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|  | <p><b>Literature, Journalism, Writing, and Languages</b></p> <p><b>WRI 1001: Writing across the University, section 1</b></p> <p><b>3 Units</b></p> |
| <p><b>Fall 2021</b></p>   |   |

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| <b>Meeting days: MWF</b>                          | <b>Instructor: Prof. Karina Westra</b>   |
| <b>Meeting times: 8:30-9:25am</b>                 | <b>Phone: 619.849.2978</b>   |
| <b>Meeting location: Cabrillo 101</b>             | <b>Email: kwestra@pointloma.edu</b>  |
| <b>Final Exam: Friday, December 17, 7:30-10am</b> | <b>Office location and hours: BAC 118; MW 2:45-3:45 and by appointment or Zoom</b> |
| <b>Department Office: BAC 133</b>                 | <b>Department Assistant: Ashley Montano</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**

WRI 1001 is a first-semester integrative composition experience that serves the PLNU LEAP program. The course emphasizes critical thinking and idea development, and it encourages reflection on a wide array of topics and issues related to writing in the disciplines, all drawn from the first-year experience.

### **Course Learning Outcomes**

Point Loma Nazarene University writing courses emphasize the writing process. Students read professional writers' work and practice developing, organizing, writing, revising, editing, and rewriting their own responses and essays. In this course, students will be introduced to the conventions of writing within the various disciplines

representing the semester’s curriculum, and students will gain experience with each discipline-specific mode of writing. By the end of the semester, students will:

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. Establish coherence within each paragraph and throughout the body of the composition.
5. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.
6. Use writing as a tool for critical thinking and learning.

### **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 3 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. The time estimations are provided in the Canvas modules.

### **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.

### **Assessment and Grading**

Distribution by approximate percentages:

- Journals and Current Events responses 10%
- Outlines, graphic organizers, and other assignments 35%
- Writing disciplines assignments 40%
- Midterm 5%
- Final exam 10%

| <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>F</b>     |
|----------|----------|----------|----------|--------------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F 59 or less |

|          |          |          |          |  |
|----------|----------|----------|----------|--|
| A- 90-92 | B 83-86  | C 73-76  | D 63-66  |  |
|          | B- 80-82 | C- 70-72 | D- 60-62 |  |

### **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. Essays and the research paper will be accepted late, but students will lose 10% for each day it is late. In class work may be made up only when prearranged between student and professor. Incompletes will only be assigned in extremely unusual circumstances.

### **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.

### **FERPA**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). 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.

### **Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student’s

eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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.

Please note that Zoom will be offered only for students who must missed class due to University sanctioned quarantine. Otherwise students are expected to be physically present in the classroom. If the situation changes, students will be notified.

When in class, make sure your mask covers both your nose and mouth. This is university policy until further notice.

### **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**

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. Please make sure you are familiar with Canvas, check your university email regularly, and save your work often.

### **Inclusive Language**

Because the Literature, Journalism, Writing, and Language department recognizes the power of language, all public language used in this course, including written and spoken

discourse, should 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.

### **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.

### **Diversity Statement**

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

### **Required Texts**

Lunsford, Andrea A. *The St. Martin's Handbook*. 9<sup>th</sup> ed. Bedford/St. Martin's, 2021.

Smith, Trixie G. and Allison D. Smith. *Building Bridges through Writing*. Fountain Head Press, 2014.

