



Welcome to
WRI 1010 College Composition (sec. 12)
Spring 2020

Meeting days: MWF	Instructor: Dr. Bettina Tate Pedersen
Meeting times: 1:30-2:35	Phone: 2260
Meeting location: BAC 105B	Email: bettinapedersen@pointloma.edu
Additional info: Check Canvas daily	Office: BAC 116
Final Exam: Mon. May 4, 10:00-1:30 <i>(Accept the calendar invitation I send you.)</i>	Office hours: M 3:00-4:00 & by appt.

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.

GENERAL EDUCATION STATEMENT *Foundational Explorations*

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 culture.

WRI 1010 COURSE DESCRIPTION

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.

INSTITUTIONAL & GENERAL EDUCATION LEARNING OUTCOMES (Selected)

Context #1: Learning, Informed by our Faith in Christ

ILO 1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

GELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

GELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.

COURSE LEARNING OUTCOMES WRI 1010

Students of WRI 1010 will

1. Apply English language conventions in various genres of academic writing. (GELO 1a, 1c, 1d)
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. (GELO 1a, 1c, 1d)
3. Evaluate and utilize rhetorical modes of organization to create written compositions. (GELO 1a, 1c, 1d)
4. Evaluate online sources of information for valid authority and expertise. (GELO 1a, 1c, 1d)
5. Apply documentation formats to cite research in written compositions. (GELO 1a, 1c, 1d)
6. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme. (GELO 1a, 1c, 1d)

CLO – WRI 1010 College Composition	Course Work
1. Apply (application) English language conventions in various genres of academic writing. (GELO 1a, 1c, 1d)	Essays, Summaries, Research Paper, Final Exam
2. Demonstrate (application) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. (GELO 1a, 1c, 1d)	Essays, Summaries, Research Paper, Class Exercises, Final Exam
3. Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions. (GELO 1a, 1c, 1d)	Class Exercises & Discussion of Readings
4. Evaluate (analysis) online sources of information for valid authority and expertise. (GELO 1a, 1c, 1d)	Library Assignments, Essays, Research Paper
5. Apply (application) documentation formats to cite research in written compositions. (GELO 1a, 1c, 1d)	Library Assignments, Essays, Research Paper
6. Analyze (analysis) texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme. (GELO 1a, 1c, 1d)	Class Exercises & Discussion of Readings

CARNEGIE UNIT CREDIT HOUR

Credit is awarded based on the Carnegie unit of 750 minutes of seat time + 1500 minutes of out-of-class work = 1 unit of credit. This is a *minimum* benchmark. Some specific details about how this class meets the credit hour requirement are included in this syllabus; additional details can be provided upon request.

PUBLIC DISCOURSE

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus 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.

IMPORTANT UNIVERSITY & LJWL POLICIES

Please see the **LJWL Department Syllabus Statements** in the course Canvas folder labeled *Syllabus & Policies*. Please see [Academic and General Policies](#) in the catalog for all information on university academic and general policies.

LATE ASSIGNMENTS AND INCOMPLETES

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Late assignments are generally not accepted. Incompletes are given for unusual circumstances (death in the family, serious health situations, etc. Please contact me immediately in such circumstances. When you communicate with me right away, I am happy to help in these situations as best I can.

FINAL EXAMINATION POLICY

Unique to WRI 1010: WRI 1010 requires a **common final examination**, and this exam must be taken on its scheduled day and time which is **May 4, 2020 10:00am-1:30pm**.

General for All Classes: The final examination schedule for all classes is posted on the [Current Students: Final Exam Schedules](#) site.

- You are expected to arrange your personal affairs to fit the examination schedule.
- In the rare case that you have more than three (3) final examinations scheduled on the same day, you may work out an alternate time for one of your exams with your professors but not the common final exam. This is the *only university-sanctioned reason* for taking a final exam at a time other than the officially scheduled date and time for the exam.

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

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.

See the [Disability Resource Center](#) for contact information.

If you want/need to avail yourself of academic accommodations, you must register through the [Disability Resource Center](#).

