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|  | <b>WRI 110 College Composition</b><br><b>Section 9</b><br><b>Spring 2017</b> |
| <b>Meeting days:</b> MWF                                                          | <b>Instructor name:</b> Karina Westra                                        |
| <b>Meeting times:</b> 1:30-2:35pm                                                 | <b>Phone:</b> 619.849.2978                                                   |
| <b>Meeting location:</b> BAC105A                                                  | <b>E-mail:</b> kwestra@pointloma.edu                                         |
| <b>Office location:</b> BAC 108                                                   | <b>Office hours:</b> MW 2:45-3:45 and by appointment                         |
| <b>Final Exam:</b> Monday, May 1,<br>1:30-4:00pm                                  | <b>Dept. phone:</b> 619.849.2695                                             |

**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.

**Course Description**

WRI 110 is a comprehensive first year composition experience in reading, writing, and critical thinking, centered on essay. 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 (CLOs)**

*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**

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 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request

**WRI 097 (O) Writing Skills Tutorial**

A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in WRI 097. The diagnostic exam is used for assessment and placement purposes. Take it seriously because it may determine whether or not you will be required to enroll in WRI

097. The cost for the tutorial is \$150.00. This tutorial replaces a 3-unit not-for-college-credit course that would cost over \$2,700.00. WRI 097 is an intensive one-on-one tutorial required of those enrolled in WRI 110 or WRI 115 who need extra instruction and support regarding issues of grammatical correctness and sentence crafting that are essential to shaping ideas clearly. WRI 097 includes a laboratory fee, and students must take it concurrently with WRI 110. Please note that failing to meet the minimum requirements of WRI 097 will result in a grade of “F” in WRI 110.

### **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.

### **Tutorial Services**

The PLNU Tutorial Center is available free of charge for all current undergraduate PLNU students. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. 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](mailto:TutorialServices@pointloma.edu).

### **Academic Dishonesty**

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.

### **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, should 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.

### **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.

### **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.

### FERPA

In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). 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.

### 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.

### Required Texts

Kristof, Nicholas D. and Sheryl WuDunn. *Half the Sky*. New York: Vintage Books, 2010.

Lunsford, Andrea. *The St. Martin’s Handbook*. 8<sup>th</sup> ed. Boston: Bedford/St. Martin’s, 2015.

**(Must include: “Documenting Sources in MLA Style” 2016 Update. Comes with new books or available for sale in the bookstore.)**

Lee, Justin. *Torn*. New York: Jericho Books, 2012.

Other readings as assigned by professor.

### Assessment and Grading

|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distribution by percentage: <ul style="list-style-type: none"><li>• Essays 40% (you will lose 10% for each day it is late)</li><li>• Assignments (you will lose 5 points for each day it is late); quizzes, and in class work (neither of which can be made up) 15%</li><li>• Research process and paper 30%</li><li>• Participation and attendance 5%</li><li>• Final exam 10%</li></ul> | Sample grade scale:<br>A=93-100<br>A-=92-90<br>B+=88-89<br>B=83-86<br>B-=80-82<br>C+=78-79<br>C=73-76<br>C-=70-72<br>D+=68-69<br>D=63-66<br>D-=60-62<br>F=0-59 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Attendance & Participation

Prompt attendance and active, informed participation in all class meetings is required. I expect you to be a leader in class discussion and to be fully responsible for your own enthusiastic and serious study of material covered in class.

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.

De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction/loss in a student's financial aid. Please note that habitual tardiness with also affect your grade.

### Final Examination Policy

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.

| FINAL EXAM DATE & TIME     | FINAL EXAM LOCATION |
|----------------------------|---------------------|
| Monday, May 1, 1:30-4:00pm | TBD                 |

### Classroom Decorum

Appropriate academic attire is required in all class sessions. Please be attentive to whoever is speaking; if you need to step out of class, wait until we are finished with lectures, presentations, or discussion. *Cell phones are to be turned off for the entire class.* If this becomes a problem, I will collect the phone(s) before class. Please respect all of us by keeping your phone from disrupting our time together.

### Email

Email is the primary way I will communicate with you outside of class. Please check your university account regularly. Email is also the best way to reach me. Although email is often informal, please remember that we are communicating in an academic context.