Other readings provided by the professor

### **Tentative Course Schedule**

*Professor reserves the right to make changes as needed.*

#### **Week 1, August 30-September 3**

|                |                                  |
|----------------|----------------------------------|
| <b>Tuesday</b> | Introductions; Syllabus          |
| Wednesday      | Lunsford 1-2; Smith and Smith 1  |
| Friday         | Lunsford 35-37; in class writing |

#### **Week 2, September 6-10**

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| Monday    | No class: Labor Day              |
| Wednesday | Smith and Smith 3; in class work |

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| Friday | Amy Tan, “Mother Tongue”—available in Canvas; precis |
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Week 3, September 13-17

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| Monday    | Smith and Smith 2; writing assignment given; McWhorter “Could Black English Mean a Prison Sentence?”—available on Canvas; |
| Tuesday   | California Special Election—vote in person or last day to send your ballot  |
| Wednesday | Video analysis  |
| Friday    | Writing Day   |

Week 4, September 20-24

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| Monday    | Bring rough draft; Lunsford 48-49; introduce course project; <b>Languages essay due in Canvas by 11:59pm</b>          |
| Wednesday | Lunsford 5, 50-52   |
| Friday    | Current Events Assignment and Practice—bring laptop/tablet; <b>Current Events Response #1 due at the end of class</b> |

Week 5, September 27-October 1

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| Monday    | Smith and Smith 5; Lunsford 26; humanities writing assignment given |
| Wednesday | Humanities Readings—tbd—in Canvas; reading assignment               |
| Friday    | Writing Day   |

Week 6, October 4-8

|           |   |
|-----------|---|
| Monday    | Humanities readings—tbd—in Canvas; reading assignment                           |
| Wednesday | Bring draft—workshop day— <b>Humanities assignment due in Canvas by 11:59pm</b> |
| Friday    | Lunsford 53-55; <b>Current Events #2 due by 11:59pm in Canvas</b>               |

Week 7, October 11-15

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| Monday    | Smith and Smith 11; Lunsford 27; Social sciences assignment given |
| Wednesday | Brooks, “People Like Us”—in Canvas; reading assignment            |
| Friday    | Writing Day   |

Week 8, October 18-22

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| Monday    | Silver, “The Diverse Cities...”—in Canvas; reading assignment; midterm review |
| Wednesday | Midterm; <b>Current events response #3</b>                                    |

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| Friday | Fall Break |
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Week 9, October 25-29

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| Monday    | Bring draft; workshop; <b>Social sciences writing assignment due in Canvas by 11:59pm</b> |
| Wednesday | Lunsford 44-45  |
| Friday    | Writing Day   |

Week 10, November 1-5

|           |   |
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| Monday    | Smith and Smith 9-10; Lunsford 28; Sciences writing assignment given                            |
| Wednesday | Reilly, “Depression on Campus”—in Canvas; reading assignment; <b>Current events response #4</b> |
| Friday    | Foley, “Can We Feed the World...”—in Canvas, reading assignment                                 |

Week 11, November 8-12

|           |   |
|-----------|---|
| Monday    | Lunsford 39   |
| Wednesday | Bring rough draft; workshop; <b>Science writing assignment due in Canvas by 11:59pm</b> |
| Friday    | Writing Day   |

Week 12, November 15-19

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| Monday    | Smith and Smith 6; business assignment given   |
| Wednesday | D’Costa, “What are the Jobs...”—in Canvas; reading assignment; <b>Current events response #5</b> |
| Friday    | Roosevelt Institute, “Free College”—in Canvas; reading assignment                                |

Week 13, November 22-26

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| Monday    | Bring rough draft; workshop; <b>Business assignment due by 11:59pm in Canvas</b> |
| Wednesday | Thanksgiving Break   |
| Friday    | Thanksgiving Break   |

Week 14, November 29-December 3

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| Monday    | Discuss final project; Laytham, “Worshipping the Decalogue’s...”—in Canvas; reading assignment; theology assignment given |
| Wednesday | Willimon, “Why ‘Family Values’...”—in Canvas; reading assignment  |
| Friday    | Writing Day   |

Week 15, December 6-10

|           |   |
|-----------|---|
| Monday    | Bring rough draft—workshop; <b>Theology assignment due in Canvas by 11:59pm</b> |
| Wednesday | Finals Work Day   |
| Friday    | Wrap up—discuss final; Q & A; extra credit trivia                               |

**Final: Friday, December 17, 7:30-10am**