

WRI 110 College Composition

Spring 2019 Course Policies

Section 7 (MWF 12:15-1:20 PM,
Bond Academic Center 105A)
4 Units / LJWL Department

Professor: *Robbie Maakestad*
Office: *Bond Academic Center, 119*
Office Hours: *[MTRF 9:30-12:00]*
or by appointment

LJWL Office: *Bond Academic Center*
Phone: *619-849-2437*
E-Mail: *rmaakest@pointloma.edu*

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.

COURSE DESCRIPTION

The purpose of College Composition is to enable you to develop critical thinking skills, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university level work.

COURSE LEARNING OUTCOMES

Upon completion of the course students will be able to:

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.
6. Evaluate and examine differing perspectives; evaluate and locate the points of

agreement and disagreement and the strengths and weaknesses of the argument.

GENERAL EDUCATION

WRI 110 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, communication, and quantitative skills necessary for successful living in modern society.

REQUIRED TEXTS

Everything's An Argument by Andrea Lunsford, 7th edition: **ISBN-13: 978-1319085759**

Additional readings will be posted to Canvas (you'll need to print these out, read them, annotate them, and bring them with you to class the day they are due).

Please bring a notebook and writing utensil to each class to take notes, as well as the textbook.

COURSE REQUIREMENTS

Reading:

Dates for the readings are clearly indicated on the schedule. Complete all reading prior to the class session when the text will be discussed.

Discussion:

The success of the course will be directly related to the quality of daily discussions. Each of you must feel comfortable contributing to discussions. And each of you should bring any questions you have about the reading to our attention during the course of our discussions.

Attendance:

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 [for this course, that's 4 class periods], the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent [for this course, that's 8 class periods], 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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

METHODS OF INSTRUCTION

This class is interactive and activity- and discussion-based. So you'll need to come to class prepared to talk and write about the course readings and contribute to and lead

discussions, small group activities, and peer reviews. You will not understand what is happening during our classes if you haven't done the reading and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class activities, and keep up with all of the assigned reading and writing usually succeed in this course.

GENERAL COURSE POLICIES

CANVAS

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the *Course Schedule*. If the *Course Schedule* is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

The Canvas site for this class can be reached through taking the following steps:

1. Open a browser.
2. Type canvas.pointloma.edu.
3. Use your PLNU username and password to log in.
4. Find WRI110 on the courses menu. If you do not see it, check "All Courses" to find the course.

PLNU EMAIL

Students must regularly check their PLNU email account for updates on assignments and scheduling.

RESPECT

Practice basic respect and consideration toward your peers and professor. Please do not sleep, carry on private conversations, text, or work on assignments for other classes. Students who do so are not actively present in class and will lose participation points.

TECHNOLOGY

Refrain from using technology during class time unless a classroom activity calls for it to be used. This means cell phones, laptops, iPads, and other electronic devices. More often than not, these create a distraction, rather than being useful. Taking notes by hand has been shown to aid long-term comprehension much more so than typing notes, so by all means, *please take handwritten notes* throughout this class. Use of technology during class will result in lost participation points.

TURNING IN ASSIGNMENTS

All **major assignments** must be turned in on Canvas *before class on the day they are due*.

All **smaller assignments** must be posted to our class Canvas page *before the start of class on the day they are due unless otherwise specified*.

Late essay assignments are those turned in any time after class on the due date. Late essays will lose a letter grade for each class period they are late (so an A becomes a B after one class period, and so on). Late essays must be brought to the next class period, though keep in mind the above penalty for each day late. It is your responsibility to ensure that I receive your essay on the day it is due. If you know you won't be in class on a day a major assignment is due, it's your responsibility to turn it in ahead of time. **I will not accept late homework, and missed in-class work and quizzes cannot be made up.**

ACADEMIC HONESTY

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

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 ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PERSONAL NEEDS

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

PREPARATION

You will be expected to come to class prepared to discuss readings, share your work, or comment on other students' work. Being prepared for each class is vital in creating a classroom that is conducive to learning—take notes as you read the textbook and assigned readings as this allows you to remember the material more fully. Be aware that you may also have assignments on Canvas, which must be done before class in addition to readings. If you do not consistently prepare for class, this will also negatively affect your participation grade in the course.

COMPLETION POLICY

You must complete all major essay assignments and the College Composition Final to pass this course.

WRITER'S STUDIO

SAT, ACT, and diagnostic essay scores reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your diagnostic exam results and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097 which is a writing skills tutorial held in the Writers' Studio. If your score qualifies you to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with a trained tutor in the Writers' Studio for one hour 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 one hour a week throughout the semester. The writing assignments you work on with the consultant will be 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 have the privilege of working in the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit 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 re-entry into the Studio the following semester to complete 10 sessions.

