

Point Loma Nazarene University  
 Department of Literature, Journalism, Writing, and Languages  
**Advanced Writing Workshop**  
**ENG 4080 (3 units)**

**Section: 01**

**Time: TR, 3:00– 4:15 p.m.**

**Spring 2025**

**Location: Bond 105A**

Instructor: Dr. Katie Manning, [kmanning@pointloma.edu](mailto:kmanning@pointloma.edu)

Phone: 619-849-2200, x2432

Office: Bond 124

Office Hours: TR, 9:30-10:30 a.m., and other times by appointment

Course Website: <https://canvas.pointloma.edu>

**\*Please put away screens when not actively using them for class purposes. Thanks!\***

**Catalog Entry:** A senior-level capstone course for writing majors and an advanced course for non-majors providing guided workshops, advanced practice, and advanced instruction in writing techniques and publication strategies used by professional writers. May be repeated once for elective credit with instructor's consent. Prerequisite(s): ENG 3021, 3022, or 3023.

**Course Description:** Writing is not an innate gift; it is a skill to be learned and practiced. Athletes train, painters paint, and writers write to get better at their craft. In this course, you will be part of a community of writers. You will continue to develop the skills that are needed to both read critically and write strategically at an advanced level. We will read and discuss published work, read and discuss your own work-in-progress in workshop settings, write together in class, and discuss publication and writing life beyond school. You will submit a final portfolio at the end of the semester that showcases the best of your writing.

**Required Materials**

Friedman, Jane. *The Business of Being a Writer*. The University of Chicago Press, 2018. ISBN: 9780226393162.

(All other readings and resources will be available in class and/or posted on Canvas.)

A writing notebook/journal of your choice

Things writers need: laptop/tablet, pen/pencil, paper/journal, folder, etc.

**Diversity Statement:** Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the Department of Literature, Journalism, Writing, and Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature and languages.

## Course Learning Outcomes

*Students who complete ENG 4080 will be able to:*

1. identify (knowledge, comprehension) targeted aspects of the writing craft in professional works of various genres; (W PLO 2)
2. employ (application, synthesis) research techniques as necessary to create advanced works that address the demands of their genres; (W PLO 1)
3. craft (synthesis) original creative work as part of a self-assigned, focused project; (W PLO 1)
4. apply (application) professional writing and formatting techniques in a portfolio of work suitable for grad school or writing career applications; (W PLO 1)
5. apply (application) workshop techniques for constructive criticism of peers and in turn take criticism and use it to improve their own work; (W PLO 1)
6. format (application, evaluation) texts in a genre-appropriate and professional manner for submission to workshop and publication; (W PLO 3)
7. present (application, evaluation) written work to live audiences, demonstrating strategies for audience engagement and oral communication. (W PLO 4)

**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. 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 112.5 total hours meeting the course learning outcomes.

## CLASS POLICIES

\*tl;dr Please don't disappear. Talk to me if you're struggling, and I will help you make a plan. I want you to complete this course successfully.

Grade Distribution: In order to receive credit for the course, all of the following work must be completed. Completion of all major assignments is required to pass the course.

Readings & Discussions	20% - 40 pts
Seminar Presentation	20% - 40 pts
Drafts	20% - 40 pts
Workshops	20% - 40 pts
<u>Portfolio &amp; Final Exam (Reading)</u>	<u>20% - 40 pts</u>
<i>Total</i>	100% - 200 pts

### Grading Scale & Definitions:

A: 93-100%	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: below 60

A = Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors.

B = Excellent work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.

C = Average work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors.

D = Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.

F = Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.

Attendance & Participation: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 5%; if you miss class more than 4 times (over 2 weeks), you will automatically fail this course. Coming to class unprepared, misusing a screen, or being disruptive in class will also count as an absence. If you already know that you'll be missing many classes due to some pre-existing schedule conflict, you should not take this course at this time. Also, since arriving late to class is distracting to your classmates (and to me), you are expected to arrive on time. Two late arrivals will count as one absence.

Readings: Readings are due on the date they're listed in the course outline. Always bring your copy of the assigned reading to class with you for use in discussion. Read actively and make notes directly on the text and/or on the side.

Reading Reflections: On days when reading assignments are due, you should bring a brief (200-250 words) typed response to the reading. This might include lines/images that stood out to you (with some comments about why you find them meaningful), questions you have about the text (about the content, the form, or other artistic elements), connections you see between the reading and other parts of your life (classes you're taking, things you've read, current events, etc.), how you want to apply this reading to your own writing, and/or other ways of thoughtfully engaging with the assigned reading. These should follow the paper format guidelines for prose (below), including having a word count in the upper right corner.

