

**College Composition: WRI 110, Sec. 6**  
**Fall 2017**  
**MWF 10:55-12:05**

**Prof. Charlene Pate**  
**Office: BAC 108**  
**Extension: 2461**  
**Email: cpate@pointloma.edu**  
**Office Hours: M-F 1:30-2:30 or by appointment**



**Final Exam: Monday, Dec. 11, 4:30-7:00**

### **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.

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### **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.)

Lewis, C.S. *Mere Christianity*.

### **Required Materials**

Folder, lined paper, writing utensils, clamps, stapler, dictionary, 4X6 or 5X7 cards, and a 10X13 envelope. Please note, we will not be using 3X5 cards.

## 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.

## University Policies

**Attendance:** Attendance is required. Missing class can affect a course grade since in-class assignments cannot be made up and late papers are not accepted. Absences that exceed the PLNU absence policy of 10% will result in a letter to the Vice President for Academic Affairs requesting de-enrollment from the course. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

**Academic Accommodations:** While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**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.

## Course Requirements and Policies

**Canvas:** Students should familiarize themselves with the Canvas site for this class, which can be reached through taking the following steps:

1. Open a browser.
2. Type [canvas.pointloma.edu](https://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.

**Class Preparation:** All homework assignments must be completed prior to class and typed unless specified otherwise. Only those assignments specified as handwritten assignments will earn credit when written by hand. Some reading assignments will be discussed in class while others might be read individually but not discussed.

**Class Participation:** *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. **Learning occurs in an environment of active participation; therefore, Writing 110 does not work well as a straight lecture course.** The course is enriched when students share their thoughts on assigned readings and on their writing.

**Late Paper Policy:** Be sure to hand in your assignments at the beginning of class on the day they are due or make an arrangement prior to the due date to submit the assignment at a time other than stated in the syllabus since late assignments are not accepted. No electronic submissions are accepted unless prior arrangements are made. No “make-ups” to in-class work will be offered or accepted.

**E-Mail:** Please use e-mail for simple, logistical questions or clarifications. Write: “WRI110” in the subject line and use a proper heading and employ correct writing conventions in your e-mail writing. Allow 24 hours for a reply.

**Cell phones:** Cell phones must be turned off during class and put away throughout the entire class session unless they are being used to complete an in-class assignment, assigned by the professor.

**Classroom Etiquette:** The classroom is a professional workplace; therefore, dress in such a way that encourages focus and concentration rather than distraction and undue attention.

**Public Discourse:** Much of the work we will do in this class is cooperative; thus, 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.

Information from the MLA Handbook: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex” (MLA Handbook, pp. 32-33 and Ch. 28 in the 8<sup>th</sup> ed.).

**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.

**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.

### **Assignment Descriptions**

**Text Books:** Both *The St. Martin’s Handbook* and *Back to the Lake* are writing resource and reference books used as writing guides for this course. They provide foundational and content information needed to complete course assignments, engage in course discussions, and to further develop your writing skills. The essays assigned in *Back to the Lake* provide a model of the rhetorical structure for your writing the assigned essay within that structure. The “Strategies and Structures” (S & S) questions are used to help guide your comprehension and analysis of the strategies of the piece of writing that you can then apply to your own writing.

**Paper Format:** The paper format for all papers is MLA Style, unless APA is agreed upon for the research paper only. Submit assignments typed and printed in black ink on 8.5x11 white paper. Use 12-point Times New Roman font, and 1” margins all around the page. Do not include title pages but do include page numbers. Use *The St. Martin’s Handbook*, 8<sup>th</sup> ed. with 2016 MLA update, the MLA website, or a current 2016 MLA style guide for style, grammar, format and citation questions. And be sure to keep a hard copy or an electronic backup of everything you submit to a professor. Also, **before** coming to class please be sure to **staple or clamp** together the hard copy you will be turning in and submit to Canvas your essays and research paper.

**Curriculum Requirements:** To complete this course each student must write 2 in-class and 3 out-of-class formal essays (4-5 pages), one research paper (10-12 pages) with at least 12 sources cited, journals, analysis of readings and of your own writing, in-class quick writes, read the assigned texts, and take administered quizzes.

