



**Writing 110 (WRI 110)**  
**College Composition: Writing and Research**  
**4.0 units**  
**Department of Literature, Journalism & Modern Languages**

Section 04  
Spring 2018  
MWF 10:55-12:05 p.m.  
Class location: BAC 105A  
Final exam: Mon., April 30, 4:30-7 p.m.

Prof. Christine Spicer  
Contact: cspicer@pointloma.edu  
Office: BAC 118  
Office hours: W 9:30-10:45 a.m. or  
by appointment

**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.

**LJML Mission**

Welcome to the Department of Literature, Journalism and Modern Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

**ABOUT WRI 110**

**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.

**Course Description**

A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The 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.

## Course Learning Outcomes

Students will:

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.

## Required Texts

Cooley, Thomas. *Back to the Lake: A Reader and Guide*, 3<sup>rd</sup> ed. with 2016 MLA updates, Norton, 2015. (BTTL)

Lunsford, Andrea. *The St. Martin's Handbook*, 8<sup>th</sup> ed., Bedford/St. Martin's, 2015. (SMH)

\*Be sure to purchase the version with the 2016 MLA updates in it.

## Assessment and Grades

Your final grade in WRI 110 will be based on three out-of-class essays, one research paper and presentation, homework assignments, in-class participation and writing, and a final in-class essay exam. Your course grade will be broken down as follows:

35%: Three take-home essays

- Essay 1 (approx. 4 pages) – 10%
- Essay 2 (approx. 4 pages) – 10%
- Essay 3 – (approx. 5 pages) 15%

30%: Research paper (10-12 pages) and presentation

10%: Final essay (500 to 750-word essay response to a reading or readings and a prompt)

25%: Homework and in-class work and participation

Grading scale:

A	93-100
A-	90-92
B+	87-89
B	83-86

B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	59 or below

### **Expectations for Writing Assignments**

All final drafts must be turned in both as hard copies in class and as electronic documents on Canvas. The format for other assignments will be specified at the time of assignment. The final research paper will include an in-class presentation. Essays should be written in MLA style unless another style appropriate to your field (such as APA) is previously approved.

### **CLASS POLICIES**

#### **Incomplete and Late Assignments**

All assignments are to be submitted by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

#### **Attendance and Participation**

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.

#### **Final Examination**

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.

#### **The Writers' 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.

## **UNIVERSITY AND DEPARTMENT POLICIES**

### **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.

**LJML Department Policy on Plagiarism:** The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be 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, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. 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 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.

### **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**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

### **FERPA Policy**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal.

### **Maintaining Class Schedule Via Online Registration**

Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

### **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.

### **Course Credit Hour Information**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

---

## Tentative Course Schedule and Assignments

DATE	CLASS CONTENT	ASSIGNMENT DUE
1/9	1. Course Introduction	
1/10	2. Diagnostic Essay	Optional: Review SMH Ch. 1, 2, and 5 to prep for essay
1/12	3. Critical reading intro and practice	Read Cooley Ch. 1 and SMH Ch. 7
1/15	NO CLASS (MLK Day)	
1/17	4. Intro to narrative. Essay 1 prompt distributed.	Read Cooley Ch. 6 and “An American Childhood” by Annie Dillard, Cooley pgs. 141-145. Bring a one-paragraph response to the Dillard essay.
1/19	5. Narrative construction	Read Cooley pg. 108-113. Answer pg. 114 S&S #1 and pg. 115 #3
1/22	6. Narration and description working together	Read “The Most Amazing Bowling Story Ever” by Michael J. Mooney in Cooley, pg. 209-216. Write a 1-2 paragraph response.
1/24	7. Pre-writing strategies. Thesis writing and outlining	
1/26	8. Drafting and revision processes. Sign up for conference time.	Essay 1 pre-writing – hard copy
1/29	9. Peer review	Essay 1 rough draft – two hard copies
1/31	10. Self-review and conferences	Essay 1 rough draft uploaded to Canvas
2/2	11. Self-review and conferences	
2/5	12. Essay 1 reflection and debrief.	<b>ESSAY 1 FINAL DRAFT – Hard copy due in class. Electronic copy uploaded to Canvas before class begins.</b>
2/7	13. Introduction to Argument. Essay 2 prompt distributed	Read Cooley Ch. 14 and answer two questions of your choice.