FERPA & Individual Students: Students are unique individuals; thus, what is required and/or allowed for one student may not be the same as for another. FERPA (Family Educational Rights and Privacy Act) does not allow for discussion of students' individual academic records or situations with others.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is essential to optimum academic achievement. If a student is absent from more than 10 percent of class meetings, the professor 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 and General Policies](#) in the Undergraduate Academic Catalog. Please read the [Class Attendance](#) section there

- 10% of class meetings = 4 classes for a MWF course, 3 classes for a TTH course, 2 classes for a quad course
- 20% of class meetings = 8 for a MWF course, 6 classes for a TTH course, and 4 for a quad course
- De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in a student's financial aid.

- **DROPPING CLASS:** If you decide to drop the course for any reason, please do so on or before the drop deadline and complete official paperwork in Records. If you don't, university policy requires me to give you a grade. Please let me know if you drop so I don't worry about your absence.

MAINTAINING CLASS SCHEDULE VIA ONLINE REGISTRATION

Students must maintain their class schedules. Should a student need arise to drop a course, they are responsible to drop the course (provided the drop date meets the stated calendar deadline established by the university) and to complete all necessary official forms (online or paper). Failing to attend and/or to complete required forms may result in a grade of F on the student's official transcript.

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.

COURSE POLICIES, GUIDELINES & REQUIREMENTS

Class Preparation & Participation: The success and the quality of your learning experience and of our learning community will be directly related to your

- completing all readings and assignments and doing so in advance of the date scheduled/due;
- reading and responding to the texts and class activities thoroughly and thoughtfully;
- engaging in class discussions daily, which includes sharing questions you have about course readings or viewings, listening actively and hospitably to others during discussions, and thoughtfully reflecting on ideas and perspectives especially if they challenge your perspectives or beliefs

Strategies for Success to Remember:

- It is your responsibility to see to it that I receive your work.
- Late assignments (including quizzes) will not be accepted either in person, by delivery, or electronically. (Exceptions to this policy are rarely allowed and only when you and I have communicated prior to deadlines about extenuating circumstances).
- Extra-credit is not give to substitute for routine course work.
- Always keep multiple copies of your work so that you can provide duplicates if needed.
- Handwritten formal assignments are never acceptable (unless so specified).

Tech Decorum: Please leave *all* electronic devices in your backpacks on *silence mode* for the entire class period unless I direct you otherwise.

Digital Statement: For class sessions, please take notes and annotate texts by hand. [Studies in cognitive processes, educational psychology, and memory](#) are showing that writing information out by hand promotes retention and deep learning, especially of conceptual material. Doing so also facilitates active engagement in our class lectures, discussions, and activities.

Readings: Readings are always due on the date scheduled. Always bring your hardcopy of the reading with you to class for our discussions and for reference. Make notes (annotations) on the text itself or in a notes section of your binder/folder.

Reading Quizzes: Please expect to be quizzed on assigned readings. Quizzes may take a variety of forms including oral questioning, written responses, T/F, multiple choice, short answer, etc. Missed quizzes may not be made up.

Exercises: Class exercises are TBD and not listed individually on the syllabus. They will be a graded part of your course work.

Inclusive Language Use: Inclusive language use is the standard for all academic style manuals. It is the standard for our course as well. (See also the [LJWL Department Syllabus Statements document in Canvas course folder: Syllabus & Course Policies.](#))

MLA Style: Since MLA style is the norm for the humanities, all written work *must conform* to MLA style. Sometimes other styles will be required (APA, Chicago, etc.).

Formal Writing: Each student will complete a diagnostic exam, three essays, and a research paper.

- **3 Essays:** Approximately 3,200 to 3,600 total words or 13 to 15 total pages across the three essays, each one running approximately 3-5 pages each. (35% of final grade)
- **1 Research Paper:** 2,400 to 3,000 words or 10 to 12 pages of documented research writing. (30% of final grade)

Final Essay Exam: A timed final examination that will consist of a 500 to 750 word essay response to readings and a prompt that is worth 10% of the grade.

