

Spring Semester, 2020

MWF 1:30-2:35 RLC 104	Karl Martin, PhD
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Office Hours: Mon-Fri 11:00-Noon	Final Exam: Monday, May 4 <sup>th</sup> 10:30-1:00

### **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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **COURSE DESCRIPTION**

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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.

### **FOUNDATIONAL EXPLORATIONS**

This course is one of the components of the Foundational Explorations 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, communicative, and quantitative skills necessary for successful living in society.

### **COURSE LEARNING OUTCOMES**

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Students who complete a College Composition course will be able to:

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

## FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES

As a part of the Foundational Explorations program, the course aligns with the following Foundational Explorations Learning Outcomes:

FELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication. (assessed using the final exam)

FELO 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. (assessed using the library exercise)

FELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions. (assessed using the final exam)

## COURSE REQUIREMENTS

Texts: *The Little Seagull Handbook with Exercises* 3<sup>rd</sup> Edition. Bullock, Brody, and Weinberg, Editors

*Signs of Life in the USA* 9<sup>th</sup> Edition. Maasik and Solomon, Editors

Reading: The reading assignments are listed on the calendar. Please have the assignment read by the start of the class session.

Writing: Each student will write one brief 2-page essay and three essays of approximately 4-5 pages. Specific instructions for these essays will be given later. Each student will also write a 10-12-page research paper and various shorter assignments related to the research paper. Each student will also write ten journal entries. The journal entries are shorter, less formal assignments. Each entry should be at least 250 words in length and should respond to the appropriate prompt.

Tests: Each student will complete a variety of short quizzes. The final exams will consist of an in-class essay.

Grading: The final grade will be determined according to the following ratio:

Three Essays	300 points (100 points each)
Ad Analysis	40 points
Editing Quizzes	80 points
Journals	100 points
Library Exercise	20 points
Sentence Type Generation (best of three)	30 points
Proofread and Correct (best of three)	30 points
Research Paper Process	30 points
Research Paper Final Draft	270 points
Final Exam	100 points

Writing Conferences: Writing instruction in this course will be both through classroom instruction, peer response, and through teacher-student writing conferences. Conferences provide individual and specific help. For that reason, they are required. The following guidelines apply:

1. Students will sign up for a conference during a 2-day time period.
2. The conference will take the place of two class sessions (a missed conference is an absence).
3. Students will bring two things to the conference: a) the draft they are working on; and b) any writing questions they have.

Writers' 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 0097 which is a writing skills tutorial held in the Writers' Studio. If your score qualifies you to enroll in WRI 0097, 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 0097, 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 0097 will result in a failing grade in WRI 1010 and re-entry into the Studio the following semester to complete 10 sessions.

## ASSESSMENT AND GRADING

Your work will not be graded on a curve. A traditional scale will be used. Those who earn more than 90% of the possible points earn an A, those who earn between 80-89% of the points earn a B, and so on.

- A indicates exceptional work (roughly 20% of students normally achieve this level)
- B indicates superior work (roughly 30% of students normally achieve this level)
- C indicates average work
- D indicates passing work
- F indicates unsatisfactory work

## FINAL EXAMINATION POLICY

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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.

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## **PLNU COPYRIGHT POLICY**

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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**

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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 ACADEMIC ACCOMMODATIONS POLICY**

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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](mailto: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**

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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.

## Daily Schedule for Wri 1010, Section 9, Spring 2020

*Signs—Signs of Life in the USA*

*Handbook—The Little Seagull Handbook*

JE—Journal Entry (250 words)

STG—Sentence Type Generation (an in-class assignment)

PC—Proofread and Correction (an in-class assignment)

Tues. 1/14 Introduction to the course

Wed. 1/15 Introduction to semiotics; *Signs* 1-52

Fri. 1/17 Diagnostic Essay Exam; *Handbook* W-1, W-2, W-3, and W-4

Mon. 1/20 **No class session in honor of the Rev. Dr. Martin Luther King, Jr.**

*Unit 1: Writing About Advertising*

Wed. 1/22 *Handbook* W-16. *Signs* 67-75 and 83-88. **JE #1** Reading the Signs #5 (page 88)

