

Spring 2026

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)
Office location and hours: Salomon 103; by appointment	Instructor email: jmanning@pointloma.edu
Meeting times/days: 9:35a-10:30a TR	Meeting location: Rohr Hall 112
Final Exam: Tue, 5/5/26, 10:30am-1:00pm	

PLNU MISSION STATEMENT AND CORE VALUES: 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 are a learning community where truth is pursued, grace is foundational, and holiness is a way of life.

COURSE DESCRIPTION

A continuation of the study of topics within higher education designed to further develop student capacities toward long-term collegiate persistence. In this course, students will gain additional experience in the areas of study skills, critical thought, vocation exploration, and broadly applicable strategies for academic success.

COURSE LEARNING OUTCOMES

1. Develop robust information literacy (including literacy of online and offline media) for use in a university environment, with a specific focus on university-level research-based writing tasks.
2. Apply critical thinking in constructing logically coherent arguments and supporting them with sound reasoning and relevant source materials.
3. Learn general conventions of source usage and information management within the academic context.
4. Continue to practice and improve key metacognitive learning strategies for use in a university environment.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Textbooks:

Caulfield, Mike and Sam Wineburg. *Verified: How to Think Straight, Get Duped Less, and Make Better Decisions About What to Believe Online*. Chicago: University of Chicago Press, 2023. ISBN 978-0226822068

Upson, Matt, Holly Luetkenhaus, C. Michael Hall, and Kevin Cannon. *Information Now: A Graphic Guide to Student Research*, 2nd Edition. Chicago: University of Chicago Press, 2021. ISBN 978-0226766119

Digital Resources (available via Canvas):

Bond, Shannon. "People Are Trying to Claim Real Videos Are Deepfakes. The Courts Are Not Amused." *NPR*, May 8, 2023.

Caulfield, Mike and Sam Wineburg. "No, You're Not Good at Detecting Fake Videos." *The Conversation*, Nov 1, 2024.

Howard, Rebecca Moore. "Plagiarisms, Authorships, and the Academic Death Penalty." *College English* 57.7 (1995): 797-801.

McBride, Kelly. "'Patchwriting' Is More Common than Plagiarism, Just as Dishonest." *Poynter*, Sep 18, 2012.

Nijhuis, Michelle. "How Not to Publish Baloney." *Slate*, Apr 30, 2014.

Sanford, Adam G. and Dinur Blum. "Patchwriting—What It Is, and How to Avoid It." *Learning Made Easier Podcast* ep. 146, May 16, 2022.

Schudson, Michael and Barbie Zelizer. "Fake News in Context." In *Understanding and Addressing the Disinformation Ecosystem*, Dec 2017.

Walker, Angela L. "Preventing Unintentional Plagiarism: A Method for Strengthening Paraphrasing Skills." *Journal of Instructional Psychology* 35 no 4 (2008): 387-395.

Wardle, Claire. "Misinformation Has Created a New World Disorder." *Scientific American*, Sep 1, 2019.

ASSESSMENT AND GRADING

List of Assignments and Point Distribution:

Attendance and Participation	175 points	(19.4%)
• Class attendance	(75 points)	
• Tutorial attendance	(75 points)	
• Class participation	(25 points)	
Semester Grade Checks	75 points	(8.3%)
Connections Journals	150 points	(16.7%)
Vocabulary Quizzes	150 points	(16.7%)
Other Assignments	100 points	(11.1%)
• Harmony Square	(25 points)	
• Fall Schedule Assignment	(25 points)	
• QPS Assignments	(50 points)	
Midterm Essay + Exam	125 points	(13.9%)
Final Presentation + Exam	125 points	(13.9%)
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TOTAL POINTS	900 points	(100%)

Grading Scale:

	89%-87% = B+	79%-77% = C+	69%-67% = D+		
100%-93% = A	86%-83% = B	76%-73% = C	66%-63% = D	59%-0% = F	
92%-90% = A-	82%-80% = B-	72%-70% = C-	62%-60% = D-		

Coursework Overview:

Attendance and Participation (worth 175 points total):

Class and Tutorial Attendance (75 points each): From the university-wide attendance policy in the PLNU Catalog (pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#classattendance): “Regular and punctual attendance at all classes...is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences (including illness) except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities.” It is a university-wide policy that if a 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 of class sessions, the student may be de-enrolled without further notice until the university withdrawal date, or, after that date, the student may receive a failing grade in the class.

Total number of FST class/tutorial sessions: 29 10% threshold: 3 absences 20% threshold: 6 absences

For students attending >80% of sessions: On-time attendance at each class/tutorial session earns full credit (3 points per session). Late arrival to and early departure from sessions will earn reduced credit subject to instructor discretion. Unexcused absences will not earn credit. Students missing class for any reason should contact the instructor asap (before the class occurs, if possible) for further steps.

For students attending <80% of sessions: Students will at minimum receive a failing attendance/participation grade and may also (as per above university-wide policy) be subject to de-enrollment or failure in the overall course.

