



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

ENG 1010 College Composition: Writing and Research

Fall 2026

Section 10

3 Units

MWF | 1:30PM - 2:25PM

Bond Academic Center (BAC) 105-A

Final Exam: December 14, Monday, 1:30PM - 4:00PM

Instructor	Professor Fabros
E-mail	afabros@pointloma.edu
Office Hours	Thursday 2:00-3:00PM (or by appointment)
Office Location	BOND ACADEMIC CENTER 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.

This course focuses on developing writing and research skills by analyzing and tailoring texts for a variety of audiences. We will also discuss the social nature of writing and explore the various stages of the writing process. The skills developed during this course will assist you throughout your time at PLNU and beyond in your academic, vocation, and personal lives. Writing and critical thinking are ever-necessary, ever-growing skills. ENG 1010 seeks to lay a strong foundation for a lifelong development in writing.

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.

You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your required reading for that day, and a laptop or some other device that is capable of accessing and submitting work via Canvas. I will frequently ask you to take notes during class, so come to each class prepared with a paper & a pencil/pen.

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 750-word letter addressed to me, you will tell me about something you're passionate about. This could be a hobby, a cause, a favorite artist. Share when/why this passion started, how it's made an impact on your life, and something you'd love to learn more about related to your topic.	750 words	5%	9/14
Audience Analysis Tournament You will work to identify and analyze the audience for a cluster of four texts. You'll write an analytical report for each text and choose the most rhetorically effective of the four.	1000 words	20%	9/28

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. • Public Audience. Third, you'll transform and "re-genre" the argument you made in your essay into a <i>TED Talk</i> for a public audience.	3000 words	40%	Annotated Bibliography: 10/26 Academic Argument Essay: 11/16 TED Talk: 12/2
Final Exam Your final exam will be 4 short answer questions (approx. 200 words each) surrounding Audience, Genre, Process, and Writing Practice. It will be done in person, handwritten with no screens or devices.	1000 words	5%	12/14
Homework/Reading Responses Unless otherwise specified, all homework assignments and reading responses will be submitted via the course Canvas site.	Varies	15%	Most Days
In-Class Writing & Activities Be sure you are on time to class each day and have completed the assigned reading.	Varies	15%	Most Days

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the

course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

Revision

I allow revisions for all of your major unit writing assignments except 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 technical errors – e.g. grammar, formatting). After receiving a grade for an assignment, you have two weeks to make revisions. After that two week period, revisions will not be accepted. 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. Many assignments build upon each other which makes adhering to due dates important. That being said, I will grant most extensions when they are needed. In order to receive an extension, you must 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. 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. In ENG 1010 we'll learn that writing is social. For this reason, success in this course is highly dependent upon interaction with your peers and the instructor. That means:

- 1) Arriving to class on time
- 2) Being prepared for discussion by having completed all assigned readings and homework
- 3) Participating actively and respectfully in all class activities

Talking, texting, watching TV/Tiktoks (yes, it happens) are all disrespectful practices that impact not only your learning, but the learning of those around you. College is meant to prepare you for your professional lives. This includes behavior as well as academics. Being uninvolved with group work, or outright disruptive 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.

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

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](#).

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

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. You *may*, however, use *some* AI tools to generate ideas, brainstorm, and synthesize research. Permitted AI tools include: Notebook LM & Gemini accessed through your school email. These are closed systems that will protect your intellectual property. Note – ChatGPT will never be permitted. Any use of AI tools in any course-related context must be properly cited and accompanied by an explanation of how it was used. If AI is used but NOT cited, this will be considered a form of plagiarism. Please use this [Purdue resource](#) to guide your citations when using AI.

We will be exploring the use of artificial intelligence (AI) tools (e.g., Gemini, NotebookLM) in the writing process together throughout the semester. There will be coursework and assignments that you are asked to complete without any use of an AI tool, and there will be coursework and assignments that allow you to explore how AI tools might play a part in your writing process. Because one of our course objectives is to develop our critical AI literacy, it is your responsibility to follow assignment guidelines carefully and consult your instructor if you have questions about appropriate AI usage.

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.

It is also your responsibility to monitor your own classroom behaviors and refrain from improper engagement with technology during class. While distracting use of technology will always be prohibited, there will also be times in class where I specifically ask us to “go analog”. This means all electronics should be put away. I expect this request to be respected because I believe your participation and experience of these certain activities will be strengthened by the removal of technology.

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 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.

