

**COLLEGE COMPOSITION
WRITING 110
SYLLABUS**



Nina Evarkiou

4 credits

Class Hours: Section 4, MWF 8:30 – 9:35 am, C 104

Section 8, MWF 10:55 am – 12:05 pm, RLC 104

Section 9, MWF 12:15 – 1:20 pm, BAC 105A

Office Hours: Evans 124A, W 1:30 – 2:30 pm and by appointment

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LJML College Writing Program

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.

Institutional Learning Outcomes

Members of the PLNU community will:

- A. Display openness to and mastery of foundational knowledge & perspectives
- B. Think critically, analytically, and creatively
- C. Communicate effectively
- D. Demonstrate God-inspired development and understanding of self and others
- E. Live gracefully within complex professional, environmental and social contexts
- F. Engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility
- G. Serve both locally and globally in a vocational and social setting

General Education Program Learning Outcomes

Learning: Informed by our faith in Christ

Students will:

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

Growing: In a Christ-Centered Faith Community

Students will:

- A. Examine the complexity of systems in the light of the reconciling work of God in Christ
- B. 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 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:

- A. Apply (**application**) English language conventions in various genres of academic writing
- B. Demonstrate (**application**) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing
- C. Evaluate (**analysis**) and utilize rhetorical modes of organization to create written compositions
- D. Evaluate (**analysis**) online sources of information for valid authority and expertise
- E. Apply (**application**) documentation formats to properly cite research in written compositions
- F. Analyze (**analysis**) written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

LJML College Composition Requirements

WRI 110 – 4 Units

During the first week of every semester an essay exam is administered by the professor in each College Composition course. The Composition Program Director provides the essay topic and essay prompt for the diagnostic exam. The diagnostic exam scores are used to determine which students are required to work with a tutor in the Writers' Studio for 10 weeks in tandem with the course. An SAT score of 470 and below and/or an assessment score of 3.5 and below on the diagnostic essay determine placement in the Studio. The diagnostic essays also provide a view of each student's raw writing skills and help the professor determine, in part, the trajectory of skill-based course content.

The Composition faculty selects together the exit essay exam reading, and they collectively create the final essay exam prompt given to all Composition students on the University's assigned final's day and time. The exit essay exam comprises 10% of the student's course grade, and it functions as the assessment piece for the course. At the end of the semester, each

professor signs into Live Text to complete a rubric for each student. This is the assessment piece.

35% of total grade: Approximately 3,200 to 3,600 words or 13 to 15 pages of 3 drafted essays.* (Essays may be of varying lengths and weights as the course progresses – i.e. 5% for the first essay 10% for the second, 15% for the third.) Instructor may allocate 10% of the weight of each essay grade to the writing process.

30% of total grade: 2,400 to 3,000 words or 10 to 12 pages of documented research writing.* (MLA is the standard documentation format; however, APA may be taught to specific students at the discretion of the instructor.) Instructor may allocate 10% of the weight of the research projects to the research and writing process.

30% of the total grade: Assignments of the instructor’s own discretion (journals, quizzes, class activities, oral presentations, participation, etc.) Please note that an element of instructor’s discretion is inherent in weighting the drafted essays and the research project.

10% of 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.

Word Count

Essays

4 Unit course 3,200 to 3,600 words

Page Count

Essays

4 Unit course 13 to 15 pages (3 essays)

Research Paper

4 Unit course 2,400 to 3,000 words

Research Paper

4 Unit course 10 to 12 pages

The essays included in the word and page count are the 3 essays assigned during the semester. They do not include the diagnostic essay given at the beginning of the semester or the final exam essay given during finals week at the end of the semester. *The number of required pages are calculated according to size 12 font Times New Roman.

Diagnostic Exam A diagnostic essay exam will be administered the first week of the semester in all Writing 110 classes which will help determine placement into the Writer’s Studio. The same prompt will be given to all Writing 110 students department-wide.

