

	<b>PLNU / Literature, Journalism Writing &amp; Languages</b> <b>WRI 1010 College Composition: Writing and Research</b> <b>4 Units</b>
Fall 2021	

<b>Meeting days: MWF</b>	<b>Instructor title and name: David L. Coddon</b>
<b>Meeting times: 7:15-8:25 a.m.</b>	<b>Phone: 619-980-4183</b>
<b>Meeting location: Bond 102</b>	<b>Email: <a href="mailto:DavidCoddon@pointloma.edu">DavidCoddon@pointloma.edu</a></b>
<b>Final Exam: Day/time TBA</b>	<b>Office location and hours: By appointment via Zoom</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.

#### **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.

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

#### **Course Learning Outcomes**

Students who complete a College Composition course will be able to:

- A. Apply (**application**) English language conventions in various genres of academic writing
- B. Demonstrate (**application**) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing
- C. Evaluate (**analysis**) and utilize rhetorical modes of organization to create written compositions
- D. Evaluate (**analysis**) online sources of information for valid authority and expertise
- E. Apply (**application**) documentation formats to properly cite research in written compositions
- F. Analyze (**analysis**) written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

### **Foundational Explorations Learning Outcomes**

This course is one of the components of the Foundational Explorations (General Education) at Point Loma Nazarene University, 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, communication, and quantitative skills necessary for successful living in modern society.

*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.

### **Purpose**

The purpose of this course is to enable the student to develop critical thinking skills, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university level work.

### **Required Texts**

1. Lunsford, Andrea A. “The St. Martin’s Handbook” (Ninth Edition). Bedford/St. Martin’s, New York. 2021

2. Birkenstein, Cathy and Gerald Graff. "They Say I Say" (5<sup>th</sup> Edition). W.W. Norton & Company, New York. 2021

## Assignments/Written Work

In addition to non-graded, in-classroom exercises, students will during the semester write in class and/or at home low-stakes, 10-points-maximum responses to articles and essays, either from the textbooks or from outside texts. There will be three major, 100-point-maximum essays during the semester: a narrative essay, a cause-and-effect essay and a comparison-and-contrast essay. A 200-points-maximum argumentative research paper will also be completed. Throughout the semester, students will participate in peer-workshopping sessions of these assignments-in-progress in class.

## Research Paper

As noted above, an argumentative research paper (10-12 pages, MLA in-text citations and Works Cited page) will be completed during the semester. At about the halfway completion point, students will participate in conference sessions with the instructor to get assistance with the paper.

## Oral Presentations

Three- to five-minute argumentative oral presentations will be delivered in class and graded on a 50-points-maximum scale. Signup sheet for the presentations will be distributed prior to beginning of presentations.

## Grading Rubric

Main essays will be scored on a percentage basis:

- A – 90-100 percent (very good to excellent, lots of details, examples)
- B – 80-89 percent (good, uses some details, examples)
- C – 70-79 percent (satisfactory, uses an example or detail)
- D – 60-69 percent (less than satisfactory, fails to use details, examples)
- F – Below 60 percent (fails to meet assignment parameters or level of proficiency required to pass)

Final-draft essays will be scored based on the following parameters:

- Conformity to the type of essay assigned, whether argument or how-to, etc.
- Clarity and liveliness of writing
- Sentence-level proficiency (2 points will be deducted for each sentence-level error, including spelling mistakes, mistakes in punctuation and capitalization, sentence fragments and misuse of words or employment of “non-words.”)

Response to readings in textbook or other outside texts will be scored on a 7 to 10 point scale:

- 10 points (excellent, shows insight, uses multiple examples from text)
- 9 points (very good, demonstrates expected understanding)
- 8 points (good, basically answers prompt satisfactorily)
- 7 points or less (fair, answers prompt but briefly or without using examples from text)

## **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.

## **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. Incompletes will only be assigned in extremely unusual circumstances. Makeup work will be allowed only at the discretion of the instructor.

## **Conventions**

Essays and research paper are to be typed in Times New Roman font, 12-point type. Essays will be weighted more heavily with each one during the semester; for example, 5% of total grade for first essay, 10% for second, third for third essay. Lengths to vary by assignment and will be explained when assignment is introduced.

## **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.

## **Writers Studio**

SAT, ACT, and/or diagnostic essay scores reveal levels of competency in writing, thinking, and communication skills on the college entry level. The diagnostic exam results and your professor's discretion will determine whether or not you will benefit 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. It is not a study hall and the tutors do not assign work. Students who work in the Studio benefit greatly from their 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.

## **PLNU 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.

## **Electronic Devices**

Please turn off your cell phone, iPod or other electronic devices and stow away before class begins. Laptops may be used for in-class assignments or research or for note-taking only with the permission of the instructor.

