



Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

# WRI 6002 Composition Pedagogy II

Spring 2026

3 Units

*Mondays, 1:00 - 3:45 pm, Ryan Learning Center 103*

<b>Instructor</b>	<b>Rev. Dr. Holland Prior</b> (she/her)
<b>E-mail</b>	<a href="mailto:hprior@pointloma.edu">hprior@pointloma.edu</a>
<b>Office Hours</b>	Drop-in hours: <ul style="list-style-type: none"><li>• Wednesdays, 1:30 pm - 2:30 pm</li><li>• Thursdays, 9:00 am - 10:00 am</li></ul> You can also <a href="#">visit my calendar</a> 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!
<b>Office Location</b>	Bond Academic Center (BAC 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.

## Course Description

This course offers an intensive, semester-long practicum experience in writing pedagogy. Through guided teaching opportunities, observation, and a reflective teaching portfolio, students build a toolkit for professional success as writing instructors. Students will also shadow

an undergraduate general education writing course to experience and reflect on the application of practicum material in a live classroom setting.

For GTAs with a Pedagogy Concentration, WRI 6002 must be taken in semester 2 of MA program.

## Course Learning Outcomes

By the end of WRI 6002, you should be able to:

1. Apply relevant writing and pedagogical theory in a classroom educational setting.
2. Prepare instructor materials appropriate for a general education university writing course.
3. Offer generative feedback and assessment on undergraduate student writing projects.
4. Demonstrate an understanding of student engagement techniques.
5. Articulate a philosophy of teaching.
6. Teach ENG 1010 College Composition at PLNU.

## Required Texts and Materials

- Gibson, R.H., & Beitler, J.E. (2020). [\*Charitable writing: Cultivating virtue through our words\*](#). InterVarsity Press.
- Bean, J.C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2<sup>nd</sup> ed.). Jossey-Bass.
- Sommers, N. (2013). *Responding to student writers*. Bedford/St. Martin's.
- Barkley, E.F., & Major, C.H. (2020). [\*Student engagement techniques: A handbook for college faculty\*](#). John Wiley & Sons, Inc.
- Additional readings as posted on Canvas.

## Recommended Resources

- Bean, J.C., Chappell, V.A., & Gillam, A.M. (2014). *Reading rhetorically* (4th ed.). Pearson.
- Smith, D.I. (2018). *On Christian teaching: Practicing faith in the classroom*. Eerdmans Publishing.
- Curzan, A. & Damour, L. (2011). *First day to final grade: A graduate student's guide to teaching* (3rd ed.). The University of Michigan Press.

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 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Weight	Due Date
<p>Reading and Observation Journal</p> <p>You'll have weekly assigned readings, and you'll keep careful observation notes as you observe Dr. Prior's ENG 1010 course. Before class each week, you'll submit a journal entry that reflects on connections you're seeing between what you are observing in the ENG 1010 classroom and your assigned reading materials in WRI 6002.</p>	30%	Weekly
<p>Student Engagement Technique Infomercial</p> <p>Working in pairs, you'll select an SET category to research and investigate. You and your partner will prepare a 10-min "infomercial" to deliver on your assigned date to explain/demonstrate the SET and "sell" your peers on its efficacy in the classroom.</p>	5%	Presentation date
<p>ENG 1010 Teaching Demos</p> <p><b>Mini-Lecture:</b> Working with a partner, you will prepare and deliver a 15-minute lecture designed to introduce new content to students on a pre-selected date in Dr. Prior's ENG 1010 course. You'll submit your lesson plan in advance, deliver your lecture in ENG 1010, and then write a reflection.</p> <p><b>Full Lesson:</b> During the second half of the semester, you'll be paired with an ENG 1010 instructor for one week (3 consecutive class sessions). You'll observe the first two classes, and then you will teach the third lesson at the end of the week. Following your teaching demo, you'll submit a written reflection.</p>	25%	Selected Dates
<p>Classroom Teaching Observations</p> <p>You will conduct 2 classroom teaching observations: one in an ENG 1010 course (other than Dr. Prior's) and one in another discipline. You'll then write an analytic memo following each of your course observations.</p>	15%	February 23 April 27
<p>Shadow Commentary Project</p> <p>You will be assigned 2 students in Dr. Prior's ENG 1010 to track throughout the semester. You will offer "shadow" feedback and assessment on all of their assignments. At the end of the course, you'll write a reflection on the feedback/grading experience as you prepare for your own classroom.</p>	15%	Varies
<p>Multimodal Book Review</p> <p>You'll select one pedagogy title from a curated list and develop a multimodal book review that offers an overview of the book's content and how it might benefit writing instructors. Your review may be a podcast, a video blog, or a poster.</p>	5%	April 20

