

ENG 1016 College Composition: Writing and Research

Fall 2024

Section 3

2 Units

Meeting days/times T H 2:55-3:50 PM

Meeting location: BAC 104

Final Exam: Tuesday 12/17 4:30-7:00 PM

Instructor	Danielle PUNCHES (Berg)
E-mail	dberg@pointloma.edu
Office Hours	Thursday 10:00 - 11:00 AM
Office Location	BAC 126

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.

General Education 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

From the PLNU 2024-2025 Catalog:

ENG 1016 is a first-year composition experience in reading, writing, and critical thinking, centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course.

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 designed to support you in engaging in the inquiry process. You will apply and demonstrate your learning by entering the academic conversation surrounding a topic of your choice and producing an annotated bibliography, academic argument, and final presentation of your research for a public audience.

Course Learning Outcomes

By the end of ENG 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.

General Education Learning Outcomes

As a General Education (GE) course, ENG 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 GE Learning Outcomes (GELOs) that ENG 1010 serves alongside their corresponding course assignments and activities.

GELO	Assessment Measure
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Final Portfolio
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

Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- Ball & Loewe. [Bad Ideas About Writing](#). (Open access, free online)
- Clary-Lemon, Mueller, & Pantelides. [Try This: Research Methods for Writers](#). (Free online via the WAC Clearinghouse)
- 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 2-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 75 total hours meeting the course learning outcomes.

ENG 1000L Writing Lab

I strongly recommend that you enroll in [ENG 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 ENG 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 ENG 1000L be added to your schedule.

Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Length (approx.)	Weight	Due
<p>Unit Writing Assignments</p> <p>In first part of the semester you will write two short essay:</p> <ul style="list-style-type: none"> 1- Writing Testimonial- reflecting on your personal journey as a writer, your strengths and challenges, and the role writing will play in your future 2. AI Argumentative Essay in which you will defend your position on the use of Artificial Intelligence in academic writing. 	500-750 words each	10%	September 12 September 24
<p>Research Conversation Project</p> <p>For this project, you will formulate a research question, conduct academic research, and then use that research to craft 3 assignments:</p> <ul style="list-style-type: none"> • an Annotated Bibliography that maps the conversation on your topic taking place through published scholarship, • an Academic Argument Essay that enters that conversation, and • a Public Argument that transforms and "re-genres" the argument you made in your essay for a public audience. 	1000 words 2000- 2500 words varies	60%	October 22 November 26 December 17
<p>Final Portfolio</p> <p>At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer. This portfolio will include a Critical Reflection Essay, a Writing Exhibit, a Revision Exhibit, and a Wildcard Exhibit.</p>	750-1500 words	10%	December 17

Homework and In-Class Activities Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	20%	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, email me to make an appointment.

Revision

I allow revisions for all of your major unit 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 assigned readings and all related activities must be completed before coming to class so you will be able to participate in class discussions. I do not accept late work for homework or class assignments, as they are graded complete/incomplete. For unit writing projects, late submissions will be deducted 10% for every day they are late. If you need an extension on a major assignment due to extenuating circumstances please contact me before the due date so we can discuss your situation.

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 ENG 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 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 (3 classes), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (6 classes), you may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

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.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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 in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

The evolution of new technologies requires us to think critically about how to use them responsibly. In this course we will explore how to use generative AI as a tool for writing without compromising academic integrity. Since the goal of this course is to develop your writing, using AI technologies to circumvent your writing process undermines your learning and ultimately is a loss to you. However there are ways that AI may be a useful tool for brainstorming, researching or revising your work. We will discuss uses and expectations regarding AI, but as a general guideline 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 questions about using AI, please discuss it with me.

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 ENG 1016, 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 rhetoric and writing, 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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

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 Wellness Counseling Center.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

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, writing with 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.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

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.

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 (TH)

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.

