



FALL 2017

Literature, Journalism, &amp; Modern Languages

Point Loma Nazarene University

WRI 110 8/ College Composition

4 Units

<b>Meeting days:</b> M/W/F	<b>Instructor title and name:</b> Professor Kathryn Huff
<b>Meeting times:</b> 12:15pm-1:20pm	<b>Phone:</b> 619-672-9743
<b>Meeting location:</b> BAC 105A	<b>E-mail:</b> khuff@pointloma.edu
<b>Final Exam:</b> Monday, May 1, 1:30-4:00pm	<b>Office location and hours:</b> BAC 118, W/F, 10:00am-12:00pm

**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.

## I. GENERAL COURSE DESCRIPTION

### COURSE DESCRIPTION®

This is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the process 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. 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, well-reasoned, and persuasive arguments that will equip you for success in your university work and beyond. Your success is up to you.



*"Writing about your community service is good, but I would play down the court-ordered part."*

Prerequisite: A diagnostic exam given in the beginning of the semester will determine if you need to co-enroll in WRI 097.

### ALIGNMENT OF IDEA OBJECTIVES TO GELOs, CLOs, & ASSESSMENT ☉

At the end of the semester, you will be asked to evaluate this course on four specific learning outcomes that the LJML Composition Department has rated as essential, important components of the course. Below is a graphic that will show you what you can expect to learn and how your learning will be measured.

IDEA Course Objectives	GE Learning Outcomes (GELOs)	Course Learning Outcomes (CLOs)	Assessment of Learning
<p><b>3. Learn to apply course material (to improve thinking, problem solving, and decisions).</b></p> <p><b>8. Develop skill in expressing yourself orally and in writing.</b></p>	<p><b>1a.</b> Students will be able to effectively express ideas and information to others through written communication.</p>	<p>1. Apply English language conventions in various genres of academic writing.</p>	<p>In-class activities: solo work &amp; teamwork</p> <p>10 MUG Quizzes</p> <p>2 Research papers</p> <p>2 drafted essays</p> <p>Oral presentations</p>
<p><b>3. Learn to apply course material (to improve thinking, problem solving, and decisions).</b></p> <p><b>8. Develop skill in expressing yourself orally and in writing.</b></p>	<p><b>1a.</b> Students will be able to effectively express ideas and information to others through written communication.</p> <p><b>1d.</b> Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.</p>	<p>2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.</p>	<p>In-class activities: solo work &amp; teamwork</p> <p>Scaffolded assignment sequences</p> <p>Peer editing</p> <p>2 research papers</p> <p>2 drafted essays</p> <p>Rubrics</p> <p>Oral presentations</p>
<p><b>3. Learn to apply course material (to improve thinking, problem solving, and decisions).</b></p> <p><b>8. Develop skill in expressing yourself orally and in writing.</b></p> <p><b>11. Learn to analyze and critically evaluate ideas, arguments, and points of view.</b></p>	<p><b>1a.</b> Students will be able to effectively express ideas and information to others through written communication.</p> <p><b>1d.</b> Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.</p>	<p>3. Evaluate and use rhetorical modes of organization to create written compositions.</p>	<p>Critical readings &amp; annotations</p> <p>Case studies</p> <p>Microthemes</p> <p>Class discussions</p> <p>10 Reading quizzes</p> <p>In-class activities: solo work &amp; teamwork</p> <p>Multi-drafted compositions</p> <p>CREATE activities</p>
<p><b>9. Learn how to find, evaluate, and use credible resources to explore a topic in depth.</b></p> <p><b>11. Learn to analyze and critically evaluate ideas, arguments, and points of view.</b></p>	<p><b>1c.</b> Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.</p> <p><b>1d.</b> Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.</p>	<p>4. Evaluate online sources of information for valid authority and expertise.</p>	<p>Library research assignment</p> <p>In-class activities: solo &amp; team work</p> <p>Case studies</p> <p>Library research</p> <p>Scaffolded assignment sequences</p>
<p><b>3. Learn to apply course material (to improve thinking, problem solving, and decisions).</b></p> <p><b>9. Learn how to find, evaluate, and use credible resources to explore a topic in depth.</b></p>	<p><b>1a.</b> Students will be able to effectively express ideas and information to others through written communication.</p> <p><b>1c.</b> Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.</p>	<p>5. Apply documentation formats to cite research in written compositions.</p>	<p>Research notes</p> <p>Library research assignment</p> <p>Case studies</p> <p>In-class activities: solo &amp; team work</p> <p>Homework</p> <p>2 research papers</p>
<p><b>9. Learn how to find, evaluate, and use credible resources to explore a topic in depth.</b></p> <p><b>11. Learn to analyze and critically evaluate ideas, arguments, and points of view.</b></p>	<p><b>1c.</b> Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.</p> <p><b>1d.</b> Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.</p>	<p>6. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.</p>	<p>Critical readings &amp; annotations</p> <p>Case studies</p> <p>Library research</p> <p>Microthemes</p> <p>Class discussions</p> <p>10 Reading quizzes</p> <p>In-class activities: solo work &amp; teamwork</p> <p>CREATE activities</p>

