

 <p><b>POINT</b><sup>19</sup><b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p><b>Literature, Journalism, Writing, and Languages</b></p> <p><b>WRI 1016: College Composition Research</b></p> <p><b>2 Units</b></p>
<p><b>Fall 2021</b></p>	



<b>Course Title:</b> College Composition: Research	<b>Course Number &amp; Units:</b> WRI 1016 (2 Units)
<b>Meeting days:</b> Wednesday & Friday	<b>Instructor title/Name:</b> Prof. Lisa Balderston
<b>Meeting times:</b> 8:30-9:25 am	<b>Phone:</b>
<b>Meeting location:</b> Bond Academic Center 102 (BAC 102)	<b>E-mail:</b> lbalders@pointloma.edu
<b>Office:</b> TBA	<b>Office hours:</b> Fri. 9:30-10:30 am or by appointment/ Office hour sessions are possible via Zoom with notice
<b>Final Exam:</b> December 17 <sup>th</sup> 1:30-4:00 pm	<b>Additional info:</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:**

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. The readings in class will focus on several topics. We will be reading a variety of arguments in order to provoke engaged response to ideas and issues. This course will involve talking and writing about these readings, ideas, and issues in order to refine our own thinking and ability to communicate.

**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.

### **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. Cook/ WRI1016/ 5
- 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

### **COURSE LEARNING OUTCOMES:**

- 1) To apply the conventions of the English language in various forms of academic writing genres.
- 2) To demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
- 3) To evaluate and utilize rhetorical modes of organization to create written compositions.
- 4) To apply documentation formats to properly cite research in written compositions.
- 5) To analyze written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

### **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES:**

Lunsford, Andrea. *The St. Martin's Handbook*, 9<sup>th</sup> ed., Bedford/St. Martin's, 2020. (SMH)

Chiseri-Strater, Elizabeth, and Bonnie S. Sunstein. *Fieldworking: Reading and Writing Research*, 4<sup>th</sup> ed., Upper Saddle River, N.J: Prentice Hall, 2012.

### **CANVAS: The Canvas site for this class can be reached through taking the following steps:**

1. Open Chrome only.
2. Type [canvas.pointloma.edu](https://canvas.pointloma.edu).
3. Use your PLNU username and password to log in.
4. Find WRI 1016 on the courses menu. If you don't see it, check "All Courses" to find the course.

### **ACADEMIC HONESTY POLICY:**

Point Loma Nazarene University holds the highest standards of honesty and integrity in all aspects of university life. For this reason, students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Any faculty member

who detects a violation of the Academic Honesty Policy may assign a failing grade for that assignment or examination, depending on the seriousness of the offense. Any subsequent violation may result in failure of the course

### GRADE BREAKDOWN

Daily Assignments/ Class Participation/Quizzes	15%
Writing Assignment #1 (2-4 pages)	10%
Writing Assignment #2 (3-4 pages)	15%
Writing Assignment #3 (3-4 pages)	15%
Research Paper (9-12 pages)	30%
Presentation (10-15 minutes)	5%
Final Exam	10%

### FINAL EXAMINATION POLICY:

The final examination schedule is noted on the Class Schedules site. Requests for early examinations or alternative days will not be approved, unless under the rare circumstance that a student is scheduled for three final exams on the same day. In this case, the student is encouraged to contact the professor in order to arrange an alternative date/time for the examination.

### STANDARD GRADE SCALE BASED ON PERCENTAGES

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

### ESSAY EVALUATION MARKS:

#### An Excellent Essay - (Grades of A to B+)

- Fully meets all the criteria and follows directions for the assignment in regard to topic, form, and format.
- Commands attention because of its insightful development, mature style, originality, and creativity toward the topic.
- Contains many well-chosen, relevant, and concrete examples to support claims.
- Clearly establishes coherence by appropriately used transitional words and phrases.
- Shows abundant evidence of thinking, reasoning, and insight.
- Shows careful organization with fully developed, unified, and controlled paragraphs, which strongly support its focus and purpose.
- Has consistently well-chosen and appropriate words used in precise, effective sentences.
- Is almost entirely free from errors in structure, punctuation, mechanics, and spelling.

