



agreement and disagreement and the strengths and weaknesses of the argument.

## GENERAL EDUCATION

WRI 1010 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.

## REQUIRED TEXTS

*Everything's An Argument* by Andrea Lunsford, 8th edition: **ISBN-13: 978-1319056278**  
*The Little Seagull Handbook with Exercises*, **ISBN-13: 978-0393602647**

Additional readings will be posted to Canvas (you'll need to print these out, read them, annotate them, and bring them with you to class the day they are due).

Please bring a notebook and writing utensil to each class to take notes, as well as the textbook.

## COURSE REQUIREMENTS

### *Reading/Reading Quizzes:*

Dates for the readings are clearly indicated on the schedule. Complete all reading prior to the class session when the text will be discussed. You will be expected to read and annotate (take notes in the margins) all assigned course readings. There is no set number of reading quizzes planned.

### *Discussion:*

The success of the course will be directly related to the quality of daily discussions. Each of you must feel comfortable contributing to discussions. And each of you should bring any questions you have about the reading to our attention during the course of our discussions.

### *Attendance:*

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 [for this course, that's 4 class periods], the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent [for this course, that's 8 class periods], 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.

## 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.

## **METHODS OF INSTRUCTION**

This class is interactive and discussion-based. So you'll need to come to class prepared to talk and write about the literary texts we're reading and contribute to and lead discussions, small groups, and peer reviews. You will not understand what is happening during our classes if you haven't done the reading and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class activities, and keep up with all of the assigned reading and writing usually succeed in this course.

## **GENERAL COURSE POLICIES**

### **CANVAS**

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the *Course Schedule* throughout the semester. If the *Course Schedule* is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

### **CANVAS SUPPORT**

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions please let me know. If you are unsure how to use any given feature in Canvas you will find the [Canvas Guides](#) to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at [oit@pointloma.edu](mailto:oit@pointloma.edu). Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are super helpful!

### **PLNU EMAIL**

Students must regularly check their PLNU email account for updates on assignments and scheduling.

### **RESPECT**

Practice basic respect and consideration toward your peers and professor. Please do not sleep, carry on private conversations, text, or work on assignments for other classes. Students who do so are not actively present in class and will lose participation points.

### **TECHNOLOGY**

Refrain from using technology during class time unless a classroom activity calls for it to be used. This means cell phones, laptops, iPads, and other electronic devices. More often than not, these create a distraction, rather than being useful. Taking notes by hand has been shown to aid long-term comprehension much more so than typing notes, so by all means, *please take handwritten notes* throughout this class. Use of technology during class will result in lost participation points.

## **TURNING IN ASSIGNMENTS**

All assignments must be turned in on Canvas *before the class period on the day they are due*.

Late assignments are those turned in any time after class on the due date. Late assignments will lose a letter grade for each calendar day they are late (so an A becomes a B after one calendar day, and so on). Late assignments will not be accepted after a week from the due date. It is your responsibility to ensure that your assignment is uploaded to Canvas on the day it is due. **I will not accept late homework, and missed in-class work and quizzes cannot be made up.**

## **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 Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## **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 ACCOMMODATIONS POLICY**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See Disability Resource Center for additional information.

## **PERSONAL NEEDS**

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

## **PREPARATION**

You will be expected to come to class prepared to discuss readings, share your work, or comment on other students' work. Being prepared for each class is vital in creating a classroom that is conducive to learning—take notes as you read the textbook and assigned readings as this allows you to remember the material more fully. Be aware that you may also have assignments on Canvas, which must be done before class in addition

to readings. If you do not consistently prepare for class, this will also negatively affect your participation grade in the course.

### **COMPLETION POLICY**

You must complete all major essay assignments and the College Composition Final to pass this course.

### **WRITER'S STUDIO**

SAT, ACT, and diagnostic essay scores reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your diagnostic exam results and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097 which is a writing skills tutorial held in the Writers' Studio. If your score qualifies you to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with a trained tutor in the Writers' Studio for one hour 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 one hour a week throughout the semester. The writing assignments you work on with the consultant will be 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 have the privilege of working in the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 1010 and re-entry into the Studio the following semester to complete 10 sessions.

