



Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

# ENG 1010 College Composition: Writing and Research

Spring 2026

Section 7

4 Units

*MWF 12:15pm - 1:20pm*

*Ryan Learning Center 104*

*Final Exam: Friday, May 8<sup>th</sup>, 2026 10:30am - 1:00pm*

|                        |                                                                |
|------------------------|----------------------------------------------------------------|
| <b>Instructor</b>      | Meghan Coley (she/her)                                         |
| <b>E-mail</b>          | mcoley@pointloma.edu                                           |
| <b>Office Hours</b>    | Mondays and Wednesdays, 10:45am - 11:45am (and by appointment) |
| <b>Office Location</b> | BAC 126 (Bond Academic Center)                                 |

## 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.

Writing is a meaningful way we communicate as humans, and learning the skills necessary to successfully engage in this form of communication will be a primary focus of this course. Writing can also be fun and engaging! You'll write across your college career, regardless of your major, so developing transferable writing, research, and analytical skills you'll continue to strengthen and use throughout your time at PLNU will be another primary focus of this course. You will develop these skills through a series of assignments and activities that will give you plenty of practice by immersing yourselves in the social nature of writing and the various stages of the writing process.

## **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.

## 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>Personal Narrative</b><br>In a 400-word assignment addressed to me, your professor, you will write about one of your favorite pieces of media.                                                                                                                                                                                                                                                                                                                                                                                | 400 words        | 5%     | Friday, January 23                                                                       |
| <b>Casual Argument Paper</b><br>In a 750-word essay addressed to me, your professor, you will attempt to convince me to like something through means of rhetorical persuasive strategies.                                                                                                                                                                                                                                                                                                                                        | 750 words        | 5%     | Monday, February 2                                                                       |
| <b>Audience Analysis (AA) Unit Project</b><br>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%    | Friday, February 13                                                                      |
| <b>Triple Audience (AAA) Project</b><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: <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</li> </ul> | 3000 words       | 30%    | Annotated Bibliography:<br>Monday, March 16<br><br>Argument Essay:<br>Wednesday, April 8 |

|                                                                                                                                                                                                                                                                                   |                |     |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|--------------------------------------|
| <p>conversation and is designed to persuade an academic audience.</p> <ul style="list-style-type: none"> <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> |                |     | Public Argument: Wednesday, April 15 |
| <p><b>Final Portfolio</b></p> <p>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>.</p>       | 750-1500 words | 10% | Friday, May 8                        |
| <p><b>Homework/Reading Responses</b></p> <p>Unless otherwise specified, all homework assignments and reading responses will be submitted via the course Canvas site.</p>                                                                                                          | Varies         | 15% | Most Days                            |
| <p><b>In-Class Writing &amp; Activities</b></p> <p>Be sure you are on time to class each day and have completed the assigned reading.</p>                                                                                                                                         | 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. 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. 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. 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.

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.

Showing up to class on time is not only imperative but respectful—to both your peers and your professor. Wandering into class late is disruptive and impedes your ability to be fully prepared for class. Refrain from letting consistent issues of tardiness arise.

## **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](#).

## **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

## PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## Artificial Intelligence (AI) Policy

You are not allowed to use Artificial Intelligence (AI) tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. **However,** you are allowed to use AI tools (e.g, ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity) to generate or brainstorm ideas. **Cite anytime** you use AI where necessary, and include a 2-3 sentence explanation as to why you weren't able to complete the assignment or task without the use of AI, or I will not accept your use of this tool. 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.

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 or questions about using AI and/or when it's appropriate to cite or make your use of AI known to me, please come talk to me for clarification.

## **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).

## 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 during our active class time. Students who do so are not actively present in class and will be asked to leave our learning environment as a result.

## 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. **Our class's Canvas page will be the most up-to-date schedule for our class week by week.** Unless otherwise noted, all assignments are due on Canvas by the start of class on its due date. All assignments and readings should be completed **by the time you come to class.** Details for all assignments can be found on Canvas.

