

Spring 2021

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)
Office location and hours: Taylor 110; by appointment	Instructor email: jmanning@pointloma.edu
Meeting times/days: 9:35a-10:30a TR	Meeting location: FTF: Outdoor: Hill 4 // Virtual: Zoom
Final Exam: Thursday, June 10, 2021 – 10:30am-1:00pm	

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.

COURSE DESCRIPTION

A continuation of the study of topics within higher education designed to further develop student capacities toward long-term collegiate persistence. In this course, students will gain additional experience in the areas of study skills, critical thought, vocation exploration, and broadly applicable strategies for academic success.

COURSE LEARNING OUTCOMES

1. Continue to practice and improve key metacognitive learning strategies for use in a university environment.
2. Develop robust information literacy and information management skills for use in a university environment.
3. Apply critical thinking in constructing logically coherent arguments and supporting them with sound reasoning and relevant source materials.
4. Gain experience reading in active, critical fashion and writing with precision.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Textbooks:

Booth, Wayne C. et al. *The Craft of Research*, 4th Edition. Chicago: University of Chicago Press, 2016. ISBN 978-0226239736

Upson, Matt, C. Michael Hall, and Kevin Cannon. *Information Now: A Graphic Guide to Student Research*, Chicago: University of Chicago Press, 2015. ISBN 978-0226095691

Digital Resources (available via Canvas):

Chalmers, Aaron. "The Influence of Cognitive Biases on Biblical Interpretation." *Bulletin for Biblical Research* 26 no 4 (2016): 467-480.

Enten, Harry. "Fake Polls Are a Real Problem." *FiveThirtyEight*, August 22, 2017.

Howard, Rebecca Moore. "Plagiarisms, Authorships, and the Academic Death Penalty." *College English* 57 no 7 (1995): 788-806.

Lamott, Anne. "Shitty First Drafts." In *Bird by Bird: Instructions on Writing and Life*. New York: Pantheon Books, 1994.

Litwak, Kenneth D. "How to Write an Exegesis Paper with Library Resources." *apu.libguides.com*, September 13, 2017.

Lorenz, Taylor. "Sudan and the Instagram Tragedy Hustle." *The Atlantic*, June 17, 2019.

Murphy, E. P. "The Least Painful Way to Write an Intro." *writingcooperative.com*, March 14, 2017.

Walker, Angela L. "Preventing Unintentional Plagiarism: A Method for Strengthening Paraphrasing Skills." *Journal of Instructional Psychology* 35 no 4 (2008): 387-395.

Wallace, David Foster. "Consider the Lobster." In *Consider the Lobster and Other Essays*. New York: Little, Brown & Co., 2005.

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Attendance and Participation	80 points	(11%)
• Class attendance	(20 points)	
• Tutorial attendance	(20 points)	
• Advising attendance	(20 points)	
• Class participation	(20 points)	
Discussion Forums.....	135 points	(19%)
Vocabulary Quizzes	135 points	(19%)
Assignments	175 points	(24%)
• Fall Schedule Assignment	(15 points)	
• Information Literacy Journals #1-3	(60 points / 20 per)	
• Quotation, Paraphrase, Summary Assignment #1-2	(40 points / 20 per)	
• Exegetical Assignments #1-3	(60 points / 20 per)	
Midterm Exam	100 points	(14%)
Final Exam	100 points	(14%)
TOTAL POINTS	725 points	(100%)

Grading Scale:

100%-93% = A	89%-87% = B+	86%-83% = B	79%-77% = C+	76%-73% = C	69%-67% = D+	66%-63% = D	59%-0% = F
92%-90% = A-	82%-80% = B-	72%-70% = C-	62%-60% = D-				

Assignment Details:

Attendance and Participation (worth 80 points total):

Class Attendance (20 points): From the PLNU Attendance Policy: "Regular and punctual attendance at all classes is considered essential to optimum academic achievement." (See [Academic Policies](#) in the academic catalog.)

Total Class Sessions	28 (1 session = 3.5% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence # 1-2 : 7% of sessions missed. Does not count against attendance grade. Unexcused absence # 3-5 : 18% of sessions missed. Attendance grade reduced by 7 <u>per day</u> . More than 10% of sessions (=3) missed for any reason: student attendance reported to vice provost More than 20% of sessions (=6) missed for any reason: student may be de-enrolled without notice
Excused Absences	No grade reduction. Requires a note or other documentation from a doctor or professor/coach (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to seek medical care.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a grade of 89% would boost to a 90%).

