

College Composition: WRI 120, Sec. 1 (3 units)
Fall 2015
MWF 7:25-8:20

Prof. Charlene Pate
Office: BAC 108
Extension: 2461
Email: cpate@pointloma.edu
Office Hours: M, W, F 10:30-12:00 and
M-F 1:00-2:00



Final Exam: Wednesday, Dec. 16, 7:30-
10:00

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

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: a Text and Reader*. Boston:

Bedford/St. Martin’s, 2015. Print. (*FIAW*)

Lewis, C S. *The Screwtape Letters*.

Lunsford, Andrea. *The St. Martin’s Handbook*, 8th ed. Boston: Bedford/St. Martin’s, 2011.
Print. (*SMH*)

Course Learning Outcomes

Students will:

1. Apply English language conventions in various genres of academic writing.
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 to create written compositions.
4. Evaluate online sources of information for valid authority and expertise.
5. Apply documentiaon formats to cite research in written compositions.
6. Analyze texts to determine point-of-view, differing perspicitves, tone, purpose, audience, and theme.

Course Policies and Requirements

Canvas: Students should familiarize themselves with the Canvas site for this class, which can be reached through “Student Access” within the institutional website (my.pointloma.edu).

Attendance: Attendance is required. Missing class for other than medical emergencies or PLNU sanctioned excused absences will affect your grade, as per PLNU’s online catalog. Note that arriving late or exiting class early three times will equal one absence.

Class Preparation: All homework assignments must be completed prior to class and typed unless specified otherwise. Some reading assignments will be discussed in class while others might be read individually but not discussed in class.

Class Participation: *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Learning occurs in an environment of active participation; therefore, Writing 120 does not work well as a straight lecture course. The course is enriched when students share their thoughts on assigned readings and on their writing.

Late Paper Policy: Be sure to hand in your assignment on time or make a prior arrangement to submit the assignment at a time other than stated in the syllabus since late assignments are not accepted. No electronic submissions are accepted unless prior arrangements are made. No “make-ups” to in-class work will be accepted unless there is an emergency, illness, or excused absence and a make-up is scheduled in advance.

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: “WRI120” in the subject line and use a proper heading and writing conventions in your e-mail writing. Allow 24 hours for a reply.

Cell phones: Cell phones must be turned off during class and put away in a bag for the entire class session unless they are being used to complete an in-class assignment, assigned by the professor.

Classroom Etiquette: The classroom is a professional workplace; therefore, be sure to avoid wearing garments that cause distraction and undue attention.

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

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 6th ed.).

Academic Accommodations: While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

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.

Writers' Studio: Your 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 would benefit most by enrolling 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 within the first few weeks of the semester. You will be required to attend an introductory session to the Studio to learn about the Studio and to sign-up for a time to work with a writing consultant throughout the semester. The writing assignments you work on with 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 re-entry 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.

Assignment Descriptions

Curriculum Requirements: To complete this course each student must write 4 essays (two handwritten and two typed 4-5 pages), one research paper (10-12 pages), analyses of readings, classmates' writing, and of your own writing, in-class quick writes, read the assigned readings, and score with a passing grade on quizzes and tests.

Essay and Research Assignments:

- Essay 1 – Sept. 2 -- Diagnostic (1000-1600 words written in class)
- Essay 2 – Sept. 23-- Narrative Essay
- Essay 3 – Oct. 9-- Rhetorical Analysis and Comparison Essay
- Research Paper (10-12 pages, not including Works Cited) – Nov. 23
- The Screwtape Letters*, Letter – Dec. 11
- Final Exam (Essay): Wednesday, Dec. 16, from 7:30 -10:00 p.m.

Paper Format: The paper format for all papers is MLA Style, unless APA is agreed upon. Papers must be typed, double-spaced, and stapled together prior to coming to class. Submit assignments in black ink on 8.5"x11" white paper. Use 12-point Times New Roman, and use 1" margins. Do not include title pages. Include page numbers. Use *The St. Martin's Handbook*, the MLA website, or a current MLA style guide for style, grammar, format and citation questions. And be sure to keep a hard copy or an electronic backup of everything you submit to a professor.

Research Paper Overview: The intention for your research paper is to write an engaging, lively, persuasive text that tests theoretical boundaries, takes a calculated risk, and makes an argument 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 on both side of your argument, and link your assertions logically and coherently. A Research Paper Checklist will be distributed mid-semester that will list the items required to be handed in with the final research manuscript.

