

Point Loma Nazarene University  
Department of Literature, Journalism & Modern Languages  
**College Composition**  
**WRI 110 (3 units)**

**Section: 5**

**Time: MWF, 10:55 a.m. – 12:05 p.m.**

**Fall 2015**

**Location: Bond 105A**

Instructor: Dr. Katie Manning, kmanning@pointloma.edu

Phone: 619-849-2200, x2432

Office: Bond 124

Office Hours: MW, 8:00-9:30 a.m., and other times by appointment

Course Website: <https://canvas.pointloma.edu>

Emergency Phone:

**\*Please turn your cell phone off when you enter the classroom. Also, any use of technology in class is limited to relevant writing and note taking. Thanks.\***

**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.

**Catalog Entry:** A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course. Prerequisite: A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in [WRI 097](#).

**Course Description:** Anyone can write. Writing is not an innate gift; it is a skill to be learned and practiced. Athletes train, painters paint, and writers write to get better at their craft. In this course, you will develop the critical thinking, reading, and writing skills that you'll need to be successful in college and beyond. We will cover everything from email etiquette and job

application materials to writing in your major and academic research papers. We will read relevant texts to help you along the way, and we will work on sentence-level mechanics, overall structure, revision, and editing. This class will demystify writing, and it will prepare you to evaluate assignments, write well on your own, and (gasp) maybe even enjoy the writing process.

### **Required Materials**

Lunsford, Andrea A. *The St. Martin's Handbook*. 8<sup>th</sup> ed. New York: Bedford/St. Martin's, 2015. Print.

Additional readings and resources will be available in class and/or posted on Canvas.

A writing notebook/journal of your choice

The obvious things: pen/pencil, loose-leaf paper, folder for storage, etc.

Additional readings and resources will be posted on Sakai or available at *The Purdue OWL*:

<http://owl.english.purdue.edu/owl/>

**Course Learning Outcomes:** This course is designed to equip you with the skills to succeed in your writing endeavors at PLNU and beyond. In this class, you 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: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

**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 and languages.

**FERPA (Family Educational Rights and Privacy Act) 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. This class will meet the federal requirements by distributing all grades and papers individually. 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 undergraduate student catalog.

**Academic Accommodations ([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.

**Academic Honesty ([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. 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.

For our class's purposes, writing is often collaborative, and writers share and borrow from each other all the time. There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class. If you have questions about proper citation and documentation of any sources you are using, please ask me! Review the sections in our manual that cover MLA Style, especially the section on "Acknowledging Sources and Avoiding Plagiarism" (241).

## CLASS POLICIES

Grade Distribution: In order to receive credit for the course, all of the following must be completed. **Failure to complete any major assignment will result in failure of the course.**

Professional Narrative (with Cover Letter & Resume)	15% - 150 pts
Field Report	10% - 100 pts
Curiosity Research Essay	10% - 100 pts
Argumentative Research Paper	30% - 300 pts
Multi-Genre Project	5% - 50 pts
Other Assignments (Formal Email, Quizzes, Follow-Up)	15% - 150 pts
Midterm Exam	5% - 50 pts
Final Exam	<u>10% - 100 pts</u>
	100% - 1000 pts

### Grading Scale & Definitions:

A: 93-100%  
 A-: 90-92  
 B+: 87-89  
 B: 83-86  
 B-: 80-82  
 C+: 77-79  
 C: 73-76  
 C-: 70-72  
 D+: 67-69  
 D: 63-66  
 D-: 60-62  
 F: below 60

A = Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors.

B = Excellent work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.

C = Good work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors.

D = Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.

F = Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.

Attendance & Participation: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 2%; **if you miss class more than 6 times (over 2 weeks),**

**you will automatically fail this course.** Coming to class unprepared or being disruptive in class will also count as an absence. If you already know that you'll be missing many classes due to some pre-existing schedule conflict, you should not take this course at this time. Also, since arriving late to class is distracting to your classmates (and to me), you are expected to arrive on time. Two late arrivals will count as one absence. Truly perfect attendance (with no tardies or absences of any kind—you were literally present for all of every class meeting) will earn you 5 points of extra credit at the end of the semester.

Readings: Readings are due on the date they're listed in the course outline. Always bring your copy of the assigned reading to class with you for use in discussion. Read actively and make notes directly on the text and/or on the side.

