

COURSE SYLLABUS FOR:

# WRITING 116-3: Research in Composition

## (2 Units)

**Meeting Time:** T-R, 2:55-3:50, BAC 104

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

Instructor: Ashley Hermsmeier

Email: [ahermsme@pointloma.edu](mailto:ahermsme@pointloma.edu)

Office Hours:

### REQUIRED TEXTS

*St. Martin's Handbook*, 8<sup>th</sup> Edition

*They Say, I Say* by Graff and Birkenstein (with 2016 MLA updates)

### COURSE DESCRIPTION

WRI 116 is a first-year composition experience in reading, writing, and critical thinking, centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course.

### 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. This tutorial replaces a 3-unit-not-for-college-credit-course that would cost over \$4,000. **WRI 097** is an intensive one-on-one tutorial required of those enrolled in WRI 110 or WRI 116 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 116.

Course Learning Outcomes for All LJML Courses  
and LJML General Education: First Year Experience (FYE) Courses

#### BLOOM'S TAXONOMY

**Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation**

**GENERAL EDUCATION: FIRST YEAR EXPERIENCE (FYE)**

### **Writing: College Composition Courses (WRI 110, 115, 116)**

*Students who complete a College Composition course will be able to:*

1. Apply (application) the conventions of the English language in various forms of academic writing genres. (DLO 1, 2, 3)

2. Demonstrate (application) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. **(DLO 1, 2, 3)**
3. Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions. **(DLO 1, 2, 3)**
4. Apply (application) documentation formats to properly cite research in written compositions. **(DLO 1, 2, 3)**
5. Analyze (analysis) written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme. **(DLO 1, 2, 3)**

**ACADEMIC ACCOMMODATIONS:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

**ACADEMIC HONESTY:** Please be honest in all your work. Academic dishonesty is a serious offense. Plagiarism will earn you an "F" for the written work in question, and may be grounds for failure in the course.

**Plagiarism:** The Department of Literature, Journalism, and Modern Languages fully supports the University policy on Academic Honesty with a statement of its own:

*The LJML Department deems intellectual and academic integrity 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 as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). 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 the 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.*

**ATTENDANCE:** 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.

**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. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**INCLUSIVE LANGUAGE:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work

**INCOMPLETES & LATE ASSIGNMENTS:** All assignments are to be submitted/turned in 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.

**GRADE COMPONENTS:**

**60% of total grade:** 2,200 to 2,700 words or 9 to 11 pages of documented research writing. (MLA is the standard documentation format taught; however, other APA may be taught to specific students at the discretion of the instructor.)

**30% of total grade:** Research and writing process pieces

**10% of the total grade:** A timed final examination that will consist of a 500 to 750 word essay response to a reading or readings and a prompt that is worth 10% of the grade. Your work will not be graded on a curve.

**A** indicates exceptional work

**B** indicates good work

**C** indicates average work

**D** indicates minimally passing work

**F** indicates unsatisfactory work

The following traditional US scale will be used:

93-100%	<b>A</b>	73-77%	<b>C</b>
90-92%	<b>A-</b>	70-72%	<b>C-</b>
88-89%	<b>B+</b>	68-69%	<b>D+</b>
83-87%	<b>B</b>	63-67%	<b>D</b>
80-82%	<b>B-</b>	60-62%	<b>D-</b>
78-79%	<b>C+</b>	0-59%	<b>F</b>

## THE RESEARCH PAPER

2,200 to 2,700 words | 9 to 11 pages\*

## OTHER WRITINGS

600 to 1000 words | 2.5 to 4 pages\*

\*The number of required pages are calculated according to size 12 font Times New Roman. See below for other font calculations:

Arial Research 2,200-2,700	8-10	Calibri (Body) Research 2,200-2700	8-9.5
Other Writing 600-1,000	2.5-4	Other Writing 600-1,000	2-3.5

.....

