

**College Composition: WRI 110**  
**Fall 2015**  
**Section 2**  
**Classroom: BAC 105B**  
**MWF 8:30-9:35am**

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### **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**

Cooley, Thomas, 2<sup>nd</sup> ed. *Back to the Lake: A Reader for Writers*. (BTTL) New York: W.W. Norton and Co., 2009.  
 Lewis, C.S. *Mere Christianity*. San Francisco: Harper San Francisco, 2001.  
 Lunsford, Andrea. *The St. Martin's Handbook, 8<sup>th</sup> Ed.* (SMH) Boston: St. Martin's Press, 2015.

Various handouts distributed by the professor.  
 Various handouts distributed by students.

### **General Education Learning Outcomes (GELOs)**

#### **Learning: Informed by our Faith in Christ**

*Students will:*

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

#### **Growing: In a Christ-Centered Faith Community**

*Students will:*

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

#### **Serving: In a Context of Christian Faith**

*Students will:*

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

## Course Learning Outcomes

*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.

### 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 Policies and Requirements

**Attendance:** *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog.* 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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**Class Preparation:** All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed 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. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all. 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.

**Late Paper Policy:** Hand in your assignment in on time. Otherwise, a late submission will be penalized: 1st) by a 1/3 drop of a letter grade on the due date if submitted after the class has started, 2nd) by a letter grade if submitted after class on the due date or delivered outside of class on the due date, and 3rd) by an additional letter grade for each day late following the assignment due date. Unless pre-arranged, assignments more than a week late will not be graded.

**E-Mail:** Please use e-mail for simple, logistical questions or clarifications. Write: "WRI110" in the subject line. Allow 24 hours/ 1 business day for a reply.

**Cell phones and computers:** may be used for classroom related activities only.

**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.

**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. These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

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 6<sup>th</sup> ed.).

**Academic Honesty/Policy on Plagiarism:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

**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 request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing 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 needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**FERPA Policy:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. 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. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**LJML Department Policies:** <http://www.pointloma.edu/experience/academics/schools-departments/department-literature-journalism-modern-languages/programs>

**Writer's Studio:** Your SAT, ACT, and first diagnostic essay score will reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your exam scores and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097 which is the Writing Skills Tutorial held in the Writers' Studio. If your scores reveal that you need to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with trained tutors in the Writers' Studio once-a-week for a minimum of 10 weeks starting within the first few weeks 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 tutor throughout the semester. The writing assignments you work on in the Writers' Studio will be writing 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 tutorial, WRI 097, is \$150.00. Should you discover you have the privilege of attending the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$2,600.00 course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 115.

**Tutorial Services:** The PLNU Tutorial Center is available free of charge for all current **undergraduate** PLNU students. It offers tutoring for most subjects, as well as general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. The Tutorial Centers is open Monday-Thursday from 8:00AM until 9:00PM and Friday from 8:00AM until 3:00PM. Please note that the Tutorial Center is closed from 9:30-10:30AM, Monday, Wednesday, and Friday, and 5:00-6:00PM every evening. 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).

**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.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

### Grading Scale

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

## Grading

<i>Points</i>	<i>Description</i>
100	In class activities and participation
100	Assignments (notes, quizzes, handouts, assigned writings, homework, etc.)
100	Narrative Argument Essay
100	Compare/Contrast Essay
100	Cause and Effect Essay
50	Works Cited and Revised Outline
150	Argument Essay
40	<i>Mere Christianity</i> Presentations
60	<i>Mere Christianity</i> Quizzes
100	Analysis Essay
100	Final Exam Essay

Total Points: 1000

## Assignment Descriptions

**Essay Assignments Overview:** The intention for your essay assignments is to write engaging, lively, persuasive texts that test theoretical boundaries, take calculated risks, and make arguments 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, and link your assertions logically and coherently.

### *Essay Assignments:*

Essay 1 – Diagnostic Essay	(3-4 pages/ 1050-1400 words written in class)
Essay 2 – Narrative Argument	(3-4 pages/ 1050-1400 words)
Essay 3 – Compare/Contrast	(3-4 pages/ 1050-1400 words)
Essay 4 – Cause and Effect	(4 pages-4.5 pages/ 1400-1575 words)
Essay 5 – Argument Essay	(4 pages-4.5 pages/ 1400-1575 words)
Essay 6 – Analysis Essay	(4 pages-4.5 pages/ 1400-1575 words)
Essay 7 – Final Exam Essay	(3-4 pages/ 1050-1400 words written in class)

**Paper Format:** An *MLA formatted template* is available for you to use in Canvas. Papers are written in MLA Style. Hardcopy papers are stapled and all papers are typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Please do not include title pages. Include page numbers. Use the MLA website or a current MLA style guide for style, grammar, format and citation questions. For example, see: <https://owl.english.purdue.edu/owl/resource/747/01/>

**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 analyze your writing.

**Peer reviews** (peer edits) provide readers the opportunity to see what peers are writing and to practice feedback-giving skills. It will also give writers an opportunity to receive constructive criticism and consider that criticism as they revise their manuscripts. 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 the essay.

### **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 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 overgeneralizing)?
- 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. 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. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. 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.
- 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.

