units)</p> 
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Fall 2023

Meeting days: Tuesday & Thursday	Instructor: Prof. Lisa Balderston
Meeting times: 1:30-2:45 pm	Email: lbalders@pointloma.edu
Meeting location: Bond Academic Center 156 (BAC156)	Office Location & Hours: Bond Academic Center 125 (BAC 125) Tuesday: <u>9:45-10:45 am</u> or Thursday: <u>12:15-1:15 pm</u> (or Zoom by appointment)
Final Exam: December 12, 2023	

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.

Course Description

WRI 1001 is a first-semester integrative composition experience that serves the PLNU LEAP program. The course emphasizes critical thinking and idea development, and it encourages reflection on a wide array of topics and issues related to writing in the disciplines, all drawn from the first-year experience.

Course Learning Outcomes

Point Loma Nazarene University writing courses emphasize the writing process. Students read professional writers' work and practice developing, organizing, writing, revising, editing, and rewriting their own responses and essays. In this course, students will be introduced to the conventions of writing within the various disciplines representing the semester's curriculum, and students will gain experience with each discipline-specific mode of writing.

By the end of the semester, students will:

1. Apply English language conventions in various genres of academic writing.
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 to create written compositions.
4. Establish coherence within each paragraph and throughout the body of the composition.
5. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.
6. Use writing as a tool for critical thinking and learning.

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 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation per credit hour on their coursework. The time estimations are provided in the Canvas modules.

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.

Assessment and Grading

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade."

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.

FERPA

In compliance with federal law, neither PLNU student ID nor social security number should be used in public posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member 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.

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 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.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (4), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (8), 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. Please note that Zoom will be offered only for students who must miss class due to University sanctioned quarantine. Otherwise, students are expected to be physically present in the classroom. If the situation changes, students will be notified.

For the first two weeks, when in class, everyone must be masked. Please make sure your mask covers both your nose and mouth. This may be extended; university policy will be adhered to. Please feel free to wear a mask even when not required. Also, if you have not been vaccinated and/or boosted, you are strongly encouraged to do so.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development.

Use of Technology

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. Please make sure you are familiar with Canvas, check your university email regularly, and save your work often.

Unless needed for class work, phones should be silenced and put away. Remember, they are a distraction to you, your classmates, and faculty.

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.

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.

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.

Required Texts:

Rectenwald, Michael and Lisa Carl. *Academic Writing, Real World Topics*. Broadview Press, 2018. (*Other readings provided by the professor.*)

Assessment & Grading:

Your total grade in WRI1001 will be calculated out of 1000 total points.

Class Attendance and Participation	200 points (20%)
Written Responses	300 points (30%)
Mini-Essay.....	200 points (20%)
Midterm Exam.....	150 points (15%)
Class Final.....	150 points (15%)
TOTAL POINTS	1000 points (100%)

Tentative Course Schedule

Professor reserves the right to make changes as needed.

Week 1:

Tuesday 8/29	Introductions & Syllabus In- Class Writing: Diagnostic
Thursday 8/31	Lecture: Good writers are good readers—Rectenwald and Carl 23-27

Week 2:

Tuesday 9/5	Lecture: Reading writers' work – developing, organizing, writing, revising and rewriting a response. Discussion: (<i>Reading TBA</i>)
Thursday 9/7	Lecture: Reading writers' work – developing, organizing, writing, revising and rewriting a response (<i>continued</i>) Conventions of writing within various disciplines Discussion: (<i>Reading TBA</i>) Homework: Writing Workshop—due by 5pm in Canvas.

Week 3:

Tuesday 9/12	Lecture: Conventions of writing within various disciplines Reading: Living in a Digital Culture - Rectenwald and Carl 28-30, 99-109; unit 1 assignment given
Thursday 9/14	Lecture: Conventions of writing within various disciplines (<i>continued</i>) Reading: Carr, “Is Google Making Us Stupid?” 110-119; Small and Vorgan, “Meet Your iBrain: How Technology Changes the Way We Think” 143-150. Homework: Writing Workshop—due by 5pm in Canvas.

Week 4:

Tuesday 9/19	Lecture: Use Writing as a Tool for Critical Thinking In-Class Writing: Topic and thesis work—R&C 35-44
Thursday 9/21	Lecture: Use Writing as a Tool for Critical Thinking (<i>continued</i>) Reading: Jenkins, “‘Worship at the Altar of Convergence’: A New Paradigm for Understanding Media Change” 120-142; Garvett, “Tweets and Transitions: How the Arb Spring Reaffirms the Internet’s Democratizing Potential” 173-179. Homework: Writing Workshop—due by 5pm in Canvas.

Week 5:

Tuesday 9/26	Lecture: Stages of the Writing Process (Academic Writing) - <i>Planning</i> Reading: Learning in a Digital Age—R&C 265-274; unit 2 assignment given; discussion.
Thursday 9/28	Lecture: Stages of the Writing Process (Academic Writing) - <i>Drafting</i> Reading: Snyder, “Why Laptops in Class Are Distracting America’s Future Workforce” 274- 277; Davidson, “Collaborative Learning for the Digital Age” 282-283. Homework: Writing Workshop—due by 5pm in Canvas.

