

## Writing 1010, Section 10 – College Composition, Fall 2020

Dr. Dean Nelson

Office: BAC 114 Office Hours, M W F, 11 am to noon, and by appointment

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### PURPOSE

The course is one of the components of the General Education Program at PLNU, 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.

### DESCRIPTION

This is a skills writing course where students improve their writing ability and expand their writing range through guided practice and interchange with both fellow students and the instructor. The emphasis of the course is on the process of writing. The goal is to help students acquire and develop essential writing skills which will enable them to be successful college students, and which will be of service to them after they leave college. By the end of the semester students will be able to:

- Understand the process leading to effective composition (thinking, writing and revising)
- Use correct and effective conventions of the English language (such as punctuation, spelling, usage, and sentence structure) which greatly enhance the readability of one's writing
- Locate and evaluate information, develop informed opinions, and state and defend one's point of view.

The course intends to prepare the student writer for a wide range of writing tasks and is, therefore, an aid in other courses. The general aim of this course is to provide students with the writing skills necessary for college and life after college.

### COURSE REQUIREMENTS

**Textbooks:** The St. Martin's Handbook, (SMH) 8<sup>th</sup> edition.

Devil's Highway (DH), by Luis Urrea

God Hides in Plain Sight (GH), by Dean Nelson

**Reading:** Assignments are listed in calendar. Most of them require a written summary/reflection response

**Writing:** Each student will write four essays (including the final exam) of approximately 3-5 pages each. Most reading assignments require a written response – there is something due almost every day we meet. The reading reflections must include at least these two questions: 1). What was the main idea/summary of the assigned pages? And 2). What did the pages make you think about? Also, each student will write a research paper of approximately 10 pages. There will be some in-class writing assignments.

**Department Policy on Plagiarism:** The Department of Literature, Journalism and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes buy is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.

**Academic Accommodations:** All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

**Attendance, Participation, Classroom Attire:** The university catalogue says I can lower your grade after four absences, and can de-enroll you after six (those absences do not need to be consecutive). Others need to hear your take on things, and you need to hear others' take on things. Dress so that the focus is on the subject, not on you.

**Writer's Studio:** Students may be required to attend tutorial sessions while they take this course, based on the results of the two-part diagnostic exam they are given at the beginning of the semester. Students whose scores show they must take these tutorial sessions must pay a one-time fee for weekly tutorials. Failure to complete the 10 sessions before two weeks before the final exam will be given a grade of F for this course. All students are welcome to use the Writer's Studio for help with their assignments.

As required by our accrediting agencies, the following learning outcomes must be stated:

## **Department Learning Outcomes**

1. Students will demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media.
2. Students will display interpretive, analytical, and critical skills developed through the close study and analysis of texts.
3. Students will demonstrate knowledge of diverse cultures and literary texts.
4. Students will demonstrate knowledge of the nature, structure, and history of language.
5. Students will develop redemptive social and spiritual engagement through studies of language, text, cultures, and media.

## **Course Learning Outcomes**

Students taking this course will be able to:

- Identify the main idea in a written passage
- Understand the concept of purpose as a basic commitment writers make when determining what they want to do and how they want to do it in their writing. In other words, there is an appropriate and effective manner in a specific situation and for a specific audience.
- Discover a thesis
- Formulate and introduce a thesis statement
- Develop and support a thesis
- Develop topical paragraphs
- Write complete and sensible sentences, avoiding fragments, comma splices and fused sentences, faulty modification and parallelism
- Observe basic usage conventions, such as subject-verb agreement, pronoun-antecedent agreement, clear pronoun reference, correct pronoun case selection, avoiding adjective-adverb confusion
- Observe basic conventions of punctuation such as use of commas, semicolons, quotation and punctuation marks
- Spell correctly
- Read critically
- Write responsibly from source material