

manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course. Students are encouraged to co-enroll in ENG 1000L while taking ENG 1016.

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 ENG 1016, 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 1016 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 1016 serves alongside their corresponding course assignments and activities.

GELO	Assessment Measure
1a. Written: Students will be able to express ideas and information effectively to others through written communication.	Essays, 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.
- Additional readings will be posted on *Canvas* or distributed in class.

You'll also need access to the Internet, a PLNU e-mail account, and *Canvas*.

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

One visit to the ENG 1000 Writing Lab is required. 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.

Assessment and Grading

Grading Scale Based on Percentages

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

Major Assignments and Grade Distributions

Assignment Category	Length (approx.)	Weight
1 Drafted Essay Visual Essay	750-1000 words	15%
Assignments of the instructor's own discretion Journals, quizzes, class activities, participation, etc.	Varies	20%
Research Paper For this project, you will enter an	2000-3000 words	45%

academic conversation taking place through documented research. MLA is the standard documentation format.		
1 Oral Presentation An aspect of your research paper that you find important to share with the class	N/A	5%
Ryan Library Assignment	N/A	5%
Final Portfolio At the end of the course, you will compile a portfolio of the work you have completed and write a memo discussing your growth as a writer. This portfolio will include a Critical Reflection Essay , a Writing Exhibit , and a Revision Exhibit . <i>You must complete all three sections to receive full credit.</i>	750 —1500 words	10%

Some exercises will be graded on a “complete,” “incomplete” basis

- A “complete” indicates that you successfully completed the assignment on time, in a thoughtful and thorough manner that meets the assignment criterion and demonstrates learning, appropriate for college-level work.
- An “incomplete” suggests that your work was too brief or superficial to demonstrate learning; indicates confusion or an incomplete understanding of the course concepts; fails to respond fully, or responds inadequately, to the prompt, or does not meet assignment criterion; demonstrates evidence of not reading; or is late or missing.
- If you would like to discuss your grades, please schedule a confidential conference.

Late Work

This course requires reading, analyzing, and writing on a regular basis, and due dates are to help us all work at a manageable pace. Due dates for assignments are listed on the course schedule, Canvas, prompts and noted in class. I reserve the right to make adjustments or changes if the need arises. No late assignments. All work must be turned in on the day and time it is due. I reserve the right to reject late work. Extensions may be granted on a case-by-case basis for extenuating circumstances, so if you are concerned about missing due dates or falling behind, please contact me so we can discuss. Extended time for assignments will be granted to students as stipulated by individual federal student learning accommodations.

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. Discussion in the class is mandatory when we are in class, synchronous, on video, or as part of a *Canvas* discussion thread. Participation is part of your grade. Feel free to express yourself. Your classmates are interested in your thoughts. It counts. When you do the course work, the discussion flows.

Sleeping, talking, texting, web surfing, 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. *Please note: audio and/or visual recording of the instructor, students, class discussions, lectures or class material by students is prohibited, with the exception of individual federal student learning accommodations approved by PLNU that include recording classroom learning activities.*

If you are absent for more than 10% of class sessions (3 classes for a MW course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (6 classes for a MW 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 e-mail 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 group projects or oral presentations, cannot be made up later if they are missed.**

Keep up with the course work and allow yourself time to digest it. COME PREPARED.

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

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

You are **not** allowed to use Artificial Intelligence (AI) tools (e.g., Co-Pilot, ChatGPT, Claude, GrammarlyGo, Perplexity, Gemini) to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course without explicit permission from the instructor. You **may**, however, use AI tools to generate ideas, brainstorm, proofread passages, of your writing, collect research and other uses as identified by the instructor. Any use of AI tools in any context must be properly cited. Use the following sources to guide your citations when using AI. **All AI ideas must be properly cited as in-text citations and Works Cited entries.** Confirmation and/or evidence of AI-generated content (text, video, audio, images, sources) in any ENG 1016 work will be considered plagiarism and handled according to the PLNU academic honesty policy. If you have any doubts about using AI, please gain permission from the instructor. Use the following source link to guide your MLA citation formatting if using AI.

