



College Composition: WRI 110, Section 13

MWF, 2:45-3:55pm

Number of Units: 4

Professor: Kathryn Robinson Belsey

Meeting Location: BAC 105B

Office location and hours: BAC 122, by appointment

Email: kbelsey@pointloma.edu

REQUIRED TEXTS

Alderman, Ellen, and Caroline Kennedy. *In Our Defense: The Bill of Rights in Action*. New York: Morrow, 1991. Print. [*Defense*]

Alderman, Ellen, and Caroline Kennedy. *The Right to Privacy*. New York: Vintage, 1997. Print. [*Privacy*]

Lunsford, Andrea. *The St. Martin's Handbook*. 8th Ed. Boston: St. Martin's Press, 2015. Print. [*SMH*]

WELCOME AND INTRODUCTION

Brace yourself. In this course, you will be doing a lot of critical thinking. This means you will also read and write a lot. How will I assess what level you master? Well, writing is the external product of critical thinking's internal process. Here's the pay off if you invest excellent effort in our time together:

- **Reading:** You will be able to use strategies to comprehend, analyze, evaluate, and synthesize information in purposeful discussions and expository writing that demonstrate competent textual understanding.
- **Writing:** You will be able to use creative, organizational, rhetorical, and research strategies to plan and develop one short and one long extended research paper. You will be able to write essays that assert a position, develop logically, present your argument clearly, demonstrate critical insight by selecting sufficient and convincing evidence to support your point, and maintain essay unity.
- **Revising:** You will be able to revise early drafts that result in a more critically sound final version.
- **Editing:** You will be able to review essay drafts, identify and correct errors, and sharpen your language so your work communicates effectively, demonstrating grammar and usage that conforms to conventions of Standard American English (SAE).
- **Research:** To increase understanding of a complex issue that goes beyond assigned readings, you will be able to locate, evaluate, and synthesize information from a variety of media sources and incorporate that information in your writing using correct MLA format.

All of the above will measure your level of mastery. You are in charge of your own learning and your goals for this course. This course will provide you with practical tools and processes to research, write, and communicate interesting, reasoned, and persuasive arguments that will equip you for success in your university work and beyond. Your success is up to you.

GENERAL EDUCATION STATEMENT

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



"I want to write what I know, but all I know is writing workshops."

COURSE DESCRIPTION

This course is a first-year composition experience in reading, writing, and critical thinking, centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course.

COURSE LEARNING OUTCOMES

Students who complete a College Composition course will be able to:

1. Apply (application) English language conventions in various genres of academic writing.
2. Demonstrate (application) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions.
4. Evaluate (analysis) online sources of information for valid authority and expertise.
5. Apply (application) documentation formats to cite research in written compositions.
6. Analyze (analysis) texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

COURSE CREDIT HOUR INFORMATION

This class meets the Carnegie Unit minimum requirement of 750 minutes of instructional time + 1500 minutes of out-of-class work per 1 unit of credit. Specific details about how the class meets these requirements are included here in the course syllabus.

COURSE POLICIES

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus 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.

Inclusive Language: Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Diversity Statement: Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature.

Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of their courses as established by the instructors, students with special needs may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center contacts the student's instructors and provides 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.

http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Accommodations

LJML Academic Honesty Policy: The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

Writer's Studio: Your SAT, ACT, and first diagnostic essay score will reveal your strengths and weaknesses as a writer, thinker, and communicator at 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 third week of classes. During that session, you will sign up for a time to work with a tutor throughout the semester. The writing assignments you work on in the Writers' Studio 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 tutorial, WRI 097, is \$150.00. Should you discover you have the privilege of attending the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$2,600.00 course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 110.

The diagnostic essay exam given the first week of the semester and the final exam focus on vocation. Vocation in this context includes your career path as well as the significant choices you make to live out God's call on your life. You will be given a variety of essays to help challenge and inspire you as you consider what God's call is for you.



