



Instructor	Professor Lisa Balderston
Meeting Days/Times	Tuesday & Thursday / 8:30-9:25 am
Meeting Location	Bond Academic Center - Room 102 (BAC 102)
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Office Hours	Tuesday 9:30-10:30 am <i>(or Zoom session by appointment)</i>
Office Location	Bond Academic Center – Room 125 (BAC 125)
Final Exam	TBA

PLNU Mission

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

WRI 1016 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. A diagnostic exam given at the beginning of the semester will determine if students need to co-enroll in WRI 0097 Writing Skills Tutorial.

In this course, we will focus on developing transferable writing, research, and analytical skills that you will continue to strengthen and build upon throughout your time at PLNU and in your academic,

vocational, and personal lives. You will develop these skills through a series of writing and research assignments and activities that expose you to the different stages of the composing process, with an emphasis on revision.

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.

Artificial Intelligence Use

PLNU acknowledges the potential benefits of using Artificial Intelligence (AI) tools for learning purposes, such as generating ideas, enhancing critical thinking, refining arguments, and aiding research and writing. Students are to consult their syllabus and instructor for the specific course policy regarding AI tool use. It is important to note that using AI-generated content

without proper authorization or attribution constitutes plagiarism. If utilizing AI-generated content as a resource for an assignment, students must provide proper acknowledgment of the AI tool and cite the platform used. Furthermore, students should exercise caution regarding potential misinformation or inaccuracies that may arise from using AI.

What is WRI 1000?

WRI 1000 Writing Lab is a self-paced Writing Center tutorial for students seeking additional writing support. The course is designed to help you grow as a writer and find success with the writing you have been assigned across all of your courses in a given term.

We encourage you to co-enroll in WRI 1000 if you’re taking a writing intensive course, if you’re working on a capstone or significant writing project, or if you know you’d benefit from some individualized writing support.

The course is designed to help students prepare themselves for success with their written assignments in a given term with the addition of one-on-one feedback and instruction in idea development, essay structure, revision techniques, and mechanics.

Benefits of Enrolling in WRI 1000

- You’ll meet regularly during the term with a writing consultant to receive personalized instruction and feedback on your writing assignments.
- You’ll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and you can repeat the course for a total of 3 units toward your graduation requirements.
- You can schedule your writing consultation sessions to suit your needs.

How to Enroll in WRI 1000

Register for the course in Workday or contact the Records Office to ask that WRI 1000 be added to your schedule.

Assignment Category	Length (Approx.)
<p>Writing Literacies</p> <p>In a 500-word mini-essay you will explore the strengths and struggles in your writing and the role that writing has played in your past and will play in your future.</p>	500 Words
<p>Narrative Essay</p> <p>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.</p>	A 3-page Essay (750 Words)
<p>Comparative & Contrast Essay, Author’s Reflection & Work Cited</p> <p>In this essay, you will compare-and-contrast similarities and differences between two or more subjects.</p>	A 4-page Essay (1000 Words)
<p>Research Paper, Author’s Reflection & Work Cited</p> <p>For this essay, you will formulate a research question and then write a research paper that responds to your question.</p>	2000-2500 Words
<p>Presentation</p>	Varies

For this project, you will offer a presentation to your classmates regarding the information you obtained during your research.	
Composition Final Portfolio During the final exam period, you'll write an essay in response to readings and a prompt.	1000-1600 Words
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies
Readings, Quizzes & In-Class Activities Be sure you are on time to class each day and have completed the assigned readings.	Varies

Assessment & Grading:

Letter grades are converted to numerical equivalents for computation according to the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

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

LJWL Department Policy on Plagiarism

The Department of Literature, Writing, and Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own, re-using parts of or entire essays from a previous course you have taken, *as in self-plagiarizing* (using information in a paper without citation), commit plagiarism. Writing that has been edited and rewritten by anyone but the student in the class is considered to be plagiarized as well. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.

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 in Canvas on its due date, and you must complete all assignments on time to keep up with the course. **Late work may be accepted at a 10% deduction of points for each day the assignment is delayed, after the deadline.**

Paper Format

The paper format for all papers is MLA Style. Submit assignments in Canvas. 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*, 9th ed. as your MLA style guide for style, grammar, format and citation questions.