## Course Calendar

SMH= St. Martin's Handbook

TSIS= They Say, I Say

The syllabus tells you what you need to have read or completed for class *that day*. Other than the first two class meetings, it is expected that you have the readings/required writing for that class session completed on or before the date listed. Planning ahead is essential.

Date Due	Assignments	Notes/Reminders & Assigned Readings Given During Class
Th Aug 31	Intro to Course & Req's Syllabus Intro letter	
T Sept 5	Diagnostic Exam (in class)	
Th Sept 7	<b>SMH</b> Ch 7, p. 124-139 "Reading Critically" Ch 8, p. 140-159 "Analyzing Arguments" <b>TSIS</b> Ch. 1, "Entering the Conversation"	We will be analyzing a text (Singleton) in-class based on these readings.
T Sept 12	<b>SMH</b> Ch 9, p. 160-188 "Constructing Arguments" <b>TSIS</b> Ch 2, p. 30-41 "The Art of Summarizing"	Argument mapping in-class (bring Singleton article)
Th Sept 14	<b>SMH</b> Ch. 3, p. 40-63 <b>TSIS</b> Ch. 1, p. 19-29 & Ch. 3, p. 42-52	
T Sept 19	<b>TSIS</b> Ch. 4-6, p. 55-91	
Th Sept 21	<b>SMH</b> Ch. 4, p. 64-93 *Bring TWO copies of Pro/Con Paper draft for Peer Review & Evaluation	

T Sept 26	<b>Final Draft of Pro/Con Paper due</b> *Begin prep-work for research paper	
Th Sept 28	<b>SMH</b> Ch 10 & 11, p. 190-211	
T Oct 3	<b>SMH</b> Ch. 12, p 212-231 Bring your organization strategy* to class – be prepared to share and explain your technique to a small group or the whole class	*How are you going to keep all your research notes and sources organized so you conduct ethical research and avoid plagiarizing?
Th Oct 5	<b>Meet in the Library</b>	
T Oct 10	<b>Meet in the Library</b>	
Th Oct 12	Bring two copies of annotated bibliography draft to class (4 sources minimum for draft) WITH the texts from which they are pulled.	
T Oct 17	<b>SMH</b> Ch. 13 & 14, p. 232-249 <b>Final draft of annotated bibliography due (8 source minimum)</b>	
Th Oct 19	<b>SMH</b> Ch. 15, p. 250-260 <b>TSIS</b> Ch. 7, p. 92-102	
T Oct 24	<b>SMH</b> Ch. 36, p. 534-545* & Ch.37 p. 546-561, Do exercise 37.6 on p. 560	* write out your answer to the Thinking Critically a/b Parts of Speech question on p. 545 and bring it to class
Th Oct 26	<b>Research Paper Outline Due</b> <b>SMH</b> Ch. 39, p. 567-589	
T Oct 31	Bring the introduction (draft) of your research paper to class. <b>SMH</b> Ch. 40, p. 590-597	
Th Nov 2	<b>SMH</b> Ch. 41-43: Bring questions/concerns to class about these chapters	
T Nov 7	<b>SMH</b> Ch. 44-45 p. 626-635	
Th Nov 9	Conferences by appointment (No class meeting)	
T Nov 14	Conferences by appointment (No class meeting)	
Th Nov 16	Conferences by appointment (No class meeting)	

T Nov 21	Regular Class Meeting: Bring 2 copies of research paper draft to class <b>and</b> copies of all sources used thus far	
Th Nov 23	Thanksgiving Break: No Class Meeting	
T Nov 28	<b>SMH</b> Ch. 50, p. 660-664	
Th Nov 30	<b>Research paper DUE with all required documents and drafts (all in manila envelope)</b>	
T Dec 5	Research presentations & debrief	
Th Dec 7	Research presentations & debrief	
Mon Dec 11	Final Exam 4:30-7:00 (10% of course grade)	All WRI100-level students have a common final. You will receive essays in advance of the exam. Read them, annotate them, etc. Then you will have a written final based on those readings.