2/9	14. Logos, ethos, and pathos	Read SMH Ch. 8
2/12	15. Rhetorical situations	Read SMH Ch. 2 and Letter from Birmingham Jail. Write a one page analysis of “Letter from Birmingham Jail.”
2/14	16. Rhetorical analysis continued	Read “The Influencing Machines” by Brooke Gladstone and Josh Neufeld in Cooley pg. 728. Write a one to two paragraph response.
2/16	17. Understanding argument continued	Two-paragraph summary of the Cooley argument essay you will analyze for Essay 2.
2/19	18. Workshop essay plans	Draft thesis and outline/plan for Essay 2.
2/21	19. Peer review	Essay 2 first draft – two hard copies to class
<b>2/23</b>	20. Essay 2 Reflection and Debrief. Watch Sherry Turkle TED talk. Discussion and in-class quick-write response.	<b>ESSAY 2 FINAL DRAFT – Hard copy due in class. Electronic copy uploaded to Canvas before class begins.</b>
2/26	21. Essay 3 prompt distributed. Discuss “Urban Spaceman” (found on Canvas)	Read “Urban Spaceman” by Judith Williamson, and write a two-paragraph response.
2/28	22. Analyzing multiple sources on a topic. Analyze another source in class.	Read Cooley pgs. 799-809 and answer assigned reading questions.
3/2	23. Analyzing multiple sources on a topic. Analyze another source in class.	Read Cooley pgs. 810-815 and SMH pg. 32. Answer assigned reading questions.
3/5-9	<b>SPRING BREAK</b>	
3/12	24. Workshop Essay 3 plans. MLA citation overview.	Essay 3 thesis and outline/plan due
3/14	25. Peer Review	Essay 3 rough draft, including Works Cited – two hard copies
<b>3/16</b>	26. Essay 3 Reflection and debrief. Intro to Research Paper goals, expectations, and	<b>ESSAY 3 FINAL DRAFT – Hard copy</b>

	processes	<b>due in class. Electronic copy uploaded to Canvas before class begins.</b>
3/19	Preparing to research. Developing research questions.	Read SMH Ch. 10. Do exercise 10.1
3/21	Discuss and refine paper topics	Read SMH Ch. 11. Bring one or two RQ ideas to class.
3/23	Library Research Session 1	Preferred research question/topic selected and turned in.
3/26	Library Research Session 2	
3/28	Analyzing, note-taking and citing sources: Part 1	Read SMH Ch. 12.
3/30	<b>EASTER BREAK</b>	
4/2	<b>EASTER BREAK</b>	
4/4	Analyzing, note-taking and citing sources: Part 2	Bring in hard copies of at least two of your proposed sources along with completed Exercise 12.1.
4/6	Synthesizing sources and outlining	Read Cooley Ch. 2.
4/9	Workshop/conferences	Research paper outline/plan
4/11	Research paper introductions and conclusions	Two sentence summary of each of your sources
4/13	Opposing views, literature reviews, qualifications, scope, and other research writing considerations	Research paper introduction and first body paragraph working draft due
4/16	Research paper workshop Sign for presentation slot	<b>Working Draft Due</b>
4/18	Peer review	Research paper draft – bring two hard copies
4/20	<b>Research Paper Due. Presentations begin.</b>	<b>RESEARCH PAPER FINAL DRAFT – Hard copy due in class. Electronic copy uploaded to Canvas before class begins.</b>
4/23	<b>Research Presentations</b>	
4/25	<b>Research Presentations</b>	
4/27	<b>LAST CLASS – Research presentations</b>	Reflection on research paper and presentation
4/30	<b>FINAL EXAM (In-class essay) 4:30-7 p.m.</b>	



--	--	--