



Department of Literature, Journalism, Writing, and Languages
School of Humanities, Arts, & Public Engagement

ENG 1010 College Composition: Writing and Research

Fall 2026

Section 7

3 Units

Meeting days/times: MWF 12:15 pm - 1:10 pm

Meeting location: Bond 105-A

Final Exam: Monday 12/14, 10:30am-1:00pm

Instructor	Madison Zuñiga
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Office Hours	Monday and Wednesdays, 1:30-2:30 pm OR by appointment
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, we will focus on developing transferable writing, research, and analytical skills that will help you grow as writers and critical thinkers throughout your time at PLNU and beyond in your academic, vocational, and personal lives. Effective writing and productive critical thinking are critical to success in college, and will continue to be relevant in your future, whether you like it or not. You will develop your writing by learning to address particular audiences, engage with the breadth of the academic community (historical and contemporary), and understand your process as a writer. This class also centers human dignity, effort, and ability, and will work towards understanding how we can productively engage with artificial intelligence in education.

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 Exam
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.

For this class, you'll need access to the Internet, a PLNU e-mail account, and Canvas. You will also be completing written, in-class worksheets and assignments, so please bring writing devices and a notebook that you are comfortable writing in for the whole semester. Laptops are fine to bring, but we will only be using them for specific activities, and I'll let you know in the beforehand whether they'll be necessary in our next class period.

LomaBooks Instructions for Students

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. 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 112.5 total hours meeting the course learning outcomes.

ENG 1000L Writing Lab

I strongly recommend that you enroll in [ENG 1000L Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you'll do in this course. Benefits of enrolling in ENG 1000L:

- You'll meet regularly during the term with a Loma Writing Center consultant to receive personalized instruction and feedback on your writing assignments.
- You'll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

Register for the course in Workday or contact the Records Office to ask that ENG 1000L be added to your schedule.

Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Length (approx.)	Weight	Due
Writing Letter In a 650-850 word letter addressed to me, you will explore the role that writing has played in your past and will play in your future.	650 words minimum	10%	9/14
Audience Analysis Tournament You will complete an audience analysis of a series of texts and determine which text is most successful in reaching its audience through a class-wide Audience Analysis Tournament.	1000 words	15%	9/25
Triple Audience (AAA) Unit 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>Academic Argument Essay</i> that enters that conversation and is designed to persuade an academic audience. • Audience Remix. Third, you'll transform and "re-genre" the argument you made in your essay into a different medium for a public audience.	3000 words	45%	Annotated Bibliography: 10/30 Academic Argument Essay: 11/18 Audience Remix: 12/7
Final Exam Your final exam will be a metacognitive reflection on your own writing development in this course, specifically focused on your understanding of audience, genre, and process.	1000 words	5%	12/14
Personal Writing Archive Over the course of the semester, you will compile an archive of artifacts that are meant to deepen and refine your relationship with writing. A "complete" archive at the end of the semester is achieved by fulfilling ten of the twenty artifact options available to you, which are outlined in a list at the end of this syllabus.	Varies	15%	Throughout the semester
In-Class Discussion & Activities Be sure you are on time to class each day and have completed the assigned reading.	Varies	10%	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 those submitted in the last two weeks of the semester (due to time constraints at the end of the term). 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 and Incompletes

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. I will not accept late work, but I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind. Incompletes will only be assigned in extremely unusual circumstances.

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. **A culmination of four late arrivals (over five minutes past the start of class time) count as one absence.** Sleeping, talking, texting, actively using your laptop for work unrelated to class, 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 connect with me and 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 [Traditional Undergraduate Records: Final Exam 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 free of prejudice. Inclusive/mBias-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, sex, or sexual orientation. 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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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. As a professor, my Christian faith is central to my work and worldview, and is foundational to my teaching approach. I am always happy to discuss faith and writing, and am always willing to pray for you.

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](#).

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, [by email](#) or phone at 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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.

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 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 Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

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

This class centers human dignity, effort, and ability. Because one of our course objectives is to develop our critical AI literacy, it is your responsibility to follow assignment guidelines carefully and consult me if you have questions about appropriate AI usage. For certain assignments, you may be allowed to incorporate the use of Artificial Intelligence (AI) tools (e.g., Claude, ChatGPT, Gemini Pro 1.5, Notebook LM, GrammarlyGo, Perplexity) in your writing process, but **only after** you have spoken in-person with me, explained your intended use, and received my go-ahead.