Canvas & Email: You are responsible for routinely checking Canvas and your PLNU Gmail account for course communications. You are 100% accountable for all course material, announcements, and information posted via these sites, and I will send/post messages only to these sites. Please let me know right away if you encounter any technical problems with these sites, and I will do my best to fix problems immediately.

Diagnostic Essay Exam: A timed essay in response to readings and a prompt given in the first week or so of the semester and used to determine placement in the Writer's Studio/[WRI 0097](#) (Writing Skills Tutorial). This essay is not a graded component of your final course grade calculation.

The Writers' Studio: The Writers' Studio is located in Bond Academic Center and is available for your use. Its use may be required at times. If so, please have the tutor document your visit by placing her/his signature, date and time of session on your draft.

The Tutorial Center: The Tutorial Center, located in Bond Academic Center, is available for tutorial help on your arguments and your grammar/usage/mechanics quiz preparation. Please check for hours of operation.

Incompletes: Incompletes will only be assigned in extremely unusual circumstances (e.g., death in the family, automobile accidents, hospitalization). If you find yourself in such a situation, contact me immediately. You must submit any necessary and valid documents in a timely fashion to verify your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc).

Plagiarism: Academic dishonesty is a serious offense. Plagiarism will earn you an "F" for the written work in question, and may be grounds for failure in the course. See your *PLNU Catalog: Academic Honesty*. (See also the “Academic Honesty Policy” statement in the LJWL Department Syllabus Statements document in Canvas course folder: *Syllabus & Course Policies*.)

Classroom/Professional Spaces Decorum: Please dress in appropriate academic attire out of consideration for others in our class. Appropriate attire excludes clothing that is politically offensive and sexually suggestive in design or logo. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive, inhospitable, and/or an obstacle to a positive, hospitable, and civil learning and teaching environment. **Individual Matters:** If specific needs arise, I may require you to have an office hours’ conversation with me.

COURSE GRADES AND ASSESSMENT

COURSE GRADES

Your grade will be based on the quality of your work in these areas:

- Assignments/Exercises, Quizzes 20%
- Presentations 5%
- Essays 35%
- Major Research Paper 30%
- Final Essay Exam 10%

Your work will not be graded on a curve. A traditional US scale will be used.

- A** indicates exceptional work
- B** indicates good work
- C** indicates satisfactory/average work
- D** indicates minimally passing work
- F** indicates unsatisfactory work

A	93-100%	√ +	B+	88-89%	√	C+	78-79%	√ -	D+	68-69%	√ - -	F	0-59%
A-	90-92%		B	83-87%		C	73-77%		D	63-67%			
		B-	80-82%	C-		70-72%	D-		60-62%				

ASSESSMENT

The Final Essay Exam is the **Key Assignment** used to assess mastery of course learning outcomes (CLOs).

REQUIRED TEXTS AND MATERIALS (Additional Texts TBD)

- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 4th edition, W. W. Norton & Company, 2018.
- Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook with Exercises*. 3rd edition, W. W. Norton & Company, 2017.
- Lester, James D. *Daughters of the Revolution: Classic Essays by Women*. NTC Publishing Group, 1996
- Scanned readings on Canvas (TBD)
- Supplies as requested/needed (index cards, highlighters, pens, pencils, paper, etc.)

COURSE SCHEDULE AND ASSIGNMENTS (TBA as needed)