Tutorial Attendance (20 points): Students will study regularly in settings where peer tutors and professionals are available as resources. In the spring semester, students may sign up for tutoring from a list of options based on their individual schedule commitments. Attendance is taken regularly at Tutorial, and the attendance policy outlined above will apply (total sessions=13; 1 session = 7%).

Advising Attendance (20 points): Each student will engage in advising sessions over the course of the semester. Attendance at these sessions will be covered under the following policy:

Attended all sessions: full credit.

Missing sessions: score reduced by 10 points per session until =0.

Class Participation (20 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In this class you might not have the opportunity to speak up on a daily basis, but you should still come prepared to contribute something to discussion on a daily basis, and contribute periodically. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, remaining on-task during group discussion, not distracting others

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, inappropriate use of technology

Vocabulary Quizzes (worth 135 points total; 15 per quiz, 10 total quizzes, 1 lowest quiz dropped):

Rationale: When used properly, open-book online vocabulary quizzes (1) provide an opportunity for students to recall and reinforce material, while giving immediate feedback on areas of weakness, (2) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (3) shift quiz-taking time outside of scheduled class sessions, and most importantly, (4) create a lower-stress “free to try and fail” environment conducive to learning.

Instructions: Starting early in the semester, quizzes will be scheduled weekly. They are open-book, and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see some new questions). When a quiz is repeated, your highest score will always be remembered and recorded; a repeated quiz can never reduce your score. All quizzes are available on Canvas.

For Best Results:

- Read and listen to podcasts first. Don't try to quiz before learning the material.
- Quizzes are open book, but you'll learn better by trying to rely less on resources and more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between ideas.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.
- Learn from mistakes: incorrect responses show you where to revisit your reading and where to ask questions in class.

Various Class Assignments (worth 175 points total; points per assignment vary):

Throughout the semester, students will engage in a variety of different tasks related to research, writing, and university life. Specific assignments will be given and discussed in class as the semester progresses.

Midterm Exam (worth 100 points total; 75 for the exam proper, 25 for the take-home essay):

A midterm will offer the chance to consolidate learning and make connections between class topics and ideas. Specific instructions and details will be given in class.

Final Exam (worth 100 points total; 75 for the exam proper, 25 for the take-home essay):

A prompt with specific instructions will be given in class.

Discussion Forums (worth 135 points total—3 weeks @ 5 points; 3 weeks @ 10 points; remaining 6 weeks @ 15 points):

Rationale: In conjunction with the face-to-face learning we do during class sessions, our class forums serve as an online discussion space where students can post thoughts, questions, and/or insights regarding the week’s course material. This is a valuable space for forming/articulating ideas for your colleagues, and encountering theirs in turn. While not everyone is equally comfortable speaking up in class, forums give another avenue for collecting and expressing your thoughts.

Instructions: In every week with assigned forums, (1) ***post and maintain one main post***, and (2) ***post a minimum of two meaningful responses*** to other students’ main posts. (Note that these are minimum requirements and you are encouraged to become an active participant and engage with your colleagues beyond the basic quota when possible). Students will be randomly assigned into weekly small groups for forum discussion.

“Post and Maintain One Main Post”: In every week with assigned forums, post a main post by 11:59pm on Tuesday. This serves as your weekly personal response to the given week’s class materials. What do you find interesting, enlightening, problematic, troubling, helpful/unhelpful (etc.) and why? Ask relevant questions that the reading raises in your mind. You ***should not*** comment exhaustively on everything in the readings (that would be impractical/impossible); instead, choose several specific aspects that struck you personally and respond to those.

Your main post should be a minimum of 400 words. Posts should engage specific information from the week’s materials—avoid generalities. Never simply say, “I enjoyed what Smith said…” but instead, explain why. Use citations from class materials as evidence for your assertions or reference points for your ideas—though avoid quotations (especially lengthy quotations) from sources, since this is your space to respond, rather than to quote other writers.

For full credit, you are responsible to monitor your main post during the discussion period, and to maintain your post by thoughtfully responding to the comments of others on your post.

“Post a Minimum of Two Meaningful Responses”: post these by 11:59pm on Saturday. Respond to at least two different main posts written by your colleagues. Thoughtfully engage with the thoughts and ideas your colleagues articulate, demonstrating careful, critical reading of the class texts as well as the main post itself.

Your responses should demonstrate critical thought, and they should advance the discussion by responding substantively to what has been said with additional comments, claims, or clarifying questions. There is no length requirement for responses, but overly simplistic, minimal, or disengaged responses (e.g., “I agree!” or “That’s a good point.”) as well as irrelevant responses will earn no credit.

