

Spring 2020

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)
Office location and hours: Taylor 110; by appointment	Instructor email: jmanning@pointloma.edu
Meeting times/days: 2:55p-3:50p MW	Meeting location: Rohr Hall #109
Final Exam: Wed, 5/6, 1:30p-4:00p	

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A continuation of the study of topics within higher education designed to further develop student capacities toward long-term collegiate persistence. In this course, students will gain additional experience in the areas of study skills, critical thought, vocation exploration, and broadly applicable strategies for academic success.

COURSE LEARNING OUTCOMES

1. Continue to practice and improve key metacognitive learning strategies for use in a university environment.
2. Develop robust information literacy and information management skills for use in a university environment.
3. Apply critical thinking in constructing logically coherent arguments and supporting them with sound reasoning and relevant source materials.
4. Gain experience reading in active, critical fashion and writing with precision.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Textbooks:

Booth, Wayne C. et al. *The Craft of Research*, 4th Edition. Chicago: University of Chicago Press, 2016. ISBN 978-0226239736

Upson, Matt, C. Michael Hall, and Kevin Cannon. *Information Now: A Graphic Guide to Student Research*, Chicago: University of Chicago Press, 2015. ISBN 978-0226095691

Digital Resources (available via Canvas):

Chalmers, Aaron. "The Influence of Cognitive Biases on Biblical Interpretation." *Bulletin for Biblical Research* 26 no 4 (2016): 467-480.

Enten, Harry. "Fake Polls Are a Real Problem." *FiveThirtyEight*, August 22, 2017.

Howard, Rebecca Moore. "Plagiarisms, Authorships, and the Academic Death Penalty." *College English* 57 no 7 (1995): 788-806.

Lamott, Anne. "Shitty First Drafts." In *Bird by Bird: Instructions on Writing and Life*. New York: Pantheon Books, 1994.

Nijhuis, Michelle. "How Not to Publish Baloney." *Slate*, April 30, 2014.

Wallace, David Foster. "Consider the Lobster." In *Consider the Lobster and Other Essays*. New York: Little, Brown & Co., 2005.

Walker, Angela L. "Preventing Unintentional Plagiarism: A Method for Strengthening Paraphrasing Skills." *Journal of Instructional Psychology* 35 no 4 (2008): 387-395.

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Attendance and Participation.....	80 points	(11%)
• Class attendance	(20 points)	
• Tutorial attendance	(20 points)	
• Advising attendance	(20 points)	
• Class participation	(20 points)	
Vocabulary Quizzes.....	105 points	(14%)
Reading Reflections.....	150 points	(20%)
Assignments.....	215 points	(29%)
• Goal Setting Paper	(20 points)	
• Fall Semester Schedule Assignment	(15 points)	
• Info Literacy Assignment #1-3	(60 points / 20 per)	
• Quotation, Paraphrase, Summary Assignment #1-2	(50 points / 25 per)	
• Exegetical Assignment #1-2	(40 points / 20 per)	
• Exegetical Assignment #3 (Paper Draft)	(30 points)	
Midterm Exam.....	100 points	(13%)
Final Exam.....	100 points	(13%)
<hr/> TOTAL POINTS.....	<hr/> 750 points	<hr/> (100%)

Grading Scale:

89%-87% = B+	79%-77% = C+	69%-67% = D+		
100%-93% = A	86%-83% = B	76%-73% = C	66%-63% = D	59%-0% = F
92%-90% = A-	82%-80% = B-	72%-70% = C-	62%-60% = D-	

Assignment Details:

Attendance and Participation (worth 80 points total):

Class Attendance (20 points): From the PLNU Attendance Policy: “Regular and punctual attendance at all classes is considered essential to optimum academic achievement.” (See [Academic Policies](#) in the academic catalog.)

Total Class Sessions	28 (1 session = 3.5% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence # 1-2 : 7% of sessions missed. Does not count against attendance grade. Unexcused absence # 3-4 : 14% of sessions missed. Attendance grade reduced by 12.5 <u>per day</u> . More than 10% of sessions (=3) missed for any reason: student attendance reported to vice provost More than 20% of sessions (=6) missed for any reason: student may be de-enrolled without notice
Excused Absences	No grade reduction. Requires a note or other documentation from a doctor or professor/coach (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to go there.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a grade of 89% would boost to a 90%).

