POINT LOMA
NAZARENE UNIVERSITY

Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

ENG 1010 College Composition: Writing and Research

MWF 10:55 am – 12:05 pm

Taylor 105

Final Exam: Wednesday, May 6, 2026
10:30 am – 1:00 pm

Instructor	**Rev. Dr. Holland Prior** (she/her)
E-mail	hprior@pointloma.edu
Office Hours	Drop-in hours: • Wednesdays, 1:30 pm – 2:30 pm • Thursdays, 9:00 am – 10:00 am You can also visit my calendar to book an appointment with me. 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 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.

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

ENG 1010 equips students to grow as writers and critical thinkers at PLNU and beyond. Students are immersed in writing by analyzing and composing texts for a variety of audiences. The course emphasizes the social nature of writing and the various stages of the writing process. Students are encouraged to co-enroll in ENG 1000L while taking ENG 1010.

In this course, we will focus on developing transferable writing, research, and analytical skills that will help you grow as writers and critical thinkers throughout your time at PLNU and beyond in your academic, vocational, and personal lives. You will develop these skills by analyzing and composing texts for a variety of audiences and by immersing yourselves in the social nature of writing and the various stages of the writing process.

Course Learning Outcomes

By the end of ENG 1010, you should be able to:

1. Identify and respond to the expectations of a specific audience.
2. Critically analyze and evaluate the strategies writers use to appropriately respond to the demands of their rhetorical situation: audience, purpose, context, or culture.
3. Apply appropriate documentation styles and formatting to integrate external voices into their writing.
4. Engage in and articulate the various states of the writing process (prewriting, research, drafting, rewriting, revising, editing, etc.).
5. Construct persuasive, thesis-driven, well-supported, arguments that employ rhetorical strategies appropriate for an academic audience.
6. Demonstrate basic critical AI literacy in producing written texts.

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

- Gibson, R.H., & Beitler, J.E. (2020). *Charitable Writing: Cultivating Virtue Through Our Words*. InterVarsity Press.
- 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.

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
Writing Letter 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.	750 words	5%	January 23
Audience Analysis (AA) Unit Project You will work to identify and analyze the audience for a cluster of four texts. You'll write an analytical report for each text.	1000 words	20%	February 11
Triple Audience (AAA) Project For this project, you will formulate a research question, conduct academic research, and then use that research to produce deliverables for 3 distinct audiences: • **Personal Audience**. First, you'll create an *Annotated Research Map* to help yourself map and understand the conversation surrounding your topic. • **Academic Audience**. Second, you'll compose an *Argument Essay* that enters that conversation and is designed to persuade an academic audience. • **Public Audience.** Third, you'll transform and "re-genre" the argument you made in your essay into a *Public Argument* for a public audience.	3000 words	35%	Research Map: March 6 Academic Argument Essay: April 17 Public Argument: April 24
Final Portfolio At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer.	750-1500 words	10%	May 6

This portfolio will include a **Critical Reflection Essay**, a **Writing Exhibit**, and a **Revision Exhibit**.			
Homework/Reading Responses Unless otherwise specified, all homework assignments and reading responses will be submitted via the course Canvas site.	Varies	15%	Most Days
In-Class Writing & Activities Be sure you are on time to class each day and have completed the assigned reading.	Varies	15%	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 those due during the last two weeks of the semester (due to time constraints). 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 academic dishonesty/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 or commit an academic dishonesty violation 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. I will also automatically drop your 2 lowest scores in the Homework and In-Class Work & Activities categories, so keep that in mind.

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 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 (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive 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.

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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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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

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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

We will be exploring the use of artificial intelligence (AI) tools (e.g., Gemini, NotebookLM) in the writing process together throughout the semester. There will be coursework and assignments that you are asked to complete without any use of an AI tool, and there will be coursework and assignments that allow you to explore how AI tools might play a part in your writing process. Because one of our course objectives is to develop our critical AI literacy, it is your responsibility to follow assignment guidelines carefully and consult your instructor if you have questions about appropriate AI usage. Any use of AI tools in any context must be properly cited. Use the following sources to guide your citations when using AI.

- MLA Style Center: Citing Generative AI
- APA Style: How to Cite ChatGPT
- Chicago Manual of Style: Citing Content Developed or Generated by AI

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 ENG 1010, 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, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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 (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.

CW = *Charitable Writing*
BIAW = *Bad Ideas About Writing*

Week 1: At the Threshold

Date	Class Description	Reading	Assignments Due
M 1/12	Course Introduction		
W 1/14	At the Gallery	CW "At the Gallery," pp. 1-5 BIAW Wardle, pp. 30-33	Reading Response
F 1/16	At the Threshold	CW "At the Threshold," pp. 7-22 Elbow, "The Benefits and Feasibility of Liking," pp. 199-201	Reading Response

Week 2: The Writing Process

Date	Class Description	Reading	Assignments Due
M 1/19	*MLK Jr. Day – no class*		
W 1/21	Writing as Conversation	CW ch 1, "Entering the Study," pp. 25-32	Draft of Writing Letter
F 1/23	Writing Technologies	Bigelow, "12 Prompt Engineering Best Practices & Tips"	**Writing Letter**