- [MLA Style Center: Citing Generative AI](#)

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, 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 Writing 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.

I reserve the right to change the course schedule this semester, and I will notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due according to the day and time they appear *Canvas* and on the schedule.

This mission of this course, should you decide to accept it, is not only to assimilate knowledge, but also, and perhaps more importantly to encourage to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the workplace who can effectively communicate with others succeed.

Hopefully, you will boldly go where you have not gone before.

Class Schedule



Paul Cézanne. *Dream of the Poet, Kiss of the Muse*.
Circa 1850. Oil on canvas. 82 x 66 cm. Musée d'Orsay.

Unless otherwise noted, all **reading assignments** must be read by the beginning of class on the day they appear on the schedule. **Writing assignments** are due on *Canvas* at 11:59 pm the night before class, and you will bring a hard copy to class for me the next day on which I will make comments, grade, and return to you. Details for all assignments can be found on *Canvas* or in hand-outs.

Week I

Monday, January 12 Introduction. Material overview. Assign "First Week Icebreaker" in "Discussion" thread on *Canvas*; complete initial posting and thread by 11:59 pm by Tuesday, January 13. Examine MLA first page formatting and "Top Twenty" *SMH* Chapter 1. Examine "Tips" sheet.

Wednesday, January 14 Read *SMH* Chapter 5c "Using Effective Methods of Development." Visit to McCullough Park to write descriptive and narrative paragraphs.

Week II

Monday, January 1. MLK Day. *No class meeting*

Wednesday, January 21 Share descriptive and narrative paragraphs in hard copy. Turn in hard copy.
Assign "Call for Unity" and "Letter from Birmingham Jail" online.

<https://www.dbu.edu/mitchell/modern-resources/documents/acallforunitytextandbackground.pdf>

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

If these sites do not come up, use *Google's* search engine for other sources.

Read *SMH* Chapter 11g, "Shaping your appeal to your audience."

Read the "Call for Unity" and "Letter from Birmingham Jail," ready to discuss, audience, tone, and the rhetorical appeals of *logos*, *pathos*, *ethos*.

Week III

Monday, January 26 Discuss outlines and reverse outlines. Examine owl.purdue.edu entries. Assign reverse outline of MLK's "Letter from Birmingham Jail" plus list of sources.
Continue reading and annotating "Letter" in terms of purpose, audience and tone, and *logos*, *pathos*, *ethos*.

Wednesday, January 28 Reverse outlines and list of sources in "Letter from Birmingham Jail"

due in hard copy. Continue discussion of MLK's strategies. Share reverse outlines and sources.
Active verbs. Read *SMH* 51g. Discuss active voice and vivid verbs, zero demonstrative pronouns plus "to be" verbs, soft-pedal "to be" verbs. Hand-out.

Week IV

Monday, February 2 Examine and discuss St. Paul Liability Insurance and Pirelli ads on hand-out. Discuss "Fortuitous Faults and Fortes" hand-out.

Wednesday, February 4 "Fortuitous Faults and Fortes" continued.

Week V

Monday, February 9 What is a thesis statement? *SMH* 11d-h, "Constructing Arguments." Identify thesis statements in *PMLA* articles.
Reminder to read prompt for visual essay and select a visual to bring into class on Wednesday.

Wednesday, February 11 *SMH* Chapter 9. Read the prompt for the visual paper before class. Assign visual paper and brainstorm topics. **Bring visual of your choice to class.**

Week VI

Monday, February 16 Examination of outline, juicy title, introductory paragraph and thesis statement of visual paper. Bring hard copy to class. If time allows, workshop continued writing of the essay.

Wednesday, February 18 Bring in one hard copy of not-so-rough draft of visual paper for peer review. Explanation and implementation of peer review sheet.