#### Week 1: Course Introduction

| Date   | Class Description                      | Reading                                                                                                               | Assignments Due        |
|--------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------|
| M 1/12 | Welcome to ENG1010                     |                                                                                                                       |                        |
| W 1/14 | What is "Writing"?                     | CW At the Gallery, pp. 1-5<br>BIAW <a href="#">Wardle, "You Can Learn to Write in General"</a>                        | Short Answer Questions |
| F 1/16 | Writing as Conversation and Creativity | <a href="#">BIAW Rodriguez' "Leave Yourself Out of Your Writing"</a><br>CW Introduction, "At the Threshold," pp. 7-22 | Short Answer Questions |

### Week 2: Personal Narrative

| Date   | Class Description                         | Reading                                                       | Assignments Due                                       |
|--------|-------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|
| M 1/19 | MLK Jr. Day - no class                    |                                                               |                                                       |
| W 1/21 | Peer Review Workshop                      | CW Ch 1, "Entering the Study," pp. 25-32                      | Short Answer Questions<br>Draft of Personal Narrative |
| F 1/23 | Writing Alongside AI & Academic Integrity | Forsa's <a href="#">"Making Effective Writerly Decisions"</a> | Short Answer Questions<br><b>Personal Narrative</b>   |

### Week 3: What's In an Argument?

| Date   | Class Description                                         | Reading                                                                                                                                                            | Assignments Due                  |
|--------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| M 1/26 | What's In an Argument? & How to Use Rhetorical Strategies | CW Ch 2, "On Humility," pp. 33-46                                                                                                                                  | Short Answer Questions           |
| W 1/28 | What is Rhetoric?                                         | CW Ch 3, "Humble Listening in Local Writing Communities," pp. 47-61<br>BIAW Roberts-Miller's <a href="#">"Rhetoric is Synonymous With Empty Speech,"</a> pgs. 7-12 | Short Answer Questions           |
| F 1/30 | Casual Argument Paper Drafting Day                        |                                                                                                                                                                    | Outline of Casual Argument Paper |

### Week 4: Persuasion & Audience

| Date  | Class Description            | Reading                                                                       | Assignments Due                                    |
|-------|------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------|
| M 2/2 | Audience, Audience, Audience |                                                                               | <b>Casual Argument Paper</b>                       |
| W 2/4 | Writing as Persuasion        | CW Ch 4, "Humble Listening in Discourse Communities," pp. 62-73<br>4 AA texts | Short Answer Questions<br>Audience Analysis Report |
| F 2/6 | Writing with Context         | 4 AA texts                                                                    | Context Analysis Report                            |

### Week 5: Analyzing Rhetorical Situations

| Date  | Class Description               | Reading    | Assignments Due                        |
|-------|---------------------------------|------------|----------------------------------------|
| M 2/9 | Comparing Rhetorical Situations | 4 AA texts | Check-In #1<br>Appeals Analysis Report |

|        |                                  |            |                                             |
|--------|----------------------------------|------------|---------------------------------------------|
| W 2/11 | Thesis Statements & Organization | 4 AA texts | Humble Listening Analysis Report            |
| F 2/13 | Citations 101                    |            | <b>Audience Analysis Project Conclusion</b> |

*Week 6: Preparing to Research*

| Date   | Class Description                                | Reading                                                              | Assignments Due                               |
|--------|--------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------|
| M 2/16 | Library Day #1                                   |                                                                      | Preliminary Research Question                 |
| W 2/18 | Library Day #2                                   |                                                                      | <b>Library Research Assignment</b>            |
| F 2/20 | Developing a Research Question and Research Plan | <a href="#">BIAW Alison C. Witte, "Research Starts with Answers"</a> | Short Answer Questions<br>Topic Brainstorming |

*Week 7: Examining Scholarly Sources*

| Date   | Class Description                                   | Reading                                                | Assignments Due                    |
|--------|-----------------------------------------------------|--------------------------------------------------------|------------------------------------|
| M 2/23 | Arguments in Action                                 |                                                        | Revised Research Question          |
| W 2/25 | Reading Scholarly Sources                           | <a href="#">Ryan Library Guide: How To Do Research</a> |                                    |
| F 2/27 | Crafting a Research Plan & Annotated Bibliographies | CW Ch 7, "On Charity," pp. 97-105                      | What is an Annotated Bibliography? |

*Week 8: Conferences Round 1*

| Date  | Class Description                                                 | Reading               | Assignments Due                                         |
|-------|-------------------------------------------------------------------|-----------------------|---------------------------------------------------------|
| M 3/2 | Documenting Sources & Joining the Conversation                    | Your Research Sources | Preliminary Sources List                                |
| W 3/4 | No formal class meeting - individual conferences with Prof. Coley |                       | Annotation Drafts due by your scheduled conference time |
| F 3/6 | No formal class meeting - individual conferences with Prof. Coley |                       | Annotation Drafts due by your scheduled conference time |