Fri. 1/24 Editing Skills: Editing Sentences. *Handbook* E-1, S-1, S-2, S-3, and W-7. **Quiz #1**

Mon. 1/27 *Signs* 141-63 and 167-79. **JE #2** Reading the Signs #5 (page 163) **or** Reading the Signs #4 (page 179)

Wed. 1/29 Editing Skills: Editing Pronouns. *Handbook* E-2, S-6, and W-8. **Quiz #2**

*Unit 2: Writing About Television*

Fri. 1/31 **Ad Essay Due at the start of class.** Introduction to Unit 2

Mon. 2/3 *Signs* 229-43. **JE#3** Reading the Signs #2 (page 243)

Wed. 2/5 Editing Skills: Editing Verbs. *Handbook* E-3, S-4, and S-5. **Quiz #3**

Fri. 2/7 *Signs* 251-58 and 265-73. **JE#4** Reading the Signs #2 (page 258)

Mon. 2/10 Editing Skills: Editing Quotations. *Handbook* E-4, P-3, and P-4. **Quiz #4**

Wed. 2/12 *Signs* 274-86. **JE#5** Reading the Signs #1 (286)

*Unit 3: Writing About Films*

Fri. 2/14 **TV Essay Due at the start of class.** Introduction to Unit 3

Mon. 2/17 *Signs* 293-311. No required journal entry.

Wed. 2/19 Editing Skills: Editing Commas. *Handbook* E-5 and P-1. **Quiz #5**

Fri. 2/21 *Signs* 311-26. **JE#6** Reading the Signs #4 (page 326)

Mon. 2/24 Editing Skills: Semicolons and Other Punctuation. *Handbook* P-2 and P-6. **Quiz #6**

Wed. 2/26 *Signs* 326-45. **JE#7** Reading the Signs #5 (340)

Fri. 2/28 *Signs* 345-58. **JE#8** to be announced

*Unit 4: Writing About An American Paradox*

Mon. 3/2 **Film Essay Due at the start of class.** Introduction to Unit 4

Wed. 3/4 *Signs* 515-31. No required journal entry.

Fri. 3/6 Editing Skills: Editing Words That are Often Confused. E-6 and L-4. **Quiz #7.**

Mon. 3/9-Fri. 3/13     **Spring Break**

Mon. 3/16     *Signs* 531-39. **JE#9** Reading the Signs #2 (538)  
Wed. 3/18     Editing Skills: Sentence Structure. *Handbook* S-7, S-8, and S-9. **Quiz #8**  
Fri. 3/20     *Signs* 539-50 and 553-60. **JE #10** Reading the Signs #1 (549)

Unit 5: The Research Paper

Mon. 3/23     **American Paradox Essays Due at the start of class.** Introduction to Research  
Wed. 3/25     Building a Working Outline. *Signs* 54-62.  
Fri. 3/27     Library Session. *Handbook* R-1, R-2, R-3, R-4.

Mon. 3/30     Library Session  
Wed. 4/1     MLA Format *Handbook* Review MLA Style (119-69)  
Fri. 4/3     Library Work Day

Mon. 4/6     **Research Paper Outline Due**  
Wed. 4/8     Library Work Day  
Fri. 4/10     **No Class Session in Honor of Good Friday**

Mon. 4/13     **No Class Session in Honor of Easter Sunday**  
Wed. 4/15     Group Conferences  
Fri. 4/17     Individual Conferences

Mon. 4/20     Individual Conferences  
Wed. 4/22     Preparing the Final Draft  
Fri. 4/24     **Research Paper Due**

Mon. 4/27     *Handbook* W-6. Oral Presentations  
Wed. 4/29     Oral Presentations  
Fri. 5/1     Final Exam Preparation

**Mon. 5/4     Final Exam 10:30-1:00**