



Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

ENG 1010 College Composition: Writing and Research

Spring 2026

Section 1010-6

4 Units

Meeting time: MWF | 12:15 PM - 1:20 PM

Meeting location: Bond Academic Center (BAC) 151

Final time: Friday, May 8th, 2026, 10:30-1pm.

Instructor	Professor Weber
E-mail	eweber@pointloma.edu
Office Hours	Wednesday 1:25-2:25
Office Location	BAC 123

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, our focus is on developing skills of composition: writing, research, and analytical skills that can transfer across genres. Students are expected to engage with material to become critical thinkers and active participants in the world. 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. In this class, we will engage with topics with respect and will give dignity to all voices, even in disagreement.

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. Devices are permitted only for educational purposes, therefore any use outside of this will be reflected in In-Class Writing grades.

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

Dates are subject to change, depending on class needs. They will never be due before this date.

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%	Jan. 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%	Feb. 13
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: March 6 Argument Essay: April 10 Public Argument: April 24
Final Portfolio 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 Critical Reflection Essay , a Writing Exhibit , and a Revision Exhibit .	750-1500 words	10%	May 8, 1pm
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
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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.

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). However, Revisions:

1. Must be substantial (not just fixing mechanical errors)
2. Require a scheduled appointment with Professor Weber
3. Must be turned in within two weeks of the date I hand back graded assignments into the original Canvas Assignment Prompt.

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. Homework 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. I do not accept late work for Incomplete/Complete work. For Major Assignments, you will receive a %10 deduction for every day the assignment is late.

However, I will grant most extensions when they are needed, so please come 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.

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. **More than three tardies in the class results in each following tardy counting as an absence. There are no excused absences.** However, if you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

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. That is why communication with me is important.

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.

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

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. In any case, improper use of AI on Major Assignments will result in a report of Academic Dishonesty (See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.)

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, or else you may receive a zero. 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 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.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 1010, we will cover a variety of topics, some of which you may find triggering. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. 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 (MWF) 12:15-1:20

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	Intro/Welcome to ENG 1010		
W 1/14	At the Gallery	CW: At the Gallery, pp. 1-5, BIAW Parrot, pp. 71-75	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	<i>MLK Jr. Day – no class</i>		
W 1/21	Writing as Conversation	CW: Entering the Study, CNV Lunsford, "Writing is Informed by Prior Experience"	Reading Response
F 1/23	Peer Review Workshop	Draft of Writing Letter	Written Letter

Week 3:

Date	Class Description	Reading	Assignments Due
M 1/26	Humble Listening	CW, Chapter 2: On Humility, pp. pp. 33-46, CW, Chapter 3: Humble Listening in Local Communities, pp. 47-61	Reading Response
W 1/28	Audience, Audience, Audience	CW: Humble Listening in Discourse Communities, pp. 62-73	Drafts of Audience & Context Analysis Reports
F 1/30	Rhetorical Appeals	Watch: Purpose & Rhetorical Appeals Video	Drafts of Appeals & Humble Listening Analysis Reports

Week 4:

Date	Class Description	Reading	Assignments Due
M 2/2	Conferences		Draft of AA Project due at your appointment with me, and LWC Appointment due by Friday (2/6)
W 2/4	Conferences		
F 2/6	Conferences		

Week 5:

Date	Class Description	Reading	Assignments Due
M 2/9	Rhetorical Situations	CNV: Rhetorical Choices Chapter 2	
W 2/11	Genre: But Not What You Think	Watch: Understanding Genre Awareness Video	
F 2/13	Audience Analysis Workshop	2nd Draft of Audience Analysis	Audience Analysis Project

Week 6:

Date	Class Description	Reading	Assignments Due
M 2/16	Intro to Academic Research		
W 2/18	Developing a Research Question	BLAW Witte, pp. 226-232	Topic Brainstorming
F 2/20	GenAI & the Research Process	Read: Charlotte Huff: The Promise & Perils of Using AI for Research & Writing	Preliminary Research Question

Week 7:

Date	Class Description	Reading	Assignments Due
M 2/23	Library Day #1		Meet in Ryan Library
W 2/25	Library Day #2		Meet in Ryan Library
F 2/27	Annotated Bibliographies	McClure, "Googlepedia," on Canvas	Library Research Assignment & Preliminary Source List

Week 8:

Date	Class Description	Reading	Assignments Due
M 3/2	Crafting a Research Plan & Analyzing a Scholarly Conversation	Ryan Library Guide - How to Do Research	Draft 1 Annotations #1-4
W 3/4	Peer Review Workshop	Your Research Sources	Complete Draft Annotated Bibliography
F 3/6	Charitable Writing	CW, Ch 5, "The Law of Charitable Writing," pp. 77-84	Personal Audience Project: Annotated Bibliography

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	Crafting Loving Arguments	CW, Chapter 6: "On Argument," pp. 86-96	Thesis Statement & Because Clauses
W 3/18	Academic Genre Conventions (thesis, introduction, counter arguments)	CW, Ch 10, "Making Space at the Table," pp. 125-136	Reading Response
F 3/20	Writing for Academic Audiences	CW, Chapter 11: "Slow Writing," pp. 139-157	Reading Response

Week 11:

Date	Class Description	Reading	Assignments Due
M 3/23	Conferences		Draft #1 of Argumentative Research Essay at your appointment with me, and LWC Appointment due by Friday (3/27)
W 3/25	Conferences		
F 3/27	Conferences		

Week 12:

Date	Class Description	Reading	Assignments Due
M 3/30	Prompt Engineering for Argument Structure	Bigelow - 12 Prompt Engineering Best Practices & Tips	Reading Response/ Revision Memo
W 4/1	Peer Review Workshop		Draft #2 of Argumentative Research Essay
F 4/3	<i>Easter Recess – no class</i>		

Week 13:

Date	Class Description	Reading	Assignments Due
M 4/6	<i>Easter Recess – no class</i>		
W 4/8	Loving Argument Chapter Discussions	CW Ch 7, "On Charity," pp. 97-104, CW Ch 8, "Charitable Writing as Love's Banquet," pp. 105-116, CW Ch 9, "Beastly Feasting," pp. 117-124	Reading Response
F 4/10	Proofreading with GenAI		Final Draft of Argumentative Research Essay

Week 14:

Date	Class Description	Reading	Assignments Due
M 4/13	Remixing an Argument		Remediation Analysis
W 4/15	Nonfiction Genre	"The Sloth" by Jill Christman	
F 4/17	Writing for Public Audiences		Public Argument Plan

Week 15:

Date	Class Description	Reading	Assignments Due
M 4/20	Fiction Genre, Poetry Genre	"The Story of An Hour" by Kate Chopin, "The Orange" by Wendy Cope	
W 4/22	Workshop		1st Draft Public Audience Project
F 4/24	In-class Sharing		Final Draft Public Audience Project

Week 16:

Date	Class Description	Reading	Assignments Due
M 4/27	Triple Audience Unit Reflection	CW Ch 12, "Liturgies of Writing," pp. 158-168	
W 4/29	At the Gallery	CW Closing Meditation, "At the Gallery," pp. 168-173	Draft of Revision Exhibit
F 5/1	Peer Review Workshop & Course Reflection		Draft of Critical Reflection Essay

Final Exam: Friday May 8, 2026 10:30-1pm.

Final Portfolio Due