



**College Composition: WRI 110, Sec. 5**  
**Spring, 2019**  
**Dept. of Literature, Journalism, Writing, and Languages**  
**4 units**

<b>Meeting days:</b> M/W/F	<b>Instructor:</b> Karen Seehaus
<b>Meeting times:</b> 10:55am–12:05pm	<b>E-mail:</b> <a href="mailto:kseehaus@pointloma.edu">kseehaus@pointloma.edu</a>
<b>Meeting location:</b> LSCC 201	<b>Office location:</b> BAC 122
<b>Final Exam:</b> M 29 April 7:30am	<b>Office hours:</b> W/F 12:30-1:30pm

**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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

## WRI 110 FAQ

### **What am I going to learn in this class?**

WRI 110 is an undergraduate course designed to grow your ability to think critically about various texts, do effective research, and synthesize that research into compelling written work. This class is a writing class; thus, you will write often and diversely, learning how to go from brainstorming a nascent idea to a final product that has academic, social, personal, or professional relevance. As such, you will spend time in the library both in and out of class to gather research so that you can enter the conversation. Further, you will spend time workshopping each other's drafts, which is teaching you to not only respond and give outside critique but also to look at your and others' works with an eye for grammar, rigor in researched support, rhetoric, and aesthetic. Finally, good writers are good readers; though we have a set handbook that will cover the mechanics of writing researched papers, we will also read various researched essays meant for a popular audience to see how researched writing can inform, persuade, entertain, and/or be beautiful.

The PLNU catalog states that WRI 110 is

a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. [T]he course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and

writing the source-based essay are major components of the course. The course emphasizes the process of writing as well as the manuscript as an evolving product. Caveat for some of you: “A diagnostic exam given in the beginning of the semester will determine **if** the student needs to co-enroll in Writing 097.” If deemed necessary, this dual enrollment is mandatory to pass my class. Most students (once they get over their initial disappointment) find that WRI 097 is VERY helpful.

The **Course Learning Outcomes (CLO)** for this class are as follows:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.

### **Why do I have to take this class?**

The short answer is that you need this class or one like it to graduate. The better answer is that this class will make you a better critical thinker and writer—skills you can take from the classroom into many areas of your life. Being able to read, analyze, synthesize, and write effectively gives you agency in whatever field you may enter.

The longer and more official answer is that

this course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of Developing Cognitive Abilities. By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successfully living in society.

### **Where do I have to spend my money for this class?**

1. Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 9<sup>th</sup> Ed. Bedford/St. Martins, 2017.
2. Printouts from Canvas as well as your essays—plan accordingly
  - a. You will make copies of your Researched Final Essay for the class to workshop
  - b. You will make copies of a shorter essay during the semester
  - c. Five percent of your grade will be printing out some essays on Canvas, annotating them, and turning them in to me.
3. Pocket folder (not a three-ring binder) to turn in your work.
4. Various office supplies (highlighters, pens, stapler, Scotch tape)

**\*\*In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. It is your responsibility to PRINT these texts out for annotation purposes and bring them to class. 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. However, any use of those materials outside the class may violate the law.

### **Are there any resources I can use online and/or on campus to help me?**

Yes. The following are a few of my favorites.

**The Writers' Studio** is located in Bond Academic, room 159

<https://www.pointloma.edu/opportunities/writers-studio>

**The Library** has not only many books but also databases that allow you to do specific searches for any topic you want. Further, it also contains very helpful librarians who can assist you.

**Canvas** will contain this syllabus, the assignments, some readings, and other fun sundries throughout the semester. Sometimes you might have to print them for class. Please check Canvas regularly.

**OneLook** is an online database of dictionaries [www.onelook.com](http://www.onelook.com).

**Wikipedia** is an online encyclopedia [www.wikipedia.org](http://www.wikipedia.org). Though this site can have errors from time to time, it is a wonderful place to look up any person, place, or event you encounter in your reading that you do not know. While I love Wikipedia for its ability to quickly provide information, DO NOT use this as a source for your papers.