## **HOMEWORK AND COURSE ASSIGNMENTS**

### **FORMAT FOR ASSIGNMENTS**

- All work handed in must be typed unless specifically noted in the assignment.
- The paper format for all papers is MLA Style, unless APA is agreed upon for the research paper only.
- Major assignments must be turned in on Canvas in .pdf, .doc, or .docx format.
- Use standard 12 point Times New Roman Font.
- Use standard MLA heading for your name, my name, course name/number, and date.
- Double-space the entirety of your document.
- Use 1 inch margins for each side. NOTE: Microsoft Word is set to 1.25 margins.
- Before turning in your essay, use CTRL+A to select all; then click the bottom right arrow in the "Paragraph" box on Word's "Home" tab; then check the box that says "Don't add space between paragraphs of the same style." There should not be an extra space added between paragraphs.
- Insert your last name and a page number for each page after page 1 in the top right margin.
- Staple 2 or more page assignments on the top left corner.

- No cover sheets, unless specified by the assignment.

## **CURRICULUM REQUIREMENTS**

To complete this course each student must write 2 in-class and 3 out-of-class formal essays (4-5 pages), and one research paper (10-12 pages) with at least 12 sources cited.

## **MAJOR ESSAY ASSIGNMENTS**

### **In-Class Essay Assignments:**

- ❖ Essay 1—Jan. 15—Diagnostic (1000-1600 words written in class) = no points
- ❖ Essay 6—April 29—Final Essay Exam, 7:30-10:00 a.m. = 100 points

Four essays will be written outside of class and will make up 70% of your course grade. Pre-work and drafts of these essays will be responded to by your instructor and your peers. Detailed assignment sheets will be posted to Canvas for each essay.

### **Outside Class Essay Assignments:**

- ❖ Essay 2—Jan. 31—Evaluation (4 pages) = 100 points
- ❖ Essay 3—Feb. 14—Causal Argument (4 pages) = 150 points
- ❖ Essay 4—March 6—Proposal (4 pages) = 150 points
- ❖ Essay 5—May 1—Research Paper (10-12 pages, not including Works Cited) = 300 points

**Essay Total: 800 Points**

## **INFORMAL WRITING/HOMEWORK**

Informal Writing/Homework consists of: in-class work, short exercises written outside of class, reading quizzes, Canvas assignments, and other work. Each homework assignment will have a specific point value, but the total grade will be a percentage grade totaling 100 points. Ex: if you get an average of 8/10 (80%) on all homework grades, then you would receive 80/100 (80%) for this category.

**Homework Total: 100 Points**

## **WRITER'S SYMPOSIUM**

Each spring PLNU hosts the Writers Symposium By the Sea which brings premiere writers to campus. This semester, we will be reading essays by Pico Iyer and Alice Walker in class, so you will be required to attend the following two evening events for this class (each ticket costs \$5 at the student rate):

—(\$5) **Writer's Symposium: Wed. Feb. 26, Pico Iyer @ 7PM, Crill Performance Hall**

—(\$5) **Writer's Symposium: Thurs. Feb. 27, Alice Walker @ 7PM, Brown Chapel**

**\*\*\*Order WRITER'S SYMPOSIUM TICKETS ASAP** in case the events sell out. If you don't get tickets and the event sells out, you'll lose points on this assignment. Think of the tickets as a textbook expense.