Conference sessions are a required component of the course. In order to participate a sign-up sheet will be circulated in class and a copy will be posted by the professor's office door. Show up on time for your conference session and be ready to provide items requested.

Audience Response (Peer reviews/peer edits) gives readers opportunities to analyze and respond to writing and to practice critical thinking and communication skills. It also gives writers an opportunity to receive an audience's perspective and consider that perspective as the writer revises his/her manuscript.

Thoughtful self-assessment and peer reviews of manuscripts are important to your success and to that of your classmates. Remember that when engaged in the process of asking honest questions about the meaning and intentions of your fellow writer's draft, it develops inside you a new awareness of what it takes to communicate effectively in an essay. This review may need to be completed out of class.

Author's Reflection:

An Author's Reflection must to be submitted with Essays 2, 3, and the research paper. Answer the following questions and submit your response with the final draft of each paper.

1. What is the strongest aspect of your final draft and why?
2. What is your favorite part about your draft or about the subject you chose to write?
3. What aspect of writing the draft did you struggle with the most?
4. What can you do to avoid encountering this type of struggle the next time you write an essay?
5. What part of your writing process did you find to be most helpful? (readings, in class write, outline, audience response, other)
6. Describe what you did to rewrite and revise your paper after the audience response.
7. What part of your writing process did you find to be the least helpful?
8. What new insight came to you about writing or about yourself as a writer as you were writing and revising?
9. How helpful was your audience's response in regard to helping you see what you hadn't seen in your paper? Please explain.
10. How did your responding to another writer's draft help you think about your own draft in a way you hadn't thought about it before the session? Please explain.

In-class quizzes evaluate your skill at analyzing, identifying, and correcting editorial issues in text as well as identifying and creating various phrase and sentence structures. Quizzes will also evaluate your comprehension of course content.

In-class activity assignments are often opportunities for you to respond to or apply information from a particular reading of one of the course texts. A writing component will almost always be a part of these activities. Grammar and usage days include short practice sessions and discussion on the concepts and/or skill areas.

Quick write Assignments are written in class. If it is in response to a reading, do not merely summarize the text. I do not expect formal, finished essays to be written in the 5-10 minute writing sessions, although I do expect good editing skills to be used to the degree possible within the time limit.

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 which is **Wednesday, Dec. 16, 7:30-10:00.**

Grading Approximations

<i>Points</i>	<i>Description</i>	<i>Percentages</i>
100	In class activities and participation	30% Essays
100	Quizzes	35% Research process and paper
100	Essay 1	25% Quizzes, class assignments, etc.
100	Essay 2	10% Final
200	Research Paper	
50	<i>The Screwtape Letters</i>	
100	Final Exam	

Total Points: 850

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-

Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment. Graded papers are usually handed back individually.

- 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 ethically and 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 over-generalizing)?
- 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. It may contain some mechanical difficulties but not so many as to impair the clear development of the main argument or disrupt the reading. 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 that disrupt the reading and meaning.
- 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 that consistently disrupt the reading and meaning.

