



Dept. of Literature, Journalism, Writing & Languages  
Fall 2020

**WRI 1016 Composition: Research (2 units) Section 2**  
Wednesday/Friday 8:30-9:25 am 15 weeks

Mrs. Emily Cook [ecook@pointloma.edu](mailto:ecook@pointloma.edu)

**Office Hours Online, W/F 9:30-10:30, or by appointment BAC 118**  
Room if F2F resumes: Taylor 413  
Final exam December 2nd or 4th

### **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 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.

### **Foundational Explorations Mission Statement:**

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 cultures.

### **Course Description:**

The University catalog describes this course as a A first-year composition experience in reading, writing, and critical thinking, centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course.

Prerequisite(s): [WRI 1015](#). A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in [WRI 0097](#).

This is a reading and writing intensive course. In addition to short and extended writing assignments, students will engage with texts from a variety of subgenres and cultural and historical perspectives in order to clarify the ways in which human beings experience the world, as well as be changed by it. Students should expect to learn to think critically and analytically about what they read and research in order to make connections, raise questions, and analyze concerns found in and raised by the texts about relationships between people of different nationalities, races, genders, religious and political perspectives, and other perspectives. It is my hope that by wrestling with the ideas conveyed by these authors, students will be inspired to read deeply, to be transformed by their reading and by their own entanglement with ideas and experiences, and to be inspired to works of piety and mercy, in accordance with the mission of the University.

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **Foundational Explorations Learning Outcomes (FELO)**

This information is found in the [University Course Catalog Online](#).

## 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.
- FELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.
- FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.
- 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.
- FELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- FELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

## Context #2: Growing, In a Christ-Centered Faith Community

- ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.
- FELO 2a. Students will develop an understanding of self that fosters personal well-being.
- FELO 2b. Students will understand and appreciate diverse forms of artistic expression.
- FELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

## Context #3: Serving, In a Context of Christian Faith

- ILO #3: Students will serve locally and/or globally in vocational and social settings.
- FELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

\*ILO - Institutional Learning Objective

### **Course Learning Outcomes (CLOs)**

*A student who completes WRI 1016 will be able to*

1. Apply (application) English language conventions in various genres of academic writing. (GELO 1a, 1c, 1d; 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. (GELO 1a, 1c, 1d; DLO 1, 2, 3)
3. Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions. (GELO 1a, 1c, 1d; DLO 1, 2, 3)
4. Evaluate (analysis) online sources of information for valid authority and expertise. (GELO 1a, 1c, 1d; DLO 1, 2, 3, 5)
5. Apply (application) documentation formats to cite research in written compositions. (GELO 1a, 1c, 1d; DLO 1, 2, 3)
6. Analyze (analysis) texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme. (GELO 1a, 1c, 1d; DLO 1, 2, 3)

### **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the University's [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **SPIRITUAL CARE**

PLNU strives to be a place where students may grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests, they may contact the [Office of Spiritual Development](#) or share prayer requests in class discussions.

### **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](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 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.

In addition, please send me an email about how I can best help you succeed in this class.

### **Attendance and Participation Policy:**

Success in this class (and in life) requires regular and punctual attendance. According to university policy, if students miss more than 10% of the synchronous class meetings, they may be de-enrolled. Since this class meets 30 times, you may be at risk if you miss more than 3 classes without consulting with me. If you miss more than 20% of synchronous sessions, you may be de-enrolled automatically. Consult the section on [Academic Policies](#) in the Undergraduate Academic Catalog for more information.

Please see me or send me an email if you know you are going to miss a class or you have an illness. It is your responsibility to check Canvas for announcements if you miss class.

Participation also requires that you be mentally present in the online classroom, prepared for the discussions, and engaged in the material. Preparation will be demonstrated by your writing assignments, quizzes, and participation in discussions.

### **Public Discourse:**

One of the intangible benefits of a college education is the insight that comes while discussing and working with others. Although writing and researching seem like solitary pursuits, we will be engaging in collaborative discussions, peer reviews, and presentations. Please be aware that you will be asked to share your work.

Fruitful discussions require an exchange of ideas and opinions from different perspectives and should raise questions and new considerations. I expect all PLNU students to be courteous, tactful, and respectful to their fellow students, even if their ideas and opinions differ. The virtues of humility, patience, generosity, civility, and thoughtfulness.

