



Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

ENG 1010 College Composition: Writing and Research

Spring 2026

Section 11

4 Units

MWF 2:45 pm - 3:55 pm

Bond Academic Center (BAC) 105-A

Wednesday, May 6th, 1:30 pm - 4:00 pm

Instructor	Alan Parmeter
E-mail	aparmete@pointloma.edu
Office Hours	Monday 12:45-1:45 pm
Office Location	Bond 125

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 identify the key aspects of the discipline of writing, focusing on research skills, rhetorical strategies, and critical engagement 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 as well as through discussion and reflection what it means to write charitably and write with a mind towards spreading the love of Christ.

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. Using either Microsoft Word or Google Docs to complete assignments is recommended. Plan to bring your laptop or some other device that is capable of accessing and submitting work to 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%	1/23
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%	2/18
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 <i>Annotated Bibliography</i> to help yourself map and understand the conversation surrounding your topic. • Academic Audience. Second, you'll compose an <i>Argument Essay</i> 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 <i>Public Argument</i> for a public audience.	3000 words	35%	Annotated Bibliography: 3/20 Argument Essay: 4/15 Public Argument: 4/27
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%	5/6

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 the public argument project (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.)

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 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. Any work related to readings or anything that will be discussed in class will be due before class on the assigned day, otherwise assignments will be due at 11:59pm. I will grant most extensions when they are needed, so please come to 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.

Please discuss extensions with me **before** the assignment is due.

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. Interacting alongside your peers is critical to cementing your understanding of course material. In order to participate in class, you need to have completed assigned reading and homework and arrive prepared to reflect and talk about the work you’ve done. During class time students’ first priority should be engagement with the course. Actions that disrupt fellow classmates run counter to this goal. If any other activity such as talking, texting, or non-course related computer usage becomes a disruption to your own engagement with the course or that of another student then your grade may suffer. What is perfectly innocuous for one student might be a barrier to another’s learning. If you have any difficulties regarding attendance or participation, please talk to me so we can work out a way to keep everyone engaged and learning.

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.

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, Gemini, GrammarlyGo, Perplexity) **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, and other uses as identified by the instructor.

We will be exploring the use of artificial intelligence (AI) tools (e.g., ChatGPT, 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

During class time you may be asked to compose and submit writing to Canvas or else to access reading or videos online. You will be required to bring a device capable of accessing Canvas, preferably a laptop or tablet with a keyboard, to class in order to compose and submit. 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 (2:45-3:30 pm 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.

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
M 1/12	Course Welcome		
W 1/14	At The Gallery	• CW At the Gallery, pp. 1-5 • BIAW Parrott, pp. 71-75	Syllabus Quiz Reading Response
F 1/16	At the Threshold	• CW At the Threshold, pp. 7-22 • BIAW Wardle, pp. 30-33	Reading Response

Week 2:

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	

		• CNV Lunsford, "Writing is Informed by Prior Experience"	
F 1/23	Peer Workshopping Day		Narrative Essay Due

Week 3:

Date	Class Description	Reading	Assignments Due
M 1/26	Humble Listening	• CW Ch 2, "On Humility," pp. 33-46 • CW Ch 3, "Humble Listening in Local Writing Communities," pp. 47-61	Reading Response
W 1/28	Listening in Community	• CW Ch 4, "Humble Listening in Discourse Communities," pp. 62-73	Reading Response
F 1/30	Listening to Who?	• CNV Rhetorical Choices ch 2	Audience Analysis Report

Week 4:

Date	Class Description	Reading	Assignments Due
M 2/2	Gen AI & Rhetorical Situations	• Jonahs Kneitly, "Working with ChatGPT: Rhetorical Analysis Student Guide"	Context Analysis Report
W 2/4	Rhetorical Appeals	• Watch: "Purpose and Rhetorical Appeals"	Appeals Analysis Report
F 2/6	Genre Awareness	• Watch: "Understanding Genre Awareness"	Humble Listening Analysis Report