The diagnostic essay exam given the first week of the semester and the final exam focus on vocation. Vocation in this context includes your career path as well as the significant choices you make to live out God’s call on your life. You will be given a variety of essays to help challenge and inspire you as you consider what God’s call is for you.

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 10 weeks beginning

the third week 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 110.

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

Items Particular to Our Class:



Required texts

Lunsford, Andrea A. *St. Martin's Handbook*. 8th ed. Boston: Bedford, 2015. Print.

Recommended texts

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

Hand-outs and online sources

As appropriate.

Mandatory performances and outings

Comedy of Errors at the Old Globe Theatre, Balboa Park.

8:00 pm, September 10. Please bring \$20 to class on September 1, the first class meeting.

Grades for this particular class will be based on:

35% of total grade: 3 drafted essays. Approximately 3,200 to 3,600 words or 13 to 15 pages. (Essays may be of varying lengths and weights as the course progresses – i.e. 5% for the first essay 10% for the second, 15% for the third.) Instructor may allocate 10% of the weight of each essay grade to the writing process.

30% of total grade: Research paper. 2,400 to 3,000 words or 10 to 12 pages of documented research writing.. (MLA is the standard documentation format; however, APA may be taught to specific students at the discretion of the instructor.) Instructor may allocate 10% of the weight of the research projects to the research and writing process.

25% of the total grade: Assignments of the instructor’s own discretion (journals, quizzes, class activities, oral presentations, participation, etc.) Please note that an element of instructor’s discretion is inherent in weighting the drafted essays and the research project.

10% of total grade: Timed final examination that will consist of a 500 to 750 word essay response to a reading or readings and a prompt.

Attendance

Be here! Take notes! Engage!

Attendance is mandatory. Please read the Class Attendance section of your *PLNU Catalog*, carefully. If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

Please bring appropriate texts and materials to class. Bring the texts to each class in addition to a notebook and pen. No in-class work may be made up, including in-class essays, in-class and group work and exercises.

Remember, “I was absent” is not an excuse! Everyone should have at least two or three phone numbers or email addresses of other class members to contact for any missed assignments. If you are going to be absent, it would be polite to let the instructor know.

Note: If you decide to drop any class, or if you stop attending, it is your responsibility to complete the necessary forms in the Admissions Office to withdraw officially from the class in a timely manner. Failure to do so will result in your remaining on the class roster and receiving a grade of F for the course. Only registered students may attend this class. Tardiness is not tolerated and may bring down your grade. (Read more immediately below.)

Class Sessions, Preparation, Assignments, and Technology

- a. If you wish to use your laptop or notebook during class, you need to have your electronic page open only to materials immediately relevant to class content and discussion.
- b. All other electronics must be muted or turned off for the entire class period.

- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- e. It is your responsibility to see to it that I receive your work. Unless otherwise agreed upon, I require assignments be turned in to me in hard copy.
- f. Always keep multiple disc copies and hardcopies of your work on hand so that you can provide duplicate copies if you need to provide them.
- g. Handwritten assignments are never acceptable (unless so specified).
- h. You may be requested to attend office hours with the professor if a need arises.

Classroom Decorum

Please manage your electronic devices appropriately and with consideration for others—see a&b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.

All pagers and cell phones must be turned off during class. If your electronic device goes off during class, you will be required to submit a 500-word essay explaining why it was necessary to disrupt the class.

Excessive, untimely, and therefore, unexcused exits from class will be treated as absences. It is important that the flow of discussion and work be uninterrupted by unnecessary distractions.

Email and Canvas

You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

Extenuating Situations & Grades

No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

Final Examinations

Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the [Class Schedules](#) site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare

case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

Discussion

Discussion in the class is mandatory. Participation is part of your grade. Feel free to express yourself. It counts. When you do the course work, the discussion flows.

Keep up with the course work and allow yourself time to digest it. COME PREPARED.