**Essay Assignments:**

- Essay 1 – Aug. 30 -- Diagnostic (1000-1600 words written in class)
- Essay 2 – Sept. 18 -- Descriptive/Example Essay 2 with Author’s Reflection
- Essay 3 – Sept. 29 -- Compare/Contrast Essay 3 with Author’s Reflection
- Essay 4 – Oct. 9 – Cause/Effect Essay 4 with Author’s Reflection
- Research Paper – Nov. 20 -- (10-12 pages of text, not including Works Cited) with Author’s Reflection
- Essay 5 – Dec. 11—Final Essay Exam, 4:30-7:00

**Author’s Reflection:**

Answer the following questions and submit your response with your final draft of each paper.

1. What is the strongest aspect of your final draft and why?
2. What is your favorite part of your draft or of the subject about which you chose to write?
3. What aspect of writing the draft did you struggle with the most?
4. What can you do to avoid encountering this type of struggle the next time you write an essay?
5. What part of your writing process did you find to be most helpful? (readings, in-class write, outline, audience response, other)
6. Describe what you did to rewrite and revise your paper after the audience response.
7. What part of your writing process did you find to be the least helpful (other than the audience response if you found that to be least helpful)?
8. What new insight came to you about writing or about yourself as a writer as you were writing and revising?
9. What did your audience (the person who read and responded to your draft in class) help you see in your paper that you hadn’t seen before? Please explain.
10. How did your responding to another writer’s draft help you think about your own draft in a way you hadn’t thought about it before the session? Please explain.

**Research Paper Overview:** The intention for your research paper is to write an engaging, lively, persuasive text that tests theoretical boundaries, takes a calculated risk, and makes an argument based on substantiated evidence. In order to accomplish these writing goals, you must make warranted and qualified statements based on appropriate grounding, include backing by valid authorities on both sides of your argument, and link your assertions logically and coherently. A Research Paper Checklist will be distributed mid-semester that will list the items required to be handed in with the final research manuscript.

**Conference sessions** are a required component of the course. In order to participate, sign up for the conferences by way of sign-up sheets circulated in class. Show up on time for your conference session and take to the conference the items requested.

**Audience Response (Peer reviews/peer edits)** gives readers opportunities to analyze and respond to writing and to practice their feedback-giving skills. This process develops critical thinking, cognitive, and writing skills when completed thoughtfully and properly. It gives writers an opportunity to receive constructive feedback from a live and engaged audience and an opportunity to consider the audience's experience and suggestions as they revise their manuscripts. This process will begin in class but may need to be completed out of class.

Thoughtful self-assessment and peer reviews of manuscripts are important to your success and to that of your classmates. Remember when you complete a peer review that the process of asking honest questions about the meaning and intentions of your fellow writer develops inside you a new awareness of what it takes to communicate effectively in an essay.

**In-class quizzes** evaluate your skill at analyzing, identifying, and correcting editorial issues in text as well as identifying and creating various phrase and sentence structures. Quizzes will also evaluate your comprehension of course content.

**In-class activity** assignments are often opportunities for you to respond to or apply information from a particular reading of one of your course texts. A writing component will almost always be a part of these activities. Grammar and usage days include short practice sessions and discussion on the concepts and/or skill areas.

**Quick write Assignments** are written in class. If it is in response to a reading, do not merely summarize the text. I do not expect formal, finished essays to be written in the 5-10 minute writing sessions, although I do expect good editing skills to be used to the degree possible within the time limit.

**Final Essay Exam:** The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule: **Monday, Dec. 11, 1:30-4:00**

## **Evaluation of Papers**

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground, support, and to prove the truth of the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote ethically and effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or over-generalizing)?
- Is the paper well organized and maintain a clear focus throughout?
- Does it cite material from the sources using proper documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

## **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. The focus is clear, fully supported, and fully developed. There may be only minor or minimal grammatical or punctuation errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. The focus might contain a lack of support or development but not such that the credibility or focus of the argument is diminished. There may be some mechanical difficulties but not so many as to impair the clear development of the main argument or disrupt the reading. 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 and punctuation errors that disrupt the reading and meaning.
- 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 adequately support and develop the content or argument; and/or it contains significant grammatical and punctuation problems that consistently disrupt the reading and meaning.