**Me** I am available to answer any questions you may have. Tell me when you need to see me in class or email me.

### **What do I have to do to pass this class (1000 points)?**

1. Come to class
2. Do all the assignments: **ALL assignments are due in PAPER copy the day of class unless you are specifically directed otherwise.**
3. Turn them in on time

*\*Disclaimer: This class requires a lot of reading and writing. ALL submissions done outside of class must be typed and double-spaced. If you are in doubt, follow MLA guidelines. I like MLA. I will take points off for work that does not meet these standards.*

*\*\* Further Disclaimer: You must avoid typos in your papers. Typos indicate to me that you are being too lazy to proof your text before you turn it in and that you believe your peers enjoy wasting their time with unreadable papers. Typos include but are not limited to spelling errors, misuse or nonuse of capitalization, fragments, or incorrect punctuation.*

**Annotation of Canvas Reader (50 points)** I expect you to not only carefully read and annotate the texts you purchased for this course but also PRINT OUT, carefully read, and annotate the Course Reader I have made available on Canvas. Over the course of the semester, I will collect these printouts to assess your engagement with the texts via your annotation.

**Skill-building Essays (400 points):** You will be assigned 10 short papers throughout the course of the class. These papers must be 1-2 pages each and will cover specific writing skills you will be learning at that time.

**#1 Discovery Essay** You will choose a topic about identity and write a short essay about it. In fact, the purpose of this essay is to examine what you know and

believe about a given topic and where you learned the information that enabled you to form your opinion.

**#2 Audience Evaluation Paper** In this paper, you will evaluate the target audience of a specific image. You will answer questions about the image and pose a possible target audience. You will also evaluate whether the image is effective in reaching this target audience.

**#3 Summary and Response Paper** You will write a summary and response to Solnit's "The Monument Wars." Note that a response is not a paraphrase or summary (though it may contain paraphrases and quotes). You must engage with the text and decide if it is effective, do you agree or disagree with the text, and/or how can you further interpret or reflect on the text.

**#4 Textual Evidence Paper** For this paper you will read a short story by Toni Morrison and using textual evidence, shape an argument about the text. There is no right or wrong argument for this assignment. What I want to see is how well you can use the text to support your point.

**#5 Critical Conversation Paper** In this paper you will read three secondary articles about Morrison's story. You will then summarize the critical conversation and state how you would enter the conversation if you were writing a research paper on Morrison's text.

**#6 & #7** For these Skill-building essays, you will locate a relevant research source for your topic, cite it, and write a 3-sentence summary that includes paraphrases of particularly awesome places you liked, along with a 3-sentence description of how these sources fit with your research topic. They will be specific in the types of sources I want you to find

**#8 Project Proposal Paper** Using your running bibliography, you will choose at least three of your sources to explain how your argument fits into their conversation about your topic. Finally, you will propose a thesis based on your preliminary research.

**#9 Creative Take on Topic** This paper will draw on your sources but will be a creative expression of your chosen topic. Have fun with this one. You can invent a fictional character, use figurative language, or do anything your fancy went when you were researching your academic project.

**#10 Description Paper** You will write a description of yourself that starts with the five words "I am a person who."

**Annotated Bibliography/Running Bibliography (100 points):** Over the semester, you will keep a running bibliography of sources that you found pertinent to your topic of research. You will then use this information to create a more formal annotated bibliography containing 5 or more sources. This ongoing project allows you to gather information for your final projects and will require that you read and annotate sources weekly. I will assign two specific types of sources in Skill-building Essays #6 and #7 to be completed by certain times in the semester. The key to being successful in this assignment is to do a little each week over the course of the semester.

**Academic Research Paper (150 points):** Your final academic paper will be 10 – 11 pages, presenting the reasoning behind your argument about whatever identity issue you have chosen. For this essay, you will continue to use MLA format, incorporating sources with both quotations and paraphrases. Although the number and type of sources you use will

vary, I will expect you to cite at least 9 sources for the paper, or roughly one source per page. You will use the sources you will have gathered in your running bibliography as well as thoughts generated throughout the class. Further instructions will follow as we get closer to the end of the semester.

**Creative Research Paper (100 points):** Your final nonfiction paper will be 6 – 8 pages, presenting your creative redrafting of the Academic Research Paper. As with your academic essay, you will continue to use MLA format, incorporating sources with both quotations and paraphrases. Although the number and type of sources you use will vary, I will expect you to cite at least 6 sources for the paper, or roughly one source per page. You will use the sources you will have gathered in your annotated bibliography as well as thoughts generated throughout the class.

**Final Exam (100 points):** PLNU requires that you demonstrate your skills in essay crafting and grammar mastery in an in-class, timed, final exam. Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at the top of this syllabus. No requests for early examinations or alternative days will be approved. I will inform you where we will be taking the exam as we get closer to the end of the semester.