The mission of this course, should you decide to accept it, is not only to assimilate knowledge but also and perhaps more importantly to teach you how to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the work place who can effectively communicate with others succeed.

Hopefully, you will boldly go where you have not gone before.

CLASS SCHEDULE



Paul Cezanne. *Dream of the Poet, Kiss of the Muse*.
Circa 1850. Oil on canvas. 82 x 66 cm. Musee d'Orsay.

Week I

T September 1 Introduction. Material overview.

W September 2 Essay placement exam.

F September 4 Introduction MLA first page style. "MLA Style," Chapter 32b, "Formulating MLA Manuscripts" p. 405. Write narrative and descriptive paragraphs. Assign Pope Francis I's encyclical on climate change:

http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

(Make url one line.)

Week II

M September 7 *No class Meeting* Labor Day

W September 9 Review narrative and descriptive paragraphs. Read in *SMH* "The Top Twenty" and *SMH*, chapter 3, "Exploring, Planning and Drafting" and chapter 5 "Developing Paragraphs." Analyzing the writing process. Brainstorming and pre-writing strategies. Discuss Pope Francis I's encyclical.

Th September 10 8 pm Live Performance. *Comedy of Errors*, Old Globe Theatre, Balboa Park

F September 11 Read *SMH*, chapter 2, "Rhetorical Situations." Read chapter 4, "Reviewing, Revising, Editing and Reflecting." Read chapters 8 and 9. We will study pathos-logos-ethos as well as purpose, audience, and tone. Continue study of Pope's encyclical. Prepare to discuss this essay in terms of pathos-logos-ethos as well as purpose, audience, and tone. Charting an essay assignment.

Week III

M September 14 Charting The Pope's encyclical assignment due. Read your best paragraph in class. We will further discuss his strategies.

W September 16 Read in chapter 5 on "Developing Paragraphs." See especially 5d. Assign process paper and brainstorm topics. "Formulating a Working Thesis," chapter 9d. Chapter 15, "Writing a Research Project." Read 3f "Writing a Formal Outline." Identify thesis statements in *PMLA* articles.

F September 18 Bring in one copy of rough draft of process essay for peer review. Review "Reviewing, Revising, Editing and Reflecting," chapter 4. Explanation and use of peer review sheet.

Week IV

M September 21 Final draft process paper due. Prepare for writing on a visual. **Bring visual of your choice to class.** Read Chapter 7, “Reading Critically.” Assign visual paper. Examine and discuss St. Paul Liability Insurance and Pirelli ad hand-out. Discuss “Fortuitous Faults and Fortes” hand-out.

W September 23 “Fortuitous Faults and Fortes” continued. Read “Identifying Fallacies,” chapter 8F. Examination of thesis statement and introductory paragraph of visual paper.

F September 25 Bring typed copy of not-so-rough draft to class for peer review.

Week V

M September 28 Final draft visual paper due. Read chapter 12, “Evaluating Sources and Taking Notes.” Notecards. We will focus on “Taking notes and annotating Sources,” “Quotations,” “Paraphrases,” and “Summaries.” See 12g, p. 229 example of notecard. Case in point: Shakespeare sonnets.

W September 30 Shakespeare sonnets continued.

F October 2 Read chapter 13, “Integrating Sources in your Writing” Read chapter 14, “Acknowledging Sources and Avoiding Plagiarism.” Assign *Explication de Texte* paper. MLA in text citations *SMH* and hand-out for citing poetry. “Punctuation,” chapter 58a, “Quoting Poetry.” Read chapter 13. Integrating sources, in text citations and MLA works cited page. Read “MLA Style,” chapter 32. Exercise in class.

Week VI

M October 5 Bring in not-so-rough draft of *Explication de Texte* essay. Peer review *Explication de Texte* essay.

W October 7 Final draft *Explication de Texte* essay due. Techniques of Comparison and Contrast. Chapter 5d “Comparison and Contrast.” Reading selection TBA.

