

**COLLEGE COMPOSITION
WRITING 110
SYLLABUS**



Nina Evarkiou

4 credits

Class Hours: Section 3, MWF 8:30 – 9:35 am, C 104

Office Hours: Evans 124A, T 12:30 1:30 pm and by appointment

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LJML College Writing Program

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.

Purpose

The purpose of this course 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.

Institutional Learning Outcomes

Members of the PLNU community will:

- A. Display openness to and mastery of foundational knowledge & perspectives
- B. Think critically, analytically, and creatively
- C. Communicate effectively
- D. Demonstrate God-inspired development and understanding of self and others
- E. Live gracefully within complex professional, environmental and social contexts
- F. Engage in actions that reflect Christian discipleship in a context of communal service
and collective responsibility
- G. Serve both locally and globally in a vocational and social setting

General Education Program Learning Outcomes

Learning: Informed by our faith in Christ

Students will:

- A. Demonstrate effective written & oral communication skills, both as individuals and in groups
- B. Use quantitative analysis, qualitative analysis, & logic skills to address questions & Solve problems
- C. Demonstrate effective & responsible use of information from a variety of sources

Growing: In a Christ-Centered Faith Community

Students will:

- A. Examine the complexity of systems in the light of the reconciling work of God in Christ
- B. Demonstrate a respect for the relationships within and across diverse communities

Serving: In a Context of Christian Faith

Students will engage in acts of devotion and works of mercy informed by Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor

Course Learning Outcomes

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

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

LJML College Composition Requirements

WRI 110 – 4 Units

During the first week of every semester an essay exam is administered by the professor in each College Composition course. The Composition Program Director provides the essay topic and essay prompt for the diagnostic exam. The diagnostic exam scores are used to determine which students are required to work with a tutor in the Writers' Studio for 10 weeks in tandem with the course. An SAT score of 470 and below and/or an assessment score of 3.5 and below on the diagnostic essay determine placement in the Studio. The diagnostic essays also provide a view of each student's raw writing skills and help the professor determine, in part, the trajectory of skill-based course content.

The Composition faculty selects together the exit essay exam reading, and they collectively create the final essay exam prompt given to all Composition students on the University's

assigned final's day and time. The exit essay exam comprises 10% of the student's course grade, and it functions as the assessment piece for the course. At the end of the semester, each professor signs into Live Text to complete a rubric for each student. This is the assessment piece.

35% of total grade: Approximately 3,200 to 3,600 words or 13 to 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.) Instructor may allocate 10% of the weight of each essay grade to the writing process.

30% of total grade: 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.

30% of the total grade: Assignments of the instructor's own discretion (journals, quizzes, class activities, oral presentations, 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.

Word Count

Essays

4 Unit course 3,200 to 3,600 words

Page Count

Essays

4 Unit course 13 to 15 pages (3 essays)

Research Paper

4 Unit course 2,400 to 3,000 words

Research Paper

4 Unit course 10 to 12 pages

The essays included in the word and page count are the 3 essays assigned during the semester. They do not include the diagnostic essay given at the beginning of the semester or the final exam essay given during finals week at the end of the semester.

*The number of required pages are calculated according to size 12 font Times New Roman.

Diagnostic Exam A diagnostic essay exam will be administered the first week of the semester in all Writing 110 classes which will help determine placement into the Writer's Studio. The same prompt will be given to all Writing 110 students department-wide.

Writer's Studio Your SAT, ACT, and first diagnostic essay score 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 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.

Evaluation Standards

- An "A" essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A "B" essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a "B" essay is in many ways successful, it lacks the originality and/or sophistication of an "A" essay.
- A "C" essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of "D" or "F" is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems

Items Particular to Our Class:



Required texts

Hacker, Diana et al. *A Writer's Reference with Exercises*. 8th ed., Bedford/St Martin's, 2015.

Recommended texts

MLA Handbook. 8th ed., New York, The Modern Language Association of America, 2016.

Hand-outs and online sources

As appropriate.

Mandatory performances and outings

Red Velvet at the Old Globe Theater, Balboa Park, 8:00 pm, April 7

At least one event from the Writers' Symposium by-the-Sea in February

Grades for this particular class will be based on:

35% of total grade: 3 drafted graded essays. Approximately 3,200 to 3,600 words or 13 to 15 pages. (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.) Instructor may allocate 10% of the weight of each essay grade to the writing process.

30% of total grade: 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.

25% of the total grade: Assignments of the instructor's own discretion (journals, quizzes, class activities, oral presentations, 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: Timed final examination that will consist of a 500 to 750 word essay response to a reading or readings and a prompt.

Attendance

Be here! Take notes! Engage!

Attendance is mandatory. Please read the Class Attendance section of your *PLNU Catalog*, carefully. If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

Please bring appropriate texts and materials to class. Bring the texts to each class in addition to a notebook and pen. No in-class work may be made up, including in-class essays, in-class and group work and exercises.

Remember, "I was absent" is not an excuse! Everyone should have at least two or three phone numbers or email addresses of other class members to contact for any missed assignments. If you are going to be absent, it would be polite to let the instructor know.