Seminar Presentation: Early in the semester, you will submit two pieces of writing that will become assigned reading for the course, and you will be responsible for leading the class on the days when your readings are due. Here are the components of each seminar presentation:

- 1) Assign the class one of the best things you've ever read (at the beginning of the semester).
- 2) Give some kind of mini-lecture or craft talk about one or more elements that make this piece brilliant and that we can learn from this piece for our own writing. You might do a little research to fill out your own knowledge/vocabulary for this part.
- 3) Lead the class in a discussion of the text. Come prepared with discussion questions.
- 4) Lead the class in a writing exercise that somehow connects to the reading and your lesson.

Note: You don't have to do these things in this order if you feel like your seminar presentation would make more sense in a different order. You have the conn. You should aim for 30-40 minutes total.

Assignments: You will turn in several early and revised drafts of writing. Some of these might have assigned styles or content, but most will be self-assigned. These early drafts need not be masterpieces, but they should not be sloppy. It should be clear that you worked on them extensively. Please submit your project drafts via Canvas on the day they are due unless otherwise instructed.

Workshops: We will do workshops as a whole class throughout the semester. The session before your workshop, you will bring enough hard copies of your workshop piece for each person in the class. On workshop days, you will turn in a typed copy of your feedback letters to me, as well as to the member of your group who is being workshopped. During workshops, we will thoroughly discuss the writing to give the authors a chance to see how readers are experiencing their work and to give some feedback for revision. Your workshop grade will be based on both your verbal participation and written comments.

Portfolio: Early in the semester, you will submit a proposal that includes two parts:

- 1) A project proposal, in which you will describe some sort of research, experience, theme, location, style, or other unifying element that will guide your writing for the rest of the semester. This may be a new project or a continuation of a previous project, and it could be a collection of poems, a novella, a series of essays, etc.
- 2) A portfolio goal, in which you propose a TOC for your portfolio that will include not only your project-in-process from this semester, but also revised versions of some of the best writing in any genre that you've done to date. What are you most proud of, and what might you want to revise/edit for use in future grad school applications, job applications, publication submissions, agent queries, etc.? This will likely include professional writing as well as creative writing.

At the end of the semester, you will turn in a printed and bound final portfolio that includes a title and cover, a brief (~2 page) introduction to your work that describes why and what you've included and points to your influences/research/goals, and your well-crafted writing.

Paper Format: All assignments, unless otherwise instructed, must be typed, in 12-point Times or Arial font, with one-inch margins. Poems should usually be single spaced or spaced according to the design of the author. Prose (reading reflections, etc.) should be double spaced and include a word count in the upper right corner. Please submit hard copies or electronic copies as instructed for each assignment.

Final Exam: For your final, you will give a practiced, polished introduction to your project and a reading of your work in a public place (location TBD). Attendance is mandatory. You will be graded on the quality of your introduction and overall delivery.

Due Dates: Dates when assignments are due are listed on the attached course outline; unless otherwise specified, assignments are due at the beginning of class. I highly encourage you to visit with me one-on-one during office hours to run project ideas or any questions by me. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. Late work is not acceptable. If unusual circumstances will keep you from completing an assignment on time, please make arrangements with me for an extension BEFORE the due date when possible (or if you wake up sick, please email me ASAP with your assignment so it will not be counted late). Please complete all readings on time as well. All coursework must be completed by our final meeting. Incompletes will only be assigned in extremely unusual circumstances.

Student-Directed Conferences: During the semester, you must meet with me on scheduled conference days to discuss your writing, reading, or whatever else you'd like. Dates for these mandatory conferences are on the course outline. This will be part of your attendance grade. Feel free to meet with me more often than this!

Extra Credit (in addition to perfect attendance): Writing events go on frequently at PLNU and in our larger San Diego community (and now virtually all over the place). Attend an author lecture, reading, or workshop and write a 1-2 page critical analysis and reflection over what was said and how you can apply it to your reading and/or writing. Due within one week of the event. This will earn you up to 4 points (up to 2 times).

Canvas: A copy of this syllabus and assignments for our course are online at <https://canvas.pointloma.edu>. You can access these course materials through the portal using your PLNU username and password.

PLNU Email: Your PLNU email account should be checked daily. This is the way that I will most frequently communicate with you outside of class, and it's also the way the university distributes important information.

Inclusive Language Statement: Because language is powerful and shapes the way we think, all public language used in this course, including written and spoken discourse, will 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. See the section on "[Appropriate Language](#)" at *The Purdue OWL*.

Public Discourse: Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

*This syllabus is a contract. If you continue in this course,  
then you agree to comply with the class policies as stated here.*

## COURSE OUTLINE<sup>1</sup>

### WEEK 1

T Jan 14

Writing laboratory  
Class planning survey

R Jan 16

Read full syllabus (on Canvas)  
DUE: Lab piece (poem or short prose)  
In Class: Syllabus  
Seminar sign up  
Workshop menu options

### WEEK 2

T Jan 21

Read Friedman (Part 1)  
DUE: Response piece  
Reading reflection  
Workshop 1 piece (everyone!)