*Writing is 90% procrastination
and 30% panic.*

Tutorial Services: The PLNU Tutorial Center is available free of charge for all current **undergraduate** PLNU students. It offers tutoring for most subjects, as well as general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. The Tutorial Centers is open Monday-Thursday from 8:00AM until 9:00PM and Friday from 8:00AM until 3:00PM. Please note that the Tutorial Center is closed from 9:30-10:30AM, Monday,

Wednesday, and Friday, and 5:00-6:00PM every evening. Tutoring is available by appointment only, and appointments must be made at least one day in advance. Appointments may be arranged in person at the Tutorial Center, over the phone at (619) 849-2593, or via email at TutorialServices@pointloma.edu.

Attendance: Strive for 100% attendance. I will allow four absences. More than that will lower your grade five points per day missed. Tardiness or leaving early counts as an absence. Per school policy, after the sixth absence, you will be dropped from my roster, but it will be your responsibility to officially drop the class. The deadline to drop without receiving an F is November 6, 2015.

Late Papers: I will not accept essays after the due date, except in the case of documented emergency. Late papers must be submitted to me in hard copy and uploaded to Canvas.

Quizzes: There will be several quizzes based on course readings and materials.

Homework and in-class writing assignments: 100% required. Examples include in-class writing exercises, activities, writing logs, reading responses, peer review worksheets, and research process assignments.

Make-up work and Extra Credit: There will be no make-up work or extra credit given for any missed work.

Peer Review Groups (PRG): You must bring three copies of your essays on the dates first drafts are due. If you aren't able to get a draft of your essay together in time for PRG, you will still participate in reading and responding to your peers' essays, but failure to provide copies of your first draft to your group will count as missed homework.

Canvas: It is your responsibility to check your Canvas account often for announcements, course material, forms, postings, and messages. This is the primary way outside of class to communicate with each other.

Electronic Devices: Except for certain class sessions as specified, use of laptops and other electronic devices will not be allowed. Turn them off before class and put them away (out of sight and out of your hands) until after class. This includes laptops (unless otherwise specified in the syllabus), mini-tablets, MP3 players, and cell phones.

Controversial reading and viewing material: In this class, we will be reading and viewing some disturbing material involving violence toward children. If you think this might be a problem for you, please see me early in the semester to explore your alternatives.

Electronic Announcements: Electronic announcements (email and Canvas) carry the force of an in-class announcement. All students are required to have a PLNU Internet account and check it regularly for specific course information and official university communications.

Final Exam: 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.

If you are scheduled for more than three (3) final examinations on the same day, contact me in order to work out an alternate time for one of those examinations.

FINAL EXAM DATE & TIME	FINAL EXAM LOCATION
Monday, December 14, 1:30-4:00pm	BAC 105B

COURSE REQUIREMENTS AND GRADING

- 30% of total grade: 1 major research paper**—2,400 to 3,000 words or 10 to 12 pages of documented research writing.* (MLA is the standard documentation format; however, APA may be taught to specific students at the discretion of the instructor.) Instructor may allocate 10% of the weight of the research projects to the research and writing process. The research process will include milestone assignments such as library assignments, peer reviews, and planning steps.
- 35% of total grade: 3 drafted essays**—approximately 3,200-3,600 words or 13-15 pages of 3 drafted essays.* (Essays may be of varying lengths and weights as the course progresses – i.e. 5% for the first essay 10% for the second, 15% for the third. Essays 2 and 3 will begin to incorporate outside sources.) Instructor may allocate 10% of the weight of each essay grade to the writing process.
- 25% of the total grade: Assignments**—Assignments of the instructor’s own discretion (final portfolio, journals, writing logs, discussions, debates, presentations, quizzes, class activities, attendance, participation, etc.) Please note that an element of instructor’s discretion is inherent in weighting the drafted essays and the research project.
- 10% of total grade:** A timed final examination that will consist of a 500 to 750-word essay response to a reading or readings and a prompt that is worth 10% of the grade.

Paper submission and format: Papers must be submitted to me in hard copy *and* Word file (NOT Pages) uploaded to Canvas. Hard copies must be stapled, typed, double-spaced, black ink, 8.5”x11” white paper. Use 12-point font and 1” margins. Include page numbers in a running header with your name in the top right corner (1st page no header). Use the OWL Purdue Website or *SMH* for style, grammar, format, and citation questions. Keep an electronic backup of everything you submit.