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Axelrod, Rise B., Charles R. Cooper, and Alison M. Warriner. *Reading Critically, Writing Well*. 11<sup>th</sup> ed. Bedford/St. Martin's, 2017. [RCWW]
2. Hacker, Diana, and Nancy Sommers. *A Writer's Reference with Exercises, with MLA Updates*. 8<sup>th</sup> ed. Mac Higher, 2016. [WR]
3. Piper, John. *Don't Waste Your Life*. Crossway, 2003. [DWYL]
4. Canvas Course: <https://www.canvas.pointloma.edu>.
5. Physical notebook with college-ruled composition paper; laptop; printer.
6. Expect to spend approximately \$15.00 on printing costs.

## ASSESSMENT AND GRADING®

Assignments are aligned to institution, program, and course learning outcomes. Evaluation is based on various criteria: rubrics, quizzes, formative assessment, and summative assessment.

Assignment distribution by percentage:		Grade scale:	
• Research Papers	60%	A=93-100	C=73-76
• Drafted Essays	5%	A-=92-90	C-=70-72
• Homework	10%	B+=87-89	D+=67-69
• Quizzes	10%	B=83-86	D=63-66
• Final Exam	10%	B-=80-82	D-=60-62
• Attendance, in-class activities, participation	5%	C+=77-79	F=0-59

## II. POLICIES & PROCEDURES

### SUPPORT

You may count on my expertise and support to help you meet your course goals. However, I cannot support lack of planning or effort. Neither can I think for you. If you need assistance or feedback on any aspect of the course that is not addressed in class, I will be happy to meet with you before or after class to discuss your concerns and needs and to provide guidance and feedback. If you desire a longer session, you may drop in during office hours or schedule an appointment. For additional support, you are strongly encouraged to consult [Tutorial Services](#) or any of [Ryan Library's librarians](#).

### STUDENT CONDUCT

As a valued member of a community of learners, you have an obligation to be responsible and respectful to classmates and the instructor and to ensure that the exercise of your freedom of expression does not impinge on the rights of others in their quest for learning. In addition, you must acknowledge the responsibility of the professor to create and preserve an environment conducive to the learning of all students. The instructor has the responsibility and authority to maintain appropriate student behavior. The instructor is responsible for maintaining standards of academic performance established for this course.

### STUDENT ATHLETES

Any student athlete who is going to miss a class due to team obligations must speak with me and present official documentation by the end of Week 2 or as soon as the game schedule is posted. These absences will be excused, but assignments must still be submitted on their scheduled due dates.

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## ASSIGNMENTS

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Homework, readings, discussion, and in-class writing assignments are 100% required. You must be prepared to discuss reading assignments on the day they are due, participate in respectful and lively discussions, and write your very best each and every day. Be prepared to read assigned texts closely, share your ideas with the class, and ask questions of your peers and your instructor. Examples include in-class writing exercises, activities, writing logs, reading responses, peer review worksheets, and research process assignments.

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## LATE ASSIGNMENTS

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Absence from class does not excuse the lateness of an assignment, and emails requesting extensions will not be answered. You must still submit your work by the due date even if you are not in class on that day. Points will be deducted for late work. Extensions may be granted in the case of a documented emergency or at my discretion.

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## ABSENCES

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**In the event of absence for ANY reason, you are responsible for ANY information or class content missed.** It is your responsibility to consult Canvas or to contact a classmate for any missed handouts, notes, or content for the session missed. Do not email me with any non-excused requests for missed content or extensions on assignment due dates. A courtesy email to notify me of your absence is appreciated but not required.

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## PEER REVIEW GROUPS

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You must bring three copies of the first drafts of your essays on the dates due. If you do not have a first draft for your peer review group, you must still attend class and participate in reading and responding to your peers' essays; failure to provide copies of your first draft to your group or to complete reviews for your peers will count against you (not against your peers) as missed homework.

