

# WRI1016: Composition-Research

Spring, 2020 - Doyle

<b>Dept.: Literature, Journalism, &amp; World Languages</b>	<b>Course: WRI1016 College Composition: Research (GE)   Section 1</b>
<b>Term: Spring 2020</b>	<b>Credits: 2.0</b>
<b>Meeting days: Mon &amp; Wed</b>	<b>Instructor: Dr. Kevin Doyle</b>
<b>Meeting times: 4:00 – 4:55</b>	<b>Office Phone: (619)329-6781</b>
<b>Meeting location: LBRT 202</b>	<b>E-mail: kdoyle@pointloma.edu</b>
<b>Final Exam: Wednesday, May 6</b> <b>1:30 pm - LBRT 202</b>	<b>Office hours: By appointment</b>

## **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**

The purpose of this course is to enable you to develop critical thinking skills, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university-level work.

## **COURSE LEARNING OUTCOMES**

1. Apply (application) the conventions of the English language in various forms of academic writing genres. (DLO 1, 2, 3)

2. Demonstrate (application) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. (DLO 1, 2, 3)
3. Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions. (DLO 1, 2, 3)
4. Apply (application) documentation formats to properly cite research in written compositions. (DLO 1, 2, 3)
5. Analyze (analysis) written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme. (DLO 1, 2, 3)

**COURSE SCHEDULE AND ASSIGNMENTS (WARNING: This is still in development -- Changes WILL be made at instructor's discretion)**

Week	TOPICS & ASSIGNMENTS
Week #1 1/14 & 1/15	<p><b><u>Tuesday:</u></b></p> <p style="padding-left: 40px;">→ <b><i>Class Introduction, Review Syllabus</i></b></p> <p><b><u>Wednesday:</u></b></p> <p style="padding-left: 40px;">→ <b><i>Diagnostic Exam: In Class</i></b></p>
Week #2 1/20 & 1/22	<p><b><u>Monday:</u></b></p> <p style="padding-left: 40px;">★ <b><i>Martin Luther King Jr. Day (No Class)</i></b></p> <p><b><u>Wednesday:</u></b></p> <p style="padding-left: 40px;">→ <b>WATCH:</b> Cognitive Dissonance video.</p> <p style="padding-left: 40px;">→ <b>DO:</b> Begin identifying topics for the first essay</p> <p style="padding-left: 40px;">→ <b>READ:</b> <i>FIAW</i> Chapter 1 (pp. 1-19)</p>

<p>Week #3</p> <p>1/27 &amp; 1/29</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>Due:</b> Reading Journal for Chapter 1 (pp. 1-19) of <i>FIAW</i></li> <li>→ <b>Discuss:</b> Chapter 1 from <i>FIAW</i>.</li> <li>→ <b>Discuss:</b> Continue discussing &amp; refining election topics.</li> <li>→ <b>Do:</b> Mind Mapping activity.</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>Do:</b> In-class research on chosen topic(s).</li> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 2 (pp. 38-42; 45-48; 51-52; 58)</li> </ul>
<p>Week #4</p> <p>2/3 &amp; 2/5</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DO:</b> Good vs Bad Examples</li> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 2 (pp. 38-42; 45-48; 51-52; 58)</li> </ul> <p><b><u>Wednesday</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Citation Scavenger Hunt</li> </ul>
<p>Week #5</p> <p>2/10 &amp; 2/12</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b><i>Library Day (Bresee computer lab)</i></b></li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b><i>Library Day (Bresee computer lab)</i></b></li> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 7: (pp. 165-186)</li> <li>→ LS R-1 Doing Research (pp.90–102)</li> </ul>