*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: Conducting Research & Analyzing Conversations*

| Date   | Class Description                         | Reading                                             | Assignments Due                                                                   |
|--------|-------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------|
| M 3/16 | Writing for Academic Audiences Charitably | CW Ch 5, "The Law of Charitable Writing," pp. 77-85 | Short Answer Questions<br><b>Annotated Bibliography</b>                           |
| W 3/18 | Argument as Conversation                  | CW Ch 6, "On Argument," pp. 86-96                   | Short Answer Questions<br>Thesis Statement & Reasons Expressed as Because Clauses |
| F 3/20 | Introduction Paragraphs                   | Anne Lamott's "Shitty First Drafts"                 | Short Answer Questions                                                            |

*Week 11: Conferences Round 2*

| Date   | Class Description                                                 | Reading | Assignments Due                                                                     |
|--------|-------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------|
| M 3/23 | No formal class meeting - individual conferences with Prof. Coley |         | Rough Draft of Academic Argument Essay due at the time of your scheduled conference |
| W 3/25 | No formal class meeting - individual conferences with Prof. Coley |         | Rough Draft of Academic Argument Essay due at the time of your scheduled conference |
| F 3/27 | No formal class meeting - individual conferences with Prof. Coley |         | Rough Draft of Academic Argument Essay due at the time of your scheduled conference |

*Week 12: Polishing Your Argument*

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

|        |                                                    |                                                    |                                          |
|--------|----------------------------------------------------|----------------------------------------------------|------------------------------------------|
| M 3/30 | Peer Review Workshop                               |                                                    | Revised Draft of Academic Argument Essay |
| W 4/1  | Making Space at the Table & In-Class Drafting Time | CW Ch 10, "Making Space at the Table," pp. 125-136 | Short Answer Questions                   |
| F 4/3  | <i>Easter Break - no class</i>                     |                                                    | <i>Enjoy your break!</i>                 |

### Week 13: From Academic to Public Audiences

| Date   | Class Description                | Reading | Assignments Due                |
|--------|----------------------------------|---------|--------------------------------|
| M 4/6  | <i>Easter Break - no class</i>   |         | <i>Enjoy your break!</i>       |
| W 4/8  | Introduction to Public Audiences |         | <b>Academic Argument Essay</b> |
| F 4/10 | The Range of Public Audiences    |         | Public Argument Plan           |

### Week 14: Writing for Public Audiences

| Date   | Class Description               | Reading | Assignments Due                  |
|--------|---------------------------------|---------|----------------------------------|
| M 4/13 | Peer Review Workshop            |         | Draft of Public Argument Project |
| W 4/15 | Unit Reflection & Looking Ahead |         | <b>Public Argument Project</b>   |
| F 4/17 | Poetry                          | TBD     | Short Answer Questions           |

### Week 15: Creative Writing Unit

| Date   | Class Description      | Reading                                              | Assignments Due                                      |
|--------|------------------------|------------------------------------------------------|------------------------------------------------------|
| M 4/20 | Nonfiction             | TBD                                                  | Short Answer Questions                               |
| W 4/22 | Fiction                | TBD                                                  | Short Answer Questions                               |
| F 4/24 | Writing in Your Future | CW Closing Meditation, "At the Gallery," pp. 168-173 | Creative Writing Portfolio<br>Short Answer Questions |

### Week 16: Final Portfolio Preparation

| Date   | Class Description                      | Reading | Assignments Due                                         |
|--------|----------------------------------------|---------|---------------------------------------------------------|
| M 4/27 | Peer Review Workshop: Revision Exhibit |         | Creative Writing Portfolio<br>Draft of Revision Exhibit |

|        |                                                 |  |                                                      |
|--------|-------------------------------------------------|--|------------------------------------------------------|
| W 4/29 | Peer Review Workshop: Critical Reflection Essay |  | Draft of Critical Reflection Essay                   |
| F 5/1  | No class meeting                                |  | Attend Your Required LWC Appointment by 3:00pm today |

*Final Exam Period: Friday, May 8<sup>th</sup>, 10:30am - 1:00pm*

***Final Portfolio Due by 1:00pm***