<https://www.pointloma.edu/events/25th-annual-writers-symposium-sea>

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If you cannot attend one/both of the above required events due to work or class, contact Prof. Maakestad with an excused absence from a professor/boss, and attend one/two of the following so that you attend two Writer's Symposium events total:

—(\$32) **Writer's Symposium: Tues. Jan. 31, Isabel Allende @ 7PM, Brown Chapel**

—(Free) **Writer's Symposium: Tues. Feb. 25, Sonia Nozario @ 3PM, Fermanian Conference Center**

—**Writer's Symposium: Tues. Feb. 25, Sonia Nozario @ 7PM, Crill Performance Hall**

—(Free) **Writer's Symposium: Wed. Feb. 26, Pico Iyer @ 3-4:30PM, Fermanian Conference Center**

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Upload a one full page reflection about an idea that made you think in each the two events that you attended; in addition, attach a selfie of yourself at each event at the end of the document. **Attending these two events and uploading this reflection is worth 20 points toward your Informal Writing/Homework grade.**

**Writer's Symposium Extra Credit:** On top of attending the required two Writer's Symposium events, you can attend up to two additional aforementioned unrequired Symposium events to earn up to 20 extra credit points. Each event will be worth 10 points Extra Credit within the Informal Writing/Homework category and will be applied to points missed on reading quizzes or informal writing assignments at the end of the semester. To Canvas, upload a selfie of yourself and a brief paragraph of something that stood out to you or impressed you from each session that you attended to get full extra credit.

### **CLASS PARTICIPATION (INCLUDES PEER REVIEW)**

Coming to class well-prepared is critical in an activity- and discussion-based course like this one. I expect you to come to each class prepared—that means not just doing the reading, thinking about it, and digesting it, but also *bringing your textbook or printed readings to class*. Coming to class without the assigned reading for the day will result in a loss of participation points. You should also be prepared to actively engage in class discussions, peer reviews, and other in-class activities. I expect you each to meaningfully engage with the coursework and with one another.

Class participation will be graded out of 70. Each class that you attend and participate in is worth 1 point, up to a max of 37 points (40 non-exam MWF meetings—any additional points acquired will be extra credit). You can miss three classes without it affecting your grade—but you are still responsible for the readings/homework due on the days you're absent. If you miss class or are significantly unprepared for class, you'll earn a zero for that day. **Each absence beyond 3 will result in 5 points being subtracted from the participation category.**

For the remaining 33 points of your participation grade, you'll earn a 20 if you're doing the basics of engaging with the class; you'll earn a 20+ if I see you regularly leaping in and making strong contributions during full-class discussions, providing leadership or

encouragement during group work, going the extra mile in giving specific feedback on your peers' writing, arriving on time to class, and/or otherwise demonstrating very strong preparation for and engagement in the class work; you'll earn a 10 or lower if you are frequently late, unprepared, inattentive, or disruptive.

I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of an emergency, please contact me as soon as possible to discuss what arrangements can be made.

Peer review participation will be worth 5 points per peer review day, totaling 30 points.

**Participation Total: 100 Points**

**COURSE TOTAL = 1000 Points**

**LETTER GRADE GUIDELINES**

		920 - 1000 points	A	900 - 919 points	A-
880 - 899 points	B+	820 - 879 points	B	800 - 819 points	B-
780 - 799 points	C+	720 - 779 points	C	700 - 719 points	C-
680 - 699 points	D+	620 - 679 points	D	600 - 619 points	D-

**WHAT ESSAY GRADES ACTUALLY MEAN**

**A: Exceptional Work:** complex understanding and insightful application of skills and concepts; sophistication and depth in interpretation and style; proficiency in standard grammatical form and documentation conventions; high competence in all or almost all categories of the grading rubric.

**B: Very Good Work:** clear, thoughtful understanding and sound application of skills and concepts; correct written presentation; high competence in most categories of the grading rubric.

**C: Adequate Work:** obvious, general, or vague understanding and application of skills and concepts; acceptable written presentation; basic competence in many categories of the grading rubric.

**D: Less-than-Satisfactory Work:** limited understanding and weak application of skills and concepts; poorly presented written work; low competence in many categories of the grading rubric.

**F: Unsatisfactory Work:** inadequate understanding and incorrect application of skills and concepts; unacceptable written presentation; incompetence in most categories of the grading rubric.