Week 5:

Date	Class Description	Reading	Assignments Due
M 2/9	Conferences - Rather than meeting together as a class this week, you will visit the Loma Writing Center AND have an individual writing conference with me. Bring a complete draft of your Academic Argument Essay to your scheduled writing conference.		Draft of AA Project Loma Writing Center Meeting
W 2/11			
F 2/13			

Week 6:

Date	Class Description	Reading	Assignments Due
M 2/16	Research Habits across Disciplines	• Pulver, "Active Reading to Understand a Problem"	Preliminary Research Question

W 2/18	Finding Sources	• Ryan Library Guide: How To Do Research	Audience Analysis Project
F 2/20	Annotated Bibliographies	• CNV McClure, "Googlepedia"	List of Sources

Week 7:

Date	Class Description	Reading	Assignments Due
M 2/23	Reading Scholarly Sources	• Your Research Sources	Draft Annotations \$1&2
W 2/25	Listening to a Scholarly Conversation	• Your Research Sources	Draft Annotations #3,4,&5
F 2/27	Analyzing a Scholarly Conversation	• Your Research Sources	Draft of Annotated Bibliography

Week 8:

Date	Class Description	Reading	Assignments Due
M 3/2	Library Day		
W 3/4	Library Day		Library Research Assignment
F 3/6	Peer Workshopping Day		

Week 9: Spring Break

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

Week 10:

Date	Class Description	Reading	Assignments Due
M 3/16	Conferences - Rather than meeting together as a class these days, you will visit the Loma Writing Center AND have an individual writing conference with me. Bring a complete draft of your Annotated Bibliography to your scheduled writing conference.		
W 3/18			
F 3/20			Annotated Bibliography Due

Week 11:

Date	Class Description	Reading	Assignments Due
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M 3/23	Charitable Writing	• CW Ch 5, "The Law of Charitable Writing," pp. 77-85	Reading Response
W 3/25	Argument as Conversation	• CW Ch 6, "On Argument," pp. 86-96	Reading Response
F 3/27	Small Group Discussions	Choose One CW Chapter: • Ch 7, "On Charity," pp. 97-104 • Ch 8, "Charitable Writing as Love's Banquet," pp. 105-116 • Ch 9, "Beastly Feasting," pp. 117- 124	Reading Response

Week 12:

Date	Class Description	Reading	Assignments Due
M 3/30	Conferences - Rather than meeting together as a class this week, you will visit the Loma Writing Center AND have an individual writing conference with me. Bring a complete draft of your Academic Argument Essay to your scheduled writing conference.		Initial Draft of Argument Essay
W 4/1			
F 4/3	Easter Recess - no class		

Week 13:

Date	Class Description	Reading	Assignments Due
M 4/6	Easter Recess - no class		
W 4/8	Writing for Academic Audiences	• Study Hall, "Get to Know Your Audience"	Reading Response
F 4/10	Academic Genres		Revised Draft

Week 14:

Date	Class Description	Reading	Assignments Due
M 4/13	Considering Other Voices	• CW Ch 10, "Making Space at the Table," pp. 125-136	Reading Response
W 4/15	Peer Review Workshop		Argument Essay
F 4/17	Writing for Public Audiences		

Week 15:

Date	Class Description	Reading	Assignments Due
M 4/20	Remediation	• Watch: "A Remediation Analysis"	Remediation Analysis
W 4/22	Public Genres		
F 4/24	Peer Review Workshop		Draft of Public Audience

Week 16:

Date	Class Description	Reading	Assignments Due
M 4/27	Triple Audience Unit Reflection	• CW Ch 11, "Slow Writing," pp. 139- 127	Public Audience Project
W 4/29	At The Gallery	• CW Ch 12, "Liturgies of Writing," pp. 158-168	Reading Response
F 5/1	Peer Review Workshop		Draft of Portfolio

Final Exam: Wednesday, May 6th, 1:30 pm – 4:00 pm

Final Portfolio Due