**\*For all of these assignments, further instructions will be given on Canvas and/or in class\***

**Class Participation (100 points):** Class participation includes class discussion, coming prepared for class, quizzes, and log book annotations. For more information, see below.

### **Will I be required to attend and participate in class?**

Ten percent of your grade in this class is for class participation, meaning you must interact with the instructor and the other students *every* class session. If you wish to earn your participation grade, you must have a good attitude; you must complete in-class writings; you must read all of the readings; and you must speak out. Make it your goal to come up with one good thought for every class and to share it. By doing so, you will be prepared for any reading quizzes I will give. Also, you must turn off your electronics when you enter the classroom; use of electronics will not be permitted. I often will use class discussion as a place to clarify how to do a certain writing assignment. Thus, your taking good notes is important for your success in the class.

Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. **By continuing in this class, you acknowledge that your work will be viewed by others in the class.**

Respect in class is a must. This classroom is a safe space. As we discuss and analyze works that may address potentially emotional topics, we will encounter many different viewpoints within the class. In order to be a good participant in this class, you must be sensitive to your fellow learners. As we share ideas, personal insults and comments will not be tolerated. I will ask you to leave if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me. The best rule to follow: be kind.

### **How will I know what my grade is?**

I will NOT be posting grades on Canvas. My responsibility to you is to return your work graded in a timely manner. It is your responsibility to keep track of your graded work so that you know

what your grade is and to address any grading issues with me in a timely manner. So that both of us can keep track of your grades with ease, I use a point system that adds to 1000 points over the course of the semester. If at any time you wonder how you are doing in this class, simply add your points received on your graded work then divide that number by the total number of points we've completed this semester. Voilà! There's your grade. I've attached a sheet to the back of the syllabus for you to record your points.

### **What if I turn in a late assignment?**

If you miss the day an assignment is due, your grade on the assignment will drop a letter grade for every late day (not class days, actual days). For example, if I collect an essay on Tuesday and you submit your essay on Wednesday, the best grade you can receive will be a B.

### **What if I have to miss a class?**

You must attend class to pass the class. However, I do understand that emergencies do come up. If you do choose to miss class, you are responsible for the material covered and assignments given. **You must get this information from another student (not your instructor).** Lecture information is a privilege for those students who choose to come to class. They may decide to share that information with you if you ask nicely. Also, you must be prepared for the next class you attend. "I didn't know what to do because I missed last class" is not an acceptable excuse.

As PLNU notes,

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

You may be absent three class sessions without question. Wise students will not use up allowable absences early-on for fickle purposes, however. A total of four **absences** may result in a letter's reduction in the course grade. A total of six absences may result in failure of the course. Three times of arriving late or exiting class early will equal one absence. You should not depend on doctors' or deans' excuses to bail you out. The built-in allowances are there to cover such needs, so plan carefully and do not use up your allowed absences early in the quad. **Please talk to me and e-mail me about extended illness, emergencies and absence for official university business.** Students in traveling groups that **represent the university** should meet with me during the first week of classes to review the group's travel schedule and its impact in WRI 110. Students who are absent from six class sessions within the first five weeks (without legitimate reasons communicated promptly to the professor via e-mail) should expect to be automatically and officially de-enrolled from the course. I warn students via e-mail of impending de-enrollment after five absences.

Distracting and disruptive behavior will be considered an absence.

### **What if I want to use other people's writing in my writing?**

As Solomon wisely noted, "There is nothing new under the sun." Thus, it is perfectly okay to reference other texts (written or visual) in your own writing. However, you must give credit to

any ideas or sentences that are not originally yours or aren't common knowledge. To omit doing this action is an act of plagiarism. Writing is often collaborative, and writers share and borrow from each other all the time (just as I did from other PLNU faculty when I wrote this syllabus). There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class.

Plagiarism of any kind will not be tolerated. Any word or idea that is not your own must be cited correctly. As explained in the University Catalog,

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.

Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence. Students may appeal using the procedure in the university catalog.

See Academic Policies for further information.

If you aren't sure if you are plagiarizing, check out the information on the university cheating and plagiarism policy at <http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>

Or you can visit PLNU's library, which also has an excellent tutorial on how to avoid plagiarism.

Finally, you can always talk to me.

### **How do I contact you?**

At the top of the syllabus, all of my contact information is listed. In the subject line of your email, please indicate WRI 110.

