



Literature, Journalism, and Modern Languages  
WRI 110, Section 7  
College Composition: Writing and Research  
4 Units

Clarifying what you think through writing what you mean:  
The art of hospitable argument

Fall 2015

<b>Meeting times:</b> M/W/F 10:55-12:05PM	<b>Instructor:</b> Dr. Blessing x2652
<b>Meeting location:</b> Cabrillo 104	<b>E-mail:</b> CarolBlessing@pointloma.edu
<b>Final Exam:</b> Monday, Dec. 14 10:30am-1:00pm	<b>Office:</b> Bond Academic Center 115

**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.

**WELCOME TO WRI 110, COLLEGE COMPOSITION**

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This course is one of the most important classes you will take because of its relevance to your other courses, vocation, and the entire sphere of your life. WRI110 increases your abilities in critical thinking, analysis, and writing, which are all essential skills for being a well-informed citizen, a thinking person of faith, and a clear communicator in any context, both in and out of your academic setting.

As your professor, I am here to instruct and mentor you in the process of research, analysis, and writing. My credentials include a Ph.D. in English, over 27 years of teaching college-level writing, work as a technical writer and editor, and a number of professional academic publications. My belief about writing is that everyone can improve through practice and that thinking and writing carefully and deeply about issues that affect us is an important part of the Christian calling to practice discernment, clarity, and honesty in our communication.

The course will move through a series of assignments, from analyzing others' works, to analyzing media, pop culture, and current issues, to creating your own argument that will stand up to critical analysis.

**CATALOGUE DESCRIPTION**

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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.*

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.

## COURSE LEARNING OUTCOMES

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*Students who complete a College Composition course will:*

1. Apply (application) the conventions of the English language 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.

## REQUIRED TEXTS

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Greene, Stuart and April Linsky. *From Inquiry to Academic Writing: A Text and Reader*. 3<sup>rd</sup> Ed. Bedford St. Martin's, 2015. [Referred to as *Inquiry* in syllabus]

Lunsford, Andrea. *The St. Martin's Handbook*. 8th Ed. Boston: Bedford St. Martin's, 2015. [Referred to as *Handbook* in syllabus]

A 9"x12" envelope

## COURSE GROUND RULES

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1. Attendance is mandatory and crucial to the course and your grade. Missing more than four classes will result in your final grade being lowered by five points per day missed. Missing more than six classes (one and one half weeks of class) will result in de-enrollment, per school policy. Tardiness or leaving early counts as half a day missed.
2. Being disruptive or passively rude in class (i.e., conducting your own discussions, doing other work, sleeping, leaving early, etc.) is inexcusable and will certainly affect your grade and warrant expulsion from the class.
3. No cell phone use in class—either for texting or calls. Unwarranted use of a cell phone equals a point deduction for each use.
4. Because reading and writing are interrelated, you will be doing a great deal of both. Do not assume that because this is a writing course, you need only turn in essays to do well in the class. Your reading of the assigned materials will help you write more successfully and will be frequently assessed by class discussions and unannounced quizzes.
5. You must turn in all essays and take the final exam in order to pass the course, although doing so does not guarantee a passing grade.
6. Essays are due in hard copy format, with the required accompanying materials, at the beginning of class on the day assigned. Late essays will be failed, unless you have a valid excuse. The only valid excuses are serious illness (a physician's excuse is required) or dire emergency (provide documentation). If you are going to be out of town when an essay is due, turn it in early.
7. You will bring in a typed draft of each paper, you will read aloud and have critiqued by students in small groups. You will revise your draft and turn in for a final letter grade.
8. You will write Canvas responses as indicated on the syllabus. Your responses should be a minimum of 200 words each.

9. I will not correct grammar and typos on your drafts. That is your responsibility. However, you may bring your draft to me for comment. The final versions of your essays are expected to be painstakingly proofread and as error-free as possible.
10. You are urged to use the Writing Center for help on your papers. The tutors there, however, will not correct errors but will help you work on improving grammar, thesis strength, organization, and rhetorical strengths.

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## **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 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, course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 110.