#### A Satisfactory Essay - (Grades of B TO C-)

- Generally meets all the criteria and follows directions for the assignment in regard to topic, form, and format, answers the question asked. Contains sufficient, relevant, and concrete examples to support claims.
- Shows evidence of a good to fair attempt at thinking, reasoning, and insight.
- Uses transitional words and phrases appropriately to create coherence.
- Shows planning and organization with generally well-developed, unified, and controlled paragraphs.

- Rarely loses sight of its focus and purpose.
- Uses well-chosen and appropriate words in effective and varied sentences, making the paper reasonably precise and clear.
- May have a creative approach or concept, but may lack one or more of the main qualities of the excellent paper.
- Is generally free from errors in structure, punctuation, mechanics, and spelling, and it does not contain enough major or minor errors to seriously affect the clarity of the ideas presented.

### **An Unsatisfactory Essay - (Grades of D+ to F)**

- May not meet the criteria or clearly follow directions for the assignment in regard to topic, form, and format. Often this paper is too short.
- May not contain enough relevant, concrete examples to support generalizations.
- May not show evidence of a good to fair attempt at thinking, reasoning, and insight.
- May not use sufficient or appropriate transitional words and phrases create a sense of coherence.
- May not show readily apparent planning and organization, and paragraphs are generally not well developed, unified, and controlled. It may not establish its purpose well.
- May have poorly chosen or inappropriate words, and/or ineffective sentences with little variety, which make the paper unclear, causing the reader to lose attention.
- May show little creativity or originality of concept, making the paper appear the writer did not care.
- May contain numerous errors in structure, punctuation, mechanics, and spelling, (more than four serious errors per typewritten page) which distract from the clarity of the ideas presented.

### **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.

### **AUTHOR'S REFLECTION:**

The purpose of the Author's Reflection is for you to think through your writing process and learn more about yourself as a writer so that you can see what worked effectively for you, what didn't work so well, and what you want to change as a result and apply to your next writing assignment. This gives you a chance, then, to grow as a writer. Answer the following questions thoughtfully and submit your response with your final draft of each paper.

1. What is the strongest aspect of your final draft and why?
2. What is your favorite part of your draft or of the subject about which you chose to write?
3. What aspect of writing the draft did you struggle with the most?
4. What part of your writing process did you find to be most helpful? (readings, in-class write, outline, audience response, other)
5. Describe what you did to rewrite and revise your paper after the audience response.
6. What would you like to change about your process of revising to make it more effective, and how might you go about doing that?

7. What new insight came to you about writing or about yourself as a writer as you were writing and revising?
8. What did your audience (the person who read and responded to your draft in class) help you see in your paper that you hadn't seen before? Please explain.
9. How did your responding to another writer's draft help you think about your own draft in a way you hadn't thought about it before the session? Please explain.

### **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.

### **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.

### **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.

### **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.

Students are responsible for being prepared in advance by completing all of the assignments by the due date, both in-class and online. You are responsible for checking your [pointloma.edu](http://pointloma.edu) account and *Canvas* on a daily basis for messages from me and/or classmates. This could include course material, announcements, assignments, readings, and various communications.

Students are expected to contribute to the class discussions, including but not limited to discussions of weekly readings, related experiential exercises, and open dialogue. It's important to create and leaning environment of active participation. Courses are enriched when students share their thoughts on assigned readings.

## **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.

## **CELL PHONES AND OTHER ELECTRONICS:**

If you prefer to use a laptop to take notes or complete the readings, please inform me of this in advance. If the device become a distraction in the classroom, I reserve the right to ask you to turn it off and complete your work without the use of electronic.