	Percentage:	Grade scale %:
Major Research Paper, 2,400-3,00 words; 10-12 pages	30	A=93-100 A-=92-90 B+=87-89
3 Drafted Essays	35	B=83-86 B-=80-82
Assignments (includes attendance, participation, homework, and in-class activities)	25	C+=77-79 C=73-76 C-=70-72
Final Exam: essay written in class	10	D+=67-69 D=63-66 D-=60-62 F=0-59

TENTATIVE COURSE SCHEDULE AND ASSIGNMENTS

- Readings are to be done in advance of scheduled date. Be prepared with your RRs (approx. 200 words each), and ready to discuss readings on the relevant class days indicated below.
- The professor reserves the right to make changes as needed.

WEEK	DAY	CLASS CONTENT AND ASSIGNMENT DESCRIPTIONS	ASSIGNMENTS & DUE DATES
		UNIT 1 POWERFUL READERS & THINKERS	
Week 1: Topic: Introduction to Course & Building a Writing Community	9/1 9/2 9/4	No Class In-class diagnostic Essay 1: Course Intro, Syllabus activity Icebreaker Essay 2 Prompt distributed	Homework Due 9/9: Reading: <i>SMH</i> , Ch. 7 & Ch. 32--MLA Style, pages 402-416. Read: Faith & Doubt narratives, Module 1
Week 2: Topics: Critical Thinking & First Amendment	9/7 9/9 9/11	No Class—Labor Day SAE: Essay 1 Top Five sentences <i>SMH</i> Ch. 4—Rubrics, reviews, & revisions Peer Groups: <i>SMH</i> , Exercise 7.1 & 7.3 Christian Civic Engagement Student-led Discussion & Quiz 1:	Homework Due 9/11: Reading: <i>Defense</i> , pgs. 15-17, 21-36, 57-68 Watch: A&K <i>In Our Defense</i> video (Canvas course Module 1) Reading Response Journal (RRJ) 1: Record your overall summary and analysis of what you read and watched (200-250 words) Homework Due 9/14: Watch short videos on Canvas, Module 1—"Controversial Points of View." Follow the directions and come to class Monday ready for a friendly debate. Essay 2 First Draft (bring three copies to class)

WEEK	DAY	CLASS CONTENT AND ASSIGNMENT DESCRIPTIONS	ASSIGNMENTS & DUE DATES
		UNIT 2 POWERFUL IDEAS & PLANS	
Week 3 Topics: 2 nd Amendment & Rhetorical Situations	9/14	Form Peer Groups and Distribute Essay 2 Peer Groups SAE: Self-identify Essay 2 Top Five Peer Groups: Bakers Debate	Homework Due 9/16: Canvas Pointers Discussion: What's the Point of Writing? Watch the vialog and post your thoughtful responses.
	9/16	SAE: Thesis Statements Peer Group Reviews	Homework Due 9/16: Read: <i>Defense</i> 88-103, <i>SMH</i> Ch. 4 Watch: 3 Video links in Canvas Module Week 3 Reading Response Journal 2: Select a passage from the <i>Defense</i> reading or the videos and respond with your summary & analysis.
	9/18	2nd Amendment Student-led Discussion & Quiz 2	Homework Due 9/21: Essay 2 Revised Draft Read: <i>Privacy</i> 1-49 Watch: Alderman & Kennedy <i>Privacy</i> video—Canvas Week 3 Reading Response Journal 3: Respond to a passage that you have a strong reaction to.
Week 4 Topics: 4 th Amendment: The Right to Privacy & Preparing for Research & the Academic Conversation	9/21	Essay 2 Revised Draft Due SAE: Essay 2 Top Five Discuss: The Right to Privacy Essay 3 Topics Distributed	Homework Due 9/23: Read: <i>Privacy</i> xiii-xvi, 1-30, 127-147, <i>New Yorker</i> article Watch: CBS news video (Canvas) Reading Response Journal 4: Respond to a passage that you have a strong reaction to.
	9/23	4th Amendment Student-led Discussion & Quiz 3 Constructing Arguments: Ethos, Logos, & Pathos Videos <i>SMH Ch. 9:</i> Ex. 9.6, 9.8, & 9.10 YouTube: Father jailed for daughter's b-day party, claims 4 th Amend. Rights were violated. PRISM NSA	Homework Due 9/25: Read: <i>Privacy</i> 51-70 Reading Response Journal 5: Record your summary and analysis of a passage of your choosing.
	9/25	Essay 3 Signups QuickWrite: Reflect on attitude toward research project—goals, concerns They Say/I Say: video & handout Quote Sandwich Individual Work: Research Process Step 1—focusing the topic Peer Groups: Brainstorming research strategies/problems/possible solutions	Homework Due 9/28: Canvas: Essay 3 Process Step 1
		UNIT 3 POWERFUL RESEARCH & TOPICS	