Note: If you decide to drop any class, or if you stop attending, it is your responsibility to complete the necessary forms in the Admissions Office to withdraw officially from the class in a timely manner. Failure to do so will result in your remaining on the class roster and receiving a grade of F for the course. Only registered students may attend this class.

Tardiness is not tolerated and may bring down your grade. (Read more immediately below.)

Class Sessions, Preparation, Assignments, and Technology

- a. If you wish to use your laptop or notebook during class, you need to have your electronic page open only to materials immediately relevant to class content and discussion.

- b. All other electronics must be muted or turned off for the entire class period.
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- e. It is your responsibility to see to it that I receive your work. Unless otherwise agreed upon, I require assignments be turned in to me in hard copy.
- f. Always keep multiple disc copies and hardcopies of your work on hand so that you can provide duplicate copies if you need to provide them.
- g. Handwritten assignments are never acceptable (unless so specified).
- h. You may be requested to attend office hours with the professor if a need arises.

Classroom Decorum

Please manage your electronic devices appropriately and with consideration for others—see a&b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.

All pagers and cell phones must be turned off during class. If your electronic device goes off during class, you will be required to submit a 500-word essay explaining why it was necessary to disrupt the class.

Excessive, untimely, and therefore, unexcused exits from class will be treated as absences. It is important that the flow of discussion and work be uninterrupted by unnecessary distractions.

Email and Canvas

You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

Extenuating Situations & Grades

No "Incomplete" grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

Final Examinations

Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the [Class](#)

[Schedules](#) site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

Discussion

Discussion in the class is mandatory. Participation is part of your grade. Feel free to express yourself. It counts. When you do the course work, the discussion flows.

Keep up with the course work and allow yourself time to digest it. COME PREPARED.

The mission of this course, should you decide to accept it, is not only to assimilate knowledge but also and perhaps more importantly to teach you how to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the work place who can effectively communicate with others succeed.

Hopefully, you will boldly go where you have not gone before.



CLASS SCHEDULE



Paul Cezanne. *Dream of the Poet, Kiss of the Muse*.
Circa 1850. Oil on canvas. 82 x 66 cm. Musee d'Orsay.

Week I

Tuesday, January 10 Introduction. Material overview.

Wednesday, January 11 Essay Placement Exam.

Friday, January 13 Read C1, "Planning," pp. 3-14
C5, "Writing paragraphs," pp. 45-59
C6, "MLA essay format," pp. 61-62
Introduction MLA first page style
Assign narrative and descriptive paragraphs.

Week II

Monday, January 16 ***No Class Meeting*** Martin Luther King Day.

Wednesday, January 18 Review narrative and descriptive paragraphs.
Read C2, "Drafting," pp. 16-22
C3, "Reviewing, revising, editing," pp. 23-39
C4, "Preparing a portfolio; reflecting on your writing," pp. 39-45
Read "Call for Unity" and "Letter from Birmingham Jail" online.

http://kingencyclopedia.stanford.edu/kingweb/popular_requests/frequentdocs/clergy.pdf
and

http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf

If these sites do not come up, use Google's search engine for another source.

Friday, January 20 Read A3b, "Evaluating ethical, logical and emotional appeals as a reader," p. 97.
We will study pathos-logos-ethos as well as purpose-audience-tone and genre.

Review outline example C1d, p. 15-16.
Read and discuss “Call for Unity and “Letter from Birmingham Jail”
Discuss charting an essay.
Assign reverse outline.

Week III

Monday, January 23 Reverse outline of MLK’s letter due.
Share outlines and discuss MLK’s strategies.
W3 “Active verbs,” pp. 189-192. Discuss active voice and vivid verbs,
zero demonstrative pronouns plus “to be” verbs, soft-pedal “to be”
verbs.

Wednesday, January 25 Read C1c “Draft and revise a working thesis statement,” pp. 9-13
C5c, “Process, p. 50.
Identify thesis statements in PMLA articles.
Assign process paper and brainstorm topics.

Friday, January 27 Bring in one hard copy of rough draft of process essay for peer review.
Explanation and implementation of peer review sheet.

Week IV

Monday, January 30 Final draft process paper due.
Prepare for writing on a visual. Bring visual of your choice to class.
Read A2, “Reading and Writing about images and multimodal texts,”
pp. 85-90.
Assign visual paper.
Examine and discuss St. Paul Liability Insurance and Pirelli ads on
hand-out.
Discuss “Fortuitous Faults and Fortes” hand-out.

Wednesday, February 1 Read Logical Fallacies, A3a-c, “Reading Arguments,” pp. 91-100
“Fortuitous Faults and Fortes,” continued.
Examination of introductory paragraph and thesis statement of visual
paper.

Friday, February 3 Bring typed copy of not-so-rough draft of visual paper for peer review.

Week V

Monday, February 6 Final draft visual paper due.
“Notecards” PowerPoint
Quotations, Paraphrases and Summaries
M6, “Paraphrasing sources effectively,” pp. 310-14
A1b-d, “Guidelines for active reading,” p. 77-80
Read MLA-2, “Citing sources; avoiding plagiarism,” pp. 445-49
Plagiarism, R2a-c, “Managing information; taking notes responsibly,”
pp. 415-21.
Case in point: Shakespeare sonnets.