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## **INCOMPLETES AND LATE ASSIGNMENTS**

Quizzes, homework, in-class writings, and the final exam may not be made up—no late work is accepted, except for emergency situations. If you have an excused absence, turn in your paper early or electronically. You must take the final exam at the scheduled time and day listed in the PLNU Schedule of Exams.

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## **ACADEMIC DISHONESTY**

Plagiarism in any form is a violation of Christian and academic values, will not be tolerated, and will at a minimum result in a failure of the assignment; it may result in failure of the course. The following is the LJML Department Policy on Plagiarism:

*The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.*

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## **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.

## **FINAL EXAMINATION POLICY**

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The time and date of the final is firm: do not plan to be away during the scheduled time.

## **ASSESSMENT AND GRADING**

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*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?
- 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.

### Grading for WRI 110, Section 5:

- Attendance and class participation—**30 points**
- Draft writing and workshop participation (bringing a complete, typed draft and critiquing others' drafts)—**60 points total** (12 points each)
- Canvas entries—You will write Canvas responses as indicated on the syllabus. Your responses should be a minimum of 200 words each. **Five entries**, 10 points per entry, 200 words per entry—**50 points total**—Canvas entries are due by 10:00pm on the night before the Canvas assignment is listed.
- Quizzes, short in-class writings, and homework other than Canvas entries—**65 points**
- Essay 1—**75 points**
- Essays 2—**100 points**
- Essay 3—**150 points**
- Essay 4—Research paper prospectus—**50 points**
- Essay 5 (Longer Researched Argument Essay)—**300 points**
- Oral Presentation of Essay 5—**20 points**
- Final exam—**100 points**
- **1000 points possible**

PERCENT	GRADE
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-

### ESSAY ASSIGNMENTS

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Essay #1—750 words—Write a rhetorical analysis of an assigned argument essay, following the guidelines on pp. 41-48 in *Inquiry*.

Essay #2—1000 words—Analyzing arguments in advertisements—Prepare a collage of visual advertisements on a particular theme and write an essay analyzing the results.

Essay #3—1300 words—Reporting on current issues—Research and report upon a topic related to higher education or another current issue, connected to one of the essays in *From Inquiry to Academic Writing*, that affects you as a University student.

Essay #4—600 words—Proposal plus annotated bibliography for the researched argument essay.

Essay #5—3500-5000 words—Researched argument essay—Write a well-researched but original essay, using your own argument (thesis) about one topic connected to one of the essays in *From Inquiry to Academic Writing*.

Paper Format: Papers must be written in MLA Style. Papers must be stapled, typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use Times New Roman 12-point font and 1" margins. Do not include title pages. Include page headers. Use the *St. Martin's Handbook*, 8<sup>th</sup> edition, MLA website or a current MLA style guide for style, grammar, format and citation questions. Keep an electronic backup of everything you submit to a professor.

