

WRI 6001 Composition Pedagogy I

Fall 2023

3 Units

T/R 9:30 am - 10:45 am, Evans 122

Instructor	Dr. Holland Prior (she/her)
E-mail	hprior@pointloma.edu
Office Hours	Drop-in MTWR 11:00am - 12:00pm or visit my calendar to book an appointment with me: https://calendly.com/hollandprior/officehours . If none of the available time slots work for you, drop me an email to arrange another time. I'm here to help!
Office Location	Bond Academic Center (BAC) 107

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

From the PLNU 2023-2024 Catalog:

An advanced course designed to educate students in the individualized instruction of composition. The course concentrates on writing theory and pedagogy and on ways to respond effectively to student writing in the classroom as well as in a writing center. Particular attention is given to the concrete application of writing theories to student work. For GTAs with a Pedagogy Concentration, WRI 6001 must be taken in semester 1 of MA program.

In this course, we will focus on developing skills and strategies for teaching writing in both individual tutoring and classroom settings. You will develop these skills through a series of writing and research assignments and activities that expose you to different aspects of teaching and working with student writers. By the time you complete WRI 6001 and WRI 6002, you

should have a general familiarity with the discipline of composition and writing studies and the skills and knowledge necessary to teach undergraduate general education writing courses.

Course Learning Outcomes

Students who complete WRI 6001 will be able to:

1. learn foundational composition theory and pedagogical skills in the composition classroom (assessed by syllabi);
2. teach first-year writing students language skills in the context of their writing;
3. assess students' writing situations via an understanding of writing theory, and work with those students at their points of need;
4. improve their own writing and the writing of others through effective and appropriate analysis and application of the research writing process and format;
5. articulate a philosophy of teaching.

Required Texts and Materials

- Ball, Cheryl E. and Drew M. Loewe. [*Bad Ideas About Writing*](#). West Virginia University Libraries Digital Publishing Institute, 2017.
- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- Ryan, Leigh and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. 6th ed., Bedford/St. Martin's, 2016.
- Additional readings as posted on Canvas.

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 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Weight	Due
Meta Rhetorical Analysis Essay You'll complete a rhetorical analysis essay similar to those assigned in WRI 1010 alongside a "teacher journal" reflecting on how your experiences throughout the essay process might inform how you would approach the assignment as an instructor.	20%	September 26
Writing Program Research Project Working in small groups, you'll interview various academic unit leaders around campus to learn more about PLNU's writing support and	10%	October 3

instructional needs. Using the data you gather from the interviews, you'll write an analytic memo that describes your findings and considers the implications for writing instruction at PLNU.		
Research Conversation Project For this project, you will reverse-engineer an annotated bibliography from a "central source" on your chosen research topic. You'll then create a lesson plan designed to teach our class community about your topic, including selecting any readings or designing a homework assignment for your peers to complete in preparation for the lesson. Finally, you'll facilitate that lesson on your scheduled Research Conversation date.	30%	October 24 + sign up for your class date
Reading Response Papers Over the course of the semester, you'll submit 10 reading responses (max. 2 pages each) that react to and reflect on the assigned reading.	35%	Most Days
Philosophy of Tutoring As your final project for the semester, you'll take what you've learned and craft a Philosophy of Tutoring statement.	5%	December 14

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

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

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.

Preparation

Your preparation is vital to your success and overall learning in this course. I expect you to be on time for class each day and to arrive prepared to discuss all assigned readings, participate actively in class discussions and activities, and collaboratively engage our classroom community. You are also expected to check your PLNU email and Canvas regularly for updates to the schedule and assignments.

Revision

I allow revisions for all work except the philosophy of tutoring statement (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (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. But I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in WRI 6001 is highly dependent upon interaction with your peers and the professor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities.

If you are absent for more than 10% of class sessions, I will issue a written warning of de-enrollment. If your absences exceed more than 20%, 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.

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. 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.

Language & Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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 Formation](#).

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 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 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 [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. Any work that was created with the assistance of an AI tool at any stage in its creation must include proper attribution, which may include an in-text citation, bibliographic citation, and/or an author's note. If you have any doubts about using AI, please gain permission from the instructor.

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when

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

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In WRI 6001, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in pedagogy and writing studies, and I will support you throughout your learning in this course.

Sexual Misconduct & Discrimination

In support of a safe learning environment, 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.

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 Loma Writing Center, the Ryan Library, and the Center for Enriching Relationships.

Loma Writing 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 Loma Writing Center's trained consultants 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/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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.

Center for Enriching Relationships

PLNU graduate students are able to receive **free** face-to-face and telehealth counseling services through the Master of Arts in Clinical Counseling program (MACC). This service is provided by supervised therapists-in-training at the Center for Enriching Relationships. To contact the Center for Enriching Relationships, please call 619-858-3105 or visit <https://www.enrichingrelationships.org/plnu-macc> to submit an online request. Your inquiry is confidential. Please note that once the form is submitted it may take up to two days to process and respond to your request.

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

Class Schedule (T/R)

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.