Since this is a course in communicating, we will also be aware of the different ways meaning is associated with language. We will follow the standards for inclusive language outlined in the major academic style guides, including 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, 8th ed., pp 32-33).

### **Academic Honesty Policy:**

Academic honesty is expected and required. All assignments should be your original work. As the Point Loma policy states, "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." See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

If I believe a submitted assignment demonstrates intentional academic dishonesty or plagiarism, I may give that assignment a failing grade or request the student resubmit. If the violation is serious or a student continues to violate the academic honesty policy, the student may fail the class. The University Catalog describes the appeal process. If you do not understand what constitutes plagiarism, you can consult the library's tutorial online about avoiding plagiarism or read the University's Academic Policies for definitions of kinds of academic dishonesty and for further policy information at <http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>.

### **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 educational purposes. Any use of those materials outside the classroom may violate the law. I have provided some links and digital content on Canvas for you to read. You are asked to print and annotate these materials for class use, but please do not redistribute or use these materials outside of class.

### **Late Policy:**

All assignments are to be submitted by the beginning of the class session when they are due—including assignments posted in Canvas. I recognize unforeseen circumstances arise, so I do accept late assignments up to two weeks late, except assignments due the last week of class. For each day that the assignment is late, the grade will be lowered 5%. Incompletes will only be allowed in extremely unusual circumstances.

### **Resources:**

There are many resources available to help you succeed in this course and others. These include

- The Writer's Studio in Bond Academic Hall, room 159, and [online here](#).
- Based on the scores of their diagnostic essays, some students might be asked to participate in WRI 097, a writing skills tutorial held in the Writer's Studio (or online). Sessions are 1 hour, 1 time a week, for 10 weeks and have a fee of \$150.00. This studio replaces a remedial course that might otherwise be required.
- The PLNU Library has print and digital resources to help you find additional information for your papers and presentation. The librarians can assist you in navigating the best databases for your topic.

- Canvas includes a variety of links to additional resources, including websites to help you with writing and additional information.
- Use me as a resource! Check into digital office hours or email me at [ecook@pointloma.edu](mailto:ecook@pointloma.edu) if you have any questions or need help finding information. I love connecting with students, answering questions, and talking about writing.

### **Assessment and Grading:**

To meet the learning objectives, the following assignments will form the basis of student assessment:

Short Writing Assignments and quizzes 30%

–Lecture response/participation: 100 pts

-Quizzes/library 10pts each - 100 pts

- 3 Short writing assignments - 100 pts

Research Paper and process: 60%

- Discussions: 200 pts

-Proposal 25 pts

-Outline and Bib 50 pts (25 each)

- Peer reviews 25 pts

- Rough Draft 100 pts

- Final Draft 100 pts

- Presentation: 100 pts

Final Exam: 100 points 10%

Total points: 1000 points 100%

Grades are based on the University grade scale:

A=93-100    B+=87-89    C+=77-79    D+=67-69

A-= 92-90    B= 83-86    C= 73-76    D =63-66

B-= 80-82    C-= 70-72    D-= 60-62

F=0-59

### **Assignments:**

More complete descriptions of assignments will be provided on Canvas, along with grading rubrics for each type of assignment, but here is what students can expect:

Each week students will have three types of weekly “low-stakes” assignments. Grades will be based on completion and competence. These assignments are:

1. 9 Short quizzes over grammar and writing concepts taken on Canvas by the class period they are due.
2. 9 Weekly discussion board assignments submitted on Canvas. Initial posts will be responses to prompts, as well as notes and reflections on the readings. Students should respond to at least 3 classmates’ posts for full credit.
3. Short responses to lecture notes and readings and/or other short writing assignments

Students can also expect longer writing assignments:

1. 3 short writing assignments of 2-4 pages
2. A 9-12 page research paper, divided into shorter assignments during the writing process.
3. A 10 - 15 minute presentation will give students the opportunity to teach the class about their research
4. The final exam will be a timed, probably synchronous essay test.

### **Materials Required:**

- Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. *Fieldworking: Reading and Writing Research*. Bedford/St. Martin’s, 2012. (FW)
- Lundsford, Andrea. *The St. Martin’s Handbook*. Bedford/St. Martin’s, 2018 (SMH)
- Access to Canvas and any linked reading materials

## **Course Schedule**

Readings and assignment due dates are subject to revision. Be sure to check Canvas for messages.