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## CANVAS

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It is your responsibility to check your Canvas account often for announcements, course material, forms, handouts, videos, postings, and messages. This is the primary way outside of class to access course materials, submit assignments, and communicate with each other. **NOTE: While the Canvas gradebook should give you a relatively accurate view of your "running total" score in the class, you should not rely on it as a concrete reflection of your grade. See me if you have questions about this.**

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## ELECTRONIC DEVICES

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Please bring your laptop or mobile word processor to class. You will need it for some but not all in-class activities. BUT, until I give direction for use, all electronic devices must be silenced or turned off before the start of class. If during class you are seen texting, tweeting, checking email or Facebook, listening to music, or conducting any activity not related to the class activity at the moment, I will mark you absent for that day. Unauthorized use of technology is not the place for the classroom. There will be times when you will be allowed to use technology, and these will be announced ahead of time.

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## COMPUTER OR PRINTER PROBLEMS

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Problems with technology happen. However, you should always back up your files. If your computer crashes and you are unable to produce a copy of your work by the beginning of class, your paper will be late. Do not leave printing your assignments until right before class. If your printer breaks and you are unable to produce a hard copy of your work at the beginning of class, you must still upload it to Canvas. An electronic submission will not take the place of a hard copy. You must produce a hard copy and deliver it to me in class no later than the next session.

## **COMMITMENT TO DIVERSITY AND NON-DISCRIMINATION**

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This classroom will be a safe environment that is 100% free of discriminatory acts and bias. Cultural sensitivity will be strongly encouraged as you grow as contributors to the academic conversation and to the conversations in your life beyond the university. We will at all times practice the stated Core Values for PLNU:

- A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world.
- It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us.
- Diversity not only enriches the educational endeavor, it is critical to it.

If you witness or experience an incident that could be considered unfair, biased, or discriminatory, please let me know, or contact PLNU's Chief Diversity Officer.

## **FINAL EXAMINATION POLICY®**

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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.

## **PLNU COPYRIGHT POLICY ®**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU ACADEMIC HONESTY POLICY®**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY®**

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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.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY®**

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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 (3 class periods), the faculty member can file a written report, which may result in de-enrollment. If the absences exceed 20 percent (6 class periods), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog. 42 class periods

**TENTATIVE COURSE SCHEDULE AND ASSIGNMENTS\***

**All readings and assignments are due by the start of class on the due date.** [\*Instructor reserves the right to make changes as needed.]