Reading Quizzes: On days when reading assignments are due, I may give brief quizzes at the very beginning of class. They will often require short answers to a few questions, but they might occasionally require a longer answer to one question (in the form of a short essay). This will motivate you to do the assigned reading, and it is extra incentive to get to class on time. These quizzes cannot be made up later. You should keep all quizzes in a notebook or a folder, along with all of your class notes and other assignments. **Save everything** throughout the semester so that you can look back on previous work and build upon it. This will also allow you to keep track of your grade in the class and to ensure that my final calculations are accurate.

Major Assignments: Over the course of the semester, you will draft, revise, and edit five major assignments: a professional narrative (with cover letter and resume), a field report, a curiosity research essay, an argumentative research paper, and a multi-genre project. Due dates are listed on the course outline and more specific prompts for the assignments will be distributed as noted. Failure to complete any major assignment will result in failure of the course.

Essay Format: All essays must be typed, double-spaced, in 12-point Times or Arial font, with one-inch margins, and in MLA format. Electronic submissions will not be accepted, except when approved by me or as required by the assignment.

Peer Response Workshops: On the day your full draft of a major assignment is due, you will get into peer groups and give each other feedback on that writing assignment. I will give you more detailed instructions before each peer response workshop.

Follow-up Assignments: You will be responsible for three of these assignments throughout the semester. When I return a graded essay, I will assign you a section in our handbook based on the grammar or punctuation issues that I saw in your essay. This assignment will be due in one week. You will do the following:

- 1) Read the section I've assigned to you from the handbook. (Your follow-up assignment will be written on the final, graded draft of your essay.)
- 2) Make sure you understand the concept you've been assigned. In addition to reading the section in our handbook, you might talk to me, visit The Tutorial Center, and/or read more material (Purdue's Online Writing Lab can be a useful resource).
- 3) Turn in a typed page that includes the following:

- a. Explanation: Explain this concept clearly and concisely in your own words (as if you were teaching it to a friend).
- b. Examples: Give four example sentences that are incorrect and show how to improve them. These sentences should be your own creation (use as many sentences as possible from your essay, and then create extra sentences as needed).

Student-Directed Conferences: During the semester, you must meet with me at my office during assigned conference times to discuss your writing, research, or whatever else you'd like. Dates for these mandatory conferences are on the course outline. This will be part of your attendance grade. Feel free to meet with me more often than this!

Extra Credit: You may earn extra points in two ways (in addition to perfect attendance):

1. Visit The Tutorial Center to get extra feedback on an essay or extra instruction on grammar and punctuation. Do a brief write-up telling me what you worked on, with whom, when, and how it has affected your writing. Turn this in with the visit stub in your final essay packet for a 2% grade boost on that essay (which might change an A- to an A, for example).
2. Writing events go on frequently at PLNU and in our larger San Diego community. Attend an author lecture, reading, or workshop and write a 1-2 page critical analysis and reflection over what was said and how you can apply it to your reading and/or writing. Due within one week of the event. This will earn you up to 10 extra points (up to 2 times).

Writers' 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 writing consultant throughout the semester. The writing assignments you work on in the consultant 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 Studio, WRI 097, is \$150.00. Should you discover you have the privilege of working in the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$3,700.00 course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 110 and a reentry into the Studio the following semester to complete 10 sessions.

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.

Exams: You will take in-class essay exams for the midterm and the final to demonstrate your reading, writing, and critical thinking skills. Failure to complete either major exam will result in failure of the course.

Due Dates: Dates when assignments are due are listed on the attached course outline; all written assignments are due at the beginning of class. I highly encourage you to visit with me one-on-one during office hours to run ideas, drafts, or any questions by me. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. **Late work is not acceptable.** If unusual circumstances will keep you from completing an assignment on time, please make arrangements with me BEFORE the due date (or if you wake up sick, please email me ASAP with your assignment so it will not be counted late). Please complete all readings on time as well. All coursework must be completed by our final meeting.

Canvas: A copy of this syllabus and assignments for our course are online at <https://canvas.pointloma.edu>. You can access these course materials through the portal using your PLNU username and password.

PLNU Email: Your PLNU email account should be checked daily. This is the way that I will most frequently communicate with you outside of class, and it's also the way the university distributes important information.

Inclusive Language Statement: Because language is powerful and shapes the way we think, 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. See the section on "Language That Builds Common Ground" (SMH 360) and "Appropriate Language" at *The Purdue OWL*: <http://owl.english.purdue.edu/owl/resource/608/01/>.

Public Discourse: Much of the work we will do in this class is cooperative. 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.

