

**College Composition: WRI 1010**  
**Section 14: M/W/F, 2:45-3:55**

**Professor** Suzy Woltmann  
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**Office Hours:** F 1:30-2:30 & by appointment

**Final Exam:** Friday, Dec. 17--1:30-4:00

**Foundational Explorations**

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.

**Foundational Explorations Learning Outcomes (FELO)**

*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**

Cooley, Thomas. *Back to the Lake: A Reader and Guide*, 4<sup>rd</sup> ed., Norton, 2020. (BTTL)  
Lunsford, Andrea. *The St. Martin's Handbook*, 9<sup>th</sup> ed., Bedford/St. Martin's, 2020. (SMH)

## **Course Learning Outcomes**

Students will:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
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 in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

## **University Policies**

**Attendance:** Attendance is required. Missing class can affect a course grade since in-class assignments cannot be made up and late papers are not accepted. Absences that exceed the PLNU absence policy of 10% will result in a letter to the Vice President for Academic Affairs requesting de-enrollment from the course. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

**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 accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Educational Access Center (EAC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance 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. Once the student files documentation, the EAC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**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.

## **Course Requirements and Policies**

**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 WRI1010 on the courses menu. If you do not see it, check "All Courses" to find the course.

Canvas contains the course syllabus, course content including assignments, and grades.

**Class Preparation:** All final assignments must be completed prior to class, typed, and submitted online through Canvas unless specified differently. Please do the readings and be prepared to participate! Which brings us to...

**Class Participation:** *Regular* contributions to class discussions are expected of all students since learning occurs in an environment of active participation and since the course is enriched when students share their thoughts during discussions. We learn and grow from each other, and the classroom experience is enriched by not just hearing from each other but also by getting to know one another.

**Late Paper Policy:** Assignments are to be submitted before the beginning of class or by the assigned time on the days they are due. The Canvas window closes just **before** the time stated for the assignment, so be sure to submit each assignment at least a minute or two early. Assignments attached to and sent via e-mail after the Canvas submission window has closed are not accepted. No make-ups to in-class work will be offered or accepted unless the absence is approved by the University. Arrangements must be made **prior to the due date** to submit and earn credit for an assignment submitted at a time other than stated in the syllabus and on Canvas since late assignments are not accepted.

**E-Mail:** Please use e-mail for logistical questions or clarifications. Write "WRI1010" in the subject line and use a proper heading and employ correct writing conventions when writing e-mails. Please allow 24 hours for a reply to e-mails sent during the work week.

**Cell phones:** Cell phones must be turned off during class and put away throughout the entire class session unless they are used to complete an in-class assignment. Students will be asked to put phones away if they are out and used for other than class use.

**Classroom Etiquette:** The classroom is a professional workplace; therefore, behave in such a way that encourages focus and concentration rather than distraction and undue attention.

**Public Discourse:** Much of the work we will do in this class is cooperative. Think of all 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.

**Inclusive Language:** Because the Literature, Journalism, Writing, and Languages Department recognizes the power of language, all public language used in this course, including written and spoken discourse will 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. Information from the MLA Handbook: "Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex" (MLA Handbook, pp. 32-33 and Ch. 28 in the 8<sup>th</sup> ed.).

**LJWL Department Policy on Plagiarism:** The Department of Literature, Writing, and

Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. **Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally.** Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.

Writing that has been edited and rewritten by **anyone** but the student in the class is considered to be plagiarized as well.

**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.

### **Assignment Descriptions**

**Textbooks:** Both *The St. Martin's Handbook* and *Back to the Lake* are writing resource and reference books used as writing guides for this course. They provide foundational and content information needed to complete course assignments, engage in course discussions, and develop your writing skills. The essays assigned in *Back to the Lake* provide a model of the rhetorical structure of the essays you are assigned to write in this course. These essays enable you to see and experience the rhetorical structure and then transfer the structural concepts into your own writing.

**Paper Format:** The paper format for all papers is MLA style. Submit all final assignments in Canvas. Use 12-point Times New Roman font and 1" margins all around the page. Do not include title pages but do include page numbers. Use *The St. Martin's Handbook*, 9<sup>th</sup> ed. as your MLA style guide for style, grammar, format, and citation questions.

**Curriculum Requirements:** To complete this course each student must write 2 in-class and 3 out-of-class formal essays (4-5 pages), a brief annotated bibliography, one research paper (10-12 pages) with at least 12 sources cited, analyses of readings and of your own writing, in-class quick writes, and in-class author's reflections. You will also read the assigned texts, participate in discussions in varying forms, present on a reading and on your final research paper, and take quizzes.

**Final assignment due dates:**

Essay 1 – **Sept. 3** Diagnostic (1000-1600 words written during class)  
Essay 2 – **Sept. 20** Narrative/Example Essay 2 (no outside sources) – with Author's Reflection written during class  
Essay 3 – **Sept. 29** Compare/Contrast Essay 3 (no outside sources) – with Author's Reflection written during class  
Essay 4 – **Oct. 13** Cause/Effect Essay 4 with citations and Works Cited – with Author's Reflection written during class  
Annotated Bibliography – **Nov 1** 8 sources (including one primary source if desired) with one-sentence description of how the source will be used in your research project  
Research Paper – **Dec. 3** (10-12 pages of text, not including Works Cited) with verbal Author's Reflection during presentation  
Final Essay Exam – Friday, **Dec. 17**, 1:30-4:00

