



Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

# ENG 1010 College Composition: Writing and Research

Fall 2025

Section 03

4 Units

*Meeting days/times: MWF 8:30 am – 9:35 am*

*Meeting location: Cabrillo 104*

*Final Exam: Dec. 15 at 7:30-10AM*

|                 |                                       |
|-----------------|---------------------------------------|
| Instructor      | Professor Alexis Bullock              |
| E-mail          | abullock@pointloma.edu                |
| Office Hours    | Mondays 3-4PM and also by appointment |
| 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 focus on developing writing, research, and analytical skills that will help to grow you as both a writer and a critical thinker. You will develop these skills by analyzing and composing texts for a variety of audiences and by immersing yourselves in the various stages of the writing process. These skills are honed to be transferrable for your time at PLNU and beyond in your academic, vocational, and personal lives.

## Course Learning Outcomes

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

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

6. Demonstrate basic critical AI literacy in producing written texts.

## General Education Learning Outcomes

As a General Education (GE) course, ENG 1010 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. The table below highlights the specific GE Learning Outcomes (GELOs) that ENG 1010 serves alongside their corresponding course assignments and activities.

| GELO                                                                                                                                                                            | Assessment Measure          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1a. Written: Students will be able to effectively express ideas and information to others through written communication.                                                        | Final Portfolio             |
| 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources. | Library research assignment |

## Required Texts and Materials

- Gibson, R.H., & Beitler, J.E. (2020). [\*Charitable Writing: Cultivating Virtue Through Our Words\*](#). InterVarsity Press.
- Additional readings will be posted on Canvas.

You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class, alongside a notebook and writing utensil for writing purposes.

## 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                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------|------------------------------------|
| <b>Narrative Essay (Writing Letter)</b><br><br>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%     | Sept. 12                           |
| <b>Humble Listening Unit Project</b><br><br>You will work to identify and analyze the audience for a cluster of four texts. You'll write a series of analytical reports for each text.                  | 1000 words       | 20%    | Oct. 6                             |
| <b>Loving Argument Project</b><br><br>For this project, you will formulate a research question, conduct academic research, and then use that research to produce deliverables for 3 distinct audiences: | 3000 words       | 35%    | Annotated Bibliography:<br>Oct. 31 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                |     |                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|--------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● <b>Personal Audience.</b> First, you'll create an <i>Annotated Bibliography</i> to help yourself map and understand the conversation surrounding your topic.</li> <li>● <b>Academic Audience.</b> Second, you'll compose an <i>Argument Essay</i> that enters that conversation and is designed to persuade an academic audience.</li> <li>● <b>Public Audience.</b> Third, you'll transform and "re-genre" the argument you made in your essay into a <i>Public Argument</i> for a public audience.</li> </ul> |                |     | Argument Essay: Nov. 24<br><br>Public Argument: Dec. 8 |
| <b>Final Portfolio</b><br><br>At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer. This portfolio will include a <b>Critical Reflection Essay</b> , a <b>Writing Exhibit</b> , and a <b>Revision Exhibit</b> .                                                                                                                                                                                                                                                                                  | 750-1500 words | 10% | Dec. 15                                                |
| <b>Homework/Reading Responses</b><br><br>Unless otherwise specified, all homework assignments and reading responses will be submitted via the course Canvas site.                                                                                                                                                                                                                                                                                                                                                                                        | Varies         | 15% | Throughout the Semester                                |
| <b>In-Class Writing &amp; Activities</b><br><br>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.
- Two of these assignments that are graded on this basis will be deducted from your grade at the end of the semester.

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 via in-person or Zoom.

## 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. 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.

If an assignment is late without prior notice or request, points will be deducted as follows:

- For Complete/Incomplete grade scale, assignments will be marked as Incomplete.
- For all major assignments, 5 points are deducted for not being on time. 10 points will then be deducted for every day that the assignment is not in.

## Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in ENG 1010 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

Tardiness is never preferred as it can be disruptive to class and you can miss important material. Please work to be in your seat by the beginning of class. If you are tardy for more than 3 classes, you will be then marked absent for any following tardiness.

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

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

## 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 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](#).

## Respect

Practice basic respect and consideration toward your peers and professor. Please do not sleep, carry on private conversations, text, or work on assignments for other classes. Students who do so are not actively present in class and will lose participation points.

As we share our work, personal insults and comments will not be tolerated. I will ask you to leave the discussion or class if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me.

## 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

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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**

Artificial Intelligence (AI) tools (e.g. ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) may be used to the extent of brainstorming, outlining, proofreading and like phases of the writing process. However, the use of AI to generate any content that will be submitted for

grading is **prohibited**. Any use of AI within the assignment process should be cited with the chat linked in the citation, regardless of chosen citation style. 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 unsure what the above permissions include, consult the instructor. Policies regarding AI usage vary by instructor. For this reason, do not expect these expectations to transfer to other courses and be sure to consult the syllabus for other AI usage policies.

## Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ENG 1010, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

## Sexual Misconduct & Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office

at [pointloma.edu/Title-IX](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.

### *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](mailto:counselingservices@pointloma.edu)
- Phone: (619) 849-3020

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

### **Class Schedule (MWF)**

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

There will be about 9 Reading Response (RR) Options throughout the semester. These Reading Responses must be at least 250 words and respond to the prompt in order to be considered completed on a complete/incomplete grading scale. These must be turned in before class day of.

#### *Week 1: Course Introduction*

| Date | Class Description | Reading | Assignments Due |
|------|-------------------|---------|-----------------|
|------|-------------------|---------|-----------------|

|        |                     |                                                                  |                         |
|--------|---------------------|------------------------------------------------------------------|-------------------------|
| M 1/12 | Course Introduction | No reading due                                                   | No assignments due      |
| W 1/14 | At the Gallery      | CW At the Gallery, pp. 1-5<br>BIAW Parrott, pp. 71-75            | Syllabus Quiz<br>RR Due |
| F 1/16 | At the Threshold    | CW Intro, "At the Threshold," pp. 7-22<br>BIAW Wardle, pp. 30-33 | RR Due                  |

### *Week 2: Writing as Conversation*

| Date   | Class Description       | Reading                                                                                                     | Assignments Due            |
|--------|-------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------|
| M 1/19 | No Class! MLK JR. Day!  |                                                                                                             |                            |
| W 1/21 | Writing as Conversation | CW Ch 1, "Entering the Study," pp. 25-32<br>Lunsford, "Writing is Informed by Prior Experience" (on Canvas) | RR Due                     |
| F 1/23 | Peer Review Workshop!   |                                                                                                             | <b>Narrative Essay Due</b> |

### *Week 3: Humble Listening*

| 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 | RR Due                             |
| W 1/28 | Audience. Audience! AUDIENCE! | CW Ch 4, "Humble Listening in Discourse Communities," pp. 62-73                                        | RR Due                             |
| F 1/30 | Rhetorical Situations         | Rhetorical Choices Ch. 2                                                                               | <b>HL Audience Analysis Report</b> |

### *Week 4: Rhetorical Analysis*

| Date  | Class Description | Reading                                                | Assignments Due            |
|-------|-------------------|--------------------------------------------------------|----------------------------|
| M 2/2 | Genre             | <a href="#">Watch: "Understanding Genre Awareness"</a> | HL Context Analysis Report |

|       |                                |                                                                                           |                            |
|-------|--------------------------------|-------------------------------------------------------------------------------------------|----------------------------|
| W 2/4 | Rhetorical Appeals             | <a href="#">Watch: "Purpose and Rhetorical Appeals"</a>                                   | HL Appeals Analysis Report |
| F 2/6 | Gen AI and Rhetorical Analysis | <a href="#">Jonahs Kneitly, "Working with ChatGPT: Rhetorical Analysis Student Guide"</a> | HL Analysis Report         |

### *Week 5: Conferences! Woop Woop!*

| Date   | Class Description                  | Reading                     | Assignments Due       |
|--------|------------------------------------|-----------------------------|-----------------------|
| M 2/9  | Instead of meeting as a class, you | will visit the LWC and have | an individual writing |
| W 2/11 | conference with me. Bring a        | complete draft of your      | HL project to your    |
| F 2/13 | conference!                        |                             |                       |

### *Week 6: Analysis to Argumentation*

| Date   | Class Description               | Reading                                                                             | Assignments Due                            |
|--------|---------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------|
| M 2/16 | Spectacular Spring Seminar!! :D |                                                                                     | <b>HL Project Due</b>                      |
| W 2/18 | Developing a Research Question  | BLAW Witte, pp. 226-232                                                             | Topic Brainstorming                        |
| F 2/20 | GenAI and Research Process      | <a href="#">Huff, "The Promise and Perils of Using AI for Research and Writing"</a> | Preliminary Research Question;<br>AI Essay |

### *Week 7: Conducting Research*

| Date   | Class Description          | Reading                                                          | Assignments Due             |
|--------|----------------------------|------------------------------------------------------------------|-----------------------------|
| M 2/23 | Conducting Research        | <a href="#">Ryan Library Guide: How To Do Research</a>           | Revised Research Question   |
| W 2/25 | Annotated Bibliographies   | McClure, "Googlepedia" (on Canvas)                               | Preliminary Sources List    |
| F 2/27 | Reading Scholarly Articles | <a href="#">Pulver, "Active Reading to Understand a Problem"</a> | Draft Annotations #1 and #2 |

