

**College Composition: WRI 116, Sec. 1
Spring 2017**

Prof. Charlene Pate
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Extension: 2461
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Office Hours: M-F 1:30-2:30 or by appointment. Please send an e-mail to schedule an appointment or talk to me in class.



Final Exam: Monday, May 2, 1:00-4:30

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.

Required Texts

Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*, 8th ed.,

Pearson, 2015. (*TCR*)

Lunsford, Andrea. *The St. Martin’s Handbook*, 8th ed., Bedford/St. Martin’s, 2015. (*SMH*)

Miscellaneous readings to be provided

Required Materials:

Course folder, lined paper, writing utensils, clamps, stapler, dictionary, 4X6 or 5X7 note cards, and a 10X13 envelope

WRI 116 Course Learning Outcomes (CLOs)

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.
4. Apply documentation formats to properly cite research in written compositions.
5. Analyze written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

Course Policies and Requirements

Canvas: Students should familiarize themselves with the Canvas site for this class, which can be reached through “Student Access” within the institutional website (my.pointloma.edu).

Attendance: Attendance is required. Missing class for other than medical emergencies or PLNU sanctioned excused absences will affect your grade, as per PLNU’s online catalog. Note that arriving late or exiting class early three times will equal one absence.

Assignment 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. **Since Writing 116 does not work well as a straight lecture course, and since learning occurs in an environment of active participation, all students in the course are expected to fully participate in class discussions.** The effectiveness of the class as a whole and student grades are affected by a lack of class discussion because the course and students’ cognitive and communication skills are enriched when students share their thoughts on assigned readings and on their writing.

Late Paper Policy: Assignments are to be submitted at the beginning of class on the day they are due. Arrangements must be made between the professor and student prior to the due date to submit an 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 accepted. To receive credit for “in-class” work, the student must do the work in class with the rest of the class.

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: “WRI116” in the subject line and use a proper heading and 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 in a bag or backpack and left there throughout the entire class session unless they are being used to complete an in-class assignment assigned by the professor. Students will be directed by the professor to put their phones away if they are taken out during class.

Classroom Etiquette: The classroom is a professional workplace; therefore, be sure to avoid wearing garments that cause 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, Sections 1.10 and 1.11, on pp. 60-63 in the 6th ed.).

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.

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 the first diagnostic essay scores reveal strengths and weaknesses of the writer, thinker, and communicator on the college entry level. Diagnostic exam results and the professor's discretion will determine whether or not students will benefit the most by enrolling in WRI 097, which is a writing skills tutorial, held in the Writers' Studio. Students whose scores qualify them to enroll in WRI 097 will fulfill the requirement by working on their writing skills with trained tutors in the Writers' Studio for one hour once-a-week for 10 weeks beginning the third week of the semester. They will be required to attend an introductory session to the Studio the second week of classes. During that session they will sign-up for a time to work with a writing consultant one hour a week throughout the semester. The writing assignments they 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. The \$150.00 lab fee replaces a 3 unit, not-for-college credit course that would have previously been required, costing over \$4,000.00. Failure to complete WRI 097 will result in a failing grade in WRI 116 and a re-entry into the Studio the following semester to complete 10 sessions.

Assignment Descriptions

Curriculum Requirements: To complete this course each student must write 2 short essays and one research paper (9-11 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.

Paper Format: The paper format for all papers is MLA Style, unless APA is agreed upon. Submit assignments typed and printed in black ink on white 8.5x11 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*, the MLA website, or a current MLA style guide for style, grammar, format and citation questions. And be sure to keep a hard copy or an electronic backup of everything submitted to the professor. Also, **before** coming to class, please **staple** together the papers being submitted.

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

In-class activity assignments are often opportunities for students to respond to or apply information from a particular assigned reading. A writing component will almost always be a part of these activities. Grammar and usage days include short practice sessions and discussion on concept 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. Formal, finished essays are not expected to be written in the 5-10 minute writing sessions, although good editing is expected to be used to the degree possible within the time limit.

Research Paper Overview: The intention for the 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, the writer must make warranted and qualified statements based on appropriate grounding, include backing by valid authorities on both sides of the argument, and link assertions logically and coherently. A Research Paper Checklist will be distributed that will list the items required to be handed in with the final research manuscript.

Research Journal: The purpose of the journal is to provide a place for the researcher to think through source content, synthesize it to find the meaning in it, and consider the ways the content is answering their research question and supporting their main claim. See *TCR* p. 132. State the research question at the top of the page followed by the main claim. Identify the source(s), write the Rapid Summary for one minute and the Narrative of Thought for six minutes. These are due on specific Thursdays.

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 or posted on the professor's office door, show up on time for your conference session, and be ready to provide items requested.

Audience Response (Peer reviews/peer edits) gives readers opportunities to analyze and respond to writing and to practice their feedback-giving skills, which also helps to develop their critical thinking and writing skills as a reader. It also gives writers an opportunity to receive constructive audience feedback and consider their audience as they revise their manuscripts. This review may need to be completed out of class.

Thoughtful self-assessment and peer reviews of manuscripts are important to the writer's success and to his/her classmates' success. The process of asking honest questions about the meaning and intentions of the fellow writer develops inside the reader a new awareness of what it takes to communicate effectively in writing.

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 about your draft or about the subject 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 (aside from the audience response if you considered it to not be helpful)?
8. What new insight came to you about writing or about yourself as a writer as you were writing and revising? (Continued on p. 6.)