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?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or over-generalizing)?
- 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

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 or of the subject about which you chose to write?
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. Describe what you did to rewrite and revise your paper after the audience response.
6. What would you like to change about your process of revising to make it more effective, and how might you go about doing that
7. What new insight came to you about writing or about yourself as a writer as you were writing and revising?
8. What did your audience (the person who read and responded to your draft in class) help you see in your paper that you hadn't seen before? Please explain.
9. How did your responding to another writer's draft help you think about your own draft in a way you hadn't thought about it before the session? Please explain.

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 20-30 minutes conference sessions.

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 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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

Attendance and Participation Policy

Students are expected to attend and participate in class every day. Success in WRI 1016 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.

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
- Phone: (619) 849-3020

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

CLASS SCHEDULE (TTH)

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 8/29	Introduction & Review Syllabus In-Class Writing Assignment: “Writing in your Field”	Submit In-Class Writing Assignment: “Writing in your Field”
Thursday 8/31	In-Class Writing: Diagnostic Essay (Prompt) Print in Blue Book	

Week 2:

Date	Class Description	Assignments Due
Tuesday 9/5	Discussion: Strengths/Weaknesses in Writing (Responses from Class) Lecture: Basics of the Writing Process (Graph)	SMH Read Ch. 2 “Expectations for College Writing”
Thursday 9/7	Discussion: SMH Read Ch. 2 “Expectations for College Writing” Lecture: 4 Common Types of Writing Write a Persuasive Paragraph In-Class Writing Assignment: Descriptive (Photos) In-Class Writing Assignment: Persuasive Paragraph About Favorite Food/Restaurant	Submit In-Class Writing Assignment: Descriptive (Photos) Submit In-Class Writing Assignment: Persuasive Paragraph About Favorite Food/Restaurant

Week 3:

Date	Class Description	Assignments Due
Tuesday 9/12	Lecture: What is a Narrative Essay & Writing a Narrative Essay (PowerPoint) Review: Sample of Narrative Essay Review: Narrative Essay Prompt Discussion: Brainstorming & Outline	<ul style="list-style-type: none">• Complete/Upload Brainstorming Chart AND Upload Outline for Narrative Essay• Read SMH: Chapter 4 “Exploring, Planning and Drafting” (for Quiz #1)• Start draft of Narrative Essay

	Sample Prompt to Practice Brainstorming & Outline	
Thursday 9/14	<p>QUIZ #1: “Exploring, Planning and Drafting”</p> <p>Discussion: SMH: Chapter 4 “Exploring, Planning and Drafting”</p> <p>Lecture: Writing a Thesis Statement (Overview & Video)</p> <p>Lecture: How to Write a Thesis Statement for a Narrative Essay (<i>PowerPoint</i>)</p> <p>Review: MLA Format</p> <p>Discussion: Author’s Reflection</p>	<ul style="list-style-type: none"> • Work on Narrative Essay Draft & Author’s Reflection • Start draft of Narrative Essay Draft & Author’s Reflection • Complete/Upload Brainstorming Chart for Narrative Essay (5 Points) • Complete/Upload Outline for Narrative Essay (5 Points)

Week 4:

Date	Class Description	Assignments Due
Tuesday 9/19	<p>Lecture: Building an Essay/AXES</p> <p>Discussion: <i>Common Grammar Issues Show/Don't tell (in writing)</i></p> <p>In-Class Writing Activity: Changes in the Drafts (10 points)</p> <p>In-Class Writing Assignment: “Speed Round Narrative Writing” (<i>Submit at the end of class</i>)</p> <p>Lecture: How to Prepare for the Peer Review Assignment? / How to Evaluate an Essay During a Peer Review Sessions?</p> <p>Lecture: How to Write Effective Peer Review Comments</p> <p>In-Class Activity: Peer Review Session</p>	<ul style="list-style-type: none"> • Submit In-Class Writing Activity: Changes in the Drafts (10 points) • Prepare a copy of your Narrative Essay Draft for Peer Review Session • Submit “NARRATIVE ESSAY #2: Draft of Narrative Essay INCLUDING Reviewer's Comments” assignment • Work on “NARRATIVE ESSAY #2” Draft & Author’s Reflection to submit Final Version
Thursday 9/21	<p>NARRATIVE ESSAY #2 & Author’s Reflection (DUE TODAY)</p> <p>Lecture: What is a Compare & Contrast Essay/ How to Write One (<i>PowerPoint</i>)</p> <p>Review: Compare & Contrast Essay Prompt</p> <p>Sample C & C Essay (WORD Slides)</p> <p>Review: C & C Point-by-Point Method</p> <p>Discussion: Brainstorming (Ven Graph) & Developing an Outline</p>	<ul style="list-style-type: none"> • Read: SMH Ch. 6 “Reviewing, Revising and Editing” (for Quiz #2) • Select Compare & Contrast topic • Create brainstorming (Ven Graph) and start an outline

Week 5:

Date	Class Description	Assignments Due
Tuesday 9/26	<p>QUIZ #2 “Reviewing, Revising & Editing”</p> <p>Discussion: SMH Ch. 6 “Reviewing, Revising and Editing”</p>	<ul style="list-style-type: none"> • Submit In-Class Assignment: Concise Writing Exercise “Mom’s Cooking” • Complete to submit In-Class Assignment Writing Concisely Assignment • Work on Compare and Contrast Essay

	<p>Lecture: How to Create Concise Writing for any Essay (Modifying the word count/ Trimming the fat)</p> <p>Lecture: Writing a Good Hook/Clincher</p> <p>In-Class Assignment: Concise Writing Exercise “Mom’s Cooking”</p> <p>In-Class Assignment Writing Concisely Assignment (Reduce Word Count)</p> <p>Lecture: Thesis Statement (A Review) Ex: The Scarlett Letter <i>(PowerPoint/Video)</i></p> <p>Review: Student Sample Thesis Statements</p> <p>Lecture: Creating a Work Cited Page</p>	<ul style="list-style-type: none"> • Prepare a copy of your Compare & Contrast Essay Draft for Peer Review Session
<p>Thursday 9/28</p>	<p>Brief Lecture: How to Write an In-Text Citation (“In-text Citation Cheat Sheet”) “The Basics of MLA In-text Citations” (Video)</p> <p>In-Class Activity: Peer Review Session</p>	<ul style="list-style-type: none"> • Submit Brainstorming for Compare & Contrast Essay • Submit Outline for Compare & Contrast Essay • Submit the (WORD doc or Google Doc) Compare and Contrast Draft, INCLUDING Peer Review • Work on completing your Compare & Contrast Essay #3

Week 6:

Date	Class Description	Assignments Due
<p>Tuesday 10/3</p>	<p>Library Days</p>	
<p>Thursday 10/5</p>	<p>Library Days</p>	<p>Prepare to submit the “Library Days” assignment, which will be added as a course grade (20 points)</p>

Week 7:

Date	Class Description	Assignments Due
<p>Tuesday 10/10</p>	<p>COMPARE & CONTRAST ESSAY #3 including Author’s Reflection & Work Cited (DUE TODAY)</p> <p>Lecture: Analyzing Persuasion & Argumentation: Appeal Process - Ethos, Logos & Pathos (<i>PowerPoint & Video</i>)</p> <p>In-Class Writing Activity - Ethos, Pathos and/or Logos</p>	<ul style="list-style-type: none"> • Submit In-Class Writing Activity - Ethos, Pathos and/or Logos
<p>Thursday 10/12</p>	<p>Lecture: Transition Sentences (<i>PowerPoint</i>)</p> <p>Class Activity: “Out of Sequence: Organization and Transition Exercise” (Piece the Essay Together)</p>	<p>Submit the “Out of Sequence: Organization and Transition Exercise” (in Canvas)</p> <p>Read SMH Chapter 9 “Reading Critically” (for Quiz #3)</p>

Week 8:

Date	Class Description	Assignments Due
<p>Tuesday 10/17</p>	<p>QUIZ #3: “Reading Critically” Discussion: SMH Chapter 9 “Reading Critically” Lecture: Types of Research Papers Although research paper assignments may vary widely, there are essentially two basic types of research papers. These are argumentative and analytical. Lecture:</p> <ul style="list-style-type: none"> • What is a Research Paper & How to Write One? (<i>PowerPoint</i>) • Research Paper Outline Template • Research Paper Sample/MLA Format • Review Research Paper Topics • Select Research Topic (List 10-6-3) 	<p>Submit your Research Essay Topic in Canvas</p>
<p>Thursday 10/19</p>	<p>Mid-Term Feedback Form (Hardcopy) Review: The Writing Process (pie chart) Lecture: Step-by-Step Research Paper (Student Sample) Quick Write #4: What is your Research Paper Thesis Statement? 5 Points In-Class Writing Assignment: Body Paragraph from Your Thesis Statement - 20 Points Overview (to Prep for SMH Reading): “Quoting, Paraphrasing & Summarizing” (Video) Review/Watch: Quoting, Paraphrasing, and Summarizing (Video) - Ven Diagram: Quoting, Paraphrasing, and Summarizing (Cheat Sheet) Review: Before & After “Summarize” Example (College Students) <i>Read on the Screen</i> Review: Select TWO Student Research Topics: Breakdown From Concept to Body Paragraphs – <i>5 Points Extra Credit to the volunteers</i></p>	<ul style="list-style-type: none"> • Submit In-Class Writing Assignment: Body Paragraphs from Thesis Statement - 20 Points • Submit Quick Write #4: What is your Research Paper Thesis Statement? 5 Points

Week 9:

Date	Class Description	Assignments Due
<p>Tuesday 10/24</p>	<p>Review: The Writing Process (chart) Lecture: Step-by-Step Research Paper (Student Sample) Quick Write #4: What is your Research Paper Thesis Statement?</p>	<ul style="list-style-type: none"> • Submit In-Class Writing Assignment: Body Paragraph Writing about “Good Study Habits” • Submit Quick Write #4: What is your Research Paper Thesis Statement?

	<p>In-Class Writing Assignment: Body Paragraph Writing about “Good Study Habits”</p> <p>Overview: Quoting, Paraphrasing & Summarizing (<i>Video</i>)</p>	
<p>Thursday 10/26</p>	<p>Quick Write #3: How to Write a Profile Essay (<i>PowerPoint</i>)</p> <p>In-Class Activity –(TBA)</p>	<p>Review SMH "Integrating Sources" (Chapter 15) <i>For Quiz #4</i></p>

Week 10:

Date	Class Description	Assignments Due
<p>Tuesday 10/31</p>	<p>QUIZ #4: “Integrating Sources”</p> <p>Discussion: SMH “Integrating Sources”</p> <p>Lecture: Integrating Research - How to Include an Academic Voice Into Your Research (<i>PowerPoint</i>)</p> <p>Overview: Annotated Bibliography (Video)</p> <p>Lecture: How to write an Annotated Bibliography (<i>PowerPoint</i>)</p> <p>In-Class Writing Assignment: ONE Annotated Bibliography</p> <p>Review: Sample Annotated Bibliography Format</p> <p>Review: Annotated Bibliography Prompt</p>	<ul style="list-style-type: none"> • Read SMH “Integrating Sources” (Chapter 15) for Quiz #4 • Submit In-Class Writing Assignment: ONE Annotated Bibliography • Work on Annotated Bibliography (Main Assignment) • Work on Research Paper Draft & Outline • Prepare to submit Annotative Bibliography
<p>Thursday 11/2</p>	<p>ANNOTATIVE BIBLIOGRAPHY (DUE TODAY)</p> <p>Review: Working Through the Research Paper Outline (<i>Worksheets</i>)</p> <p>Review MLA Format (Research Paper)</p> <p>Lecture: Scholarly Voice: Basics of Avoiding Bias</p> <p>Discussion: The Outline & the 1st 5 Research Pages Rough Draft – Taking time with each phase of the process (<i>Overview</i>)</p>	<ul style="list-style-type: none"> • Work on the Research Paper Outline & 1st 5 pages of the essay • Finalize to submit Research Paper Outline • Finalize to submit 1st 5 Pages of Research Paper Rough Draft