For Best Results: Be thoughtful, be clear, be specific, be respectful of others, make good observations, ask good questions, and faithfully maintain your forum presence by responding to people who respond to your main post.

Weekly Discussion Forum Expectations (Calendar Summary and Grading Rubric):

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
Ongoing: Read/view weekly assigned class materials. Think about them, raise questions, form your response(s).		MAIN POST: due by 11:59pm	Ongoing: Read the main posts of your peers and respond to them (minimum of 2). Monitor your own main post and take time to reply meaningfully to responses.			RESPONSES: due by 11:59pm

NO CREDIT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
0% score	1-59% score	60-79% score	80-89% score	90-100% score
No forum posts submitted; forum posts entirely off-topic or of exceedingly poor quality.	Forum posts are incomplete, superficial, shallow, partially off-topic, poorly composed, contain numerous errors, and/or demonstrate little to no engagement with assigned readings.	Forum posts are generally timely, average in quality, and demonstrate cursory engagement with assigned readings. Posts may demonstrate various minor shortcomings.	Main post and 2+ responses are timely, well written and maintained, above average in quality, and demonstrate robust engagement with assigned readings.	Main post and 2+ responses are timely, well written and maintained, error-free, and demonstrate deep thought and exceptional grasp of assigned readings.

ACADEMIC ACCOMMODATIONS

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.

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 PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

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.

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 PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

INCLUSIVE LANGUAGE

Point Loma Nazarene University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion/inferiority of minority or marginalized groups—defined for example by characteristics such as sex/gender/orientation, race/ethnicity, ability/disability, etc.—I strongly urge you to avoid sexist, racist, classist, and ableist language in your public discourse, in classroom discussions, and in your writings.

For further discussion and specific examples of inclusive language, please visit the following university websites:

- The Purdue University OWL: Stereotypes and Biased Language
 - https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
- The California State University Chancellor's Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

INCOMPLETES AND LATE ASSIGNMENTS

Assignments are to be submitted/turned in by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. Please contact your professor if you foresee a problem in completing work on time.

A course grade of “incomplete” will only be assigned in exceptional circumstances.

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 following page: (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>), listing university Technology and System Requirements. 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.

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

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 (<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) to view which states allow online (distance education) outside of California.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you 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 you can contact the Office of Spiritual Development (<https://www.pointloma.edu/offices/spiritual-development>)

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

<p>WEEK 01 <i>Course Intro + Information Literacy</i></p>	<p>MON, MAR 1 – SAT, MAR 6</p> <p><u>Class Content:</u> Read: Week 01 Canvas Module Read: Information Now pp. VII-10 (preface-introduction)</p> <p><u>Assignments Due:</u> DUE: Information Literacy Journal #1 (Thursday) DUE: Student Information Sheet (Saturday)</p>
<p>WEEK 02</p>	<p>MON, MAR 8 – SAT, MAR 13</p> <p><u>Class Content:</u> Read: Week 02 Canvas Module Read: Enten, "Fake Polls Are a Real Problem" Read: Lorenz, "Sudan and the Instagram Tragedy Hustle"</p> <p><u>Assignments Due:</u> DUE: Information Literacy Journal #2 (Thursday) DUE: Week #2 Discussion Forum (Tue/Sat)</p>
<p>WEEK 03 <i>The Research Process</i></p>	<p>MON, MAR 15 – SAT, MAR 20</p> <p><u>Class Content:</u> Read: Week 03 Canvas Module Read: Information Now pp. 11-24 (ch. 1) Read: Craft of Research pp. 3-26 (prologue, chs. 1-2)</p> <p><u>Assignments Due:</u> DUE: Information Literacy Journal #3 (Thursday) DUE: Week #3 Discussion Forum (Tue/Sat)</p>
<p>WEEK 04 <i>Sources of Information</i></p>	<p>MON, MAR 22 – SAT, MAR 27</p> <p><u>Class Content:</u> Read: Week 04 Canvas Module Read: Information Now pp. 25-38 (ch. 2) Read: Craft of Research pp. 65-83 (ch. 5) Read: Wallace, "Consider the Lobster"</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #1 (rev sets 1-10) (Friday) DUE: Week #4 Discussion Forum (Tue/Sat)</p>
<p>WEEK 05</p>	<p>MON, MAR 29 – SAT, APR 3</p> <p><u>Class Content:</u> Read: Week 05 Canvas Module Read: Information Now pp. 39-54 (ch. 3) Read: Craft of Research pp. 29-48 (ch. 3)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #2 (set 11) (Friday) DUE: Week #5 Discussion Forum (Tue/Sat)</p>
<p>WEEK 06</p>	<p>MON, APR 5 – SAT, APR 10</p> <p><u>Class Content:</u> Read: Week 06 Canvas Module Read: Information Now pp. 55-70 (ch. 4) Read: Craft of Research pp. 85-104 (ch. 6)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #3 (set 12) (Friday) DUE: Week #6 Discussion Forum (Tue/Sat)</p>
<p>WEEK 07</p>	<p>MON, APR 12 – SAT, APR 17 **Midterm Exam will be given during class on Thursday, Apr 15, 2021**</p> <p><u>Class Content:</u> Read: Week 07 Canvas Module</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #4 (set 13) (Friday) DUE: Midterm Exam DUE: Midterm Essay: My Semester So Far (Saturday)</p>
<p>WEEK 08 <i>Information Management</i></p>	<p>MON, APR 19 – SAT, APR 24</p> <p><u>Class Content:</u> Read: Week 08 Canvas Module Read: Information Now pp. 71-89 (chs. 5-6) Read: Howard, "Plagiarisms, Authorships, and the ADP"</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #5 (set 14) (Friday) DUE: Week #8 Discussion Forum (Tue/Sat) DUE: Fall Schedule Assignment (Saturday)</p>