Date	Readings and Topics	Assignment
Week 1 W 8/ 19	Introduction to WRI 1016, to the writing process, and to each other	Introductions: Post a picture First meeting online Readings in Canvas
F 21	Diagnostic essay - Zoom	
Week 2 W 26	Rhetorical Modes and why we read, write, and research Design: Narrative	Lecture notes Read: FW chp 1 Readings in Canvas Refer: SMH chp 2
F 28	Learning about cultures and subcultures Building an essay: Common Student Errors	Grammar Quiz: Common errors Discussion Post: Campus/youth cultures <i>Choose a subculture</i>
Week 3 W 9/2	Critical/active reading, finding and interpreting information Design: Explication/exemplification Thesis statements	Lecture notes Read: FW chp 2 Readings in Canvas Refer: SMH pp 40-49, 360-85
F 4	Listening and observing Building blocks: Words	Grammar Quiz: agreement Discussion post: Observation notes on other classes <b>9/6 Narrative Essay due: My Subculture</b>
Week 4 W 9/9	Framing: Hooks and clinchers Positioning self and other	Lecture notes Read: FW chp 3 Refer: SMH 50-63, 95-117
F 11	Framing: Paragraphs/organization Mortar: Punctuation and mechanics	Grammar Quiz: sentence errors Discussion Post: Positioning interviews <i>Interview an insider or an elder</i>
Week 5 W 9/16	Library Days	<i>Topic ideas due</i> Refer: SMH 64-93, 242-48, 402-492 Documentation guide
F 18	Documentation	
Week 6 W 9/23	Design: Analysis and interpretation, figurative language Collaborating	Lecture notes Read: FW <b>chp 5</b> Refer: SMH 124-39, 292-305 <b>Library assignment due</b>
F 25	Learning to look Building materials: Sentence construction and variety,	<b>9/27 Essay 2 due: Profile</b> Quiz: Punctuation and Mechanics Discussion Post: A Day in the life <i>Site visits</i>
Week 7 W Sept 30	Design: Persuasion/Argumentation: The Appeals Process: Ethos, logos, pathos	Lecture notes Read: FW <b>chp 4</b> Refer: SMH 160-188, 232-240
F Oct 2	Observing and Mapping Places Building structure: Supporting evidence: Integrating quotations and paraphrasing	Discussion Post: Site notes Grammar Quiz: modifiers, voice

Week 8 W 10/5	Planning proposals, counterarguments, Grammar: syntax, tense shifts	Lecture notes Read: FW chp 6 Refer: SMH 140-159, 626,-635
F 10/7	Roofing and flooring: Intros and Conclusions Interpreting language, objects and images (Nike ad)	<i>Search for archival info</i> Grammar Quiz Discussion Post: Analyze image/ ad <i>Sign up for conferences</i> <b>Research Proposals due 10/9</b>
Week 9 W 10/12	Conferences Do Research/write	
F 10/14	Conferences Do Research/write	<b>Rough Draft of Outline Due 10/16</b>
Week 10 W 10/21	Evaluating sources, interpreting tone, planning research, Locating culture/archives	Lecture notes Read: FW chp 7 Refer: SMH 190-231 Listen and analyze
F 10/23	Tone and mood: listening to covers Details and decor: Mixed constructions	Grammar Quiz: Mixed constructions Discussion Post on objects/music <b>Annotated Bibliography Due 10/25</b>
Week 11 10/28	Metacognition: reflecting on where you've been, where you are going Anne Lamott "Shitty First Drafts"	Lecture notes Read: FW chp 8 Refer: SMH 250-260, 672-683
F 10/30	Revising: Macrorevisions	Grammar Quiz: variety Dialogue: Share topic/trials <b>Rough Draft Due 11/1</b>
Wk 12 W 11/4	Revising/Peer Reviews EB White: "Once More to the Lake" with revisions	Lecture notes
F 11/6	Peer Reviews	Discussion Post: Interesting fact Grammar Quiz:Eliminating wordiness SMH 660-664 <b>11/8 Peer reviews with comments due.</b>
Wk 13 11 W	Planning for presentations	Refer: SMH 272-284
13 F	Presentations	<b>11/15 RESEARCH PAPER DUE</b>
Wk 14 18 W	Presentations	
20 F	Presentations	<b>11/20 Presentation notes due/Creative reflection</b>
Wk 15 W	Wrap up final portfolio evaluations and presentations, review Thanksgiving	<b>Portfolios Due</b> SMH 331-339
F	Final	<b>12/4 Essay exam</b>