Tutorial Attendance (20 points): Students will study regularly in settings where peer tutors and professionals are available as resources. In the spring semester, students may sign up for tutoring based on their individual schedule commitments, with at least one session per week supervised by a peer tutor. Attendance at these sessions will be taken by tutors, and the attendance policy outlined above will also apply to tutorial (total sessions=14; 7%=1; 14%=2).

Advising Attendance (20 points): Each student will engage in advising sessions over the course of the semester. Attendance at these sessions will be covered under the following policy:

Attended all sessions: full credit.

Missing sessions: grade reduced by 10 points per session until =0.

Class Participation (20 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In this class you might not have the opportunity to speak up on a daily basis, but you should still come prepared to contribute something to discussion on a daily basis, and contribute periodically. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, remaining on-task during group discussion, not distracting others

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, untimely use of screen devices

Vocabulary Quizzes (worth 105 points total; 15 per quiz, 8 total quizzes, 1 lowest quiz dropped):

Rationale: When used properly, open-book online vocabulary quizzes (1) provide an opportunity for students to recall and reinforce material, while giving immediate feedback on areas of weakness, (2) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (3) shift quiz-taking time outside of scheduled class sessions, and most importantly, (4) create a lower-stress “free to try and fail” environment conducive to learning.

Instructions: Starting early in the semester, quizzes will be scheduled regularly. They are open-book, and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see some new questions). If a quiz is repeated, your highest score will be recorded. All quizzes are available on our class Canvas site.

For Best Results:

- Read and listen to podcasts first. Don't try to quiz before learning the material.
- Quizzes are open book, but you'll learn better by trying to rely less on resources and more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between ideas.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.
- Learn from mistakes: incorrect responses show you where to revisit your reading and where to ask questions in class.

Reading Reflections (worth 150 points total; 15 per reflection, 10 total reflections):

Instructions: During the semester we will read two textbooks, as well as various articles and essays relevant to university life. For each assigned reflection, you will respond to a detailed prompt specific to the reading. Strong responses will demonstrate knowledge of the content, meaning, and implications of the reading, and will thoroughly answer the questions and reflect on the ideas present in the prompt.

Various Class Assignments (worth 215 points total; points per assignment vary):

Throughout the semester, students will engage in a variety of different tasks related to research, writing, and university life. Specific assignments will be given and discussed in class as the semester progresses.

Midterm & Final Exams (worth 200 points total; 100 per exam, 2 total exams):

The course exams will be closed-book and comprehensive. There will be a review before each exam.

Extra Credit:

1. Complete and return your Student Information Sheet (see the back of the syllabus) for 3 points.
2. Maintain perfect class attendance (defined as zero tardies and zero unexcused absences) all semester long for a 1% boost to your total class grade (e.g., a grade of 89% would boost to a 90%).

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 adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply 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. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

INCLUSIVE LANGUAGE

Point Loma Nazarene University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion/inferiority of minority or marginalized groups—defined for example by characteristics such as sex/gender/orientation, race/ethnicity, ability/disability, etc.—I strongly urge you to avoid sexist, racist, classist, and ableist language in your public discourse, in classroom discussions, and in your writings.

For further discussion and specific examples of inclusive language, please visit the following university websites:

- The Purdue University OWL: Stereotypes and Biased Language
 - https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
- The California State University Chancellor's Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

INCOMPLETES AND LATE ASSIGNMENTS

Assignments are to be submitted/turned in by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. Please contact your professor if you foresee a problem in completing work on time.

A course grade of "incomplete" will only be assigned in exceptional circumstances.

USE OF TECHNOLOGY

Outside of class sessions: students are encouraged to use technology—including Canvas and PLNU email accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: screen devices such as phones and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, screen devices should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