Wednesday, February 8 Assign sonnet paper – “*Explication de Texte*.”
Shakespeare sonnets continued.

Friday, February 10 MLA section *WR*, especially MLA 1-c, “Use sources to support your argument,” pp. 443-44
MLA3, “Integrating sources,” pp. 449-58.
MLA4, “Documenting sources,” pp. 458-508
In-text citations and works cited exercise in class.

Week VI

Monday, February 13 Bring in not-so-rough draft of *Explication de Texte* essay.
Peer review.

Wednesday February 15 Final draft *Explication de texte* due.
Read C5c, Techniques of “Comparison and contrast,” pp. 50-51.
“Burka and Bikini”
<http://www2.palomar.edu/pages/english/files/2016/08/The-Burka-and-the-Bikini.pdf>

Friday, February 17 R, “Researching,” pp. 403-35.
Assign research paper.
Discuss possible research paper topics. The bulk of class time and homework will be devoted to this final paper. An individual hand-out will elaborate on incremental projects related to the final paper and due dates in detail. At this juncture in the course, we will primarily consult the *WR* for research paper writing guidance as we simultaneously examine grammatical, technical and stylistic issues in its chapters. Some exercises and projects will be assigned as homework.

Week VII

Monday, February 20 Come to class with thesis proposal on your topic for the research paper as described in the research paper assignment sheet. Please be reminded that this is not an introductory paragraph, but a proposal of what your research and writing will entail.
Working bibliography also due.
Assign oral grammar, technical, stylistic presentations.
How to create a Prezi presentation.

Wednesday, February 22 Meet in Ryan Library

Friday, February 24 Meet in Ryan Library

Week VIII

Monday, February 27 Commence oral grammar, technical, stylistic presentations.
Make sure your equipment and software work.

Active verbs, active and passive voice, replace “to be” verbs.

Subject-verb agreement, pronoun-antecedent agreement.

Wednesday, March 1 Pronouns: personal, possessive, intensive and reflexive, relative, interrogative, demonstrative, indefinite and reciprocal.

Friday, March 3 Adjectives and adverbs. Sentence fragments, run-on sentences. Comma, unnecessary commas, semicolon and colon, apostrophe.

Italics, quotation marks, other punctuation marks, words that sound alike but have different meanings. (Add more words to the *WR* list.)

Week IX

Monday, March 6 ***Spring Break*** No class meeting.

Wednesday, March 8 ***Spring Break*** No class meeting.

Friday, March 10 ***Spring Break*** No class meeting.

Week X

Monday, March 13 Capitalization, abbreviations and numbers

Conjunctions – coordinating, subordinating, correlative, conjunctive adverbs

Wednesday, March 15 Simple, compound, complex, compound-complex sentences

Modifier placement

Friday, March 17 Appositives, parallelism

Week XI

Monday, March 20 W4, “Appropriate Language,” pp. 197-201.

Alleen Pace Nilsen “Sexism and English”

http://www.mpsaz.org/rmhs/staff/dmsokol/101/files/allen_pace_nilsen.pdf

Wednesday, March 22 Bring in first paragraphs and thesis statements of research paper for peer review. Sweat the small stuff: in-text citations? works cited page? vivid verbs? transitions? and so forth.

Friday, March 24 Two hard copies of not-so-rough draft of research paper due for peer review.

Week XII

Monday, March 27 Peer review of rough draft continued.

Wednesday, March 29 Conferences with Nina Evarkiou.

Friday, March 31 Conferences with Nina Evarkiou.

Week XIII

Monday, April 3 Conferences with Nina Evarkiou.

Wednesday, April 5 Conferences with Nina Evarkiou.

Friday, April 7 No class meeting at regular time. We will attend *Red Velvet* at 8:00 pm at the Old Globe Theater in Balboa Park.

Week XIV

Monday, April 10 Final workshop on final paper. Ultimate questions and concerns. Assign research paper oral presentations.

Wednesday, April 12 Final draft of research paper due in single hard copy. Respond to “An Inquiring Mind Needs to Know.”

Friday, April 14 ***Easter Break*** No class meeting.

Week XV

Monday, April 17 ***Easter Break*** No class meeting.

Wednesday, April 19 Research paper oral presentations.

Friday, April 21 Research paper oral presentations.

Week XVI

Monday, April 24 Research paper oral presentations.

Wednesday, April 26 Research paper oral presentations

Friday, April 28 Tie up loose ends.

I reserve the right to alter the class schedule according to the dynamics of the class.

Of note

*In order to receive credit for extra credit assignments, all of the other assignments must be completed. **Partial credit is not given to incomplete work, but rather the grade of F.** Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance. If a mandatory viewing of a play, film or other kind of performance is assigned and you cannot attend, an alternate assignment will be offered and must be completed.*

Late assignments of any kind are not accepted without a valid (a really valid) reason.