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 9/3	Course Introduction	Syllabus	
H 9/5	The Writer's Journey	Lunsford "Writing is Informed by Prior Experience" BIAW Carr pp. 76-81 "Failure is not an Option"	Discussion Board: On writing and Failure

Week 2: How and Why We Write

Date	Class Description	Reading	Assignments Due
T 9/10	The Writing Process (How We Write)	SMH Ch. 1-2 "The Top Twenty" and "Expectations for College Writing" Anne Lamott "Shitty First Drafts"	first draft of Writing Testimonial
H 9/12	Rhetorical Purpose (Why We Write)	SMH ch 3 "Rhetorical Situations" pp. 26-36 BIAW Roberts-Miller "Rhetoric is Synonymous With Empty Speech" pp. 7 - 12	Writing Testimonial

Week 3: Artificial Intelligence and Academic Writing

Date	Class Description	Reading	Assignments Due
T 9/17	Analyzing Arguments	SMH ch. 10, "Analyzing Arguments," pp 125-143	Discussion Board
H 9/19	What is original writing?		Pre-writing: AI and Academic Writing

Week 4: Engaging in Inquiry

Date	Class Description	Reading	Assignments Due
T 9/24	Cultivating Curiosity - Finding a Topic for Inquiry		AI Argumentative Essay
H 9/26	Developing a Research Question	BIAW, Wierszewski "Research Starts with A Thesis Statement" pp. 231-235	Discussion Board

Week 5: Locating and Evaluating Sources

Date	Class Description	Reading	Assignments Due
T 10/1	Library Research Day - Meet in Ryan Library	SMH ch. 12 "Preparing for a Research Project pp. 172-179	Research Question
H 10/3	Library Research Day - Meet in Ryan Library		

Week 6: Mapping the Conversation

Date	Class Description	Reading	Assignments Due
T 10/8	Reading Scholarly Sources	SMH ch.9 "Reading Critically" pp. 108-124 McClure "Googlepedia..."	Discussion Board
H 10/10	Annotating and Analyzing Sources		

Week 7: Building your References

Date	Class Description	Reading	Assignments Due
T 10/15	Writing Citations	SMH sections on APA and MLA	2 source annotations
H 10/17	MLA/APA format review	SMH section on Chicago Style	2 source annotations

Week 8: Entering the Conversation

Date	Class Description	Reading	Assignments Due
T 10/22	Thesis Statement Workshop	SMH section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148 SMH section 4c, "Drafting a Working Thesis Statement," pp. 44-46	Annotated Bibliography
H 10/24	Fall Break - No Class		

Week 9: Writing with Evidence

Date	Class Description	Reading	Assignments Due
T10/29	Organizing your Argument	SMH ch 17, "Writing a Research Project," pp. 227-235 SMH sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59	Thesis Statement
H 11/1	Integrating Evidence	SMH ch. 15 "Integrating Sources pp 209-215 SMH chapter 16, "Acknowledging Sources & Avoiding Plagiarism," pp. 218-226 BIAW Mott-Smith "Plagiarism Deserves to be Punished"	Research Paper Outline

Week 10: Giving and Receiving Feedback

Date	Class Description	Reading	Assignments Due
T 11/5	Drafting - work day		Academic argument introduction
H 11/7	Peer Review Workshop		Academic Argument Draft (1000 words)

Week 11: Writer's Conferences

Date	Class Description	Reading	Assignments Due
T 11/12	Instead of meeting as a class you'll sign up for a writer's conference on Zoom with Professor Berg. Submit your peer reviewed draft on canvas 1 hr prior to your appointment time.		Draft of Academic Argument
T 11/14	Instead of meeting as a class you'll sign up for a writer's conference on Zoom with Professor Berg. Submit your peer reviewed draft on canvas 1 hr prior to your appointment time.		Draft of Academic Argument

Week 12: Revising your Argument

Date	Class Description	Reading	Assignments Due
------	-------------------	---------	-----------------

T 11/19	Revision workshop	BIAW Giovannelli "Strong Writers Don't Need Revision" pp 104-108	
H 11/21	Final Draft Work Day	SMH ch. 6 "Reviewing, Revising, and Editing," pp. 78-97	

Week 13: Editing

Date	Class Description	Reading	Assignments Due
T 11/26	Editing and Proofreading		Academic Argument Research Paper
H 11/28	Thanksgiving Break- NO CLASS		

Week 14: Writing for a Public Audience

Date	Class Description	Reading	Assignments Due
T 12/3	Remediation and Genre	SMH chapter 35, "Writing to the World," pp. 465-470 SMH chapter 24, "Communicating in Other Media," pp. 387-391	
H 12/5	Peer Review Workshop		Public Argument plan

Week 16: Reflecting on your Growth as a Writer

Date	Class Description	Reading	Assignments Due
T 12/10	Meta-cognition and Writing		Public Argument Draft
H 12/13	Self-reflection and Evaluation		Critical Reflection Essay draft

Final Exam: Tuesday 12/17 4:30-7:00 PM (Location TBA)

Public Argument Presentations and Final Portfolio Due