<p>Week #6</p> <p>2/17 &amp; 2/19</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Reading Journal for FIAW Chapter 7: (pp. 165-186)</li> <li>→ <b>DO:</b> In-Class Peer Review Session</li> <li>→ <b>READ:</b> LS W-16 Reading Strategies (pp.83–88)</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>READ:</b> FIAW Chapter 4 (pp. 87-104) &amp; LS W-7 Arguments (pp.43–48)</li> </ul>
<p>Week #7</p> <p>2/24 &amp; 2/26</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Reading Journal for FIAW Chapter 4 (pp. 87-104)</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Election Topic Paper Final Draft</li> <li>→ <b>READ:</b> FIAW Chapter 3 (pp. 64-79) &amp; LS P-4 Quotation Marks (pp.395–399)</li> </ul>
<p>Week #8</p> <p>3/2 &amp; 3/4</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 3 (pp. 64-79)</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 5 (pp. 114-131)</li> </ul>
<p>Week #9</p> <p>3/9 &amp; 3/11</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 5 (pp. 114-131)</li> <li>→ <b>DISCUSS:</b> Proposal, Look at Arguments</li> <li>→ <b>READ:</b> LS W-12 Proposals (pp.66–69)</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>Due:</b> 1-Page Proposal (with at least <b>two</b> sources)</li> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 6 (pp. 141-153; 158-163)</li> </ul>

<p>Week #10</p> <p>3/16 &amp; 3/18</p>	<p><b><u>Monday:</u></b></p> <p>★ <i>Spring Break (No Class)</i></p> <p><b><u>Wednesday:</u></b></p> <p>★ <i>Spring Break (No Class)</i></p>
<p>Week #11</p> <p>3/23 &amp; 3/25</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 6 (pp. 141-153; 158-163)</li> <li>→ <b>DO:</b> Peer-Review Session (Discuss drafts; examine argument(s))</li> <li>→ <b>READ:</b> <i>LS W-14</i> Annotated Bibliographies (pp.74–78) &amp; <i>FIAW:</i> Writing an Annotated Bibliography (p. 185)</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>Due:</b> Initial Annotated Bibliography (with at least <b>six</b> sources)</li> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 8 (pp. 187-246) (<b>due on 4/8</b>)</li> <li>→ <i>LS R-3</i> Synthesizing Ideas (pp. 105–107)</li> </ul>
<p>Week #12</p> <p>3/30 &amp; 4/1</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DO:</b> Plagiarism Activity &amp; Review</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 11 (pp. 314-322; 325-339)</li> </ul>

<p>Week #13</p> <p>4/6 &amp; 4/8</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>Individual Conferences</b> (<b>Due:</b> Synthesis Matrix &amp; Initial Draft of paper)</li> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 11 (pp. 314-322; 325-339)</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>Individual Conferences</b> (<b>Due:</b> Synthesis Matrix &amp; Initial Draft of paper)</li> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 8 (pp. 187-246)</li> <li>→ <b>READ:</b> <i>FIAW</i> Chapter 12 (pp. 344-370 **may skip readings/samples as needed**)</li> </ul>
<p>Week #14</p> <p>4/13 &amp; 4/15</p>	<p><b><u>Monday:</u></b></p> <p>★ <b>Easter Break (No Class)</b></p> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DUE:</b> Reading Journal for <i>FIAW</i> Chapter 12 (pp. 344-370 (*may skip readings/samples as needed*))</li> <li>→ <b>DO:</b> Peer-Review Session #1</li> </ul>
<p>Week #15</p> <p>4/20 &amp; 4/22</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DO:</b> Peer-Review Session #2</li> <li>→ <b>DUE:</b> Submit 1 page for instructor feedback</li> </ul> <p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>→ <b>DO:</b> In-Class Writing Workshop</li> </ul>

<p>Week #16</p> <p>4/27 &amp; 4/29</p>	<p><b><u>Monday:</u></b></p> <p>→ <b>DO:</b> Research Presentations &amp; Debrief</p> <p>→ <b>DUE:</b> Final Draft by midnight</p> <p><b><u>Wednesday:</u></b></p> <p>→ <b>DO:</b> Research Presentations &amp; Debrief</p>
<p>Week #17</p> <p>5/6</p>	<p><b><u>Wednesday:</u></b></p> <p><b>Final Exam @ 1:30am-4:00pm</b></p>

### THREE DISCLAIMERS

**Disclaimer #1:** *I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.*

**Disclaimer #2:** *This class is taught at the **college level**; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.*