Week 3: Humble Listening

Date	Class Description	Reading	Assignments Due
M 1/26	Humble Listening	CW ch 2, "On Humility"	Reading Response
W 1/28	Critical AI Literacy	CW ch 3, "Humble Listening in Local Writing Communities," pp. 47-61	Reading Response
F 1/30	Audience, Audience, Audience	CW ch 4, "Humble Listening in Discourse Communities," pp. 62-73	Reading Response

Week 4: Rhetorical Analysis

Date	Class Description	Reading	Assignments Due

M 2/2	Sweet 16: Rhetorical Situations	*Rhetorical Choices*, ch 2 Watch: "Understanding Genre Awareness"	Audience Analysis Report
W 2/4	Elite 8: Rhetorical Appeals	Watch: "Purpose and Rhetorical Appeals"	Context Analysis Report
F 2/6	Final 4: Humble Listening	Review CW humble listening chapters (2, 3, & 4)	Appeals Analysis Report

Week 5: Audience Analysis Tournament

Date	Class Description	Reading	Assignments Due
M 2/9	In-Class Conferences / Work Day		Humble Listening Report
W 2/11	Audience Analysis Championship Debate		Audience Analysis Project
F 2/13	Charitable Writing / Developing a Research Question	CW ch 5, "The Law of Charitable Writing," pp. 77-85 BIAW Witte, pp. 226-232	Topic Brainstorming

Week 6: Library Instruction

Date	Class Description	Reading	Assignments Due
M 2/16	Library Day #1		Research Question
W 2/18	Library Day #2		
F 2/20	Conducting Research	Ryan Library Guide: How To Do Research BIAW Harrington, pp. 242-246	Library Research Assignment

Week 7: Conferences

Date	Class Description	Reading	Assignments Due
M 2/23	Generative AI & the Research Process	Huff, "The Promise and Perils of Using AI for Research and Writing"	List of 3 scholarly sources
W 2/25	Conferences		
F 2/27	Conferences		

Week 8: Analyzing Conversations

Date	Class Description	Reading	Assignments Due
M 3/2	Lateral Reading	Pulver, "Active Reading to Understand a Problem"	Source Annotation Drafts

W 3/4	Analyzing a Scholarly Conversation	CW ch 7, "On Charity," pp. 97-104	Research Map Draft
F 3/6	Conferences		**Personal Audience Project: Research Map**

Week 9: Spring Break

Date	Class Description	Reading	Assignments Due
M 3/9			
W 3/11	*Have a safe and restful Spring Break!*		
F 3/13			

Week 10: From Analysis to Argumentation

Date	Class Description	Reading	Assignments Due
M 3/16	Crafting Loving Arguments	CW ch 6, "On Argument," pp. 86-96	
W 3/18	Academic Genre Conventions	CW ch 8, "Charitable Writing as Love's Banquet," pp. 105-116	Reading Response
F 3/20	AI Play Day		Draft Argumentative Claim

Week 11: Loving Argument

Date	Class Description	Reading	Assignments Due
M 3/23	Entering a Conversation	CW ch 9, "Beastly Feasting," pp. 117-125	Thesis Statement + Because Clauses
W 3/25	Making Space at the Table	CW ch 10, "Making Space at the Table," pp. 125-136	Outline
F 3/27	Peer Review Workshop		

Week 12: Hopeful Timekeeping

Date	Class Description	Reading	Assignments Due
M 3/30	Slow Writing	CW ch 11, "Slow Writing," pp. 139-127	Legit First Draft
W 4/1	Revision	CW ch 12, "Liturgies of Writing," pp. 158-168	Revision Memo

Date	Class Description	Reading	Assignments Due
F 4/3	*Easter Recess – no class*		

Week 13: Conferences

Date	Class Description	Reading	Assignments Due
M 4/6	*Easter Recess – no class*		
W 4/8	Conferences		Revised Second Draft
F 4/10	Conferences		

Week 14: Proofreading

Date	Class Description	Reading	Assignments Due
M 4/13	Conferences		
W 4/15	All About Citations		
F 4/17	Proofreading with GenAI		**Academic Audience Project: Argument Essay**

Week 15: Writing for Public Audiences

Date	Class Description	Reading	Assignments Due
M 4/20	Remixing an Argument	[Watch: "A Remediation Analysis"](#)	
W 4/22	Writing for Public Audiences		Public Argument Plan
F 4/24	Peer Review Workshop		**Public Audience Project**

Week 16: At the Gallery

Date	Class Description	Reading	Assignments Due
M 4/27	Liturgies for a Life of Writing	CW ch 12, "Liturgies of Writing," pp. 158-168	
W 4/29	At the Gallery	CW Closing Meditation, "At the Gallery," pp. 168-173	Draft of Revision Exhibit
F 5/1	Peer Review Workshop & Course Reflection		Draft of Critical Reflection Essay

Final Exam: Wednesday, May 6, 2026, 10:30 am – 1:00 pm   ***Final Portfolio Due***