## **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](#).

## **CLASS SCHEDULE**

(Subject to changes as the semester progresses)

### **Week 1**

Tuesday, Aug. 31: Introduction to class, review of syllabus

Wednesday, Sept. 1: Diagnostic/assessment exam (could move to Friday)

Friday, Sept. 3: Class interviews, profile writing exercise

### **Week 2:**

Wednesday, Sept. 8: Introduction to Essay 1: The Narrative

Friday, Sept. 10: Outside texts: “When the Walls Came Tumbling Down,” “The Chase” from “American Childhood”; head’s up on research paper and to start thinking of a topic (library sessions coming in a couple of weeks)

### **Week 3:**

Monday, Sept. 13: Grammar overview: “The Top Twenty,” p. 1 in SMH; read essay “Hidden Intellectualism” in *TSIS*, p. 291

Wednesday, Sept. 15: In *SMH*, “Fragments” on p. 532 and “Comma Splices and Fused Sentences,” p. 525; read essay “The Sanctuary of School” (outside text)

Friday, Sept. 17: Peer workshopping of narrative essay drafts; read “My Grandfather the Outlaw” by Frank Bruni (outside text)

### **Week 4:**

Monday, Sept. 20: Narrative Essay due; read essay “The New Jim Crow: Mass Incarceration in the Age of Colorblindness” in *TSIS*, p. 298

Wednesday, Sept. 22: Library training session / meet in Ryan Library

Friday, Sept. 24: Library training session / meet in Ryan Library

### **Week 5:**

Monday, Sept. 27: Introduction to Essay 2: The Cause-and-Effect; in *SMH*, “Subject-Verb Agreement,” p. 604

Wednesday, Sept. 29: MLA style review: p. 240 in *SMH*; read “The Seat Not Taken” (outside text)

Friday, Oct. 1: “Constructing Arguments,” p. 144 in *SMH*; read essay “All Words Matter: The Manipulation behind ‘All Lives Matter’” in *TSIS*, p. 312

### **Week 6:**

Monday, Oct. 4: Seminar on plagiarism; “Acknowledging Sources,” p. 278 in *SMH*

Wednesday, Oct. 6: In *SMH*, “Modifier Placement,” p. 537; read essay “Rise of the Machines” in *TSIS*, p. 326

Friday, Oct. 8: Peer workshopping of Cause and Effect Essay drafts

### **Week 7:**

Monday, Oct. 11: Cause and Effect Essay due

Wednesday, Oct. 13: Read essay “The Electoral College Embodies American Ideals” in *TSIS*, p. 331

Friday, Oct. 15: Read “What Happiness Is” (outside text)

### **Week 8:**

Monday, Oct. 18: Introduction to Essay 3: The Comparison and Contrast

Wednesday, Oct. 20: Read essay “Don’t Blame the Eater” in *TSIS*, p. 199

### **Week 9:**

Monday, Oct. 25: Comparison: “The Veldt” short story (Ray Bradbury) and television adaptation

Wednesday, Oct. 27: Read essay “Roe Butt, Cy Borg, Ann Droid: Hint, They’re Not” in *TSIS*, p. 222

Friday, Oct. 29: Introduction to Research Paper; “Preparing for a Research Project,” p. 172 in *SMH*

**Week 10:**

Monday, Nov. 1: “Conducting Research,” p. 180 in *SMH*; read “Songs of the Summer of 1963 ... and 2013” (outside text)

Wednesday, Nov. 3: “Evaluating Sources,” p. 191 in *SMH*; read “So What? Who Cares?” in *TSIS*, p. 96

Friday, Nov. 5: Peer workshopping of Comparison and Contrast essay drafts; “Integrating Sources,” p. 209 in *SMH*; deadline for decision on research paper topic today

**Week 11:**

Monday Nov. 8: Comparison and Contrast Essays due

Wednesday, Nov. 10: Read “Why Public Schools Should Teach the Bible” (outside text)

Friday, Nov. 12: Read “Skeptics May Object” in *TSIS*, p. 82

**Week 12:**

Monday, Nov. 15: Conferencing sessions (Research Paper)

Wednesday, Nov. 17: Conferencing sessions

Friday, Nov. 19: Conferencing sessions

**Week 13:**

Monday, Nov. 22: Introduction to oral presentations; in *SMH*, “Presentations,” p. 376

**Week 14:**

Monday, Nov. 29: Read “What I Really Want To Say” in *TSIS*, p. 149; seminar on last-minute revisions of research papers

Wednesday, Dec. 1: Research papers due today

Friday, Dec. 3: Oral presentations begin

**Week 15:**

Monday, Dec. 6: Oral presentations

Wednesday, Dec. 8: Oral presentations

Friday, Dec. 10: Wrap-up; preparation for final exam

Final examination to be administered the week of Dec. 13-17