<p>Week 5:</p> <p>Library Sessions & Essay 3 Rubrics</p>	<p>9/28</p> <p>9/30</p> <p>10/2</p>	<p>Library Session 1: Class meets in Library, room RLC 202</p> <p>Library Session 2: Class meets in Ryan computer lab</p> <p>Library Session 3: Class meets in Ryan computer lab</p>	<p>Homework Due 9/30: Read: <i>SMH</i> Ch. 10 Canvas: Thesis Statement and Proposal</p> <p>Homework Due 10/2: Read: <i>SMH</i> Ch. 11 Canvas: Sentence Outline, Sources, & Quotes</p> <p>Homework Due 10/5: Canvas: Essay 3 First Draft plus 3 hard copies for peers</p>
<p>Week 6:</p> <p>The Fifth Amendment & Exotic punctuation</p>	<p>10/5</p> <p>10/7</p> <p>10/9</p>	<p>Essay 3 First Draft Due—bring 3 copies to class DVD: <i>The Interrogation of Michael Crowe</i></p> <p>DVD: <i>The Interrogation of Michael Crowe</i>, cont'd Peer Review Groups: Essay 3</p> <p>SAE: Alderman & Kennedy paragraph Student-led Discussion & Quiz 4</p>	<p>Homework Due 10/7: Peer Reviews on Canvas + Worksheets</p> <p>Homework Due 10/9: Read: <i>Defense</i>, pages 145-175 Watch: <i>Travesty of Justice: Michael Crowe</i> & CBS Report on Grand Jury Reading Response 6: Select a passage and record your strong thoughts or feelings about one of these cases.</p> <p>Homework Due 10/12: Essay 3 Revised Draft plus peers' reviews stapled to back Read: <i>Defense</i> 207-242 Reading Response 7: Select a passage and record your strong opinion or reaction to one of these cases.</p>
		<p>UNIT 4 POWERFUL DEVELOPMENT & ARGUMENTS</p>	
<p>Week 7:</p> <p>Sixth & Eighth Amendments & Points of View</p>	<p>10/12</p> <p>10/14</p> <p>10/16</p>	<p>Essay 3 Revised Draft Due—bring one hard copy to class. Staple your peers' reviews to the back. Essay 3 Reflection SAE: Essay 3 Top Five</p> <p>Student-led Discussion & Quiz 5 Essay 4 Topics Distributed</p> <p>Student-led Discussion & Quiz 6 Essay 4 Topic Signups</p>	<p>Homework Due 10/14: Canvas Discussion: Controversial Points of View—Did Rebecca Machetti get away with murder?</p> <p>Homework Due 10/16: Read: <i>Defense</i> 282-310 Read Canvas Articles: “Trial by Fire” or “Revenge Killing” (<i>New Yorker</i>) Watch: <i>Frontline</i> “Death by Fire” Reading Response 8: Select a passage and record your strong opinion or reaction to one of these cases. Homework Due 10/19: Canvas Discussion: Controversial Points of View—Does the US Torture? 25 research note cards w/sources</p>

