

WRI 1010 College Composition: Writing and Research

Spring 2024

Sections 11& 13

4 Units

Section 11: MWF 2:45 pm – 3:50 pm, Bond Academic Center (BAC) 105A

Section 13: MWF 4:05 pm – 5:15 pm, Bond Academic Center (BAC) 105A

Final Exam: Writing 1010- Section 11 Friday, 5/3, 1:30 – 4:00 pm

Writing 1010- Section 13 Wednesday, 5/1, 4:30 pm – 7:00 pm

Instructor Sara Arevalo (she/her)

E-mail sarevalo@pointloma.edu

Office Hours Drop-in F 1:30- 2:45 pm. If this time slot does not work for you, drop me an email to arrange another time. I'm here to help!

Office Location Bond Academic Center (BAC) 123

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

WRI 1010 is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course. 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 1010, 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 1010 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 1010 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.	Library research assignment, Research Paper

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
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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.

Additional readings will be 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 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

WRI 1000L Writing Lab

I **strongly recommend** that you enroll in [WRI 1000L Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you'll do in this course. Benefits of enrolling in WRI 1000L:

- You'll meet regularly during the term with a Loma Writing Center 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 the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

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

Major Assignments, Grade Distributions, & Due Dates

Assignment	Length (approx.)	Weight	Due
Writing Literacies Narrative	750 words	10%	January 28

In a 750-word letter addressed to me, you will explore the role that writing has played in your past and will play in your future.			
Comparative Rhetorical Analysis Essay In this essay, you will compare and evaluate the rhetorical strategies used by two authors.	750 words	20%	February 28
Research Paper For this project, you will formulate a research question and then write a research paper that responds to your question and enters an academic conversation taking place through published scholarship.	2000 words	30%	April 15
Public Argument For this project, you will “re-genre” the argument you made in your research paper to reach a public audience.	Varies	10%	April 28
Final Exam During the final exam period, you’ll write a 500-750 word essay in response to a prompt.	750 words	5%	May 6
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site or in paper if preferred.	Varies	15%	Most Days
In-Class Work & Activities Be sure you are on time to class each day, have completed the assigned reading and homework, and are fully prepared to participate.	Varies	10%	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

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, [visit my calendar](#) or email me to make an appointment.

Revision

I allow revisions for all of your major writing assignments except the public argument project (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.)

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

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, some please come talk to me if you're concerned or falling behind. I will also automatically drop your 2 lowest scores in the Homework and Reading Quizzes & In-Class Activities categories, so keep that in mind.

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, 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. 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.

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.

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 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

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. If you have any doubts about using AI, please gain permission from the instructor.

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.

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
- Phone: (619) 849-3020

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

Class Schedule (MWF)

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: Course Introduction

Date	Class Description	Reading	Assignments Due
T 1/10	Welcome and Course Introduction		
W 1/11	In-Class Writing Assignment – bring your laptops or notebooks!		
F 1/13	What is “Writing”?		Personal Introduction

Writing Literacies Unit

Week 2: Assumptions About Writing

Date	Class Description	Reading	Assignments Due
M 1/15	<i>Martin Luther King, Jr. Day – no class</i>		
W 1/17	Discuss Writing Literacies Narrative Assignment	● <i>BIAW</i> Wardle, pp. 30-33	Prompt: Writing in Your Field
F 1/19	Writing Situations	● <i>BIAW</i> Carillo, pp. 34-37	Last day to earn bonus points for office hours

Week 3: Writing in Particular

Date	Class Description	Reading	Assignments Due
M 1/22	A Genre Approach to Writing	● <i>BIAW</i> Brooks, pp. 60-63	
W 1/24	Peer Review Workshop		Draft of Writing Literacies Narrative
F 1/26	Metacognition & Writing	● <i>BIAW</i> Parrott, pp. 71-75	Writing Literacies Narrative

Comparative Rhetorical Analysis Unit

Week 4: What is a Rhetorical Situation?

Date	Class Description	Reading	Assignments Due
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M 1/29	Introduction to Rhetorical Situations	● <i>BIAW</i> Roberts-Miller, pp. 7-12	
W 1/31	Comparative Rhetorical Analysis (CRA) Assignment	● <i>SMH</i> chapter 3, "Rhetorical Situations," pp. 26-36	Prompt: Rhetorical Situations
F 2/2	Audience, Audience, Audience	● 2 CRA texts	Prompt: CRA Text Selections

Week 5: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 2/5	Rhetorical Appeals	● <i>SMH</i> chapter 10, "Analyzing Arguments," pp. 125-143	Prompt: Identifying the Target Audience
W 2/7	Rhetorical Analysis in Action	● CRA text	Rhetorical Situation Analysis Report #1
F 2/9	Comparing Rhetorical Situations	● CRA text ● <i>SMH</i> chapter 9, "Reading Critically," pp. 108-124	Rhetorical Situation Analysis Report #2