Teaching Portfolio As the course unfolds, you'll generate application materials and teaching documents that will prepare you to run your own ENG 1010 classroom. At the end of the semester, you'll compile these materials into a final portfolio.	5%	May 4
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## 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.

## Preparation

Your preparation is vital to your success and overall learning in this course. I expect you to be on time for class each day and to arrive prepared to discuss all assigned readings, participate actively in class discussions and activities, and collaboratively engage our classroom community. You are also expected to check your PLNU email and Canvas regularly for updates to the schedule and assignments.

## Revision

I allow revisions for all work except the final portfolio (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit

a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

*Note:* If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).

## **Late Work**

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and 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.

## **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 WRI 6002 is highly dependent upon interaction with your peers and the professor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities.

If you are absent for more than 10% of class sessions, I will issue a written warning of de-enrollment. If your absences exceed more than 20%, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation to that point.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.

## **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to

contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **Language & Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

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

## **Spiritual Care**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. If you have questions for or a desire to meet or share any prayer requests with the [Graduate chaplain](#), you may email Dr. Sylvia Cortez Masyuk at [scortezm@pointloma.edu](mailto:scortezm@pointloma.edu) or 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](mailto: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**

We will be exploring the use of artificial intelligence (AI) tools (e.g., Gemini, NotebookLM) in the classroom and 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. 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 WRI 6002, 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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://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](http://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](mailto: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.

### *Center for Enriching Relationships*

PLNU graduate students are able to receive **free** face-to-face and telehealth counseling services through the Master of Arts in Clinical Counseling program (MACC). This service is provided by supervised therapists-in-training at the Center for Enriching Relationships. To contact the Center for Enriching Relationships, please call 619-858-3105 or visit <https://www.enrichingrelationships.org/plnu-macc> to submit an online request. Your inquiry is confidential. Please note that once the form is submitted it may take up to two days to process and respond to your request.

*If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.*

## Class Schedule

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*

*Bean = Bean, Engaging Ideas*

Class Description		Reading	Assignments Due
1/12	Welcome to New Jersey	<ul style="list-style-type: none"> <li>• CW Appendix B: Teaching Charitable Writing</li> <li>• CW Opening Meditation: At the Gallery</li> <li>• CW Introduction: At the Threshold</li> <li>• Bean, Ch 2: How Writing Is Related to Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the Work: What NOT to do</li> </ul>
1/19	<i>MLK, Jr. Day - no classes</i>		
1/26	Faithful Writing Pedagogy	<ul style="list-style-type: none"> <li>• <a href="#">Gibson, "Welcoming the Student Writer: Hospitable Christian Pedagogy for First-Year Writing"</a></li> <li>• Smith, <i>On Christian Teaching</i>, Chs 1-3</li> <li>• CW Ch 1: Entering the Study</li> <li>• PLNU's Community Life Covenant</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>
2/2	Teaching Humble Listening, part 1: Rhetorical Analysis	<ul style="list-style-type: none"> <li>• Bean, Ch 3: Helping Writers Think Rhetorically</li> <li>• CW Ch 2: On Humility</li> <li>• CW Ch 3: Humble Listening in Local Writing Communities</li> <li>• CW Ch 4: Humble Listening in Discourse Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>
2/9	Teaching Humble Listening, part 2: Close Reading	<ul style="list-style-type: none"> <li>• Bean, Ch 9: Helping Students Read Difficult Texts</li> <li>• CW Ch 5: The Law of Charitable Writing</li> <li>• CW Ch 7: On Charity</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>
2/16	Teaching Humble Listening, part 3: Research	<ul style="list-style-type: none"> <li>• <a href="#">Hardy, Kordonowy, &amp; Liss, "How Do Assignments Dispose Students Toward Research? Answer-Getting and Problem-Exploring in First-Year Writing"</a></li> <li>• Bean, Ch 13: Designing and Sequencing Assignments to Teach Undergraduate Research</li> <li>• <a href="#">Ryan Library Guide: How To Do Research</a></li> <li>• <a href="#">Pulver, "Active Reading to Understand a Problem"</a></li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>