### Course Schedule (Subject to Change)

Note: bring the assigned readings with you to class.

<b>Date</b>	<b>Assignments</b>
9/1	T Introduction to class; Topic: the 5 paragraph essay
9/2	W <b>Diagnostic Essay</b> : written in-class
9/4	F Read: "About Argumentation" handout (1/3 page notes), <i>BTTL</i> ch. 4 blue pages (1/3 page notes), Dillard (90) (1/3 page notes)= 1 page of notes total; Topic: Introduce Essay 2
9/7	M Labor Day: No classes
9/9	W Read: <i>BTTL</i> blue pages ch. 5, Shaw (99), Morrison (108), & complete notes handout
9/11	F Read: Hurston (157) (1/2 page notes), <i>SMH</i> ch. 1-2 (1/2 pg. notes); Topic: combine description, argument, and narrative
9/14	M Watch <i>Twelve Angry Men</i> & complete handout notes assignment
9/16	W Watch <i>Twelve Angry Men</i> & complete handout notes assignment
9/18	F Read: <i>SMH</i> ch. 4 (1/2 pg. notes); Due: rough drafts for in class peer review
9/21	M Due: <b>Narrative Argument</b> ; Read: Singer (handout); Topic: Toulmin and Introduce Essay 3
9/23	W Read <i>SMH</i> 536-537, 546-561 (1/2 pg. notes); Topic: Toulmin and upcoming Grammar Quiz
9/25	F Read: <i>BTTL</i> ch. 8 (blue pages), Sapra (288), Sedaris (296) (1 page total of notes from all three readings); Topic: comparison and contrast, 4 sentence types
9/28	M Read: Kristof (303), Catton (307); Topic: Paragraph Transitions
9/30	W Read: Cohen (291) (1/2 pages of notes)
10/2	F <b>Grammar Quiz</b> ; Topic: Grammar Errors 1-10
10/5	M Topic: Grammar Errors 11-20
10/7	W Due: 3 claims with evidence, 1 typed page, MLA style, single-spaced
10/9	F Due: rough drafts for in class peer review
10/12	M Due: <b>Comparison &amp; Contrast Essay (with 4 sentence types)</b> , Topic: Introduce Essay 4
10/14	W Read: Moore (handout), <i>SMH</i> ch. 3 & pgs 256-257; Topic: Outlines
10/16	F Read: <i>SMH</i> ch. 9; <i>BTTL</i> Varian (500) (Answer 2 RCQ's), Roediger (488) (Answer 2 RCQ's); Due: 1 page "Reading Closely Questions"
10/19	M Read: all three essays from <i>BTTL</i> : Goldwasser (635), Pinker (640), Orenstein (644); Due: one pg. of notes focused on claims and grounds; Topic: determine cause and effect topics
10/21	W Read: <i>SMH</i> ch. 11 & 13; Library Session: locate 1) encyclopedia entry, 2) popular journal/news article, 3) academic article
10/23	F Fall Break Day: No classes
10/26	M Due: bring photocopies of your 3 sources; Read: <i>SMH</i> ch. 14; Topic: Integrating your voice and Works Cited
10/28	W Conferences -- bring outline and Works Cited page
10/30	F Conferences -- bring outline and Works Cited page
11/2	M Due: <b>Cause &amp; Effect Essay</b> with revised outline and Works Cited page; Read: <i>BTTL</i> Wilensky (615), Gabriel (618); Due: one page of notes; Topic: Introduce Essay 5
11/4	W Read: <i>BTTL</i> Goodman (623) and Lessig (627); Due: write 1 rhetorical precise on the Goodman article and 1 rhetorical precise on the Lessig article
11/6	F Workshop Essay 5; Topic: determine Argument Essay Topic
11/9	M Read: <i>SMH</i> ch. 12 & 14; Library Session: locate 1) encyclopedia entry, 2) popular journal/news article, 3) academic article, 4) book chapter, 5) authoritative website
11/11	W Argumentation and Film; Due: film notes submitted in class
11/13	F Argumentation and Film; Due: film notes submitted in class

<b>Date</b>	<b>Assignments</b>
11/16	M Read: all three essays from <i>B TTL</i> : Sisson (596), Lindsey (602), Moller (607); Due: one page of notes based on all three essays
11/18	W Conferences -- bring completed rough draft
11/20	F Conferences -- bring completed rough draft
11/23	M Due: <b>Argument Essay</b> with Works Cited page; Bring: <i>Mere Christianity</i> ; Introduce Essay 6
11/25	W Thanksgiving Recess: No classes
11/27	F Thanksgiving Recess: No classes
11/30	M Read: <i>Mere Christianity</i> , Books 1-2 (1-65); Topic: Introducing <i>Mere Christianity</i>
12/2	W Group Presentations and Discussion: <i>Mere Christianity</i> TBD
12/4	F Group Presentations and Discussion: <i>Mere Christianity</i> TBD
12/7	M Group Presentations and Discussion: <i>Mere Christianity</i> TBD
12/9	W Due: rough drafts for in class review
12/11	R Due: <b>Analysis Essay (with 4 sentence types); Grammar Test</b>
<b>Final Exam:</b> Friday, Dec. 18, 7:30-10:00am	