Week VII

Monday, February 23 Final draft visual paper due.
Read *SMH* 14g, "Taking notes and annotating sources." "Notecards" PowerPoint. Citing sources, avoiding plagiarism. Read *SMH* Chapter 15. Consult *SMH* MLA section, Chapter 18.
Quotations, Paraphrases and Summaries.
Using sources to support your argument,
Integrating sources
In-text citations and works cited exercise.

Wednesday, February 25 Read Chapters 12 and 14. Discuss researching.

Assign research paper.

Discuss possible research paper topics. The bulk of class time and homework going forward will be devoted to this final paper. An individual hand-out will elaborate on incremental projects related to the final paper and due dates in detail. At this juncture in the course, we will primarily consult our text for research paper writing guidance as we simultaneously examine grammatical, technical and stylistic issues in its chapters. Some exercises and projects will be assigned as homework.

Week VIII

Monday, March 2 Meet in Ryan Library.
Come to class with thesis proposal on your topic for the research paper as described in the research paper assignment sheet. Please be reminded that this is not an introductory paragraph, but rather a proposal of what your research and writing will entail.
Working bibliography also due. Conduct research on your topic.

Wednesday, March 4 Meet in Ryan Library. Updated thesis statement and working bibliography due to me in hard copy. Continue research on your topic.

For homework continue to research and take notes like crazy. Work on Library Research Assignment and turn it in to librarians on designated due date and

time.

Week IX

Monday, March 9 Spring Break *No class meeting*

Wednesday, March 11 Spring Break *No class meeting*

Week X

Monday, March 16 Techniques of comparison and contrast. Read *SMH* p. 48, 65.
"Birka and Bikini" See *Canvas* for essay. Be prepared to write a precis in class.

Wednesday, March 18 Inclusive Language Read *SMH*, Chapter 36, "Language That Builds Common Ground."
Read Alleen Pace Nilsen "Sexism and English."
See *Canvas* for essay. Be prepared to write a precis on the Nilsen essay in class.

Week XI

Monday, March 23 75 Notecards due. You should also be working on your first five pages, and other details below due on March 25.

Wednesday, March 25 Bring in outline, **at least** first 5 pages, juicy title, introduction, thesis statement and works cited page of research paper to share. Also sweat the small stuff: MLA first page formatting? in-text citations? works cited page? vivid verbs? transitions? and so forth. Use "Tips" Sheet and your common sense.

Week XII

Monday, March 30 Hard copy of not-so-rough draft of research paper due for peer review. You must have full word count for credit. Assign research paper conferences and oral presentations.

Wednesday, April 1 Conferences with Nina Evarkiou or work on research paper oral presentations .

Week XIII

Monday, April 6 Easter Break *No class meeting*

Wednesday, April 8 Conferences with Nina Evarkiou or work on research paper oral presentations.

Week XIV

Monday, April 13 Conferences with Nina Evarkiou or work on research paper oral presentations.

Wednesday, April 15 Final draft of research paper due in single hard copy.
Respond to "An Inquiring Mind Needs to Know." Review Portfolio Final Exam.

Week XV

Monday, April 20 Research paper oral presentations.

Wednesday, April 22 Research paper oral presentations.

Week XVI

Monday, April 27 Research paper oral presentations.

Wednesday, April 29 Research paper oral presentations.

Final Examination: The Final Portfolio is due Monday, May 4, 7:30 am and no later than 10 am.

Of note: 

Separate assignment sheets for written projects will be distributed on Canvas or handed out at the appropriate times during the course. Each assignment sheet will clearly state the parameters of the assignment as well as the due dates of different phases of the project.

Partial credit is not given to incomplete work, but rather the grade of zero. Late work is not accepted. When rough drafts are due, you must have the required word count as the final draft to receive credit.

Extra credit

Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance. In order to receive credit for extra credit assignments all of the other assignments must be completed. If a mandatory viewing of a play, film or other kind of performance is assigned and you cannot attend, an alternate assignment will be offered and must be completed.

I reserve the right to alter the class schedule according to the dynamics of the class.

**I write.
You write.
He writes.
She writes.
They write.
We all revise.**