	DATE	READINGS, ESSAY & RESEARCH PAPER ASSIGNMENTS	EXERCISES (TBD)
WEEK ONE			
1	T Jan. 14	Class Introduction: Syllabus, Schedule & Get Acquainted	
2	W Jan. 15	Diagnostic Essay Exam Bullock, Brody, Weinberg. <i>The Little Seagull Handbook</i> . W-3 Writing Processes (pp. 9-15)	
3	F Jan. 17	<i>Little Seagull</i> . W-16 Reading Strategies (pp. 83-88) GRAFF . <i>They Say / I Say</i> , Preface “Demystifying Academic Conversation” (pp. xiii—xxiii) AND Introduction “Entering the Conversation” (pp. 1—18), Index of Templates (pp. 309-10)	Canvas Submission: Summary of <i>They Say / I Say</i> “Introduction” (p. 17)
WEEK TWO			
January 20 — MLK JR. DAY			
4	W Jan. 22	GRAFF . <i>They Say</i> , Ch. 1 “‘They Say’ Starting with What Others Are Saying” (pp. 19—29), Index of Templates (pp. 310-12) AND Ch. 2 “‘Her Point Is’ The Art of Summarizing” (pp. 30—42), Index of Templates (pp. 312-13)	
5	F Jan. 24	GRAFF . <i>They Say</i> , Ch. 12 “‘I Take Your Point’ Entering Class Discussions” (pp. 162-65) Gerald Graff, “Hidden Intellectualism” (Graff . <i>They Say</i> , pp. 248-55) and Bettina Tate Pedersen, “How I Became a Feminist” (scanned essay in Canvas folder) ESSAY 1: Self-Presentation Writing	ESSAY 1
WEEK THREE			
6	M Jan. 27	GRAFF . <i>They Say</i> , Ch. 3 “‘As He Himself Puts It’ The Art of Quoting” (pp. 43—52), Index of Templates (pp. 313-14) AND Ch. 4 “‘Yes / No / Okay, But’ Three Ways to Respond” (pp. 53—66), Index of Templates (pp. 314-16), Responses: Yes / No / Okay, But	
7	W Jan. 29	Martin Luther King, Jr.’s “Letter from Birmingham Jail” (scanned copy in Canvas folder)	
8	F Jan. 31	<i>Little Seagull</i> , W-1 Writing Contexts, W-2 Academic Contexts, W-3 Writing Processes & W-4 Developing Paragraphs (pp. 2-29) Essay 1: Drafting—Claims, Reasons, Evidence	

WEEK FOUR			
9	M Feb. 3	Class Replaced with WEEKEND Movie & Discussion	ESSAY 1 DUE
10	W Feb. 5	Martin Luther King, Jr.'s "Letter from Birmingham Jail" (scanned copy in Canvas folder)	
11	F Feb. 7	<i>Little Seagull</i> , W-7 Arguments (pp. 43-48) <i>Little Seagull</i> , W-8 Rhetorical Analysis (pp. 49-53) ESSAY 2: Argument (Issues Matter)	Drafting—Claims, Reasons, Evidence
WEEK FIVE			
12	M Feb.10	Read Michelle Alexander, "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" (Graff. <i>They Say</i> , pp. 261-74)	
13	W Feb. 12	GRAFF. <i>They Say</i> , Ch. 17 "'Analyze This' Writing in the Social Sciences" (pp. 224-42), Index of Templates (pp. 327)	
14	F Feb. 14	Watch Documentary 13 th (Netflix) [Read: Documentary '13TH' Argues Mass Incarceration Is An Extension Of ...]	Or Austin Channing Brown chapter
WEEK SIX			
15	M Feb. 17	Paula Gunn Allen's "Where I Come from Is Like This" (<i>Daughters</i> , pp. 130-38) AND GRAFF. <i>They Say</i> , Ch. 5 "'And Yet' Distinguishing What You Say from What They Say" (pp. 67—76), Index of Templates (pp. 316-17)	
16	W Feb. 19	GRAFF. Ch. 6 "'Skeptics May Object' Planting a Naysayer in Your Text" (pp. 77—90), Index of Templates (pp. 317-19)	
17	F Feb. 21	Essay 2: Workshop on Full Drafts	ESSAY 2 DUE
WEEK SEVEN			
18	M Feb. 24	Susan Brownmiller's "Femininity" (<i>Daughters</i> , pp. 114-19) AND Peri Klass's "Anatomy and Destiny" (<i>Daughters</i> , pp. 202-06): ESSAY 3: Argument (Words Matter/Language Matters)	
19	W Feb. 26	Elizabeth Cady Stanton's "Declaration of Sentiments and Resolutions: Adopted by the Seneca Falls Convention, July 19-20, 1848" (<i>Daughters</i> , pp. 11-16) AND Virginia Woolf's "Professions for Women" (<i>Daughters</i> , pp. 36-42)	
20	F Feb. 28	Robin Lakoff's "You Are What You Say" (<i>Daughters</i> , pp. 146-152) AND Gloria Naylor's "A Question of Language" (<i>Daughters</i> , pp. 189-92)	
WEEK EIGHT			
21	M Mar. 2	GRAFF. <i>They Say</i> , Ch. 7 "'So What? Who Cares?' Saying Why It Matters" (pp. 91—100), Index of Templates (pp. 319-20) AND Ch. 8 "'As A Result' Connecting the Parts" (pp. 101—16), Index of Templates (pp. 321-22)	
22	W Mar. 4	GRAFF. <i>They Say</i> , Ch. 9 "'You Mean I Can Just Say It That Way?' Academic Writing Doesn't Mean Setting Aside Your Own Voice" (pp. 117-30), Index of Templates (pp. 323)	
23	F Mar. 6	Choosing Topics for Research Papers	ESSAY 3 DUE