*BIAW = Bad Ideas About Writing
SMH = St. Martin’s Handbook*

Week 1: Introduction to Teaching Writing

Date	Class Description	Reading	Assignments Due
T 8/29	Welcome & Course Introduction		
R 8/31	What is “Composition Pedagogy”?	<ul style="list-style-type: none"> • Murray, <i>A Writer Teaches Writing</i>, chs. 1 & 7 • Downs & Robertson, “Threshold Concepts in First-Year Composition” • Gibson & Beitler, Introduction to <i>Charitable Writing</i> 	Defining the Work prompt

Week 2: Writing Program Research

Date	Class Description	Reading	Assignments Due
T 9/5	Writing Program Research	<ul style="list-style-type: none"> • Bazerman, “The Disciplined Interdisciplinarity of Writing Studies” • <i>Bedford Guide</i>, chapter 8 	CITI Training Certificate
R 9/7	Conducting Interviews	<ul style="list-style-type: none"> • Selfe & Hawisher, “Exceeding the Bounds of the Interview” 	Reading Response

		• Saldaña, "Writing Analytic Memos"	
--	--	-------------------------------------	--

Week 3: Rhetorical Analysis 101

Date	Class Description	Reading	Assignments Due
T 9/12	Rhetorical Situations	<ul style="list-style-type: none"> • BIAW Roberts-Miller, pp. 7-12 • SMH ch. 3 "Rhetorical Situations" • Chao, "Analyzing Physical Spaces as a Means of Understanding Rhetoric," <i>Prompt</i> 	Reading Response
R 9/14	Audience, Audience, Audience	<ul style="list-style-type: none"> • <i>Rhetorical Choices</i>, ch. 2 • SMH ch. 9 "Reading Critically" • SMH ch. 10 "Analyzing Arguments" 	RSA Reports

Week 4: Teaching Rhetorical Analysis

Date	Class Description	Reading	Assignments Due
T 9/19	Comparing Rhetorical Situations	• <i>Bedford Guide</i> , chapters 3, 4, & 5	Research Project Proposal
R 9/21	Teaching Rhetorical Situations	• <i>Bedford Guide</i> , chapters 6 & 7	Draft of Rhetorical Analysis

Week 5: The Research Process

Date	Class Description	Reading	Assignments Due
T 9/26	Designing Effective Research Trajectories	<ul style="list-style-type: none"> • SMH ch. 12, "Preparing for a Research Project" • BIAW Witte, pp. 226-230 • BIAW Wierszewski, pp. 231-235 • SMH ch. 13, "Conducting Research" 	Meta Rhetorical Analysis
R 9/28	Listening to the Conversation: Conducting Ethical Research	<ul style="list-style-type: none"> • SMH ch. 14, "Evaluating Sources & Taking Notes" • McClure, "Googlepedia" • Hall, "An Assignment to Scaffold Reading Challenging Academic Texts," <i>Prompt</i> 	Reading Response

Week 6: Teaching the Research Process

Date	Class Description	Reading	Assignments Due
T 10/3	Analyzing the Conversation	<ul style="list-style-type: none"> • "Worknets," <i>Try This</i> • Hayes, "The Research Prospectus in First-Year Writing (and Beyond)," <i>Prompt</i> • SMH ch. 15, "Integrating Sources" 	Reading Response
R 10/5	Joining the Conversation	<ul style="list-style-type: none"> • SMH ch. 17, "Writing a Research Project" • BIAW Theune, pp. 181-186 • BIAW Lockett, pp. 236-241 • BIAW Harrington, pp. 242-246 	Reading Response

		• TBD	
--	--	-------	--

Week 7: Primary Research

Date	Class Description	Reading	Assignments Due
T 10/10	Primary Research Reflections	• TBD	Analytic Memo
R 10/12	IWCA	• TBD	Writing Center Topics

Week 8: Conferences

Date	Class Description	Reading	Assignments Due
T 10/17	In lieu of class, bring your reverse annotated bibliography draft to your scheduled conference.		Draft of Reverse Annotated Bibliography
R 10/19	<i>Fall Break - no class</i>		

Week 9: Curriculum Design

Date	Class Description	Reading	Assignments Due
T 10/24	CLOs & Assignment Design	• Two selections from <i>Prompt</i>	Reverse Annotated Bibliography
R 10/26	Lesson Planning	• Two selections from <i>Prompt</i> • UMich, Strategies for Effective Lesson Planning	Reading Response

Week 10: Research Conversations

Date	Class Description	Reading	Assignments Due
T 10/31	Research Conversation #1	• TBD	Reading Response
R 11/2	Research Conversation #2	• TBD	Reading Response

Week 11: Research Conversations

Date	Class Description	Reading	Assignments Due
T 11/7	Research Conversation #3	• TBD	Reading Response
R 11/9	Research Conversation #4	• TBD	Reading Response

Week 12: Research Conversations

Date	Class Description	Reading	Assignments Due
T 11/14	Research Conversation #5	• TBD	Reading Response
R 11/16	Guest Speaker: Jake Buller-Young, "From the Writing Center to the Classroom"	• TBD	Reading Response

Week 13: Research Conversations

Date	Class Description	Reading	Assignments Due
T 11/21	Research Conversation #6	• TBD	Reading Response
R 11/23	<i>Thanksgiving Recess - no class</i>		

Week 14: Research Conversations

Date	Class Description	Reading	Assignments Due
T 11/28	Research Conversation #7	• TBD	Reading Response
R 11/30	Guest Speaker (tentative)	• TBD	Reading Response

Week 15: Research Conversations

Date	Class Description	Reading	Assignments Due
T 12/5	Research Conversation #8	• TBD	Reading Response
R 12/7	Research Conversation #9	• TBD	Reading Response

Week 16: Philosophy of Tutoring

Date	Class Description	Reading	Assignments Due
T 12/12	Research Conversation #10	• TBD	Reading Response
R 12/14	Debrief & Course Reflection	• <i>Bedford Guide</i> , chapter 9	Philosophy of Tutoring