### **What if I need some extra help in your class?**

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation within the first two weeks of class with the [Disability Resource Center \(DRC\)](http://www.pointloma.edu/experience/offices/administrative-offices/academic-advising-office/disability-resource-center) (<http://www.pointloma.edu/experience/offices/administrative-offices/academic-advising-office/disability-resource-center>), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the

Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with special needs and guarantees all qualified students equal access to the benefits of PLNU programs and activities.

Students have the right to appeal decisions regarding academic accommodations. In order to provide prompt and equitable resolution, the student must submit a written or verbal statement to the Director of Academic Advising who will conduct the appeal process in consultation with the Vice President for Student Development.

You can contact the DRC by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu).

**Writers' Studio:** You will take a diagnostic essay that will reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your exam scores and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097, which is the Writing Skills Tutorial held in the Writers' Studio. If your scores reveal that you need to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with trained tutors in the Writers' Studio once-a-week for 10 weeks beginning the third week of the semester. You will be required to attend an introductory session to the Studio the second week of classes. During that session you will sign-up for a time to work with a writing consultant throughout the semester. The writing assignments you work on in the consultant will be writing assignments assigned in this writing course. Students who work in the Studio benefit greatly from the time spent working alongside a pedagogically trained fellow writer. The fee for the Studio, WRI 097, is \$150.00. Should you discover you have the privilege of working in the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$3,700.00 course your scores would have previously required you to take. **Failure to complete WRI 097 will result in a failing grade in WRI 110 and a reentry into the Studio the following semester to complete 10 sessions.**

Also, come see me if you think you may need some extra assistance in passing this class.

A	93-100 Percent
A-	90-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	Below 60

***This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.***



## Schedule

(\***Subject to Change as needed to facilitate course goals\***):

Readings and assignments are due on the date listed.

*WR* denotes readings from *A Writer's Reference 8<sup>th</sup> Ed.*

(Canvas) denotes readings can be found on Canvas in PAGES section

\*\*\*\* Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.\*\*\*\*

\*\*\*\*Final Disclaimer: You will write A LOT. Writing is a muscle that must be exercised. Every week, there will be a writing assignment of at least 1 to 2 pages\*\*\*\*

### Week 1

<b>8 January</b>	Syllabus/Getting to Know You
<b>9 January</b>	<b>Diagnostic Exam (no alternative days given)</b>
<b>11 January</b>	<b>DUE: SB #1</b> Discovery Essay

### Week 2

<b>14 January</b>	<i>WR</i> “Composing and Revising” C1-a – C1-b (3 – 9) <i>WR</i> “Academic Reading, Writing, and Speaking” A1-a – A1-b (57 – 62) <i>WR</i> “Academic Reading, Writing, and Speaking” A2 (70 – 78) <b>DUE:</b> Bring in an advertising image of your choice
<b>16 January</b>	Horn “A Short History of Feminist Theory” (Canvas 1)
<b>18 January</b>	Solnit “The Monument Wars” (Canvas 2) <b>DUE: SB #2</b> Audience Evaluation of Image

### Week 3

<b>21 January</b>	<b>NO CLASS (Martin Luther King, Jr. Day)</b>
<b>23 January</b>	<i>WR</i> “Composing and Revising” C5 (42 – 54)
<b>25 January</b>	<i>WR</i> “Academic Reading, Writing, and Speaking” A1-c – A1-d (63 – 65) <i>WR</i> “Academic Reading, Writing, and Speaking” A3 (78 – 86)

### Week 4

<b>28 January</b>	<i>WR</i> “Researching” R2 (341 – 347) <i>WR</i> “MLA Papers” MLA-2 (369 – 372) <b>DUE: SB#3</b> Summary and Response Paper
<b>30 January</b>	Gay “Some Thoughts on Mercy” (Canvas 3)
<b>1 February</b>	<i>WR</i> “Academic Reading, Writing, and Speaking” A4 (87 – 101)

### Week 5

<b>4 February</b>	Morrison “Recitatif” (Canvas 4)
<b>6 February</b>	Kim “Sympathy and Indeterminacy in Toni Morrison’s ‘Recitatif’” (Canvas 5)
<b>8 February</b>	<b>DUE: SB #4</b> Textual Evidence Paper

**Week 6**

<b>11 February</b>	<b>Library Day (Meet at Ryan Library on Main Campus)</b> <i>WR</i> “Researching” R1 (329 – 341)
<b>13 February</b>	<b>Library Day (Meet at Ryan Library on Main Campus)</b> <i>WR</i> “Researching” R3 (348 – 360)
<b>15 February</b>	<i>WR</i> “MLA Papers” MLA-3 (372 – 383) <b>DUE: SB #6</b> Bibliography Entry Academic Source