2/23	Teaching Loving Argumentation	<ul style="list-style-type: none"> <li>• CW Ch 6: On Argument</li> <li>• CW Ch 8: Charitable Writing as Love's Banquet</li> <li>• CW Ch 9: Beastly Feasting</li> <li>• CW Ch 10: Making Space at the Table</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Observation #1</li> </ul>
3/2	Hopeful Timekeeping, part 1: Lesson Planning for Critical Thinking	<ul style="list-style-type: none"> <li>• Bean, Ch 8: Designing Tasks to Promote Active Thinking and Learning</li> <li>• Bean, Ch 10: Using Small Groups to Coach Thinking and Teach Disciplinary Argument</li> <li>• Bean, Ch 11: Bringing More Critical Thinking into Lectures and Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>
3/9	<i>Spring Break - no classes</i>		
*NOTE: ENG 1010 Teaching Demos must take place between March 16 and April 10.			
3/16	Critical AI Literacy	<ul style="list-style-type: none"> <li>• <a href="#">MLA Student Guide to AI Literacy</a></li> <li>• <a href="#">MLA-CCCC, "Building a Culture for Generative AI Literacy in College Language, Literature, and Writing"</a></li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>
3/23	Hopeful Timekeeping, part 2: Giving Feedback	<ul style="list-style-type: none"> <li>• Sommers, <i>Responding to Student Writers</i></li> <li>• Bean, Ch 16: Writing Comments on Student Papers</li> <li>• CW Ch 11: Slow Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Draft of Teaching Application</li> </ul>
3/30	Hopeful Timekeeping, part 3: Designing Assignment Prompts	<ul style="list-style-type: none"> <li>• <a href="#">Gardner, Ch 3, "Designing Writing Assignments"</a></li> <li>• Bean, Ch 6: Formal Writing Assignments</li> <li>• Bean, Ch 7: Informal, Exploratory Writing Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Teaching Application due</li> </ul>
4/6	<i>Easter Recess - no classes</i>		
*NOTE: GTA Teaching Interviews will take place April 13-17.			
4/13	Academic Integrity in FYC	<ul style="list-style-type: none"> <li>• <a href="#">Gallagher et al., "When Collaborating Turns Into Dishonesty: A Data-Driven Heuristic Comparing Human and AI Collaborators"</a></li> <li>• CW Ch 12: Liturgies of Writing</li> <li>• CW Closing Meditation: At the Gallery</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>
4/20	Multimodal Book Review Gallery		<ul style="list-style-type: none"> <li>• Multimodal Book Review</li> </ul>
4/27	Teaching Portfolio Workshop		<ul style="list-style-type: none"> <li>• Draft of Portfolio Materials</li> <li>• Observation #2</li> </ul>
5/4	Teaching Panel		<ul style="list-style-type: none"> <li>• Teaching Portfolio</li> </ul>