### *Week 8: Library Instruction*

| Date  | Class Description | Reading | Assignments Due |
|-------|-------------------|---------|-----------------|
| M 3/2 | Library Day #1    |         |                 |

|       |                                    |                       |                                 |
|-------|------------------------------------|-----------------------|---------------------------------|
| W 3/4 | Library Day #2                     |                       | Library Research Assignment     |
| F 3/6 | Analyzing a Scholarly Conversation | Your research sources | Draft Annotations #3, #4 and #5 |

*Week 9: Spring Break!*

| Date   | Class Description | Reading   | Assignments Due |
|--------|-------------------|-----------|-----------------|
| M 3/9  | No Class!         |           |                 |
| W 3/11 |                   | No Class! |                 |
| F 3/13 |                   |           | No Class!       |

*Week 10: Analyzing Conversation*

| Date   | Class Description          | Reading                                                                                      | Assignments Due          |
|--------|----------------------------|----------------------------------------------------------------------------------------------|--------------------------|
| M 3/16 | Peer Review Workshop!      | Your research sources                                                                        | Draft of Annotated Bib   |
| W 3/18 | Crafting a Loving Argument |                                                                                              | <b>Annotated Bib Due</b> |
| F 3/20 | Charitable Writing         | CW Ch 5, "The Law of Charitable Writing," pp. 77-85<br>CW Ch 11, "Slow Writing," pp. 139-147 | RR Due                   |

*Week 11: Loving Argument*

| Date   | Class Description                   | Reading                                                                                 | Assignments Due                       |
|--------|-------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------|
| M 3/23 | Academic Genre Conventions          | CW Ch 6, "On Argument," pp. 86-96<br>CW Ch 10, "Making Space at the Table," pp. 125-136 | RR Due                                |
| W 3/25 | Writing for Academic Audiences      | <a href="#">Study Hall, "Get to Know Your Audience"</a>                                 | Thesis Statements + "Because" Clauses |
| F 3/27 | Loving Argument Chapter Discussions | Choose One:                                                                             | RR Due                                |

|  |  |                                                                                                                                                                                                                   |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <ul style="list-style-type: none"> <li>• CW Ch 7, "On Charity," pp. 97-104</li> <li>• CW Ch 8, "Charitable Writing as Love's Banquet," pp. 105-116</li> <li>• CW Ch 9, "Beastly Feasting," pp. 117-124</li> </ul> |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Week 12: Conferences

| Date   | Class Description        | Reading | Assignments Due |
|--------|--------------------------|---------|-----------------|
| M 3/30 | Same Dealio as Week 5 :) |         |                 |
| W 4/1  |                          |         |                 |
| F 4/3  | Easter Break! No Class!  |         |                 |

### Week 13: Revision :)

| Date   | Class Description       | Reading | Assignments Due                        |
|--------|-------------------------|---------|----------------------------------------|
| M 4/6  | Easter Break! No Class! |         |                                        |
| W 4/8  | Peer Review Workshop!   |         | Revised Second Draft of Argument Essay |
| F 4/10 | Citations and AI        |         | <b>Argument Essay Due</b>              |

### Week 14: Writing for Public Audiences

| Date   | Class Description            | Reading                                         | Assignments Due          |
|--------|------------------------------|-------------------------------------------------|--------------------------|
| M 4/13 | Remixing an Argument         | <a href="#">Watch: "A Remediation Analysis"</a> | Remediation Analysis     |
| W 4/15 | Writing for Public Audiences |                                                 | Public Argument Plan     |
| F 4/17 | Peer Review Workshop!        |                                                 | Draft of Public Argument |

### Week 15: Final Portfolio Unit

| Date   | Class Description               | Reading                                       | Assignments Due                |
|--------|---------------------------------|-----------------------------------------------|--------------------------------|
| M 4/20 | Loving Argument Unit Reflection | CW Ch 12, "Liturgies of Writing," pp. 158-168 | <b>Public Argument Project</b> |

|        |                      |                                                         |                           |
|--------|----------------------|---------------------------------------------------------|---------------------------|
| W 4/22 | At the Gallery       | CW Closing Meditation,<br>"At the Gallery," pp. 168-173 |                           |
| F 4/24 | In-Class Conferences |                                                         | Draft of Revision Exhibit |

*Week 16: Final Portfolio Continued*

| Date   | Class Description                          | Reading | Assignments Due                            |
|--------|--------------------------------------------|---------|--------------------------------------------|
| M 4/27 | Fun Topic Day 😊                            |         |                                            |
| W 4/29 | Peer Review Workshop and Course Reflection |         | Draft of Critical Reflection Essay         |
| F 5/1  | In-Class Conferences                       |         | Revised Draft of Critical Reflection Essay |

*Final Exam: Monday, May 4th at 7:30-10AM*

*Final Portfolio Due*