## **RESOURCES:**

The Writers' Studio (located in Bond Academic Center) is an excellent resource for your use. If you make use of this service, please have the tutor document your visit by placing her/his signature, date and time of session on your draft.

The Tutorial Center (located in Bond Academic Center) is available for tutorial assistance on your arguments and your grammar, usage and mechanics preparation.

## COURSE SCHEDULE AND ASSIGNMENTS

WEEK /DATE	TOPICS & READINGS	ASSIGNMENTS
Week 1 (W) 9/1	Introduction to WRI 1016 Review Syllabus	Canvas: Post a brief writing sample noting the following: 1) Your strengths as a writer 2) Your challenges as a writer 3) What you hope to accomplish in this class and why Note: Include a photo with writing sample
Week 1 (F) 9/3	Diagnostic Essay (Write 1000-1600 words written during class in Canvas or written on handout)	SWH: Chapter 1 – <i>The Top Twenty</i> FRWR: Chapter 1
Week 2 (W) 9/8	<b>Quiz #1:</b> The Top Twenty (1) Rhetorical Modes/Rhetorical Situation (3) What is Narrative Writing?	Write list of topics for Writing Assignment #1 (Narrative) Canvas: Read sample Narrative Essay SMH Chapter 2 <i>Expectations for College Writing</i> (2)
Week 2 (F) 9/10	Outline Writing Assignment #1 (Narrative) Building an Essay Exploring, Planning and Drafting (4)	Draft Writing Assignment #1: Narrative SMH: Chapter 4 – <i>Explore, Plan and Draft</i> FRWR: Chapter 2
Week 3 (W) 9/15	<b>Quiz #2:</b> Exploring, Planning and Drafting (4) Development Paragraphs (5) + organization Writing a thesis statement	Finish Writing Assignment #1 (Narrative) SMH: Chapter 6 – <i>Reviewing, Revising and Editing</i> FRWR: Chapter 3
Week 3 (F) 9/17	<b>Quiz #3:</b> Reviewing, Revising and Editing (6) Critical/Active Reading Find & Interpret Information Thesis statements	<b>WRITING ASSIGNMENT #1: Narrative Due</b> SMH: Chapter 9 - <i>Reading Critically</i>
Week 4 (W) 9/22	<b>Quiz #4:</b> Reading Critically (9) Constructing Arguments (11) Building Blocks: Words Framing: Hooks & Clinchers	Topic ideas for Writing Assignment #2 (Profile) SMH: Chapter 10 - <i>Analyzing Arguments</i> FRWR: Chapter 4
Week 4 (F) 9/24	<b>Quiz #5:</b> Analyzing Arguments (10) Framing & Organization Punctuation & Mechanics Planning an Interview (Q with purpose)	SMH: Chapter 11 – <i>Constructing Arguments</i> FRWR: Chapter 5 Interview (TBA)
Week 5 (W) 9/29	<b>Quiz #6:</b> Constructing Arguments (11) Persuasion & Argumentation: The Appeal Process (Ethos, logos and pathos) Documentation (proper format)	Outline for Writing Assignment #2 (Profile) SMH: Chapter 12 – <i>Preparing for a Research Project</i> FRWR: Chapter 5:
Week 5 (F) 10/1	<b>Quiz #7:</b> Preparing for a Research Project (12) Building Blocks: Sentence construction Acknowledging Sources and voiding Plagiarism (16)	Canvas: (Video Clip) <i>A Fragile Trust: Plagiarism, Power, and Jayson Blair at the New York Times</i> <a href="https://vimeo.com/102247293">https://vimeo.com/102247293</a>
Week 6 (W) 10/6	<b>Quiz #8:</b> <i>A Fragile Trust: Plagiarism, Power, and Jayson Blair at the New York Times</i> Analysis & Interpretation Using figurative language	Finish Writing Assignment #2 (Profile) FRWR: Chapter 6
Week 6 (F) 10/8	<i>Preparing for a Research Project</i> (12) Building Structure: Supporting evidence, integrating quotations and paraphrasing Documentation (proper format)	<b>WRITING ASSIGNMENT #2: Profile Due</b> FRWR: Chapter 7
Week 7 (W)	What is a research paper and how do you write one?	Canvas: Watch full video on <i>How to Outline and Write a Research Paper: A Step-by-Step Guide</i>