<p>WEEK 09</p>	<p>MON, APR 26 – SAT, MAY 1</p> <p><u>Class Content:</u> Read: Week 09 Canvas Module Read: Information Now pp. 90-107 (ch. 7) Read: Craft of Research pp. 200-213 (ch. 14) Read: Walker, “Preventing Unintentional Plagiarism”</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #6 (set 15) (Friday) DUE: Week #9 Discussion Forum (Tue/Sat)</p>
<p>WEEK 10 <i>Exegesis</i></p>	<p>MON, MAY 3 – SAT, MAY 8</p> <p><u>Class Content:</u> Read: Week 10 Canvas Module Read: Chalmers, “The Influence of Cognitive Biases” Read: Litwak, “How to Write an Exegesis Paper”</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #7 (set 16) (Friday) DUE: Week #10 Discussion Forum (Tue/Sat) DUE: QPS Assignment #1 (Tuesday)</p>
<p>WEEK 11 <i>Argumentation</i></p>	<p>MON, MAY 10 – SAT, MAY 15</p> <p><u>Class Content:</u> Read: Week 11 Canvas Module Read: Craft of Research pp. 107-131 (chs. 7-8)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #8 (set 17) (Friday) DUE: Week #11 Discussion Forum (Tue/Sat) DUE: Exegetical Assignment #1 (Tuesday)</p>
<p>WEEK 12 <i>Drafting</i></p>	<p>MON, MAY 17 – SAT, MAY 22</p> <p><u>Class Content:</u> Read: Week 12 Canvas Module Read: Craft of Research pp. 175-188 (ch. 12) Read: Lamott, “Shitty First Drafts”</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #9 (set 18) (Friday) DUE: Week #12 Discussion Forum (Tue/Sat) DUE: Exegetical Assignment #2 (Tuesday)</p>
<p>WEEK 13 <i>Introductions and Conclusions</i></p>	<p>MON, MAY 24 – SAT, MAY 29</p> <p><u>Class Content:</u> Read: Week 13 Canvas Module Read: Craft of Research pp. 232-247 (ch. 16) Read: Murphy, “The Least Painful Way to Write an Intro”</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #10 (set 19) (Friday) DUE: Week #13 Discussion Forum (Tue/Sat) DUE: Exegetical Assignment #3 (Tuesday)</p>
<p>WEEK 14 <i>Semester Wrap-Up</i></p>	<p>MON, MAY 31 – SAT, JUN 5</p> <p><u>Class Content:</u> Read: Week 14 Canvas Module</p> <p><u>Assignments Due:</u> DUE: Week #14 Discussion Forum (Tue/Sat) DUE: QPS Assignment #2 (Tuesday)</p>
<p>WEEK 15 <i>Finals Week</i></p>	<p>MON, JUN 7 – SAT, JUN 12</p> <p>**Final Exam will be given during our designated final period on Thursday, Jun 10, 2021 – 10:30am-1:00pm**</p> <p><u>Class Content:</u> n/a</p> <p><u>Assignments Due:</u> DUE: Final Exam</p>