R Jan 23

Read for workshop  
In Class: Workshop 1

### WEEK 3

T Jan 28

Read Friedman (Part 2)  
DUE: First seminar reading (bring hard copies)  
Reading reflection  
In Class: Discussion

R Jan 30

CONFERENCES  
DUE: Portfolio proposal (new project + selected works)  
Project draft 1

### WEEK 4

T Feb 5

Read Friedman (Part 3)  
DUE: Reading reflection  
In Class: Discussion  
Workshop

R Feb 7

Read Seminar Piece 1  
DUE: Reading reflection  
Project draft 2  
In Class: Discussion  
Workshop

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<sup>1</sup> This schedule may be changed at the instructor's discretion.

## WEEK 5

T Feb 11

Read Friedman (Part 4)  
 DUE: Reading reflection  
 In Class: Discussion  
 Workshop

R Feb 13

Read Seminar Piece 2  
 DUE: Reading reflection  
 Project draft 3  
 In Class: Discussion  
 Workshop

\*Sat Feb 15

*Bonus Event:* LJWL Creative Writing Celebration  
 10 a.m. coffee & pastries (Bond Patio)  
 10:30 a.m. reading (Bond 103)

## WEEK 6

T Feb 18

Read Friedman (Part 5)  
 DUE: Reading reflection  
 In Class: Discussion  
 Workshop

R Feb 20

Read Seminar Piece 3  
 DUE: Reading reflection  
 Project draft 4  
 In Class: Discussion  
 Workshop

## WEEK 7

T Feb 25

Read Symposium Authors (Canvas)  
 DUE: Reading reflection  
 In Class: Discussion  
 Workshop

\*Feb 24-28

*Bonus Event:* Writer's Symposium by the Sea  
 Mandatory: Attend at least two events. Submit a reflection about the  
 Symposium events next week.

R Feb 27

NO CLASS (Symposium!)

WEEK 8	
T Mar 4	DUE: Second seminar reading (bring hard copies) Symposium reflection In Class: Discussion Workshop
R Mar 6	Read Seminar Piece 4 DUE: Reading reflection Project draft 5 In Class: Discussion Workshop
WEEK 9	
M Mar 10 – F Mar 14	SPRING BREAK! ☺
WEEK 10	
T Mar 18	Read Seminar Piece 5 DUE: Reading reflection In Class: Discussion Workshop
R Mar 20	Read Seminar Piece 6 DUE: Reading reflection Project draft 5 In Class: Discussion Workshop
WEEK 11	
T Mar 25	NO CLASS – AWP Conference
R Mar 27	NO CLASS – AWP Conference
WEEK 12	
T Apr 1	Read Seminar Piece 7 DUE: Reading reflection In Class: Discussion Workshop
R Apr 3	Read Seminar Piece 8 DUE: Reading reflection Project draft 6 In Class: Discussion Workshop



WEEK 13	
T Apr 8	Read Glancy's "After the Fire of Writing: On Revision" (on Canvas) DUE: Reading reflection In Class: Discussion Workshop
R Apr 10	Read Sibley Williams's "Six Tips" (on Canvas) DUE: Project draft 7 In Class: Discussion (refresher: give readings, submit for publication)
WEEK 14	
T Apr 15	NO CLASS – PCA Conference Work on revisions!
R Apr 17 – M Apr 21	EASTER BREAK! ☺
WEEK 15	
T Apr 22	DUE: Project draft 8 In Class: Workshop
R Apr 24	Final Workshop (everyone!)
WEEK 16	
T Apr 29	DUE: Final portfolio In Class: Master discussion Practice reading
R May 1	<b>Final Reading &amp; Celebration</b> Location TBD <i>Mandatory attendance<sup>2</sup></i>

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<sup>2</sup> Successful completion of this class requires completing the final portfolio and final reading. For a variety of reasons, our final reading needs to be scheduled during the last week of classes, the week before the official finals week.

## **Important Statements & Policies**

### **PLNU Mission Statement**

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**LJWL Department Mission Statement:** Welcome to the Department of Literature, Journalism, Writing, and Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJWL Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

### **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.

### **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.

*Note:* For our class's purposes, writing is collaborative, and writers share and borrow from each other all the time. There are ways to do this that are acceptable (such as taking suggestions from professors and peers), but there are also ways to use other people's ideas or words in a way that

is considered plagiarism (such as passing off somebody else's work as your own). We will discuss this further in class.

### **Artificial Intelligence (AI) Policy**

Most of the current AI tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) encourage people to outsource deep thinking and critical thought in favor of quick idea generation and bland text, and the results are too often factually incorrect anyway. Because of this, and due to the fact that using ideas and language that are not your own is a form of plagiarism, these AI tools are not permitted for our class assignments. If you've got an incredibly compelling reason to use one, please seek approval in advance from me and cite the AI tool appropriately. Any unapproved usage of these tools will be treated as plagiarism.

### **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 Attendance and Participation Policy**

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

### **Language and 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](#).

### **Sexual Misconduct and 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 accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **Spiritual Care**

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