

Point Loma Nazarene University  
Department of Literature, Journalism, Writing, & Languages  
**College Composition**  
**WRI 1010 (3 units)**

**Section: 1**

**Time: MWF, 8:30 a.m. – 9:35 a.m.**

**Spring 2020**

**Location: Bond 105B**

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

Phone: 619-849-2200, x2432

Office: Bond 124

Office Hours: TR, 9:00-10:30 a.m., and other times by appointment

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

**\*Please turn off your cell phone, laptop, and other devices when you enter the classroom.  
Thanks!\***

**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(s): A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in WRI 0097.

**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**

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed. W.W. Norton, 2016. Print.

Additional readings and resources will be posted on Canvas or available at [The Purdue OWL](#).

A writing notebook/journal of your choice

Double pocket folder, pen/pencil, loose-leaf paper, staples, notebook for storage, etc.

### **Digital Statement**

Neuroscience confirms that students process and retain information better and are less easily distracted when handwriting notes than with using a screen. However, if students have a demonstrable need to take notes digitally, they may make special arrangements with the instructor.

**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, Writing, and 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.

**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.

### 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	15% - 150 pts
Argumentative Research Paper	30% - 300 pts
Multi-Genre Project	10% - 100 pts
Other Assignments (Email, Quizzes, Follow-Up, Bib., etc.)	15% - 150 pts
Midterm Exam	5% - 50 pts
Final Exam	<u>10% - 100 pts</u>
	<u>100% - 1000 pts</u>

### Grading Scale & Definitions:

A: 93-100%	C: 73-76
A-: 90-92	C-: 70-72
B+: 87-89	D+: 67-69
B: 83-86	D: 63-66
B-: 80-82	D-: 60-62
C+: 77-79	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 and active learning 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, staring at a screen, holding side conversations, or otherwise 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 1% 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 four major assignments: a professional narrative (with cover letter and resume), a field report, a 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 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 Assignment: Twice when you receive a graded paper, 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 assigned section from the handbook.
- 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, complete the corresponding exercises in the handbook, 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 three 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 paper, and then create extra sentences as needed; humor is welcome).

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 0097, which is the Writing Skills Tutorial held in the Writers' Studio. If your

scores earn you the added benefit of enrolling in WRI 0097, 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 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 0097, 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 0097 will result in a failing grade in WRI 1010 and a reentry into the Studio the following semester to complete 10 sessions.

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 for an extension 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 following resources for more detailed information:

"Words for Building Common Ground" (LSH 376-378)

"[Appropriate Language](#)" at *The Purdue OWL*

CSU's [Diversity Style Guide](#)

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 Jan 14	Introductions & syllabus
W Jan 15	Read: Full syllabus (on Canvas) Academic Contexts & Writing Processes (LSH 6-16) In Class: Diagnostic Essay
F Jan 17	Read: Writing Contexts (LSH 2-5) “Email Etiquette for Students” (on Canvas) In Class: Evaluating Expectations & Audience
M Jan 20	MLK Day – NO CLASS
W Jan 22	Read: Interviews (LSH 101) 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 Jan 24	Read: Words for Building Common Ground & Englishes (LSH 376-385) Sedaris’s “Me Talk Pretty One Day” (on Canvas) Due: Query emails for Field Report In Class: Professional Narrative Essay assigned Peer Group Survey Celeste Headlee TedTalk
M Jan 27	Read: Resume materials (on Canvas) Parallelism: On a Résumé (LSH 346-347) Due: Resume (complete draft) In Class: Resume Workshop
W Jan 29	Due: Professional Narrative (complete draft) In Class: Discussion, Peer Response

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

- F Jan 31                    Read: Cover Letter materials (on Canvas)  
 Due: Cover Letter (complete draft)  
 In Class: Discussion, Peer Response
- M Feb 3                    Read: Editing the Errors That Matter (268, & skim this section)  
 In Class: Dr. De's Crash Course!
- W Feb 5                    Dr. De's Crash Course!
- F Feb 7                    Due: Professional Narrative, Cover Letter, & Resume (revised)  
 In Class: Typoglycemia, Editing Tips and Tricks
- M Feb 10                    Due: **Final Professional Narrative (with Cover Letter & Resume)**  
 In Class: Cover notes, Discussion, Field Report thesis and paragraphs
- W Feb 12                    Due: Field Report (hard copy!)  
 In Class: Peer Response, Midterm Review
- F Feb 14                    Meet at Crill Hall (8:30-9:20 a.m.)  
*Bonus Event:* [Wiley Lectures](#) (Crill Hall)  
 Mandatory attendance for this last one. Attend another one or more of the  
 lectures from Feb. 12-14 and do a write-up for extra credit!
- M Feb 17                    NO CLASS – Revise Field Report
- W Feb 19                    In Class: **MIDTERM**
- F Feb 21                    Due: Field Report (hard copy; revised after peer response)  
 In Class: More Editing Tips
- M Feb 24                    In Class: Research Paper assigned; Discuss research & source evaluation  
 Listen to “Imitation Calamari”  
 Due: **Final Field Report**
- W Feb 26                    NO CLASS – Choose at least 1 writer's symposium event to attend this  
 week. Write a 1-2 page critical analysis and reflection over what was said  
 and how you can apply it to your writing. (You may attend an additional  
 event and do an additional write-up for extra credit.)  
[Writer's Symposium Schedule](#)
- F Feb 28                    Read: Doing Research (LSH 90-102)  
 Annotated Bibliographies (LSH 74-78)