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.

Final Examination: 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, May 1, 1:00-4:30**

Assignments:

- Essay 1 – Jan. 13 -- Diagnostic (1000-1600 words written in class)
- Essay 2 – Argument of your choice (4-5 pages)
- Essay 3 – Mini draft (6-7 pages) of Vocation paper
- Research Paper (9-11 pages, not including Works Cited) – April 13
- Response to
- Essay 4 – May 2 Exit Exam, 4:30-7:00

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 various parts of 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 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?
- Does it cite material from the sources using MLA 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 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. The focus might contain a lack of support or development but not so much that the credibility 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 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 articulate an adequate argument; and/or it contains significant grammatical problems that consistently disrupt the reading and meaning.

Grading Approximations

<i>Approx. Points</i>	<i>Description</i>	<i>Approx. Percentages</i>
50	In class activities and participation	30% Essays
100	Quizzes	40% Research process and paper
100	Essay 2 (4-5 page documented)	5% Response to <i>Mountains . . .</i>
50	Essay 3 (6-7 page mini-draft)	15% Quizzes and participation
100	Research Process	10% Final
200	Research Paper (9-11 pages)	
20	Presentations	
50	Response to <i>Mountains Beyond Mountains</i>	
100	Essay 5 Final exam	

Approx. Total Points: 900

Grading Scale

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

Course Schedule
Subject to Change

<i>Date</i>	Assignments
1/12	<u>Week 1</u> R Introduction to class and long-term project
1/17 1/19	<u>Week 2</u> T Study: <i>SMH</i> Ch. 1, 2a-2e, and 5a-5c to prepare to write Essay 1 Essay 1 (diagnostic/assessment) hand-written in-class R Study: <i>TCR</i> Ch. 1; introduce college writing and research; Review Essay 1 Due: a typed one to two page formal letter to Prof. Pate describing your writing experiences, your major and what you hope to do after you obtain your degree, what you hope to gain from this course, how you will invest in it, and what you want me to know about you. Begin to study <i>TCR</i> Ch. 2. It is a long chapter.
1/24 1/26	<u>Week 3</u> T Study: <i>TCR</i> Ch. 2; discuss research writing, research question, research proposal R Study: <i>TCR</i> Ch. 3 and <i>SMH</i> Ch. 12; note card practicum Due: Research Question and Preliminary Research Topic Proposal 1.4
1/31 2/1	<u>Week 4:</u> T <i>SMH</i> Ch. 13 and 14; Works Consulted practicum R Study: <i>SMH</i> Ch. 15 and pp. 55-56, 253, 356-57; outline practicum
2/7 2/9	<u>Week 5:</u> T Study <i>TCR</i> Ch. 3; Meet in Library R Meet in Library; Due: Library Worksheet submitted to Canvas by midnight
2/14 2/16	<u>Week 6:</u> T Due: Works Consulted (min. 10 sources) and 20 note cards (notes taken from journals and books with only 4 cards containing quotes); Study: <i>TCR</i> Ch. 4 and <i>SMH</i> Ch. 8; outline practicum R Study: <i>SMH</i> Ch. 9; Due: Formal outline for Making a Case Essay <u>and</u> Research Journal; analyze student essay
2/21 2/23	<u>Week 7:</u> Writer's Symposium Week – Attend Kidder session 2/23 T Due: Outline Returned; Study: <i>TCR</i> Ch. 5 R Due: Making a Case Essay ; Read: <i>Mountains Beyond Mountains</i> and attend Kidder session
2/28 3/2	<u>Week 8:</u> T Read: <i>SMH</i> 36 and 37; Due: 30 new note cards in standard form: 5 journal articles and 2 books. Five cards only with quotes; outline practicum R Due: Opposition Paper Outline <u>and</u> Research Journal; outline audience response
	<u>Spring Break</u> 3/6-3/10

<i>Date</i>	Assignments
3/14 3/16	<u>Week 10: Putting the pieces together</u> T Due: Opposition Essay; joining the two halves R Due: Research Journal; Study TCR Ch. 5: begin grammar Dr. De 1
3/21 3/23	<u>Week 11: Grammar Blitz to master the use of the comma</u> T Read: <i>SMH</i> 51; In Class Dr. De 2-6; Sentence Type Analysis practicum R Read: <i>SMH</i> 46, 47, 55; In class Dr. De 8-10 Bring 10 X 13 envelope and plastic cover to class
3/28	<u>Week 12:</u> T Due: 8 page documented Argument Essay with Works Cited, outline, and marked copies of sources in 10X13 envelope; Read: <i>SMH</i> Ch. 45 and 48 parallel structure and modifier practicum ; sign up for conferences R <i>SMH</i> Ch. 57 apostrophe practicum
4/4 4/6	<u>Week 13:</u> T Out of class writing day and conferences R Out of class writing day and conferences
4/11 4/13	<u>Week 14:</u> T In-class writing workshop clarifying focus, development, etc. and conferences R Easter Break Travel Day
4/18 4/20	<u>Week 15:</u> T Due: full draft (9-11) pages for audience response R Due: full final draft of Research Paper Oral Presentations of research begin (5-7 min. each)
4/25 4/27	<u>Week 16:</u> T Oral Presentations continue R Oral Presentations continue and prep for final
Final Exam (Essay): Monday, May 1, from 1:30-4:30	