<b>Dates/Theme</b>	<b>CLASS CONTENT/READING ASSIGNMENTS</b>	<b>ASSIGNMENT DUE DATES</b>
Week 1 8/28-9/1 <b>Literacy Narrative</b>	<b>T:</b> 1 <sup>st</sup> day of class—Course Introduction; e-portfolios/writing log <b>W:</b> Diagnostic Essay <b>F:</b> <i>WR</i> Tab C, <i>RCWW</i> Ch. 1— <b>RQ1</b> ; LN Handout	
Week 2 9/4-9/8 <b>Literacy Narrative</b>	<b>M:</b> NO CLASS—LABOR DAY <b>W:</b> <i>WR</i> Tab A, <i>RCWW</i> Ch. 2— <b>RQ2</b> <b>F:</b> LN Peer Review Groups	9/6: <b>LN 1<sup>st</sup> Draft.</b> Canvas upload + 3 class copies 9/8: LN Peer Review Forms
Week 3 9/11-9/15 <b>Cause/Effect</b>	<b>M:</b> <i>RCWW</i> Ch. 9, “Horror Movies” pp.355-9, “Google” pp.376-82, “#socialnetworking” pp.391-95— <b>RQ3</b> ; <b>W:</b> CREATE articles— <b>RQ4</b> <b>F:</b> Guest Speaker	9/11: <b>LN 2<sup>nd</sup> Draft.</b> Canvas upload + 1 paper copy—rubric + peer reviews attached. 9/13: CREATE Concept Map; Cartoons & Labels
Week 4 9/18-9/22 <b>Cause/Effect</b>	<b>M:</b> <i>WR</i> Tab APA 1-5 <b>W:</b> CREATE activities <b>F:</b> <i>WR</i> Tab B; CREATE activities	9/18: 2 CREATE Research Sources 9/20: <b>Canvas Quiz MUG1</b> ; CREATE TBA 9/22: <b>Canvas Quiz MUG2</b>
Week 5 9/25-9/29 <b>Problem/Solution</b>	<b>M:</b> CREATE activity; <i>RCWW</i> Ch. 10, “Bullying” pp. 413-8; “Ounces of Prevention” pp. 439-43; “More Testing” pp. 446-50— <b>RQ5</b> ; PSP Handout <b>W:</b> <i>WR</i> Tab G1-3; <i>RCWW</i> pp. 453-61— <b>RQ6</b> <b>F:</b> <i>RCWW</i> Appendix pp. 466-96— <b>RQ7</b> ; PSP Topic Signups	9/29: <b>Canvas Quiz MUG3</b>
Week 6 10/2-10/6 <b>Problem/Solution</b>	<b>M:</b> Library Session—Meet in Ryan Library, Bresee Lab <b>W:</b> Library Session—Meet in Ryan Library, Bresee Lab <b>F:</b> <i>WR</i> Tab G4-6	10/4: 1 CREATE article response 10/6: PSP Proposal Packet; 1 CREATE article response <b>Canvas Quiz MUG4</b>
Week 7 10/9-10/13 <b>Problem/Solution</b>	<b>M:</b> <i>RCWW</i> pp. 497-508— <b>RQ8</b> <b>W:</b> <i>WR</i> Tab P1-5 <b>F:</b> <i>WR</i> Tab P6-10	10/9: Library Assignment 10/11: <b>Canvas Quiz MUG5</b> ; PSP Field Research Notes 10/13: <b>Canvas Quiz MUG6</b> ; PSP Literature Research Notes & Sentence Outline.
Week 8 10/16-10/20 <b>Problem/Solution</b>	<b>M:</b> <i>WR</i> Tab S1-4 <b>W:</b> <i>WR</i> Tab S5-7 <b>F:</b> NO CLASS—FALL BREAK	10/16: <b>Canvas Quiz MUG7</b> 10/18: <b>PSP 1<sup>st</sup> Draft.</b> Canvas upload. <b>Canvas Quiz MUG8</b>
Week 9 10/23-10/27 <b>Problem/Solution</b>	<b>M:</b> PSP work/individual conferences <b>W:</b> PSP work/individual conferences <b>F:</b> PSP work/individual conferences	
Week 10 10/30-11/3 <b>Problem/Solution</b>	<b>M:</b> <i>WR</i> Tab W <b>W:</b> PSP Peer Review Groups <b>F:</b> PSP Work	10/30: <b>PSP 2<sup>nd</sup> Draft.</b> Canvas upload + 3 class copies <b>Canvas Quiz MUG9</b> 11/1: PSP Peer Review Forms
Week 11 11/6-11/10 <b>PSP Presentations</b>	<b>M:</b> PSP Presentations <b>W:</b> PSP Presentations <b>F:</b> PSP Presentations	11/6: <b>PSP Final Draft.</b> Canvas upload + 1 class copy with rubric + peer review forms; <b>PSP Presentation</b>
Week 12 11/13-11/17 <b>Position Paper</b>	<b>M:</b> PSP Presentations <b>W:</b> <i>Don’t Waste Your Life</i> RQ9; <i>RCWW</i> pp. 343-50; AFP Handout <b>F:</b> <i>RCWW</i> pp. 294-304, pp. 313-6— <b>RQ10</b>	11/15: Piper Précis paragraph 11/17: TBA
Week 13 11/20-11/24 <b>Position Paper</b>	<b>M:</b> <i>WR</i> Tab MLA <b>W:</b> NO CLASS—THANKSGIVING BREAK <b>F:</b> NO CLASS—THANKSGIVING BREAK	11/20: <b>Canvas Quiz MUG10</b> ; 3 DWYL sources
Week 14 11/27-12/1 <b>Position Paper</b>	<b>M:</b> Sentence Outline Peer Reviews <b>W:</b> Roundtable discussion <b>F:</b> EP self editing/reflection	11/27: EP Sentence Outline 12/1: <b>AFP 1<sup>st</sup> Draft.</b> Canvas upload. 3 class copies.EP
Week 15 12/4-12/8 <b>Position Paper</b>	<b>M:</b> Evaluation Peer Review Groups <b>W:</b> E-portfolio Cover Letter <b>F:</b> LAST DAY OF CLASS; E-mail/Netiquette	12/4: Peer Review Forms 12/8: <b>AFP 2<sup>nd</sup> Draft.</b> Canvas upload + 1 paper copy with rubric + peer reviews attached.
Week 16 12/11	<b>M:</b> FINAL EXAM, 4:30-7:00PM—LOCATION TBD—In-class essay	12/11: E-portfolio