**Course Schedule**  
Subject to change with notice

<i>Date</i>	Assignments
	<u>Week 1</u>
8/29	T Introduction to class; Discuss purpose of <i>BTTL</i> and <i>SMH</i>
8/30	W <b>Study:</b> <i>SMH</i> Chapters 1, 2a-2e, 4a, and 5 to prepare to write Essay 1 <b>Write:</b> Essay 1 (diagnostic/assessment) hand-written in-class
9/1	F <b>Study:</b> <i>BTTL</i> Ch. 7 (green pages) <b>and</b> pp.219-24, “Once More to the Lake” <b>Due:</b> a typed one to two page formal letter to Prof. Pate (see <i>SMH</i> p. 325-26 for format) describing your writing experiences, your feelings about writing, what you hope to gain from this course, how you will invest in it, and what you want me to know about you. Introduce Descriptive/Example Essay 2
	<u>Week 2</u>
9/4	M Labor Day – No Class
9/6	W <b>Study:</b> <i>BTTL</i> Ch. 8 (green pages) <b>and</b> pp. 257-59, “All Seven Deadly Sins Committed at Church Bake Sale” <b>Due: Answer one S &amp; S question for the essay</b>
9/8	F <b>Study:</b> <i>BTTL</i> Ch. 4 <b>and</b> pp. 267-75, “Well Behaved Women Seldom Make History” <b>Due: Answer one S &amp; S question for the essay</b> Writing practicum: devise Essay 2 plan/topic/thesis/focus; Review Essay 1 in class
	<u>Week 3</u>
9/11	M <b>Study:</b> <i>SMH</i> Ch. 4 and <i>BTTL</i> Ch. 5 <b>Due: Essay 2</b> (2 page draft) in-class workshop
9/13	W <b>Due: Essay 2</b> (4 page draft due) in-class workshop with draft
9/15	F <b>Due: Essay 2 Descriptive/Example: Bring</b> to class <b><u>2 hard copies</u></b> of completed rough draft for audience response
	<u>Week 4:</u>
9/18	M <b>Due: Essay 2 Descriptive/Example final draft with Author’s Reflection;</b> Submit to Canvas before coming to class <b>Study:</b> <i>SMH</i> 36 and 37a-37c; Dr. De 1 in-class (distribute clause handout)
9/20	W <b>Study:</b> <i>BTTL</i> Ch. 10 (green pages) <b>and</b> pp. 361-66, “Superhero . . .” <b>Due: Answer one S &amp; S question for the essay</b>
9/22	F <b>Study:</b> <i>BTTL</i> pp. 369-75, “Remembering My Childhood. . .” <b>and</b> pp. 377-81, “Grant and Lee: A Study. . .” <b>Due: Answer one S &amp; S question for each essay;</b> discuss prompt



<i>Date</i>	Assignments
<p>9/25</p> <p>9/27</p> <p>9/29</p>	<p><u>Week 5:</u>  <b>M Due: Compare/Contrast Essay</b> (3 page draft)  <i>SMH</i> Ch. 5; essay practicum: paragraphs</p> <p><b>W Due: Essay 3 Compare/Contrast: <u>2 hard copies</u></b> of completed rough draft for audience response</p> <p><b>F Due: Essay 3 Compare/Contrast final draft with Author’s Reflection;</b>  Submit to Canvas before coming to class  <b>Study:</b> <i>SMH</i> Ch. 37d-37h <b>and</b> Ch. 51; in-class pp. Dr. De 2-3</p>
<p>10/2</p> <p>10/4</p> <p>10/6</p>	<p><u>Week 6:</u>  <b>M Study:</b> <i>BTTL</i> Ch. 13 (green pages) and pp. 577-80 “Why the Beaver. . .”  <b>Due: Answer one S &amp; S question for the essay;</b> discuss prompt</p> <p><b>W Study:</b> <i>BTTL</i> pp. 583-88, “Squirrel Power” <b>and</b> pp. 595-00, “The Ones Who Walk. . .”  <b>Due: Answer one S &amp; S question for each essay</b></p> <p><b>F Due: Essay 4 Cause/Effect</b> (3 page draft)  <b>Study:</b> <i>SMH</i> Ch. 43; in-class Dr. De pp. 4-5</p>
<p>10/9</p> <p>10/11</p> <p>10/13</p>	<p><u>Week 7:</u>  <b>M Due: Essay 4 Cause/Effect final draft with Author’s Reflection;</b>  Submit to Canvas before coming to class  Discuss argument and research paper topics; Dr. De pp. 8-10</p> <p><b>W Study:</b> <i>BTTL</i> Ch. 14 (green pages) <b>and</b> pp. 635-38, “The Declaration. . .”  <b>Due: Answer one S &amp; S question for the essay;</b> discuss research topics</p> <p><b>F Study:</b> pp. 649-51, “Ain’t I a Woman?” <b>and</b> pp. 659-63, “Acculturation. . .”  <b>Due:</b> Research topic and research question typed; discuss note taking</p>
<p>10/16</p> <p>10/18</p> <p>10/20</p>	<p><u>Week 8:</u>  <b>M</b> Library Session (Attendance required)  <b>Study:</b> <i>SMH</i> Ch. 12 (note taking)</p> <p><b>W</b> Library Session (Attendance required)  <b>Study:</b> <i>SMH</i> Ch. 32 (Works Cited)</p> <p><b>Due:</b> Library Worksheet due date _____</p> <p><b>F</b> Fall Break</p>
<p>10/23</p> <p>10/25</p> <p>10/27</p>	<p><u>Week 9: Research and take notes</u>  <b>M Review:</b> <i>SMH</i> Ch. 12 and 32  <b>Bring:</b> 4x6 or 5X7 cards only on which to take notes (no 3X5 cards); note card workshop  <b>Quiz:</b> Sentence type analysis/punctuation</p> <p><b>W Due:</b> Works Consulted Page with 7 sources listed in proper format  <b>Due:</b> 15 note cards in proper format</p> <p><b>F Study:</b> <i>SMH</i> pp. 253-57 <b>and</b> Ch. 9; outline workshop (<i>SMH</i> Ch. 45)</p>