## COURSE SCHEDULE

**\*\*\*Order WRITER'S SYMPOSIUM TICKETS AT THE BEGINNING OF THE SEMESTER** in case the events sell out. If you don't get tickets and the event sells out, you'll lose points on this assignment. <https://www.pointloma.edu/events/25th-annual-writers-symposium-sea>

DATE	READING	ASSIGNMENTS DUE (in bold)
<b>WEEK 1</b>		
Tuesday, Jan. 14	Go over syllabus.	
Wednesday, Jan. 15	None	<b>In Class: Diagnostic Essay</b>
Friday, Jan. 17	<i>Everything's an Argument (EA)</i> : Chapter 1: Understanding Arguments and <i>Little Seagull (LS)</i> Writing Contexts: W-1 through W-3	
<b>WEEK 2</b>		
<b>Monday, Jan. 20</b>	<b>MLKJ DAY—NO CLASS</b>	
Wednesday, Jan. 22	<i>(EA)</i> : Chapter 10: Evaluations; Bring 3 possible Evaluation topics Stanek's "I took Vitamins..." to class	
Friday, Jan. 24	<i>(EA)</i> : Chapter 2: Emotions/ Pathos; [ <i>Canvas</i> ]: Kamperman's "The Wikipedia Game..."	Post Evaluation Topic to Canvas
<b>WEEK 3</b>		
Monday, Jan. 27	<i>(EA)</i> : Chapter 3: Character/Ethos Kim's "The Toxicity in Learning"	Post Planning Doc. to Canvas
Wednesday, Jan. 29	In-Class Peer Review: Bring 2 printed copies of your Evaluation Essay to class	
Friday, Jan. 31	<i>(EA)</i> : Chapter 13: Style in Arguments	<b>Evaluation Essay Due</b>
<b>WEEK 4</b>		
Monday, Feb. 03	<i>(EA)</i> : Chapter 11: Causal Arguments	Post 2 Possible Causal Argument Topics to Canvas
Wednesday, Feb. 05	<i>(EA)</i> : Tarrant's "Forever Alone..." and Gobry's "America's Birthrate..."	Post Planning Doc. to Canvas
Friday, Feb. 07	<i>(EA)</i> : Chapter 7: Structuring Arguments; ( <i>LS</i> ): W-4, W-7	Find 2 articles that relate to your argument and bring them to class
<b>WEEK 5</b>		
Monday, Feb. 10	[ <i>Canvas</i> ]: "Tierney's "Can a Playground Be Too Safe?"	Bring Printed Introduction to class
Wednesday, Feb. 12	In-Class Peer Review: Bring 2 printed copies of your Causal Argument Essay to class	
Friday, Feb. 14	<i>(EA)</i> : Chapter 4: Facts & Reason/Logos	<b>Causal Argument Essay Due</b>
<b>WEEK 6</b>		
Monday, Feb. 17	<i>(EA)</i> : Chapter 12: Proposal Arguments, ( <i>LS</i> ): W-12	Post 2 Possible Proposal Topics to Canvas
Wednesday, Feb. 19	[ <i>Canvas</i> ]: Postrel's "Let's Charge Politicians for Wasting Our Time,"	Post Planning Doc. to Canvas