**Disclaimer #3:** *You will write **A LOT**. Writing is a muscle that must be exercised. Every week, there will be a writing assignment of **at least 1 to 3 pages**.*

### REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. 4<sup>th</sup> ed., Bedford/St. Martin's, 2018. ISBN: 978-1319071233
2. Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. Norton, 2017. ISBN: 978-0-393-60264-7

### ASSESSMENT AND GRADING

Assignment Group Distribution by Percentage:	Grading Scale	
<ul style="list-style-type: none"> <li>● <b>Homework, Participation, Final - 33.33%</b> <ul style="list-style-type: none"> <li>○ (Homework/Other - 11.67%)</li> <li>○ (In-Class Participation - 11.67%)</li> <li>○ (Final Exam - 10%)</li> </ul> </li> <li>● <b>Skill-Building Essays - 33%</b></li> <li>● <b>Academic Researched Essay - 33%</b> <ul style="list-style-type: none"> <li>○ (Research Process 20%)</li> <li>○ (Final Draft Researched Essay 13.33%)</li> </ul> </li> </ul>	A=93-100	C=73-76
	A-=92-90	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=0-59

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination for this course will take place on **Wednesday, May 6<sup>th</sup> starting at 1:30pm**. 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.

## **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.

## **ATTENDANCE**

*Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog.* 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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

## **CLASS PREPARATION**

All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

## **CLASS PARTICIPATION**

Regular contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all. Learning occurs in an environment of active participation; therefore, Writing 1016 does not work well as a straight lecture course. The course is enriched when students share their thoughts on assigned readings. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **LATE PAPER POLICY**

Hand in your assignment in on time. In this class, ***late assignments will receive zero credit (no partial credit given in this class)***. Students will have four 'tokens' to use in exchange for either resubmitting an assignment OR turning an assignment in past the deadline. Once the four tokens are gone -- no late/substandard work will be allowed.

### **E-MAIL**

Please use e-mail for simple, logistical questions or clarifications. Write: "WRI1016" in the subject line. Allow 24 hours/ 1 business day for a reply.

### **SMARTPHONES AND LAPTOPS**

They may be used for ***classroom-related activities only. Please bring laptop to each class. I can provide one if you are unable to bring one.***

### **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.

### **INCLUSIVE LANGUAGE**

Because the Literature, Journalism, and World Language department recognizes the power of language, 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. These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

### **INFORMATION FROM THE MLA HANDBOOK**

“Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex” (MLA Handbook, Sections 1.10 and 1.11, on pp. 60-63 in the 6th ed.).

### **ACADEMIC HONESTY/POLICY ON PLAGIARISM**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

### **FERPA POLICY**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See Academic Policies in the (undergrad/ graduate as appropriate) academic catalog.

### **LJWL DEPARTMENT POLICIES**

Available at this [link](#).

### **PLNU COPYRIGHT POLICY**

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### **WRITER’S STUDIO**

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 097 which is the Writing Skills Tutorial held in the Writers’ Studio. If your scores reveal that you need to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with trained tutors in the Writers’ Studio once-a-week for a minimum of 10 weeks starting within the

first few weeks 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 tutor throughout the semester. The writing assignments you work on in the Writers' Studio 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 tutorial, WRI 097, is \$150.00. Should you discover you have the privilege of attending the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$2,600.00 course your scores would have previously required you to take. Failure to complete WRI 097 will result in a failing grade in WRI 115.

## **TUTORIAL SERVICES**

The PLNU Tutorial Center is available free of charge for all current **undergraduate** PLNU students. It offers tutoring for most subjects, as well as general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. The Tutorial Centers is open Monday-Thursday from 8:00AM until 9:00PM and Friday from 8:00AM until 3:00PM. Please note that the Tutorial Center is closed from 9:30-10:30AM, Monday, Wednesday, and Friday, and 5:00-6:00PM every evening. Tutoring is available by appointment only, and appointments must be made at least one day in advance. Appointments may be arranged in person at the Tutorial Center, over the phone at (619) 849-2593, or via email at [TutorialServices@pointloma.edu](mailto:TutorialServices@pointloma.edu).