Week 6:

Tuesday 10/3	Lecture: Stages of the Writing Process (Academic Writing) – <i>Organizing</i> In-Class Writing: Audiences and Mapping—R&C 45-49, 62-64
Thursday 10/5	Lecture: Stages of the Writing Process (Academic Writing) – <i>Composing</i> Reading: Yardi, “Whispers in the Classroom” 310-336; Freire and Behuniak, “Paulo Freire and ICTs: Liberatory Education Theory in a Digital Age” 337-355; graphic organizer Homework: Writing Workshop—due by 5pm in Canvas.

Week 7:

Tuesday 10/10	Lecture: Stages of the Writing Process (Academic Writing) – <i>Revising</i> Reading: Learning from Games: R&C 181-191.
Thursday 10/12	Lecture: Stages of the Writing Process (Academic Writing) – <i>Editing</i> Reading: Grimes, “Getting (More) Girls into (More) Games” 208-210; Farmer, “Are Girls Game? How School Libraries Can Provide Gender Equity in E-Gaming” 211-215. Homework: Writing Workshop—due by 5pm in Canvas.

Week 8:

Tuesday 10/17	Lecture: Rhetorical Modes of Organization Reading: Burgess, Stermer, and Burgess, “Video Game Playing and Academic Performance in College Students” 226-240; Ferguson, “A Further Plea for Caution against Medical Professionals Overstating Video Game Violence Effects” 258-264.
Thursday 10/19	Fall Break – No Class

Week 9:

Tuesday 10/24	Lecture: Rhetorical Modes of Organization (<i>continued</i>) Reading: Living in a Global Culture: R&C 359-365; unit 4 assignment given
Thursday 10/26	Lecture: Analyzing Text to Determine <i>Point-of-View</i> Reading: Ritzer, “An Introduction to McDonaldization” 372-391; Barber, “Jihad vs. McWorld” 392-400. Homework: Writing Workshop—due by 5pm in Canvas.

Week 10:

Tuesday 10/31	Lecture: Analyzing Text to Determine <i>Differing Perspectives</i> Reading: <i>TBA</i>
Thursday 11/2	Lecture: Analyzing Text to Determine <i>Tone</i> Reading: Simon, “Global Brands Contend with Appreciation for the Local” 367-371; Appiah, “Cosmopolitan Contamination” 417-426; graphic organizer Homework: Writing Workshop—due by 5pm in Canvas.

Week 11:

Tuesday 11/7	Lecture: Analyzing Text to Determine <i>Purpose</i> Reading: Surviving Economic Crisis and the Future: R&C 509-518; unit 5 assignment given
Thursday 11/9	Lecture: Analyzing Text to Determine <i>Audience</i> Reading: Sibert, “Why Did the Bankers Behave So Badly?” 522-527; Wallison, “Not a Failure of Capitalism—A Failure of Government” 546-563; graphic organizer Homework: Writing Workshop—due by 5pm in Canvas.

Week 12:

Tuesday 11/14	Lecture: Analyzing Text to Determine <i>Theme</i> Reading: Evidence and Conclusions: R&C 52-54, 70-72. Additional reading – TBA
Thursday 11/16	Lecture: Establishing coherence within paragraphs and throughout body of the composition Reading: Resnick and Wolff, “The Economic Crisis: A Marxian Interpretation” 564-583; UNEP, “Foreword” and “Introduction” to <i>Towards a Green Economy: Pathways</i> Homework: Writing Workshop—due by 5pm in Canvas.

Week 13:

Tuesday 11/21	Lecture: Establishing coherence within paragraphs and throughout body of the composition (<i>continue</i>) Reading: Assessing Armed Global Conflict: R&C 597-607; unit 6 assignment given
Thursday 11/23	Thanksgiving Break

Week 14:

Tuesday 11/28	Lecture: Evaluating Different Types of Composition(s) Reading: Lifland, “Cyberwar: The Future of Conflict” 611-614; Pinker, “Why the World Is More Peaceful” 626-636; graphic organizer
Thursday 11/30	Lecture: Evaluating Different Types of Composition(s) (<i>continue</i>) Reading: Appeals and Fallacies: R&C 55-58 Homework: Writing Workshop—due by 5pm in Canvas.

Week 15:

Tuesday 12/5	Lecture: Use Writing as a Tool for Learning Reading: Bowie Jr, “Memory and Meaning: The Need for Narrative: Reflections on the Symposium ‘Twentieth Century Warfare and American Memory’” 615-625; Ahmed, “‘Father of No One’s Son’: Abu Ghraib and Torture in the Art of Ayad Alkadhi” 637-649; graphic organizer
Thursday 12/7	Review

Final: TBA