Week 6: Writing a Comparative Rhetorical Analysis

Date	Class Description	Reading	Assignments Due
M 2/12	Thesis Statements	● <i>SMH</i> section 4c, "Drafting a Working Thesis Statement," pp. 44-46 ● <i>SMH</i> section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148	CRA Thesis
W 2/14	Peer Review Workshop	● <i>SMH</i> sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59	CRA Outline
F 2/16	Work Day – Drafting & Revising		

Week 7: Conferences (& [Writers' Symposium By the Sea](#))

Date	Class Description	Reading	Assignments Due
M 2/19			
W 2/21	Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your CRA paper to your scheduled writing conference.		Draft of Comparative Rhetorical Analysis Essay
F 2/23			

Research Paper Unit

Week 8: Preparing to Research

Date	Class Description	Reading	Assignments Due
M 2/26	CRA Reflections Discuss Research Paper Assignment		Comparative Rhetorical Analysis

W 2/28	Developing a Research Question	<ul style="list-style-type: none"> ● <i>SMH</i> chapter 12, “Preparing for a Research Project,” pp. 172-179 ● <i>BIAW</i> Witte, pp. 226-230 ● <i>BIAW</i> Wierszewski, pp. 231-235 	Prompt: Topic Brainstorming
F 3/1	Crafting a Research Plan	<ul style="list-style-type: none"> ● McClure, “Googlepedia” 	Prompt: Preliminary Research Question

Week 9: Spring Break April 4th – April 8th – Rest & Refresh!

Week 10: Locating & Evaluating Sources

Date	Class Description	Reading	Assignments Due
M 3/11	Research Proposal Workshop	<ul style="list-style-type: none"> ● <i>SMH</i> chapter 13, “Conducting Research,” pp. 180-190 	Research Proposal
W 3/13	Library Day – meet in Ryan Library		
F 3/15	Library Day – meet in Ryan Library		Library Research Assignment

Week 11: Analyzing & Synthesizing Sources

Date	Class Description	Reading	Assignments Due
M 3/18	Annotated Bibliographies	<ul style="list-style-type: none"> ● <i>SMH</i> chapter 14, “Evaluating Sources & Taking Notes,” pp. 191-208 	Prompt: What is an Annotated Bibliography?
W 3/20	Reading Scholarly Sources	<ul style="list-style-type: none"> ● <i>SMH</i> chapter 9, “Reading Critically,” pp. 108-124 	2 Annotations
F 3/22	Evaluating Sources		2 Annotations

Week 12: Using Evidence Effectively

Date	Class Description	Reading	Assignments Due
M 3/25	Writing With Evidence	<ul style="list-style-type: none"> ● <i>SMH</i> chapter 15, “Integrating Sources,” pp. 209-217 	Annotated Bibliography
W 3/27	Academic Genre Analysis	<ul style="list-style-type: none"> ● <i>SMH</i> chapter 17, “Writing a Research Project,” pp. 227-235 	Academic Genre Analysis
F 3/29	Thesis Statement Workshop	<ul style="list-style-type: none"> ● <i>SMH</i> section 4c, “Drafting a Working Thesis Statement,” pp. 44-46 ● <i>SMH</i> section 11d, “Making a claim & drafting a working thesis statement,” pp. 147-148 	Thesis Statement & Reasons Expressed as Because Clauses

Week 13: Organizing Thesis-Driven Arguments

Date	Class Description	Reading	Assignments Due
W 4/3	Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your Research Paper to your scheduled writing conference.		Draft of Research Paper

F 4/5

Monday
4/1 Easter Recess – no class

Week 14: Polishing Your Argument

Date	Class Description	Reading	Assignments Due
M 4/8	Revision Workshop	● <i>BIAW</i> Giovanelli, pp. 104-108	Revised Draft of Research Paper
W 4/10	Proofreading Workshop	● <i>SMH</i> chapter 16, "Acknowledging Sources & Avoiding Plagiarism," pp. 218-226	
F 4/12	Research Reflection	Project	Research Paper Due

Public Argument Unit

Week 15: Writing for Public Audiences

Date	Class Description	Reading	Assignments Due
M 4/15	Public Genres		
W 4/17	Writing for Public Audiences	● <i>SMH</i> chapter 24, "Communicating in Other Media," pp. 387-391	Public Genre Analysis
F 4/29	Remediation		Public Argument Plan

Week 16: Re-Genreing Your Work

Date	Class Description	Reading	Assignments Due
M 4/22	Peer Review Workshop Discuss Final Exam Essay		Draft of Public Argument
W 4/24	Designing & Revising Multimodal Texts	● <i>SMH</i> chapter 35, "Writing to the World," pp. 465-470	
F 4/26	Course Reflection	● <i>SMH</i> chapter 25, "Writing Well in Any Discipline or Profession," pp. 394-402	Public Argument

Final Exam: Writing 1010- Section 11 Friday, 5/3, 1:30 – 4:00 pm

Writing 1010- Section 13 Wednesday, 5/1, 4:30 pm – 7:00 pm