## COURSE SCHEDULE AND ASSIGNMENTS

DATE	IN CLASS COVERAGE	WORK DUE
9/1	Course Introduction—Your introductions	WRI110 Questionnaire—In-Class
9/2	WRI110 Diagnostic Essay—Mandatory	In-Class Essay
9/4	<i>Inquiry</i> , Chapter One, pp. 1-28	Canvas #1—Write 200 words on this topic: How does an academic essay differ from oral debate?
9/7	<b>Labor Day—No Classes</b>	
9/9	<i>Inquiry</i> , “Writing a Summary” pp. 156-163	Turn in your 200 word typed summary of Sherry Turkle’s essay on pp. 49-52
9/11	<i>Inquiry</i> , Chapter Two, pp. 29-54 Work on rhetorical analysis of assigned essay	Turn in your typed answers to the four questions on the bottom of p. 38, in regard to Turkle’s essay.
9/14	<i>Inquiry</i> , Chapter Ten, pp. 286-312	Canvas #2—What has your experience been with peer review writing groups, both positive and negative? What would you hope participation in these groups will do for your writing? (Be specific)
9/16	Writing Workshop #1—Peer Groups	Bring in a typed copy of your Essay #1
9/18	<i>Inquiry</i> , Chapter Three, pp. 55-79	Turn in your typed answers to “A Practical Sequence: Analyzing an Argument” on p. 71
9/21	<i>Inquiry</i> , Chapter Three, continued; In-class work on essay analysis	FINAL VERSION OF ESSAY #1 DUE
9/23	<i>Inquiry</i> , Chapter Four, pp. 80-105	Turn in your typed answers to the four questions on the top of p. 98
9/25	<i>Inquiry</i> , Chapter Four, continued	Canvas #3—Choose your own topic, then write five sentences regarding the topic, based on pp. 96-97
9/28	<i>Inquiry</i> , Chapter Five, pp. 106-128	Turn in your typed answers to the exercise—“A Practical Sequence” on pp. 111-112
9/30	<i>Inquiry</i> , Chapter Eight, pp. 211-256	Bring in an advertisement from a magazine (not from our book) and analyze it (type your answers according to their “Steps to Visual Analysis” on pp. 252-253).
10/2	<i>Inquiry</i> , Essays—Jean Kilbourne, pp. 489-512 and Elline Lipkin, pp. 595-605	Canvas #4—Write one reflective paragraph on one of the two essays.
10/5	<i>Inquiry</i> , Chapter Nine, pp. 257-285	Bring in an Introduction and Outline of your essay
10/7	In-Class Draft Workshop, Essay #2	Bring in a typed copy of essay #2
10/9	Cleaning up grammar— <i>Handbook</i> , pp. 1-11	Quiz in class on Top 20 Errors
10/12	<i>Inquiry</i> , Chapter Six, pp. 129-150 / Ryan Library Instruction	Bring in a typed list of five possible topics for your essay #3
10/14	<i>Inquiry</i> , Chapter Seven, pp. 151-210 / Ryan Library Instruction	<u>Essay #2 DUE</u>
10/16	<i>Inquiry</i> , Chapter Eleven, pp. 313-341 / Ryan Library Instruction	Turn in a typed paragraph defining plagiarism in your own words, based upon information in the chapter.
10/19	Working with sources/ drafting your essay, <i>Handbook</i> pp. 212-260	Bring in a detailed outline of your essay #3
10/21	In-Class Peer-Review Workshop Essay #3	Bring in a typed copy of essay #3
10/23	<b>Fall Break Day—No Classes</b>	
10/26	Increasing Clarity— <i>Handbook</i> Part Nine, pp. 625-658	Turn in your typed answers to Exercise 49.1 on page 656 of <i>Handbook</i>

10/28	Improving Your Style— <i>Handbook</i> Part Ten, pp. 659-683	Essay #3 DUE
10/30	<i>Inquiry</i> , Essay by Tatum, p. 374-388	Canvas #5—Write a paragraph about Tatum’s techniques of argumentation.
11/2	<i>Inquiry</i> , Essay by Fuentes, p. 515-553	Canvas #6—Write a paragraph answering question 1 or 2 on p. 535
11/4	Narrowing your topic and Writing a Proposal <i>Inquiry</i> , pp. 318-331 and 148-149	Type and bring in one paragraph on your research question, purpose, and audience.
11/6	Writing Workshop #4—Peer Review	Draft of Essay #4 DUE
11/9	Note-taking work in class— <i>Handbook</i> pp. 225-231	Proposal DUE (Essay #4)
11/11	Outlining and drafting work in class	
11/13	Work on counterarguments; Pair exercises on counterarguments	
11/16	<i>Inquiry</i> , Essay by bell hooks, pp. 482-489	Notecards due in class
11/18	Essay reading—Wild card	Outline Due in class
11/20	<b>Term Paper Troubleshooting</b> Bring in a typed introduction, including thesis	
11/23	In-Class Peer-Review Workshop	Draft of Paper #5 DUE
11/25-27	<b>Thanksgiving Recess—No Classes</b>	
11/30	Research Paper Conferences	Meeting in my office
12/2	Research Paper Conferences	Meeting in my office
12/4	Research Paper Conferences	Meeting in my office
12/7	Research Paper Seminars	Oral presentations
12/9	Research Paper Seminars	Oral presentations
12/11	Research Paper Seminars	Oral presentations
Monday 12/14 10:30- 1:00PM	<b>Final Exam</b> <i>From the Schedule of Classes: “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.”</i>	<b>In-Class Essay Exam</b> —Must be taken at the scheduled time and day