HOMEWORK AND COURSE ASSIGNMENTS

FORMAT FOR ASSIGNMENTS

- All work handed in must be typed unless specifically noted in the assignment.
- The paper format for all papers is MLA Style, unless APA is agreed upon for the research paper only.
- Major assignments must be turned in on Canvas in .pdf, .doc, or .docx format.
- Use standard 12 point Times New Roman Font.
- Use standard MLA heading for your name, my name, course name/number, and date.
- Double-space the entirety of your document.
- Use 1 inch margins for each side. NOTE: Microsoft Word is set to 1.25 margins.
- Before turning in your essay, use CTRL+A to select all; then click the bottom right arrow in the "Paragraph" box on Word's "Home" tab; then check the box that says "Don't add space between paragraphs of the same style." There should not be an extra space added between paragraphs.
- Insert your last name and a page number for each page after page 1 in the top right margin.
- Staple 2 or more page assignments on the top left corner.
- No cover sheets, unless specified by the assignment.

CURRICULUM REQUIREMENTS

To complete this course each student must write 2 in-class and 3 out-of-class formal

essays (4-5 pages), and one research paper (10-12 pages) with at least 12 sources cited.

MAJOR ESSAY ASSIGNMENTS

In-Class Essay Assignments:

- ❖ Essay 1—Jan. 9—Diagnostic (1000-1600 words written in class) = no points
- ❖ Essay 6—April 29—Final Essay Exam, 7:30-10:00 a.m. = 100 points

Four essays will be written outside of class and will make up 70% of your course grade. Pre-work and drafts of these essays will be responded to by your instructor and your peers. Detailed assignment sheets will be handed out for each essay.

Outside Class Essay Assignments:

- ❖ Essay 2—Jan. 25—Evaluation (4 pages) = 100 points
- ❖ Essay 3—Feb. 8—Causal Argument (4 pages) = 150 points
- ❖ Essay 4—March 1—Proposal (4 pages) = 150 points
- ❖ Essay 5—April 26—Research Paper (10-12 pages, not including Works Cited) = 300 points

Essay Total: 800 Points

INFORMAL WRITING/HOMEWORK

Informal Writing/Homework consists of: in-class work, short exercises written outside of class, reading quizzes, Canvas assignments, and other work. Each homework assignment will have a specific point value, but the total grade will be a percentage grade totaling 100 points. Ex: if you get an average of 8/10 (80%) on all homework grades, then you would receive 80/100 (80%) for this category.

Homework Total: 100 Points

CLASS PARTICIPATION (INCLUDES PEER REVIEW)

Coming to class well-prepared is critical in an activity- and discussion-based course like this one. I expect you to come to each class prepared—that means not just doing the reading, thinking about it, and digesting it, but also *bringing your textbook or printed readings to class*. Coming to class without the assigned reading for the day will result in a loss of participation points. You should also be prepared to actively engage in class discussions, peer reviews, and other in-class activities. I expect you each to meaningfully engage with the coursework and with one another.

Class participation will be graded out of 70. Each class that you attend and participate in is worth 1 point, up to a max of 37 points (40 non-exam MWF meetings—any additional points acquired will be extra credit). You can miss three classes without it affecting your grade—but you are still responsible for the readings/homework due on the days you're absent. If you miss class or are significantly unprepared for class, you'll earn a zero for that day. **Each absence beyond 3 will result in 5 points being subtracted from the participation category.**

For the remaining 33 points of your participation grade, you'll earn a 20 if you're doing the basics of engaging with the class; you'll earn a 20+ if I see you regularly leaping in and making strong contributions during full-class discussions, providing leadership or encouragement during group work, going the extra mile in giving specific feedback on your peers' writing, arriving on time to class, and/or otherwise demonstrating very strong preparation for and engagement in the class work; you'll earn a 10 or lower if you are frequently late, unprepared, inattentive, or disruptive.

I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of an emergency, please contact me as soon as possible to discuss what arrangements can be made.

Peer review participation will be worth 5 points per peer review day, totaling 30 points.

Participation Total: 100 Points

COURSE TOTAL = 1000 Points

LETTER GRADE GUIDELINES

		920 - 1000 points	A	900 - 919 points	A-
880 - 899 points	B+	820 - 879 points	B	800 - 819 points	B-
780 - 799 points	C+	720 - 779 points	C	700 - 719 points	C-
680 - 699 points	D+	620 - 679 points	D	600 - 619 points	D-

WHAT ESSAY GRADES ACTUALLY MEAN

A: Exceptional Work: complex understanding and insightful application of skills and concepts; sophistication and depth in interpretation and style; proficiency in standard grammatical form and documentation conventions; high competence in all or almost all categories of the grading rubric.

B: Very Good Work: clear, thoughtful understanding and sound application of skills and concepts; correct written presentation; high competence in most categories of the grading rubric.

C: Adequate Work: obvious, general, or vague understanding and application of skills and concepts; acceptable written presentation; basic competence in many categories of the grading rubric.

D: Less-than-Satisfactory Work: limited understanding and weak application of skills and concepts; poorly presented written work; low competence in many categories of the grading rubric.

F: Unsatisfactory Work: inadequate understanding and incorrect application of skills and concepts; unacceptable written presentation; incompetence in most categories of the grading rubric.

COURSE SCHEDULE

DATE	READING	ASSIGNMENTS DUE (in bold)
WEEK 1		
Tuesday, Jan. 8	Go over syllabus.	