If you have not spoken with me about your AI use, but I suspect AI in your work after submission, your assignment will receive a zero until you meet with me to explain your process.

In no circumstances are you allowed to use AI tools to completely generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any questions regarding this policy, please discuss them with me.

Please use the following sources to guide your citations if you use AI as a source.

- [MLA Style Center: Citing Generative AI](#)
- [APA Style: How to Cite ChatGPT](#)
- [Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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.

During class time, I expect technology to be set aside or put away, and that you will not actively engage with it unless required by an activity in class. It's less than an hour we have with each other in the day. You can manage to not be on your phone or your laptop for that long, I assure you.

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 accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

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.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

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](#). 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.

Writing Archive Artifact Opportunities

Completion of the Writing Archive assignment consists of compiling and submitting ten of the items on this list. Some of the items are required, and others are optional, so it's up to your discretion what you include in your final ten. The physical archive is due at the end of the semester, collected in a binder or a folder, and I will check in on your archive progress periodically during our one-on-one conferences.

- **(5)** Printed drafts of our five major assignments (Writing Letter, Audience Analysis Championship Essay, Annotated Bibliography, Academic Argument Essay, Remix Reflection Essay). **REQUIRED**
- **(1)** Written reflection on the process of developing a research question, after we've met to discuss your ideas (250 words minimum). **REQUIRED**
- **(5)** Up to five thoughtfully written responses to the Wednesday Rabbit Holes (250 words minimum).
- **(1)** A written summary of your own Rabbit Hole topic, introducing me to something niche/interesting/surprising in the format of our Wednesday Rabbit Hole mini-lectures (500 words minimum).
- **(2)** Up to two multimedia re-imaginings of one of your major assignments. Your final public audience remix can count as one of these. If you choose to do another, just run your idea past me first.
- **(1)** A writing letter to a person on your polyptych, following the parameters of our first major assignment.
- **(1)** One list of twenty thoughtful questions related to anything we've discussed in class.
- **(1)** Written reflection on your favorite or least favorite chapter of *Charitable Writing* (250 words minimum).
- **(1)** Proof of your written work published elsewhere (The Point, social media, literary journal, club poster, marketing materials etc.).
- **(1)** Evidence of far-transfer (something we learned applied to another class/area of your life), compiled of physical proof and a 150 word explanation.
- **(1)** A visual rendition (up to your interpretation) of your writing goals for your first year at college.

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. All readings and assignments are due either at the beginning of class on the day they appear on the schedule or at midnight. Please take notice of the particulars listed with each assignment. Details for all assignments can be found on Canvas.

Week 1: Course Introduction

Date	Class Description	Reading Due	Assignments Due
M 8/31	Course Introduction and Writing Archives		Get To Know You Quiz (in class)
W 9/2	At the Gallery and Down the Rabbit Hole (Wednesday Rabbit Hole (WRH): Saints/Iconography)	CW At the Gallery, pp. 1-5 BIAW Wardle, pp. 30-33 "Writing in General"	Syllabus Quiz (in class)
F 9/4	At the Threshold (Concepts)	CW Intro, "At the Threshold," pp. 7-22, Elbow, "The Benefits and Feasibility of Writing", pp. 199-201	

Week 2:

Date	Class Description	Reading Due	Assignments Due
M 9/7	<i>Labor Day – no class</i>		
W 9/9	In the Parlor (Writing as Conversation) (WRH Information Literacy)	CW Ch 1, "Entering the Study," pp. 25-32 Lunsford, "Writing is Informed by Prior Experience" (on Canvas)	
F 9/11	LWC Intro and Peer Review Workshops	Lamott, "Shitty First Drafts"	Draft of Writing Letter (by class time)

Week 3:

Date	Class Description	Reading Due	Assignments Due
M 9/14	Humble Listening, Introduce Elite Eight Tournament Texts	CW Ch 2, "On Humility," pp. 33-46 CW Ch 3, "Humble Listening in Local Writing Communities," pp. 47-61	Writing Letter

W 9/16	Audience, Audience, Audience ("WRH Crowd Theory")	All eight tournament texts	Ranked text list of elite eight (by class time)
F 9/18	Genre (But Not What You Think!), Semifinals, Narrow to Four Texts		Ranked list of final four (by class time)

Week 4:

Date	Class Description	Reading Due	Assignments Due
M 9/21	Complex Rhetorical Situations, Narrow to Two Final Texts	Close reading of four semi-final texts	Ranked list of top two (by class time)
W 9/23	Rhetorical Analysis and Rhetorical Appeals (WRH "Formal Logic")	Close reading of final texts	Draft of Championship Mini-Essay (midnight)
F 9/25	Audience Analysis Tournament Final		Championship Mini-Essay, Proof of LWC visit (by class time)

Week 5:

Date	Class Description	Reading	Assignments Due
M 9/28	Intro to Academic Research (Mind the Gap!)	Welcome to the Internet	
W 9/30	GenAI and Human Dignity (WRH "The Logos")	Huff, "The Promise and Perils of Using AI for Research and Writing"	
F 10/2	Developing a Research Question (The Wikipedia Game)	BIAW Witte, pp. 226-232	Interesting Wikipedia article (by class time)

Week 6:

Date	Class Description	Reading	Assignments Due
M 10/5	Research Interest Gallery		Brainstorm Sheet (by class time)
W 10/7	On the Ground Digging Deeper: Lateral Reading and Journalism (WRH "Library of Alexandria")	Pulver, "Active Reading to Understand a Problem"	Preliminary Research Question (midnight)
F 10/9	AI, Reading, and Critical Thinking	Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task	

Week 7:

Date	Class Description	Reading	Assignments Due
M 10/12	Library Day (Robin Lang)		Ryan Library 220
W 10/14	Library Day (Robin Lang)		Ryan Library 220
F 10/16	Conferences		

Week 8:

Date	Class Description	Reading	Assignments Due
M 10/19	Conferences		Revised Research Question (midnight)
W 10/21	Conferences		
F 10/23	<i>Fall Break – no class</i>		

Week 9:

Date	Class Description	Reading	Assignments Due
M 10/26	Annotated Bibliographies and Citations	Examples in the prompt	Draft Annotations #1-3 (by class time)
W 10/28	(Psycho)Analyzing the Scholarly Conversation (WRH “Stasis Theory”)		Draft Annotations #4-8 (midnight)
F 10/30	Peer Review/WC Workshop		Annotated Bibliography (midnight), Proof of LWC Visit

Week 10:

Date	Class Description	Reading	Assignments Due
M 11/2	Crafting Loving Arguments (Showcase Debate)	CW Ch 6, "On Argument," pp. 86-96 CW Ch 7, "On Charity," pp. 97-104	
W 11/4	Slow Writing (WRH "Writing Technologies and Handwriting")	CW Ch 5, "The Law of Charitable Writing," pp. 77-85 CW Ch 11, "Slow Writing," pp. 139-127	
F 11/6	Academic Genre Conventions (Thesis, Introduction, Counterarguments, Conclusion)	CW Ch 10, "Making Space at the Table," pp. 125-136	

Week 11:

Date	Class Description	Reading	Assignments Due
M 11/9	In-Class Writing Workshop		Messy Draft of Argument Essay (midnight)
W 11/11	Citations! (WRH "Ibid")		
F 11/13	Proofreading (GenAI and Loneliness)		

Week 12:

Date	Class Description	Reading	Assignments Due
M 11/16	Academic Argument Roundtable (Process Review)		
W 11/18	Academic Argument Showcase (Mini Rabbit Holes)		Academic Argument Essay (By class time), Proof of LWC visit
F 11/20	Remixing an Argument, Genre Mix-and-Match Game		

Week 13:

Date	Class Description	Reading	Assignments Due
M 11/23	Conferences (Archive Check-in)		Remix Plan (by conference time)
W 11/25	<i>Thanksgiving Recess – no class</i>		
F 11/27	<i>Thanksgiving Recess – no class</i>		

Week 14:

Date	Class Description	Reading	Assignments Due
M 11/30	Conferences (Archive Check-in)		Remix Plan (by conference time)
W 12/2	Writing for Public Audiences (WRH “Propaganda”)		
F 12/4	Peer Review Workshop		Draft of Public Argument Remix (by class time)

Week 15:

Date	Class Description	Reading	Assignments Due
M 12/7	Public Audience Showcase	CW Ch 12, "Liturgies of Writing," pp. 158-168	Public Argument Remix (By class time)
W 12/9	Finish Public Argument Showcase, Introduce Final, (WRH “Metacognition”)	CW Closing Meditation, "At the Gallery," pp. 168-173	
F 12/11	Peer Review Workshop of Final Questions, <i>How It's Made</i>		Draft of Final (By class time)

Final Exam: Monday 12/14, 10:30am-1:00pm