<i>Date</i>	Assignments
10/30 11/1 11/3	<u>Week 10:</u> Research and take notes M <b>Due:</b> Minimum 20 new note cards in standard form and bring the previous 15 <b>Study:</b> <i>SMH</i> Ch. 13 and 14; integrating sources workshop W <b>Due:</b> Working Outline in proper format showing both sides of the argument <b>Study:</b> <i>SMH</i> Ch. 15 F <b>Study:</b> <i>SMH</i> Ch. 45; Grammar practicum: parallel structure and apostrophes Purchase a 10 X 13 envelope and bring it to class
11/6 11/8 11/10	<u>Week 11:</u> Research, take notes, and write M <b>Due:</b> 5-6 page <b>Argument Essay (showing both sides of the argument)</b> cited with Works Cited page, outline, marked copies of sources in 10X13 envelope W Out of class writing day and conferences F Out of class writing day and conferences
11/13 11/15 11/17	<u>Week 12:</u> Revise and rewrite M Writing practicum: clarifying focus, adding support, developing content W Intro to <i>Mere Christianity</i> F <b>Due: full draft</b> (10-12) pages for audience response
11/20 11/22 11/24	<u>Week 13:</u> Revise and rewrite M <b>Due: full final draft of Research Paper in class with Author's Response and in Canvas without Author's Response;</b> report research results W Thanksgiving Break; <b>Read:</b> <i>Mere Christianity</i> F Thanksgiving Break; <b>Read:</b> <i>Mere Christianity</i>
11/27 11/29 12/1	<u>Week 14:</u> M Reports continued and begin <i>Mere Christianity</i> W <b>Read and Discuss:</b> Book I <i>Mere Christianity</i> F <b>Read and Discuss:</b> Book II <i>Mere Christianity</i>
12/4 12/6 12/8	<u>Week 15:</u> M <b>Read and Discuss:</b> Book III A (Chapters 1-6) <i>Mere Christianity</i> W <b>Read and Discuss:</b> Book III B (Chapters 7-11) <i>Mere Christianity</i> F <b>Read and Discuss:</b> Book IV <i>Mere Christianity</i>
<b>Final Exam (Essay): Monday, Dec. 11, 1:30-4:00 p.m.</b>	

## Grade Approximations

<i>Approx. Points</i>	<i>Description</i>
100	In class activities and participation
100	Quizzes/S&S
100	Essay 2
100	Essay 3
100	Essay 4
100	Research Process
200	Research Paper
100	Book Discussion/Presentation/Quizzes for <i>Mere Christianity</i>
100	Essay 5 Final Essay Exam
Approx. Total Points: 1,000	

## Grading Scale

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