Class Participation (25 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class, all of which are habits of engagement. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion daily and should strive to contribute regularly. Participation also encompasses completing assigned in-class tasks, maintaining focus, avoiding inappropriate technology use, and avoiding distraction of self and others.

Semester Grade Checks (worth 75 points total; 25 per Grade Check, 3 total Grade Checks):

In this course, each student will periodically and briefly meet with the professor during office hours to ensure that student is on track in all their semester classes. Further details will be given in class.

Connections Journals (worth 150 points total; 15 per Connections Journal, 10 total Connections Journals):

During the semester we will read various books, articles, and essays about research, evaluating sources, media/digital literacy, and other topics within higher education. On ten separate weeks of the semester, compose and submit a minimum 500-word journal in which you write about some of the given week's class materials, making specific connections between (1) specific things you read (especially in our textbooks), and (2) specific ideas, moments, or discussions from within our class sessions. To earn credit, your paper must be concrete and must connect between both areas with specificity.

Vocabulary Quizzes (worth 150 points total; 15 per Vocabulary Quiz, 10 total Vocabulary Quizzes):

Quizzes will consist of a mixture of online Canvas quizzes (repeatable, open-book, randomly generated) and also brief in-class quizzes (handwritten on paper, closed-book, administered once at the beginning of some class sessions). The goal is that students will gain mastery of the overall concepts and ideas of the vocabulary material, which can then be more broadly applied. Individually, quizzes are low stakes tasks that add up over time (much like a student's consistent discipline of reading and thinking about class material will add up over time).

Other Assignments (worth 100 points total):

Throughout the semester, students will engage in a variety of different tasks related to course topics. Specific assignments will be given and discussed in class as the semester progresses. Further details are also available in Canvas.

Midterm Essay + Exam (worth 125 points total):

The Midterm Essay is titled "My Semester So Far (How I Am Doing and Why)" and will center on student self-evaluation. The Midterm Exam will be a pen-and-paper exam and will be given during class (see Course Schedule below.)

Final Presentation + Exam (worth 125 points total):

The Final Presentation is an informal opportunity for students to demonstrate and teach key ideas from across the semester. The Final Exam will be a pen-and-paper exam and will be given during finals week (see Course Schedule below.)

ACADEMIC ACCOMMODATIONS

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.

ACADEMIC HONESTY

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 PLNU's complete academic honesty policy, including definitions and examples of academic dishonesty, under "Academic and General Policies" at this link:

(pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty).

ARTIFICIAL INTELLIGENCE / AI TOOLS

We learn best when we take time to think about ideas, process them, deeply engage with them, make connections between them, talk about them with others, etc. The use of AI generators largely subverts and circumvents these ways of thinking and learning. Using AI tools at any point in the writing process also strongly increases the likelihood that a student's writing will be comingled with words and ideas from elsewhere, which is a form of plagiarism regardless of intent. AI tools have also repeatedly been shown to generate plausible-sounding but false, fabricated, or even nonsensical responses to user inputs. For these reasons, the use of AI tools such as ChatGPT and Grammarly, etc., is emphatically unwelcome in absolutely every aspect of this class. **Please do not use these tools for any purpose in our class, period.**

Q: What if I don't understand something in our class materials and need to research it for myself?

A: Ask a fellow student for help; ask the professor before or after class; make an appointment and come to office hours.

Q: What if I need help coming up with ideas for one of our assigned papers, or what if I need help drafting/outlining a paper?

A: Visit the Loma Writing Center for help with any writing task; make an appointment and come to office hours.

COPYRIGHT POLICY

PLNU, 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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at this link: (pointloma-public.courseleaf.com/academic-calendars-schedules/).

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.

LOMABOOKS INSTRUCTIONS

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please visit this link: (pointloma.edu/lomabooks)

INCLUSIVE LANGUAGE AND BELONGING

PLNU 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 entails avoidance of stereotypes, demeaning terminology, and unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, language, marital status, national origin, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. 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.

For further discussion and specific examples of inclusive language, please visit the following academic websites:

- The APA Style Guide: Bias-Free Language
 - <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

- The California State University Chancellor's Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

You may report an incident of bias at this link: (pointloma.edu/nondiscrimination).

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, accommodations and resources are available through the Title IX Office: (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 (counselingservices@pointloma.edu) or find a list of confidential resources at this link: (pointloma.edu/title-ix/get-help-now).

USE OF TECHNOLOGY / SCREEN DEVICES

Outside of class sessions: it is essential that students use technology—including frequent use of the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should never be operated, due to their powerful capacity to distract both the user and those in proximity to the user.

Exceptions to this policy:

- (1) Technology use at the direction of the instructor (e.g., for course evaluations, etc.)
- (2) Technology use due to specific EAC accommodations
- (3) Specifically, use of tablet (laid flat on the tabletop) + stylus for notetaking, since this simulates handwritten notetaking

Unauthorized use of technology in class may result in loss of participation or (in excessive cases) attendance credit.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor's discretion. Unless marked "in-class" or otherwise stated, all assignments are due at the end of the designated day by midnight. The instructor reserves the right to discount or refuse late work. Please contact your professor if you need help for any reason.