	MONDAY	WEDNESDAY
WEEK 01	[TUESDAY] JAN 14 <i>Syllabus & Orientation</i>	JAN 15 Read: Information Now pp. VII-10 (preface-introduction) DUE: Student Info Sheet DUE: Paper #1: Goal Setting
WEEK 02	JAN 20 NO CLASS: MARTIN LUTHER KING JR. DAY DUE: Online Vocabulary Quiz #1 (Review Sets 1-6)	JAN 22 Read: Information Now pp. 11-38 (chs. 1-2) DUE: Information Now Chs. 1-2 Reflection
WEEK 03	<i>Guest Lecture: Debra Lively</i> JAN 27 Read: The Craft of Research pp. 65-83 DUE: Online Vocabulary Quiz #2 (Review Sets 7-12)	JAN 29 Read: Enten, "Fake Polls Are a Real Problem" DUE: Enten Reflection
WEEK 04	FEB 03 Read: The Craft of Research pp. 3-26 DUE: Info Literacy #1: Evaluating Sources	FEB 05 Read: Information Now pp. 39-70 (chs. 3-4) DUE: Information Now Chs. 3-4 Reflection
WEEK 05	FEB 10 Read: The Craft of Research pp. 29-48 DUE: Online Vocabulary Quiz #3 (Set 13)	FEB 12 Read: Wallace, "Consider the Lobster" DUE: Wallace Reflection
WEEK 06	<i>Meet in Ryan Library Room 202</i> FEB 17 Read: The Craft of Research pp. 85-104 DUE: Info Literacy #2: Databases	FEB 19 Read: Nijhuis, "How Not to Publish Baloney" DUE: Nijhuis Reflection
WEEK 07	FEB 24 <i>Midterm Exam Review</i> DUE: Online Vocabulary Quiz #4 (Set 14)	FEB 26 <i>Midterm Exam</i> DUE: Paper #2: My Semester So Far
WEEK 08	MAR 02 Read: Information Now pp. 71-89 (chs. 5-6) DUE: Information Now Chs. 5-6 Reflection DUE: Info Literacy #3: Annotated Bibliography	MAR 04 Read: Howard, "Plagiarisms, Authorships, and the ADP" DUE: Howard Reflection
WEEK 09	MAR 09 NO CLASS: SPRING BREAK	MAR 11 NO CLASS: SPRING BREAK
WEEK 10	MAR 16 Read: Information Now pp. 90-107 (ch. 7, conclusion) Read: Walker, "Preventing Unintentional Plagiarism" DUE: Information Now + Walker Reflection	MAR 18 Read: The Craft of Research pp. 200-213

	MONDAY	WEDNESDAY
WEEK 11	MAR 23 Read: <u>Chalmers, "The Influence of Cognitive Biases"</u> DUE: Chalmers Reflection DUE: Online Vocabulary Quiz #5 (Set 15)	MAR 25 DUE: Quotation, Paraphrase, Summary #1
WEEK 12	MAR 30 Read: <u>The Craft of Research pp. 107-131</u> DUE: Online Vocabulary Quiz #6 (Set 16)	APR 01 DUE: Exegetical Assignment #1
WEEK 13	APR 06 Read: <u>Lamott, "Shitty First Drafts"</u> Read: <u>The Craft of Research pp. 175-188</u> DUE: Lamott + Craft of Research Reflection	APR 08 <i>Meet in Ryan Library Bresee Lab</i> DUE: Fall Semester Schedule Assignment DUE: Exegetical Assignment #2
WEEK 14	APR 13 NO CLASS: EASTER RECESS	APR 15 NO CLASS: WRITING DAY DUE FRI, APR 17: Exegetical Assignment #3
WEEK 15	APR 20 Read: <u>The Craft of Research pp. 232-247</u> DUE: Online Vocabulary Quiz #7 (Set 17)	APR 22 DUE: Quotation, Paraphrase, Summary #2
WEEK 16	APR 27 DUE: Online Vocabulary Quiz #8 (Set 18)	APR 29 <i>Final Exam Review</i>

FINALS WEEK	FST1001 Sec. 1 (regularly meets MW @ 2:55pm) <u>Final Exam Day/Time:</u> DUE: Paper #3: A Critique of LEAP	Wednesday, 5/6, 1:30pm-4:00pm
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STUDENT INFORMATION SHEET

CONTACT QUESTIONS

Name: _____ Phone Number: (_____) _____

MAJOR QUESTIONS

Intended Academic Major: _____ Has your intended major changed since last September? _____

On a scale of 0-10, where "0" represents **no** commitment ("I change my major and/or career plans every few days!") and "10" represents **total** commitment ("I have a firm, enduring plan!"), how committed are you to your major choice currently? _____

Why do you plan to choose your particular major, and what are your larger vocational/career goals?

OTHER COURSE/LEAP QUESTIONS

This course is a continuation of our work from last semester, intended to further develop critical thinking skills and college/study skills. Is there something you would particularly like to learn in this course?

Which of your study/academic/collegiate skills do you think you most improved during the previous semester?

Which of your study/academic/collegiate skills do you think needs the most attention/improvement during this semester?

Is there any additional information about yourself you would like me to know? (e.g., medical issues that may affect class performance, specific learning needs or preferences that you want to bring to my attention, etc.)