<p>Week 8: Identifying Research Problems & Midterm</p>	<p>10/19 10/21 10/23</p>	<p>SAE: <i>New Yorker</i> sans punctuation Peer Groups: RP Step 1, Identifying the research problem, sources, strategies Midterm: In-class Essay—Thesis Statement & Outline NO CLASS—FALL BREAK</p>	<p>Homework Due 10/21: Essay 4: Canvas E4 proposal + 25 note cards—bring proposal and all note cards to class Wednesday for reference during midterm. Homework Due 10/26: Quote Sandwiches Worksheet for your sources</p>
<p>UNIT 4 POWERFUL EXAMPLES & EXPERTS</p>			
<p>Week 9: They Say/I Say & What the Experts Say</p>	<p>10/26 10/28 10/30</p>	<p>SAE: Midterm Top Five Presentation/Group Activities: E4 Quote Sandwiches Jon Stewart/Bill O’Reilly/Rachel Maddow Defending Your Thesis Debates: They Say/I Say MLA Workshop</p>	<p>Homework Due 10/28: Works Cited Page What Experts in the Field Say Homework Due 10/30: Solution Proposals Homework Due 11/12: Continue to work on research project</p>
<p>Week 10 Topics: Arguments & Counterarguments & Solutions</p>	<p>11/2 11/4 11/6</p>	<p>SAE: Top Five Finesse—From Our Readings Groups: Asserting Logical & Supported Arguments In-class work on Essay 4—Acknowledging Supported Counterarguments In-class work on Essay 4—Finding Supported Solutions</p>	<p>Homework Due 11/5: Canvas Discussion Groups: Experts in the Field Homework Due 11/6: Continue to work on research project Homework Due 11/9: Work on logic of argument</p>
<p>UNIT 5 POWERFUL LOGIC & CONNECTIONS</p>			
<p>Week 11: Logic & Organization</p>	<p>11/9 11/11 11/13</p>	<p>In-class work on Essay 4—Logic of argument—evaluating logical progression vs. logical fallacies In-class work on Essay 4—Organization of argument Essay 4 First Draft Due, bring 3 copies to class</p>	<p>Homework Due 11/11: Work on organization, topic sentences, & transitions Homework Due 11/13: Essay 4 First Draft, bring 3 copies to class Homework Due 11/16: Essay 4 Peer Review Sheets</p>
<p>Week 12: Final SAE Top Five & Analyzing Your</p>	<p>11/16 11/18</p>	<p>Peer Groups: Essay 4 reviews SAE: Essay 4 Top Five Self Analysis: Rubric Review Quote Sandwiches: Top Five</p>	<p>Homework Due 11/23:</p>

Writing Process	11/20	MLA In-text Citations: Top Five MLA Works Cited: Top Five	Essay 4 Major Research Paper Revised Draft
Week 13: Thanking God for Everything, Especially Turkey & More Turkey	11/23 11/25 11/27	Revised Draft Essay 4 Due—Major Research Paper Essay 5 Prompt Distributed THANKSGIVING BREAK—NO CLASS THANKSGIVING BREAK—NO CLASS	Homework Due 11/30: Essay 5 First Draft Due the Monday We Return. Post your URL to Canvas Discussion Board
		UNIT 6 POWERFUL PRESENTATIONS	
Week 14: Editing & Cover letters	11/30 12/2 12/4	Essay 5 First Drafts Due: Bring three hard copies of written pieces + your URL for peer review SE: Essay 4 Top Five Work on revisions Essay 5 Peer Review Workshops Bring Laptops to Class Work on Essay 5 or other remaining revisions Work on editing and MLA formatting IDEA Evaluations	Homework Due 12/2: Essay 5 Peer Review Worksheets Homework Due 12/7: Essay 5 Revised Draft + All Other Revisions Due on Monday
Week 15: Portfolios & Review for Final Exam	12/7 12/9 12/11	All final revisions due Bring laptops to class Portfolio Presentations Exit Evaluation Last Day of Class Review for Final: Using quote sandwiches, examples, cause & effect, logic, organization, thesis statements, transitions, etc. Portfolio Presentations: Comment on peers' portfolios	
Week 16: Final Exam & Beginning of Your Christmas Break!	12/14	FINAL EXAM: BAC 105B @ 1:30-4:00pm—Essay 6 Written in Class	Homework Due 12/15: What are you still doing here?? Today is the BEST day of your life! Walk with God and be a blessing! God bless you as you go forth, brave writers and thinkers. My journey with you is complete, and the next chapter of your life is beginning. Yay! Now go enjoy Christmas!