WEEK 01 <i>Information Literacy and SIFT</i>	MON, JAN 12 – SAT, JAN 17 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 1-6; 211-214 (introduction/conclusion) Behaviors of Successful and Struggling Students Chart <u>Assignments Due:</u> <ul style="list-style-type: none"> Harmony Square (Thursday) Week #1 Semester Reflection (Friday)
WEEK 02	TUE, JAN 20 – SAT, JAN 24 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 7-30 (ch. 1) Caulfield and Wineburg, "Detecting Fake Videos" <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #2 Connections Journal (Tuesday)
WEEK 03	MON, JAN 26 – SAT, JAN 31 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 31-48 (ch. 2) Nijhuis, "How Not to Publish Baloney" <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #3 Connections Journal (Monday) Online Vocab Quiz #1 (rev sets 1-6) (Thursday)
WEEK 04	MON, FEB 2 – SAT, FEB 7 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 49-100 (chs. 3-4) Wardle, "A New World Disorder" <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #4 Connections Journal (Monday) Online Vocab Quiz #2 (rev sets 7-10) (Thursday)
WEEK 05	MON, FEB 9 – SAT, FEB 14 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 101-136 (chs. 5-6) <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #5 Connections Journal (Monday) In-Class Vocab Quiz #3 (set 11) (Thursday)
WEEK 06 <i>The Research Process</i>	MON, FEB 16 – SAT, FEB 21 <u>Reading Due:</u> <ul style="list-style-type: none"> Information Now pp. 1-24 (introduction, ch. 1) <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #6 Connections Journal (Monday) Online Vocab Quiz #4 (set 12) (Thursday)
WEEK 07	MON, FEB 23 – SAT, FEB 28 <u>Reading Due:</u> <ul style="list-style-type: none"> Information Now pp. 25-54 (chs. 2-3) <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #7 Connections Journal (Monday) In-Class Vocab Quiz #5 (set 13) (Thursday)
WEEK 08	MON, MAR 2 – SAT, MAR 7 <u>Reading Due:</u> n/a <ul style="list-style-type: none"> **Midterm Exam will take place Thu, Mar 5, 2026** <u>Assignments Due:</u> <ul style="list-style-type: none"> Midterm Essay: My Semester So Far (Thursday)
	MON, MAR 9 – SAT, MAR 14 SPRING BREAK – NO CLASS
WEEK 09 <i>Information Management</i>	MON, MAR 16 – SAT, MAR 21 <u>Reading Due:</u> <ul style="list-style-type: none"> Information Now pp. 55-84 (chs. 4-5) McBride, "Patchwriting" Howard, "Plagiarisms, Authorships, and the ADP" Learning Made Easier Podcast ep. 146: Patchwriting <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #9 Connections Journal (Monday) Online Vocab Quiz #6 (set 14) (Thursday)

WEEK 10	MON, MAR 23 – SAT, MAR 28 <u>Reading Due:</u> <ul style="list-style-type: none"> Information Now pp. 85-115 (chs. 6-7, conclusion) Walker, “Preventing Unintentional Plagiarism” <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #10 Connections Journal (Monday) In-Class Vocab Quiz #7 (set 15) (Thursday)
WEEK 11 <i>Media Literacy, SIFT Revisited</i>	MON, MAR 30 – SAT, APR 4 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 137-156 (ch. 7) <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #11 Connections Journal (Monday) QPS Assignment #1 (Tuesday)
WEEK 12	TUE, APR 7 – SAT, APR 11 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 157-174 (ch. 8) Schudson and Zelizer, “Fake News in Context” Society of Professional Journalists Code of Ethics Flier <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #12 Connections Journal (Monday) Fall Schedule Assignment (Tuesday) Online Vocab Quiz #8 (set 16) (Thursday)
WEEK 13	MON, APR 13 – SAT, APR 18 <u>Reading Due:</u> <ul style="list-style-type: none"> Verified pp. 175-221 (chs. 9-10, conclusion) Bond, “People ... Claim Real Videos are Deepfakes” <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #13 Connections Journal (Monday) In-Class Vocab Quiz #9 (set 17) (Thursday)
WEEK 14	MON, APR 20 – SAT, APR 25 <u>Reading Due:</u> n/a <u>Assignments Due:</u> <ul style="list-style-type: none"> In-Class Vocab Quiz #10 (set 18) (Thursday) QPS Assignment #2 (Thursday)
WEEK 15 <i>Semester Wrap-Up</i>	MON, APR 27 – SAT, MAY 2 <u>Reading Due:</u> n/a <u>Assignments Due:</u> <ul style="list-style-type: none"> Week #15 Course Reflection (Monday)
WEEK 16 <i>Finals Week</i>	MON, MAY 4 – FRI, MAY 8 <p style="text-align: center;">**Final Exam will take place Tue, May 5, 2026 @ 10:30am**</p> <u>Reading Due:</u> n/a <u>Assignments Due:</u> n/a