*This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.*

### COURSE OUTLINE<sup>1</sup>

T Sept 1	Introductions & syllabus
W Sept 2	Read: Full syllabus (on Canvas) Expectations for College Writing (SMH 14-22) In Class: Diagnostic Essay
F Sept 4	Read: Rhetorical Situations (SMH 23-39) "Email Etiquette for Students" (on Canvas)

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<sup>1</sup> This schedule may be changed at the instructor's discretion.

## In Class: Evaluating Expectations &amp; Audience

- M Sept 7      LABOR DAY
- W Sept 9      Read: Academic Work in Any Discipline (SMH 292-299)  
 Due: Write a formal email to me. Tell me about the best writing experience you've ever had, and tell me what you're most looking forward to and/or dreading about this course.  
 In Class: Field Report assigned, Form sharing groups by major
- F Sept 11     Read: "Language That Builds Common Ground" (SMH 360-366)  
                   "Why Good Writing Skills Are Important..." (on Canvas)  
 Due: Emails for Field Report  
 In Class: Professional Narrative Essay (with Cover Letter & Resume) assigned  
                   Peer Group Survey  
                   Sedaris's "Me Talk Pretty One Day"
- \*Sept 11: Last day to add
- M Sept 14     Read: **Writing a resume (SMH 327-329)**  
                   Resume materials (on Canvas)  
 Due: Resume (complete draft)  
 In Class: Discussion, Peer Response
- W Sept 16     Due: Professional Narrative (complete draft)  
 In Class: Discussion, Peer Response
- F Sept 18     Read: **Writing a cover letter... (SMH 325-326)**  
                   Cover Letter materials (on Canvas)  
 Due: Cover Letter (complete draft)  
 In Class: Discussion, Peer Response
- M Sept 21     Read: "The Top Twenty" (SMH 1-11)  
 In Class: Dr. De's Crash Course!
- W Sept 23     Dr. De's Crash Course!
- F Sept 25     Dr. De's Crash Course!
- M Sept 28     Due: Professional Narrative, Cover Letter, & Resume (revised)  
 In Class: Typoglycemia, Editing Tips and Tricks





## LIBRARY SESSION

- F Oct 30            Read: Evaluating Sources and Taking Notes (SMH 212-231)  
LIBRARY SESSION
- M Nov 2            Read: Reading Critically & Analyzing Arguments (SMH 124-159)  
LIBRARY SESSION
- W Nov 4            Read: Constructing Arguments (SMH 160-188)  
CONFERENCES
- F Nov 6            CONFERENCES
- \*Nov 6: Last day to drop
- M Nov 9            Read: Drafting a working thesis (SMH 47-49)  
Due: Thesis  
In Class: Thesis workshop
- W Nov 11           Read: Organizing verbal and visual information & Drafting (SMH 50-63)  
Due: “Business-Casual” Outline  
In Class: Outline workshop
- F Nov 13           Read: Integrating Sources & Acknowledging Sources (SMH 232-249)  
                         Writing a Research Project (SMH 250-260)  
In Class: Voice, Citation Practice
- M Nov 16           Due: Research Paper (complete draft)  
In Class: Peer Response
- W Nov 18           Read: Visual Rhetoric, Business Letters, PowerPoint (on Canvas)  
**Writing to Make Something Happen in the World (SMH 344-352)**  
In Class: Multi-Genre Project assigned
- F Nov 20           Read: Glaspell’s “Trifles” and Rukeyser’s “Myth” (on Canvas)  
In Class: Argument in creative genres  
                         IDEA Evals
- M Nov 23           Read: Sample opinion pieces, straight and satirical (on Canvas)  
In Class: Straight vs. satirical argument
- W Nov 25           THANKSGIVING BREAK

F Nov 27	THANKSGIVING BREAK
M Nov 30	CONFERENCES
W Dec 2	CONFERENCES
F Dec 4	Due: Research Paper (revised) In Class: Editing workshop
M Dec 7	Due: <b>Final Research Paper</b> In Class: Cover notes, Discussion, Multi-Genre tips
W Dec 9	Due: Multi-Genre Project (complete draft) In Class: Peer Response
F Dec 11	Due: <b>Final Multi-Genre Project</b> In Class: Final Exam Review

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**FINAL EXAM**  
Monday, Dec 14  
10:30 a.m. – 1 p.m.

IN CLASS: Celebration & Final Exam  
*Mandatory attendance*

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