March 7-15 — SPRING BREAK		
WEEK NINE		
24	M Mar. 16	<i>Little Seagull</i> , R-1 (a-j) Doing Research (pp. 90-102); Library Day 1
25	W Mar. 18	<i>Little Seagull</i> , R-2 Evaluating Sources & R-3 Synthesizing Sources (pp. 102-07) & <i>Little Seagull</i> , W-14 Annotated Bibliographies (pp. 74-78); Library Day 2
26	F Mar. 20	<i>Little Seagull</i> , R-4 Integrating Sources, Avoiding Plagiarism (pp. 107-18)
WEEK TEN		
27	M Mar. 23	GRAFF. <i>They Say</i> , Ch. 10 “‘But Don’t Get Me Wrong’ The Art of Metacommentary” (pp. 131-40), Index of Templates (pp. 323-24) AND Ch. 11 “‘He Says Contends’ Using the Templates to Revise” (pp. 141-61)
28	W Mar. 25	GRAFF. <i>They Say</i> , Ch. 13 “‘Don’t Make Them Scroll Up’ Entering Online Conversations” (pp. 166-75), Index of Templates (pp. 324) https://www.theysayiblog.com/ AND Ch. 14 “‘What’s Motivating The Writer?’ Reading for the Conversation” (pp. 176-86), David Zinzenko’s “Don’t Blame the Eater” (pp. 245-47)
29	F Mar. 27	TBA
WEEK ELEVEN		
30	M Mar. 30	GRAFF. <i>They Say</i> , Ch. 16 “‘The Data Suggest’ Writing in the Sciences” (pp. 205-23), Index of Templates (pp. 326) AND Michael Littman, “‘Rise of the Machines’ Is Not A Likely Future” (Graff. <i>They Say</i> , pp. 256-60)
31	W Apr. 1	Andrew Yang’s “‘Factory Workers and Truck Drivers,’ “White-Collar Jobs Will Disappear Too,” “On Humanity and Work” (scanned excerpts in Canvas folder)
32	F Apr. 3	TBA
WEEK TWELVE		
33	M Apr. 6	Writing
34	W Apr. 8	Conferences—Research Paper Drafts
April 9-13 — EASTER BREAK		
WEEK THIRTEEN		
35	W Apr. 15	Conferences—Research Paper Drafts
36	F Apr. 17	Writing
WEEK FOURTEEN		
37	M Apr. 20	Research Papers Due
38	W Apr. 22	GRAFF. <i>They Say</i> , Ch. 15 “‘On Closer Examination’ Entering Conversations about Literature” (pp. 187-204), Index of Templates (pp. 324-26) <i>Little Seagull</i> , W-11 Literary Analyses (pp. 2-16)
39	F Apr. 24	Literary Reading TBA

WEEK FIFTEEN			
40	M Apr. 27	W-5 Designing What You Write & W-6 Giving Presentations (pp. 30-42)	
41	W Apr. 29	Presentations of Research Paper	Oral Communication & Active Listening
42	F May 1	Presentations of Research Paper	
Wed, May 4, 10:00-1:30		COMMON FINAL EXAM <i>(Please accept the exam invitation in your Gmail.)</i>	