10/13	Planning a proposal/Counterarguments (17) Review: The Goal of “Clean Writing” 1) Sentence fragments 2) Run-on sentences 3) Subject/verb agreement errors	<a href="https://www.youtube.com/watch?v=msZ1nJtBmmA">https://www.youtube.com/watch?v=msZ1nJtBmmA</a> SMH: Chapter 17 <i>Writing a Research Proposal</i> FRWR: Chapter 8
Week 7 (F) 10/15	<b>Quiz #9: Writing a Research Proposal</b> (17) Overview of <i>How to Outline and Write a Research Paper: A Step-by-Step Guide</i> (video) Introductions & Conclusions Interpreting language, objects and images (breakdown product ad)	Work on Research Proposal Canvas: Complete worksheet/graph to organize your Research Paper
Week 8 (W) 10/20	Evaluating sources, interpreting tone, planning research, locating research Discuss Annotated Bibliography Briefly review the following 1) Supporting evidence 2) Integrating quotations	<b>RESEARCH PROPOSALS DUE</b> Discussion Post: Analyze image/advertisement Canvas: How to write an Annotated Bibliography (video) Anne Lamott’s “Shitty First Drafts”
Week 8 (F) 10/22	Fall Break Day – No Class	<b>ANNOTATIVE BIBLIOGRAPHY DUE</b>
Week 9 (W) 10/27	Library Research Session	Library Worksheet Due: <u>  TBA  </u>
Week 9 (F) 10/29	Library Research Session/Sign up for Conference date: 11/3, 11/5/or 11/12 - Time: TBA	<b>ROUGH DRAFT &amp; OUTLINE DUE</b> Library Worksheet Due: <u>  TBA  </u>
Week 10 (W) 11/3	Conferences	Discuss individual student’s research paper (Sign up for date/time)
Week 10 (F) 11/5	Conferences	Discuss individual student’s research paper (Sign up for date/time)
Week 11 (W) 11/10	Conferences	Discuss individual student’s research paper (Sign up for date/time)
Week 11 (F) 11/12	The Goal of “Clean Writing” Review the following: 1) Verb form errors 2) Incorrect punctuation of phrases and clauses (comma splices, misuse of semicolon 3) Eliminating wordiness (660-664)	<b>RESEARCH PAPER DRAFT DUE</b> (bring 3 copies to class)
Week 12 (W) 11/17	Peer Reviews/Revising	<b>PEER REVIEWS WITH COMMENTS DUE</b>
Week 12 (F) 11/19	Breakdown Sample Research Paper <i>Preparing Your Presentations</i> (23) (Outline of the Gameplan: From purpose to practicing) Sign-up sheet for Research Presentation 12/1,	Work on Research Paper (check for common errors) Outline of Presentation

	12/3 or 12/8	
Week 13 (W) 11/24	Thanksgiving Recess (No Class)	<b>Work on Research Paper &amp; Presentation</b>
Week 13 (F) 11/26	Thanksgiving Recess (No Class)	<b>Work on Research Paper &amp; Presentation</b>
Week 14 (W) 12/1	Research Presentations (1)	<b>RESEARCH PAPER DUE</b> - Research Paper (9-12 pages of text, not including Works Cited)
Week 14 (F) 12/3	Research Presentations (2)	Work on Research Presentation
Week 15 (W) 12/8	Research Presentations (3)	<b>PRESENTATION NOTES DUE</b> Work on Research Presentation
Week 15 (F) 12/10	Review Session for the Final Exam (sample prompts)	Prepare for Final Exam
(F) 12/17		<b>FINAL EXAM</b> 1:30-4:00 pm