**Week 7**

<b>18 February</b>	<b>DUE: SB #7</b> Bibliography Entry Credible Popular Source <b>DUE: Library Assignment</b> (Counts as Annotation #9)
<b>20 February</b>	Bring two additional articles for SB #5
<b>22 February</b>	<i>WR</i> “Academic Reading, Writing, and Speaking” A6 (106 – 108)

**Week 8**

<b>25 February</b>	<b>Library Day (Meet at Ryan Library on Main Campus)</b>
<b>27 February</b>	<b>DUE: SB #5</b> Critical Conversation Paper
<b>1 March</b>	<b>DUE:</b> Annotated Bibliography

**Spring Break Week**

<b>4 March</b>	<b>NO CLASS (Spring Break)</b>
<b>6 March</b>	<b>NO CLASS (Spring Break)</b>
<b>8 March</b>	<b>NO CLASS (Spring Break)</b>

**Week 9**

<b>11 March</b>	Sedaris “Jesus Shaves” (Canvas 6)
<b>13 March</b>	TBD
<b>15 March</b>	<b>DUE:</b> Popular Magazine Selection

**Week 10 – Conference Week**

<b>18 March</b>	Conferences <b>DUE: SB #8</b> Project Proposal
<b>20 March</b>	Conferences <b>DUE: SB #8</b> Project Proposal
<b>22 March</b>	Conferences <b>DUE: SB #8</b> Project Proposal

**Week 11**

<b>25 March</b>	<b>TBD</b>
<b>27 March</b>	<b>TBD</b>
<b>29 March</b>	<b>DUE:</b> Draft Academic Research Paper (11 copies)

**Week 12**

<b>1 April</b>	<b>Workshop</b>
<b>3 April</b>	<b>Workshop</b>
<b>5 April</b>	<b>Workshop</b>

**Week 13**

<b>8 April</b>	<b>DUE:</b> Academic Research Paper
<b>10 April</b>	Dillard “Living Like Weasels” (Canvas 7)
<b>12 April</b>	Russell “The New Veterans” (Canvas 8) The intersection of fiction and creative nonfiction

**Week 14**

<b>15 April</b>	<b>DUE: SB#9</b> Creative Treatment of Research Topic (2 copies, single-sided print)
<b>17 April</b>	<b>DUE: SB#10</b> I Am a Person Who Essay
<b>19 April</b>	<b>NO CLASS (Easter Recess)</b>

**Week 15**

<b>22 April</b>	<b>NO CLASS (Easter Recess)</b>
<b>24 April</b>	<b>TBD</b>
<b>26 April</b>	<b>DUE:</b> Creative Research Paper

**Week 16**

	<b>FINALS WEEK</b>
<b>29 April</b>	<b>Final Exam 7:30am-10:00am on the Main Campus, Location TBD</b>

**Points I Earned on Assignment:**

**Annotation of Canvas Reader (50 points):**

There are 9 of these graded + (A), √ (B), or – (C):



\_\_\_\_\_

**Skill-building Essays:**

**#1 Discovery Essay (40 points):**

\_\_\_\_\_

**#2 Audience Evaluation Paper (40 points):**

\_\_\_\_\_

**#3 Summary and Response Paper (40 points):**

\_\_\_\_\_

**#4 Textual Evidence Paper (40 points):**

\_\_\_\_\_

**#5 Critical Conversation Paper (40 points):**

\_\_\_\_\_

**#6 Bib Entry Peer-Reviewed (Academic) Source (40 points):**

\_\_\_\_\_

**#7 Bib Entry Credible Popular Source (40 points):**

\_\_\_\_\_

**#8 Project Proposal Paper (40 points):**

\_\_\_\_\_

**#9 Creative Take on Topic (40 points):**

\_\_\_\_\_

**#10 Description Paper (40 points):**

\_\_\_\_\_

**Annotated Bibliography/Note card System (100 points):**

\_\_\_\_\_

**Academic Research Paper (150 points):**

\_\_\_\_\_

**Creative Research Paper (100 points):**

\_\_\_\_\_

**Final Exam (100 points):**

\_\_\_\_\_

**Class Participation (100 points):**

\_\_\_\_\_

**My final grade in class should be:**

**Total (1000 points):**

\_\_\_\_\_