Due: Topic (with informal research)  
 Writer's Symposium reflection  
 In Class: How to create a research question  
 Keeping an annotated bibliography

- M Mar 2            Read: Evaluating Sources (LSH 102-105)  
 LIBRARY SESSION
- W Mar 4            LIBRARY SESSION
- F Mar 6            LIBRARY SESSION  
 Due: Library Assignment (to librarians on Canvas)
- M Mar 9 – F Mar 13    SPRING BREAK! ☺
- M Mar 16            CONFERENCES & RESEARCH
- W Mar 18            CONFERENCES & RESEARCH
- F Mar 20            Read: Synthesizing Ideas (LSH 105-107)  
                          Developing a Tentative Thesis (LSH 10-11)  
 Due: Full Annotated Bibliography (hard copy to me)  
                          Tentative Thesis  
 In Class: Thesis workshop
- M Mar 23            Read: Organizing & Drafting (LSH 11)  
                          Arguments (LSH 43-48)  
 Due: "Business-Casual" Outline (with thesis)  
 In Class: Outline workshop
- W Mar 25            Read: Synthesizing Ideas; Integrating Sources, Avoiding Plagiarism  
                          (LSH 105-118)  
*Skim*: MLA Style (LSH 119+)  
 In Class: Voice, Citation Practice
- F Mar 27            Read: Getting Response & Revising (LSH 12-13)  
                          Collaborating (LSH 16)  
                          Developing Paragraphs (17-29)  
 Due: Research Paper (complete draft)  
 In Class: Peer Response

M Mar 30	CONFERENCES & REVISION
W Apr 1	CONFERENCES & REVISION
F Apr 3	Read: Visual Rhetoric, Business Letters, PowerPoint (on Canvas) Designing What You Write (LSH 30-36) In Class: Genre conventions, Audience, Multi-Genre Project assigned
M Apr 6	Read: Morrison's "Recitatif" and Rukeyser's "Myth" (on Canvas) In Class: Argument in creative genres
W Apr 8	Read: Satirical writing (on Canvas) In Class: How to use satire for argument (Due to yourself: Revised draft of research paper)
R Apr 9 – M Apr13	EASTER RECESS! ☺
W Apr 15	NO CLASS – Work on Multi-Genre Project
F Apr 17	NO CLASS – Work on Multi-Genre Project
M Apr 20	Due: Research Paper (revised) In Class: Editing workshop
W Apr 22	Due: <b>Final Research Paper</b> In Class: Cover notes, Discussion
F Apr 24	CONFERENCES (Optional)
*F Apr 24	<i>Bonus event: After-Hours Poetry Party</i> Ryan Library, 3 <sup>rd</sup> floor, 5 p.m. (Come read, recite, or otherwise perform a poem! We will not let the poetry shelves stay silent during National Poetry Month!)
M Apr 27	Due: Multi-Genre Project (complete draft) In Class: Peer Response
W Apr 29	Due: <b>Final Multi-Genre Project</b> In Class: Cover Letters, Presentations
F May 1	In Class: Presentations, Final Exam Review

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**FINAL EXAM**  
Monday, May 4  
10:30 a.m. – 1 p.m.

IN CLASS: Celebration & Final Exam  
*Mandatory attendance*

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## **Important Statements & Policies**

### **PLNU Mission Statement**

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.

### **GE Mission Statement**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

### **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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU 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.

### **PLNU Academic Honesty Policy**

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 [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

*NOTE:* Integrity is of great importance. Plagiarism of any sort will not be tolerated and will result in a grade of “F.” Additionally, for our class’s purposes, the speaking and writing process is often collaborative, and students 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. Review the sections in our manual that cover MLA Style, especially the section on “Integrating Sources, Avoiding Plagiarism” (LSH 107+).

### **PLNU Academic Accommodations Policy**

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.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.