Friday, Feb. 21	and Riley II's "Disability and Media..." on Canvas [Canvas]: Deshpande's "A Call to Improve Campus Accessibility" on Canvas
<b>WEEK 7</b>	
Monday, Feb. 24	(EA): Chapter 13: Style in Arguments; [Canvas]: Alice Walker's "Beauty—The Other Dancer Is the Self"
Wednesday, Feb. 26	(EA): Chapter 22: Documenting Sources (Read ½ of chapter that applies to your research paper); [Canvas]: Pico Iyer's "Chapels" <b>***Order WRITER'S SYMPOSIUM TICKETS EARLY</b> in case the events sell out. If you don't get tickets and the event sells out, you'll lose points on this assignment. <b>EXTRA CREDIT AFTERNOON EVENT:</b> —Writer's Symposium: Pico Iyer @ 3-4:30PM, Fermanian Conference Center <b>REQUIRED NIGHT EVENT:</b> —Writer's Symposium: Pico Iyer @ 7PM, Crill Performance Hall <b>REQUIRED NIGHT EVENT:</b> —Writer's Symposium: Alice Walker @ 7PM, Brown Chapel
Thursday, Feb. 27	(EA): Chapter 21: Plagiarism and Academic Integrity; (LS): R-4g
Friday, Feb. 28	
<b>WEEK 8</b>	
Monday, Mar. 02	In-Class Peer Review: Bring 2 printed copies of your Proposal Essay to class
Wednesday, Mar. 04	<b>NO CLASS—WRITERS SYMPOSIUM MAKEUP</b>
Friday, Mar. 06	<b>***Proposal Essay Due***</b> <b>NO CLASS—WRITERS SYMPOSIUM MAKEUP</b>
<b>WEEK 9</b>	
Monday, Mar. 09	<b>SPRING BREAK—NO CLASS</b>
Wednesday, Mar. 11	<b>SPRING BREAK—NO CLASS</b>
Friday, Mar. 13	<b>SPRING BREAK—NO CLASS</b>
<b>WEEK 10</b>	
Monday, Mar. 16	(EA): Chapter 17: Academic Arguments Writers Symposium Reflection and Optional EC Assignments Due
Wednesday, Mar. 18	[Canvas]: Diamond's "The Last Americans" Post 2 Possible Research Topics to Canvas
Friday, Mar. 20	(EA): Montgomery's "The Emotion Work of 'Thank You...'" (LS): Canvas MLA, APA, or Chicago Style section
<b>Week 11</b>	
Monday, Mar. 23	<b>Library Session (Attendance Required)</b> Citation Exercise Due
Wednesday, Mar. 25	<b>Library Session (Attendance Required)</b>
Friday, Mar. 27	(EA): Chapter 18: Finding Evidence; Turn in Library Worksheet (LS): R-1 Post Planning Doc. to Canvas
<b>WEEK 12</b>	

Monday, Mar. 30	( <i>EA</i> ): Chapter 19: Evaluating Sources; ( <i>LS</i> ): R-2	Bring 3 sources to class
Wednesday, Apr. 01	( <i>EA</i> ): Chapter 20: Using Sources ( <i>LS</i> ): R-3, R-4	Bring 3 paraphrases and 3 summaries of new sources to class (also turn in on Canvas)
Friday, Apr. 03	[ <i>Canvas</i> ]: Geaghan-Breiner's "Where the Wild Things Should Be..."	Bring a full outline of your Research Paper's main points (also, turn in on Canvas)

**WEEK 13**

Monday, Apr. 06	In-Class Peer Review: Bring 1 printed copy of at least 2 pages of your drafted Research Paper to class
Wednesday, Apr. 08	[ <i>Canvas</i> ]: Freedman's "Are Engineered Foods Evil?"
Friday, Apr. 10	<b>EASTER BREAK—NO CLASS</b>

**WEEK 14**

Monday, Apr. 13	<b>EASTER BREAK—NO CLASS</b>
Wednesday, Apr. 15	<b>NO CLASS—Research/Writing Day</b>
Friday, Apr. 17	<b>NO CLASS—Research/Writing Day</b>

**WEEK 15**

Monday, Apr. 20	( <i>EA</i> ): Chapter 14: Visual Rhetoric, [ <i>Canvas</i> ]: Ironside's "Apples to Oranges;" ( <i>LS</i> ): W-5	Find or create a meme that makes an argument—bring to class and upload to Canvas
Wednesday, Apr. 22	In-Class Peer Review: Bring 2 printed copies of at least 7 pages of drafted Research Paper to class	
Friday, Apr. 24	In-Class Writing Day—Prof. Maakestad will be available to answer questions	

**WEEK 16**

Monday, Apr. 27	In-Class Peer Review: Bring 2 printed copies of your fully drafted Research Paper to class	
Wednesday, Apr. 29	Introduction and Conclusion workshop	
Friday, May 01	Course Evaluations	<b>Research Paper Due</b>

**FINALS WEEK**

Monday, April 29	<b>10:30AM-1:00PM—Final Exam Essay 5</b>
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