F October 9 “Preparing for a Research Project,” chapter 10. Chapter 15, “Writing a Research Project.” Assign research paper. Discuss possible research paper topics. The bulk of class time and homework will be devoted to this final paper. An individual assignment hand-out will elaborate incremental projects related to the final paper and due dates in detail. At this juncture in the course, we will primarily consult the *SMH* for research paper writing guidance as we simultaneously examine grammatical issues in its chapters. Some exercises will be assigned as homework.

Week VII

M October 12 Come to class with thesis proposal on your topic for the research paper as described in the research paper assignment sheet. Please be reminded that this is

not an introductory paragraph, but a proposal of what your research and writing will entail. Working bibliography also due.
Assign grammar presentations. How to create Prezi presentation.

W October 14 Meet in Ryan Library

F October 16 Meet in Ryan Library

Week VIII

M October 19 Meet in Ryan Library

W October 21 Coordination and subordination. Modifier placement. Voice. Strong verbs. Active and passive voice.

F October 23 *No class meeting* Fall Break

Week IX

M October 26 Pronouns: personal, possessive, reflexive, intensive, indefinite, demonstrative, interrogative, relative and reciprocal.
Subject-verb agreement. Apostrophes. Adjectives and adverbs.

W October 28 Comma splices and fused sentences. Sentence fragments. Semicolons. Colons. Quotation marks. End punctuation. Other punctuation marks.

F October 30 Simple, compound, complex, compound-complex sentences. Conjunctions – coordinating, correlative, subordinating, conjunctive adverbs.

Week X

M November 2 Abbreviation and numbers. Capital letters. Hyphens. Appositives. Commas. Parallelism.

W November 4 Bring in first paragraphs and thesis statements of research paper for peer review. Chapter 25, “Language That Builds Common Ground.” Hand-out: “Sexism in English: Embodiment in Language.”

F November 6 Bring two copies of not-so-rough draft of research paper. Peer review.

Week XI

M November 9 Bring two copies of not-so-rough draft of research paper. Peer review continued.

W November 11 Conferences with Nina Evarkiou

F November 13 Conferences with Nina Evarkiou

Week XII

M November 16 Conferences with Nina Evarkiou

W November 18 Conferences with Nina Evarkiou

F November 20 Conferences with Nina Evarkiou

Week XIII

M November 23 Final draft of research paper due. Complete “An Inquiring Mind Needs to Know.”

W November 25 *No class meeting* Thanksgiving Break

F November 27 *No class meeting* Thanksgiving Break

Week XIV

M November 30 Oral presentations

W December 2 Oral presentations

F December 4 Oral presentations

Week XV

M December 7 Oral Presentations.

W December 9 Oral Presentations.

F December 11 Tie up loose ends. *Last day of class*

Week XVI

Final exam week. We follow the final exam schedule posted in the PLNU Schedule of Classes.

Section 4: 7:30 – 10:00 am, Friday, December 18

Section 8: 10:30 am – 1:00 pm, Monday, December 14

Section 9: 10:30 am – 1:00 pm, Wednesday, December 16

PLNU Statement concerning final examinations:

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.

Of note: 

Separate assignment sheets for written projects will be handed out at the appropriate times during the course. Each assignment sheet will clearly state the parameters of the assignment as well as the due dates of different phases of the project.

*In order to receive credit for extra credit assignments all of the other assignments must be completed. **Partial credit is not given to incomplete work, but rather the grade of F.** Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance.*

If a mandatory viewing of a play, film or other kind of performance is assigned and you cannot attend, an alternate assignment will be offered and must be completed.

I reserve the right to alter the class schedule according to the dynamics of the class.

**I write.
You write.
He writes.
She writes.
They write.
We all revise.**



LJML DEPARTMENT POLICIES

PLNU MISSION STATEMENT: 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.

