

Spring Semester, 2021

MWF 1:30-2:35 RLC 104	Karl Martin, PhD
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Office Hours: Mon-Fri 11:00-Noon Remote and Outdoors Only	Final Exam: Wednesday, June 9 th 1:30-4:00

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.

Foundational Explorations Mission

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 culture.

Course Description

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.

Course Learning Outcomes

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 St. Martin's Handbook* Eighth Edition. Andrea Lunsford
 Signs of Life in the USA Tenth 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. In addition, Each student will write a 10-12-page research paper and various shorter assignments related to the research paper. Each student will also write six 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
Writing Conference Participation	60 points
Journals	70 points
Library Exercise	20 points
Sentence Type Generation (best of three)	10 points
Research Paper Process	60 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 one or 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

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a four-unit class delivered over fourteen 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 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

State Authorizations

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.

Final Examination

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.

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.

PLNU Attendance and Participation Policy

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.

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](#)

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 [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.

Daily Schedule

Mon. 3/1	Introduction to the Course
Wed. 3/3	<i>Signs</i> “Popular Signs” (1-18) and “Writing about Popular Culture” (19-49)
Fri. 3/5	<i>Handbook</i> “Essay Examinations” (Chapter 24); Diagnostic Essay
Mon. 3/8	<i>Signs</i> “Brought to You B(u)y” (241-9), “Masters of Desire” (250-60), “The Daily You” (265-72); Journal #1 Due
Wed. 3/10	<i>Handbook</i> “Comma Splices and Fused Sentences” (Chapter 46) and “Fragments” (Chapter 47); Editing Quiz #1 in class
Fri. 3/12	<i>Signs</i> “The Four-Letter Code to Selling Just About Anything: What Makes Things Cool?” (289-95) and “Selling to Children: The Marketing of Cool” (296-305)
Mon. 3/15	<i>Signs</i> “Men’s Men and Women’s Women” (273-84) and “How ‘Empowerment’ Became Something for Women to Buy” (285-8); Journal #2 Due
Wed. 3/17	<i>Handbook</i> “Pronouns” (Chapter 41); Editing Quiz #2 in class
Fri. 3/19	Signs of Advertising Essay Due ; Introduction to Television Essay
Mon. 3/22	<i>Signs</i> “On the Air” (397-408), “The Social Networks” (409-12) and “You’ve Got the Wrong Song” (416-23); Journal #3 Due
Wed. 3/24	<i>Handbook</i> “Subject-Verb Agreement” (Chapter 40); Editing Quiz #3 in class
Fri. 3/26	<i>Signs</i> “The One Paradigm to Rule Them All: Scientism and <i>The Big Bang Theory</i> ” (427-36) and “Why We Binge-Watch Stuff We Hate” (436-39); Journal #4 Due
Mon. 3/29	<i>Handbook</i> “End Punctuation” (Chapter 56) and “Quotation Marks” (Chapter 58); Editing Quiz #4 in class
Wed. 3/31	Mental Health Break—No Class Session
Fri. 4/2	Writing Conferences
Mon. 4/5	Television Essay Due ; Introduction to Movie Essay; Sentence Type Generation 1st Attempt
Wed. 4/7	<i>Signs</i> “The Hollywood Sign” (441-50), “The Thematic Paradigm” (451-9), and “Why the West Loves Sci-Fi and Fantasy: A Cultural Explanation” (459-62); Journal #5 Due
Fri. 4/9	<i>Handbook</i> “Commas” (Chapter 54); Editing Quiz #5 in class
Mon. 4/12	<i>Signs</i> “The Offensive Movie Cliché That Won’t Die” (488-92), “The Racial Politics of <i>Black Panther</i> ” (492-98), “Asian Women in Film: No Joy, No Luck” (498-506), and “High-School Confidential: Notes on Teen Movies” (510-15); Journal #6 Due
Wed. 4/14	<i>Handbook</i> “Semicolons” (Chapter 55) and “Other Punctuation Marks” (Chapter 59); Editing Quiz #6 in class
Fri. 4/16	Writing Conferences

Mon. 4/19	Movie Essay Due; Introduction to Music Essay
Wed. 4/21	<i>Signs</i> “Tangled Roots” (525-33), “Music is Supposed to Unify Us. Is the Streaming Revolution Fragmenting Us Instead?” (533-5), and “The Evolution of Rap” (536-41); Sentence Type Generation 2nd Attempt
Fri. 4/23	<i>Handbook</i> “Confusing Shifts” (Chapter 44) and “Parallelism” (Chapter 45); Editing Quiz #7 in class
Mon. 4/26	<i>Signs</i> “Lil Nas X Isn’t an Anomaly” (541-48), “How Country Music Explains America’s Divided History” (548-51), “Monsta X and Steve Aoki: How K-pop Took Over YouTube” (561-5); Journal #7 due
Wed. 4/28	<i>Handbook</i> “Modifier Placement” (Chapter 48) and “Consistent and Complete Structures” (Chapter 49); Editing Quiz #8 in class
Fri. 4/30	Writing Conferences
Mon. 5/3	Music Essay Due; Introduction to the Research Process; Sentence Type Generation 3rd Attempt
Wed. 5/5	Mental Health Break—No Class Session
Fri. 5/7	Prewriting Strategies; <i>Handbook</i> “Preparing for a Research Project” (Chapter 10)
Mon. 5/10	Library Instruction; Topic Due; <i>Handbook</i> “Conducting Research” (Chapter 11)
Wed. 5/12	Library Instruction; <i>Handbook</i> “Evaluating Sources and Taking Notes” (Chapter 12)
Fri. 5/14	Introduction to MLA Format; Library Research Assignment Due
Mon. 5/17	<i>Handbook</i> “Integrating Sources into Your Writing” (Chapter 13) and “Acknowledging Sources and Avoiding Plagiarism” (Chapter 14); MLA Quiz in class (10 points)
Wed. 5/19	Building a Working Outline; <i>Handbook</i> “Writing a Research Project” (Chapter 15)
Fri. 5/21	Working Outline Due (10 points)
Mon. 5/24	Library Workday
Wed. 5/26	Library Workday
Fri. 5/28	Rough Draft of the Research Paper Due (40 points); Writing Conferences
Mon. 5/31	Writing Conferences
Wed. 6/2	Final Draft of the Research Paper Due
Fri. 6/4	Preparation for the Final Exam
Wed. 6/9	Final Exam 1:30-4:00