Course Schedule
Subject to Change

<i>Date</i>	Assignments
	<u>Week 1</u>
9/1	T Introduction to class
9/2	W Read: <i>SMH</i> Ch. 1 and 2 Essay 1 (diagnostic/assessment) hand-written in class
9/4	F Read: <i>SMH</i> Ch. 3; Discuss Essay Due: a typed two to three page letter to Prof. Pate describing your reading and writing experiences. Use the questions on <i>FITAW</i> p. 28 # 1 to guide your reflection as both a reader and a writer. Simply change the word “reader” to “writer” to reflect upon yourself as a writer. Summarize your reading and your writing experiences in your letter and then discuss what you hope to gain from this course, how you will invest in it, and anything you want me to know about you. Use <i>SMH</i> p. 326 for letter format.
	<u>Week 2</u>
9/7	M Labor Day – No Class
9/9	W Read: <i>SMH</i> Chaps. 4 and 5; Reviewing, revising, editing, reflecting, and paragraph practicum with diagnostic essay; discuss Essay 2
9/11	F Due: Typed chart of technology use; Read: <i>SMH</i> Ch. 6 and <i>FITAW</i> pp. 98-105; set up grammar groups
	<u>Week 3: Grammar Blitz Week and Write Essay 2</u>
9/14	M Read: <i>SMH</i> Chaps. 36 and 37; Grammar practicum: Dr. De 1 (in class)
9/16	W Due: De 2 and 3; Read: <i>SMH</i> Ch 43; Grammar practicum: Dr. De 4 (in class)
9/18	F Due: Dr. De 5 practice sentence type analysis and punctuation use: Dr. De 8-10 (in class)
	<u>Week 4</u>
9/21	M Due: Effect of Technology Essay 2 completed rough draft for audience response
9/23	W Due: Effect of Technology Essay 2 revised final draft with Author’s Reflection; Read: <i>FITAW</i> Ch. 1
9/25	F Read: <i>FITAW</i> Ch. 2 and review pp. 11 and 12; introduce Essay 3 Due: Two page typed rhetorical analysis of Turkle’s essay (pp 49-52). Use “Steps to Analyzing a Text Rhetorically” on p. 38 as your guide.
	<u>Week 5</u>
9/28	M Read: <i>FITAW</i> Ch. 3 Due: Typed “A Practice Sequence: Analyzing an Argument” p. 71; in-class comparison
9/30	W Due: Essay 3 topic and hard copy of speeches; watch <i>Monumental: In Search of America’s National Treasure</i>
10/2	F Due: Rhetorical analysis of one speech pp. 38 and 71; watch <i>Monumental: In Search of America’s National Treasure</i>

<i>Date</i>	Assignments
10/5 10/7 10/9	<u>Week 6</u> M Quiz: Sentence type analysis and punctuation; writing workshop Due: Rhetorical analysis of second speech pp. 38 and 71 W Due: Rhetorical Analysis and Comparison of two Speeches: Essay 3 audience response F Due: Rhetorical Analysis and Comparison of two Speeches: Essay 3 final draft with Author's Reflection and hard copies of speeches
10/12 10/14 10/16	<u>Week 7</u> M Read: <i>SMH</i> Ch. 8 and 9; introduction to research W Read: <i>SMH</i> Ch. 10 and 11 Due: Research Proposal; narrowing the focus F Library Session in Library Room 202
10/19 10/21 10/23	<u>Week 8</u> M Library Session W Library Session Due: Library Worksheet due by 5 pm at Reference Librarians' Desk F Fall Break – no class
10/26 10/28 10/30	<u>Week 9</u> M Due: Works Consulted page: minimum of 10 sources typed in proper W.C. format Read: <i>SMH</i> Ch. 12 and 13; work with sources practicum: works consulted and note cards Bring: 4x6 cards and <u>a hard copy of one source</u> from which you want to take notes W Read: <i>FITAW</i> Ch. 4 (skip essays) and Ch. 5; working thesis workshop F Due: 20 note cards with sources; <i>FITAW</i> Ch. 7 pp. 164-81 (read annotations), 192-10
11/2 11/4 11/6	<u>Week 10</u> M <i>FITAW</i> Ch. 8; ethos, pathos, logos analysis of research content W Due: minimum 30 new note cards in standard form Read: <i>SMH</i> Ch. 32; documentation workshop using note cards F Read: <i>FITAW</i> Ch. 9; introduction and conclusion workshop
11/9 11/11 11/13	<u>Week 11</u> M Read: <i>SMH</i> Ch. 45 and 57; parallel structure and apostrophe practicum W Due: 5 page research draft and hard copies of the source pages used in the draft F Due: 7 page minimum draft manuscript with marked copies of sources in envelope

<i>Date</i>	Assignments
11/16 11/18 11/20	<u>Week 12</u> M In-class writing workshop on clarifying focus, adding support, developing content; conferences begin W Conferences F Due: 10 page draft for audience response
11/23 11/25 11/27	<u>Week 13</u> M Due: full draft with all items on check list in 10X13 envelop; oral Presentations of research (5 min. each) W Set up discussion groups and introduce to C.S. Lewis and <i>The Screwtape Letters</i> F Thanksgiving Break
11/30 12/2 12/4	<u>Week 14</u> M Discuss: Preface – VI W Discuss: VII - XIV F Discuss: XV – XXII
12/7 12/9 12/11	<u>Week 15</u> M Discuss: XXIII - XXIX W Discuss: XXX - end F Due: Closing letter (two pages typed); final discussion
Final Exam (Essay): Wednesday, Dec. 16, from 7:30 -10:00 p.m.	