Wednesday, Jan. 9	Readings for Diagnostic Essay	In Class: Diagnostic Essay
Friday, Jan. 11	Chapter 1: Everything Is an Argument	
WEEK 2		
Monday, Jan. 14	Chapter 10: Evaluations; Tsukayama’s “My Awkward Week with Google Glass”	Bring 3 possible Evaluation topics to class
Wednesday, Jan. 16	Chapter 2: Pathos; Kamperman’s “The Wikipedia Game...”	Post Evaluation Topic to Canvas
Friday, Jan. 18	Chapter 3: Ethos	Post Planning Doc. to Canvas
WEEK 3		
Monday, Jan. 21	MLKJ DAY—NO CLASS	
Wednesday, Jan. 23	In-Class Peer Review: Bring 2 printed copies of your Evaluation Essay to class	
Friday, Jan. 25	Chapter 13: Style in Arguments	Evaluation Essay Due
WEEK 4		
Monday, Jan. 28	Chapter 11: Causal Arguments	Post 2 Possible Causal Argument Topics to Canvas
Wednesday, Jan. 30	Jiang’s “Dota 2: The Face of Professional Gaming”	Post Planning Doc. to Canvas
Friday, Feb. 01	Chapter 7: Structuring Arguments	Find 2 articles that relate to your argument and bring them to class
WEEK 5		
Monday, Feb. 04	“Tierney’s “Can a Playground Be Too Safe?”	Bring Printed Introduction to class
Wednesday, Feb. 06	In-Class Peer Review: Bring 2 printed copies of your Causal Argument Essay to class	
Friday, Feb. 08	Chapter 4: Logos	Causal Argument Essay Due
WEEK 6		
Monday, Feb. 11	Chapter 12: Proposals Arguments	Post 2 Possible Proposal Topics to Canvas
Wednesday, Feb. 13	Postrel’s “Let’s Charge Politicians for Wasting Our Time,” and Riley II’s “Disability and Media...”	Post Planning Doc. to Canvas
Friday, Feb. 15	Deshpande’s “A Call to Improve Campus Accessibility”	
WEEK 7		
Monday, Feb. 18	Chapter 13: Style in Arguments	
Wednesday, Feb. 20	Chapter 22: Documenting Sources (Read ½ of chapter that applies to your research paper)	
Friday, Feb. 22	Chapter 21: Plagiarism and Academic Integrity	
WEEK 8		
Monday, Feb. 25	In-Class Peer Review: Bring 2 printed copies of your Proposal Essay to class	
Wednesday, Feb. 27	Chapter 14: Visual Rhetoric,	Create a meme that makes an

Friday, Mar. 01	Reading: Diversity Posters Ironsides's "Apples to Oranges"	argument—bring to class Proposal Essay Due
WEEK 9		
Mar. 04-Mar. 08	SPRING BREAK—NO CLASS	
WEEK 10		
Monday, Mar. 11	Chapter 17: Academic Arguments	
Wednesday, Mar. 13	Diamond's "The Last Americans"	Post 2 Possible Research Topics to Canvas
Friday, Mar. 15	Xue's "China: The Prizes and Pitfalls of Progress"	Post Research Topic to Canvas
WEEK 11		
Monday, Mar. 18	Library Session (Attendance Required)	
Wednesday, Mar. 20	Library Session (Attendance Required)	Turn in Library Worksheet
Friday, Mar. 22	Chapter 18: Finding Evidence	Post Planning Doc. to Canvas
WEEK 12		
Monday, Mar. 25	Chapter 19: Evaluating Sources	Bring 3 sources to class
Wednesday, Mar. 27	NO CLASS—Research Day	
Friday, Mar. 29	NO CLASS—Research Day	
WEEK 13		
Monday, Apr. 01	Chapter 20: Using Sources	Bring 3 paraphrases and 3 summaries of new sources to class
Wednesday, Apr. 03	Geaghan-Breiner's "Where the Wild Things Should Be..."	Bring a full outline of your Research Paper's main points
Friday, Apr. 05	In-Class Peer Review: Bring 1 printed copy of at least 2 pages of your drafted Research Paper to class	
WEEK 14		
Monday, Apr. 08	Freedman's "Are Engineered Foods Evil?"	
Wednesday, Apr. 10	Cashin's "Introduction from <i>Place, Not Race: A New Vision of Opportunity in America</i> "	
Friday, Apr. 12	In-Class Peer Review: Bring 2 printed copies of at least 7 pages of drafted Research Paper to class	
WEEK 15		
Monday, Apr. 15	In-Class Writing Day—Prof. Maakestad will be available to answer questions	
Wednesday, Apr. 17	In-Class Peer Review: Bring 2 printed copies of your fully drafted Research Paper to class	
Friday, Apr. 19	EASTER BREAK—NO CLASS	
WEEK 16		
Monday, Apr. 22	EASTER BREAK—NO CLASS	
Wednesday, Apr. 24	Introduction and Conclusion workshop	
Friday, Apr. 26	Course Evaluations	Research Paper Due
FINALS WEEK		
Monday, April 29	7:30-10:00 AM— Final Exam Essay 5	