Week 11:

Date	Class Description	Assignments Due
<p>Tuesday 11/7</p>	<p>RESEARCH PAPER OUTLINE (DUE TODAY)</p> <p>In-Class Exercise: A New Way of Looking at the Draft (underline, highlight and circle sections)</p> <p>Lecture: Including Opposing Viewpoint (<i>PowerPoint</i>)</p> <p>Lecture: “Anatomy of a Research Paper” (Color-Coded <i>PowerPoint</i>)</p> <p>Review: Color-Coded AXES of Supporting Paragraphs (<i>PowerPoint</i>)</p>	<ul style="list-style-type: none"> • Submit Research Paper Outline • Submit In-Class Exercise: A New Way of Looking at the Draft (underline, highlight and circle sections) • Must have 6-8 pages of your draft available to share for the Peer Review Session)

	<p>Lecture: “Analyze Quote, Paraphrase, Interpretation in a Color-Coded Paragraph” (<i>Sheet</i>)</p> <p>Review: Draft (1-2 Student Volunteers)</p>	
<p>Thursday 11/9</p>	<p>Review: Research Paper Checklist (<i>Students check each category</i>)</p> <p>Peer Review Session (<i>Review Criteria</i>)</p> <p>Conferences Schedule Sign Up – Select a Conference date/time (Dates selected randomly, not passing “sign-ups” around)</p>	<ul style="list-style-type: none"> • Submit a copy of your Research Paper Draft, including comments from Peer Review Session • Prepare to submit Research Paper Draft

Week 12:

Date	Class Description	Assignments Due
<p>Tuesday 11/14</p>	<p>RESEARCH PAPER DRAFT (DUE TODAY)</p> <p>Conferences Schedule (Based on Sign-Up sheet: 20-30 Minute Sessions) No regular class session during the week</p>	<ul style="list-style-type: none"> • Work on Research Paper & Author’s Reflection (<i>Final Version</i>) • Work on Research Paper, Work Cited & Author’s Reflection
<p>Thursday 11/16</p>	<p>Conferences Schedule (Based on Sign-Up sheet: 20-30 Minute Sessions) No regular class session during the week</p>	<p>Work on Research Paper, Work Cited & Author’s Reflection</p> <p>Prepare to submit RESEARCH PAPER, AUTHOR’S REFLECTION & WORED CITED Final Version 8-10 pages of text, including Author’s Reflection/Works Cited</p>

Week 13:

Date	Class Description	Assignments Due
<p>Tuesday 11/21</p>	<p>RESEARCH PAPER, AUTHOR’S REFLECTION & WORED CITED Final Version 8-10 pages of text, including Author’s Reflection/Works Cited (DUE TODAY)</p> <p>Discussion: A Form of Persuasive Writing – “The Review”</p> <p>Quick Write #6 - Writing a Review (Short Film)</p>	<ul style="list-style-type: none"> • Submit Quick Write #6 - Writing a Review (Short Film) • Review: “Presentations: Speaking from Notes” (St. Martin Handbook)
<p>Thursday 11/23</p>	<p>Thanksgiving Break!</p>	

Week 14:

Date	Class Description	Assignments Due
<p>Tuesday 11/28</p>	<p>PRESENTATION (Group 1)</p> <p>Research Presentations</p> <p>Q & A = Student points</p>	<p>Work on Research Presentations</p>
<p>Thursday</p>	<p>PRESENTATION (Group 2)</p>	<p>Work on Research Presentations</p>

11/30	Research Presentations Q & A = Student points	
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Week 15:

Date	Class Description	Assignments Due
Tuesday 12/5	PRESENTATION (Group 3) Research Presentations Q & A = Student points	
Thursday 12/7	Review preparation for Composition Final Portfolio	

Week 16: Finals Week

Date	Class Description	Assignments Due
Tuesday 12/12	Review preparation for Composition Final Portfolio	
Thursday 12/14	Composition Final Portfolio (DUE)	