Class Schedule (MWF) 1:30 - 2:25 PM

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 Foundations

Date	Class Description	Reading	Assignments Due
M 8/31	Intro to course		First Day Check In
W 9/2	Our Writing Philosophy	CW, Intro pp. 7-22 Elizabeth Wardle, "Writing in General" pp. 30-33	Syllabus Quiz Reading Reflection
F 9/4	Our Writing Commitments	CW, Chapter 1 pp. 25-32 Peter Elbow, "Committing to Liking"	Reading Reflection

Week 2: Writing Modes

Date	Class Description	Reading	Assignments Due
M 9/7	<i>Labor Day – no class</i>		
W 9/9	Writing Tools Activity	Watch: Discover Your Learning Style Take Quiz: Learning Style Quiz	Draft of Letter
F 9/11	AI Literacy	CW, Chapter 2 pp. 33-46	Talk to Text Reading Reflection

*Week 3: Humble Listening **Visit LWC between Week 3-5***

Date	Class Description	Reading	Assignments Due
M 9/14	Humility in Rhetoric	CW, Chapter 4 pp. 61-73	Final Draft of Letter
W 9/16	Context Analysis	Article 1 – TBD class poll Article 2 – TBD class poll Article 3 – TBD class poll Article 4 – TBD class poll	Source Cheat Sheets
F 9/18	Rhetoric Appeals & Selection	Watch: Rhetorical Appeals	Appeals Analysis Report

Week 4: Audience Analysis Project

Date	Class Description	Reading	Assignments Due
M 9/21	Applying Humble Listening		Semi-Final Analysis Reports
W 9/23	<i>Conferences</i>		Draft of Mini-Essay
F 9/25	<i>Conferences</i>		Draft of Mini-Essay

Week 5: Falling Down the Rabbit Hole

Date	Class Description	Reading	Assignments Due
M 9/28	Finding Your Parlor Door		Final Analysis Report & Mini Essay
W 9/30	Charitable Writing & Gallery Walk	CW, Ch 5 pp. 77-85 CW, Ch 7 pp. 97-104	Topic Brainstorming
F 10/2	Developing a Research Question	Review Parlor Door Handbook	Preliminary Research Question

Week 6: Library

Date	Class Description	Reading	Assignments Due
M 10/5	Library		Revised Research Question
W 10/7	Library		Library Research Question
F 10/9	Personal Audience Project / Annotated Bibliography		

*Week 7: Exploring Wonderland **Visit LWC between Week 8-13***

Date	Class Description	Reading	Assignments Due
M 10/12	Lateral Reading	Pulver, "Active Reading to Understand a Problem"	Preliminary Source List

W 10/14	Analyzing Scholarly Conversation	Watch: Reading Scholarly Articles	Draft Annotations 1,2,3
F 10/16	<i>Fall Break – no class</i>		

Week 8: Conferences

Date	Class Description	Reading	Assignments Due
M 10/19	Conferences		Draft of Personal Audience Project
W 10/21	Conferences		
F 10/23	Conferences		

Week 9: Loving Argument

Date	Class Description	Reading	Assignments Due
M 10/26	Loving Argument	CW, Ch 6 pp. 86-96	Personal Audience Project
W 10/28	Intros & Thesis Statements	CW, Ch 8 pp. 105-116	Reading Response
F 10/30	Entering a Conversation		Outline

Week 10: Writing for Academic Audiences

Date	Class Description	Reading	Assignments Due
M 11/2	Making Space at the Table	CW Ch 10, pp. 125-136	Reading Response
W 11/4	Evaluating Essays	CW Ch 11, pp. 127-139	Reading Response
F 11/6	Workday		

Week 11: Proofreading

	Class Description	Reading	Assignments Due
M 11/9	Citations		Messy First Draft
W 11/11	Proofreading Workshop		Legit First Draft
F 11/13	Peer Review and Revision		Revision Memo

Week 12: Conferencing

	Class Description	Reading	Assignments Due
M 11/16	<i>Conferences</i>		Revised Academic Argument Draft
W 11/18	<i>Conferences</i>		
F 11/20	<i>Conferences</i>		

Week 13:

Date	Class Description	Reading	Assignments Due
M 11/23	Remixing for a Public Audience	Watch: "A Remediation Analysis"	
W 11/25	<i>Thanksgiving Recess – no class</i>		
F 11/27	<i>Thanksgiving Recess – no class</i>		

Week 14: Ted X-Summit

Date	Class Description	Reading	Assignments Due
M 11/30	Workday		
W 12/2	Ted X-Summit		Ted X
F 12/4	Ted X-Summit		Ted X

Week 15: Wonder-land

Date	Class Description	Reading	Assignments Due
M 12/7	Writing Day	Writing Meditation	Reflection: Choose Your Own Method
W 12/9	Lifelong Learners	CW Ch 12, "Liturgies of Writing," pp. 158-168	
F 12/11	Wonder-land	Closing Meditation	

Final Exam: December 14, Monday, 1:30PM - 4:00PM