### TENTATIVE COURSE SCHEDULE

*Professor reserves the right to make changes as needed.*

#### Week 1, January 10-13

|           |                                               |
|-----------|-----------------------------------------------|
| Tuesday   | Introductions; handout syllabus               |
| Wednesday | In class writing: diagnostic/assessment essay |
| Friday    | Lunsford 1 and 2; Essay 1 assignment given    |

#### Week 2, January 16-20

|           |                                                                    |
|-----------|--------------------------------------------------------------------|
| Monday    | No class: MLK day                                                  |
| Wednesday | Lunsford 7-8; Critical reading work (in class)                     |
| Friday    | <b>Essay 1 due</b> ; <i>Torn</i> Lee 1-4; Essay 2 assignment given |

#### Week 3, January 23-27

|           |                                           |
|-----------|-------------------------------------------|
| Monday    | Lee 5-8; <b>journal assignment starts</b> |
| Wednesday | Lee 9-11;                                 |
| Friday    | No class--conferences                     |

Week 4, January 30-February 3

|           |                                                                         |
|-----------|-------------------------------------------------------------------------|
| Monday    | Lee 12-15; <b>Essay 2 due;</b>                                          |
| Wednesday | Lunsford 36-37; Introduction to Research—Lunsford 10-11; topic workshop |
| Friday    | Library Session                                                         |

Week 5, February 6-10

|           |                                            |
|-----------|--------------------------------------------|
| Monday    | Library Session                            |
| Wednesday | Library Review; Lunsford 32—citations work |
| Friday    | Lunsford 40-41                             |

Week 6, February 13-17

|           |                                                                 |
|-----------|-----------------------------------------------------------------|
| Monday    | <b>Annotated bibliography due;</b> Lunsford 12                  |
| Wednesday | Note taking workshop; <b>bring at least one source to class</b> |
| Friday    | Lunsford 54-55                                                  |

Week 7, February 20-24

|           |                                          |
|-----------|------------------------------------------|
| Monday    | Considering the opposition               |
| Wednesday | Work day                                 |
| Friday    | <b>10 note cards due;</b> Lunsford 44-47 |

Week 8, February 27-March 3

|           |                                     |
|-----------|-------------------------------------|
| Monday    | Making good arguments               |
| Wednesday | Work day—note card check            |
| Friday    | <b>Essay 3--midterm--opposition</b> |

Spring Break, March 6-10

Week 9, March 13-17

|           |                             |
|-----------|-----------------------------|
| Monday    | Strengthening your argument |
| Wednesday | Organizing your work        |
| Friday    | Work day—note card check    |

Week 10, March 20-24

|           |                                            |
|-----------|--------------------------------------------|
| Monday    | Lunsford 48                                |
| Wednesday | <b>Outline due;</b> intros and conclusions |
| Friday    | Examples of student papers                 |

Week 11, March 27-31

|           |                                      |
|-----------|--------------------------------------|
| Monday    | Lunsford 50                          |
| Wednesday | <b>Rough draft due;</b> peer editing |
| Friday    | MLA Review                           |

Week 12, April 3-7

|           |                      |
|-----------|----------------------|
| Monday    | Conferences—no class |
| Wednesday | Conferences—no class |
| Friday    | Conferences—no class |

Week 13, April 10-14

|           |                                                    |
|-----------|----------------------------------------------------|
| Monday    | <i>Half the Sky</i> Kristof and WuDunn; read intro |
| Wednesday | <b>Research Paper due</b> ; discussion             |
| Friday    | No class—Easter Break                              |

Week 14, April 17-21

|           |                        |
|-----------|------------------------|
| Monday    | No class—Easter Break  |
| Wednesday | Kristof and WuDunn 1-3 |
| Friday    | Kristof and WuDunn 4-5 |

Week 15, April 24-28

|           |                                                        |
|-----------|--------------------------------------------------------|
| Monday    | Kristof and WuDunn 6-7; peer editing—bring rough draft |
| Wednesday | Kristof and WuDunn 10-11                               |
| Friday    | <b>Essay 4 due</b> ; Grammar games; Wrap-up            |

Final: Monday, May 1, 1:30-4:00pm

### Did I Miss Anything?

Nothing. When we realized you weren't here  
we sat with our hands folded on our desks  
in silence, for the full two hours

Everything. I gave an exam worth  
40 percent of the grade for this term  
and assigned some reading due today  
on which I'm about to hand out a quiz  
worth 50 percent

Nothing. None of the content of this course  
has value or meaning

Take as many days off as you like:  
any activities we undertake as a class  
I assure you will not matter either to you or me  
and are without purpose

Everything. A few minutes after we began last time  
a shaft of light suddenly descended and an angel  
or other heavenly being appeared  
and revealed to us what each woman or man must do

to attain divine wisdom in this life and  
the hereafter  
This is the last time the class will meet  
before we disperse to bring the good news to all people on  
earth.

Nothing. When you are not present  
how could something significant occur?

Everything. Contained in this classroom  
is a microcosm of human experience  
assembled for you to query and examine and ponder  
This is not the only place such an opportunity has been  
gathered

but it was one place

And you weren't here

—Tom Wayman From *Did I Miss Anything? Selected  
Poems 1973-1993*, 1993 Harbour Publishing