LJML DEPARTMENT MISSION STATEMENT

Welcome to the Department of Literature, Journalism and Modern Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

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, 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 A.3 in the 7th ed.)
- Information from the **Chicago Manual of Style**: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15th ed.)
- **APA Manual**: <http://www.apastyle.org/>

- ***Inclusive Language Handbook: A Practical Guide to Using Inclusive Language*** by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy:
http://www.whwomenclergy.org/booklets/inclusive_language.php

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 POLICY (FERPA stands for Family Educational Rights and Privacy Act)

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. This class will meet the federal requirements by (Note: each faculty member should 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. See [Policy Statements](#) in the undergrad student catalog.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of their courses as established by the instructors, students with special needs 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 contacts the student’s instructors and provides written recommendations for reasonable and appropriate accommodations to meet the individual 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 special needs and guarantees all qualified students equal access to the benefits of PLNU programs and activities.

Students have the right to appeal decisions regarding academic accommodations. In order to provide prompt and equitable resolution, the student must submit a written or verbal statement to the Director of Academic Advising who will conduct the appeal process in consultation with the Vice President for Student Development.

[http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic Accommodations](http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Accommodations)

ACADEMIC HONESTY

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university’s commitment is a serious affront to the very nature of Point Loma’s mission and purpose.

Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference.

Cheating is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: Bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.

Plagiarism is the use of an idea, phrase or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: The use of an idea, phrase, or other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Falsification is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

Aiding academic dishonesty is assisting another person in violating the standards of academic honesty. It includes but is not limited to: Allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

Malicious intent is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

Response Procedure

The following response procedure is recommended to faculty who discover a violation of academic honesty:

1. Fact-finding: The faculty member should attempt to speak or otherwise communicate informally with the student as a first step.
2. Communication of Consequence: Once the violation is discovered, the instructor should send a written communication to the student regarding the incident and the consequences. Instructors can give students an “F” on a specific assignment or an “F” in the course as a consequence of violations of academic honesty.
3. Internal Communication: The instructor should send a report of the incident to the department chair or school dean, the college dean, the Vice President for Student Development and the Vice Provost for Academic Administration. The report should include a description of the violation, the action taken, and evidence of the violation. The official record of the incident is maintained by the Office of the Vice President for Student Development.
4. Further action: Prior instances of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation. As the Vice President for Student Development and the appropriate college dean consult, if additional action seems necessary it would be taken after consultation with the reporting instructor and communicated in writing to the student. Depending upon the seriousness of the incident or pattern of incidents, further actions can include probation, suspension or expulsion.

Appeal Procedure

The following appeal procedure should be used by a student who wishes to appeal consequences associated with a finding of academic dishonesty:

1. Instructor: The student should present a written appeal of the penalty to the instructor involved. The instructor should respond in writing, with a copy of the response also sent to the department chair.
2. Department Chair or School Dean: In the event that satisfactory resolution to the appeal is not achieved between the student and the instructor, the student may submit the appeal in writing to the department chair or school dean, who will review the appeal and send a written ruling to the student and instructor.
3. College Dean: Student appeals not resolved at the departmental or school level should be taken to the appropriate college dean for review. The college dean will review the appeal and send a written ruling to the student, instructor and department chair or school dean.
4. Administrative Committee: Student appeals not resolved at the college dean level can be submitted to an administrative committee including an academic administrator of the student’s choice, the Provost or a designee, the Vice Provost for Academic Administration, and the Vice-President for Student Development or a designee. The appeal decision reached by this committee is final.

Revision based on review academic honesty policies at Purdue University, University of Notre Dame, Wheaton College, Azusa Pacific University and The University of Rochester. Definitions based on those at The University of Rochester and used by permission.

http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Honesty

LJML ACADEMIC HONESTY POLICY

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.

MAINTAINING CLASS SCHEDULE VIA ONLINE REGISTRATION

Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.