**Other assignment due dates:**

Essay 2 draft for peer review – **Sept. 17**  
Essay 3 draft for peer review – **Sept. 27**  
Essay 4 draft for peer review – **Oct. 11**  
Library worksheet – **Oct. 7**  
Annotated bibliography draft – **Oct. 29**  
Research paper draft for peer review – **Nov. 7**  
Research paper full draft and revised outline – **Dec. 1**

**Presentation dates** (make a mark next to your date):

“Once More to the Lake” – **Sept. 8**  
“All Seven Deadly Sins Committed at Church Bake Sale” – **Sept. 10**  
“Well Behaved Women Seldom Make History” – **Sept. 13**  
“Superhero...” – **Sept. 22**  
“Grant and Lee: A Study...” – **Sept. 24**  
“Why the Beaver...” – **Oct. 1**  
“Squirrel Power” – **Oct. 4**  
“The Declaration...” – **Oct. 15**  
“Ain't I a Woman?” – **Oct. 18**  
“David and Goliath” – **Oct. 18**

**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. You will answer the following questions thoughtfully in class the day each paper is due.

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 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.

**Research Paper Overview:** The intention for your research paper is to write an engaging, lively, persuasive text that tests theoretical boundaries, takes a calculated risk, and makes an argument based on substantiated evidence. To accomplish these writing goals, you must make warranted and qualified statements based on appropriate grounding, include backing by valid authorities on both sides of your argument, and link your assertions logically and coherently. Your research paper must have a clear, arguable claim backed up by reasons and evidence.

**Conference sessions** are a required component of the course. To participate, sign up for the conferences by way of a sign-up sheet posted in Google docs or in class. Show up on time for your conference session and be prepared to discuss your project during conference.

**Peer Review/Workshops** give readers opportunities to analyze and respond to writing by providing a reader's response that speaks to what the reader does or does not see in the draft that enables the reader to follow the content, the logic, and derive the meaning. You must bring a copy of your paper, whether on your laptop or a hard copy, to class to conduct peer review. This process develops critical thinking, cognitive skills, and writing skills when completed thoughtfully and thoroughly. The peer review process asks the reader to look for examples needed to support the claims, commentary to develop the logic, and transitions to make connections among ideas. This peer feedback provides invaluable guidance for the writer as the writer returns to the draft to revise and rewrite following the peer's analysis. Thoughtful self-assessment and peer reviews of manuscripts are important to your success and to that of your classmates. The peer review process is reciprocal in that when the peer reader completes the analysis thoughtfully and thoroughly and the analysis is shared the writer, the writer is given an objective perspective of the writing and given guidance for what needs to be addressed. This same analysis then provides reflective insight into the reader's own draft, enabling the reader to develop the same analytical skills for her/his own writing. The peer review process will begin in class but may need to be completed out of class.

**In-class quizzes** evaluate skills at analyzing, identifying, and correcting editorial issues in texts

as well as identifying and creating various phrase and sentence structures. Quizzes will also evaluate comprehension of course content.

**In-class activities** are often opportunities to respond to or apply information from a particular reading of one the course texts. A writing component will almost always be a part of these activities. Grammar and usage days include short practice sessions and discussion on the concepts and/or skill areas.

**Presentations** will be done throughout the semester. Each student must present on one of the *BTTL* readings, whether as part of a group or solo. These presentations should be 15-20 minutes and should include a thoughtful, accurate summary of the reading; response to questions posed in *BTTL*; and new questions the presenter(s) would like to hear their classmates respond about. Students will also present on their final research papers during the last week of class.

**Final Essay Exam:** The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule: **Friday, Dec. 17, 1:30-4:00**

**Course Schedule**

*Subject to change with notice*

<i>Date</i>	Assignments
	<b>Week 1</b>
8/31	<b>T</b> Introduction to class; Discuss purpose of <i>SMH</i> and <i>BTTL</i> ; Interviews
9/1	<b>W</b> Review syllabus; <b>Study and apply:</b> <i>SMH</i> Chapters 2, 3, 4a, and 5a, d-f to prepare to write Essay 1; sign up for presentations
9/3	<b>F Write:</b> Essay 1 (diagnostic/assessment)
	<b>Week 2</b>
9/6	<b>M</b> Labor Day – no class
9/8	<b>W Study and apply:</b> <i>BTTL</i> Ch. 6, Ch. 7 pp. 114-130, <b>and</b> pp. 235-40, “Once More to the Lake”; introduce Narrative/Example Essay 2; check textbooks
9/10	<b>F Study and apply:</b> <i>BTTL</i> Ch. 9 pp. 244-54 and pp. 269-71, “All Seven Deadly Sins Committed at Church Bake Sale” writing practicum: devise Essay 2 plan/topic/thesis/focus; review Essay 1
	<b>Week 3</b>
9/13	<b>M Study and apply:</b> <i>BTTL</i> Ch. 4 <b>and</b> pp. 285-93, “Well Behaved Women Seldom Make History”
9/15	<b>W Study and apply:</b> <i>SMH</i> Chap. 5 (paragraph analysis)
9/17	<b>F Due: 3-page draft of essay 2</b> Essay 2 Peer Review

<i>Date</i>	Assignments
9/20	<p><b>Week 4</b></p> <p><b>M Due: Essay 2 Narrative/Example final draft.</b> Submit to Canvas before class</p> <p><b>Author's Reflection</b> Done in class</p>
9/22	<p>Study and apply: <i>SMH</i> Chaps. 48 and 49</p> <p><b>W Study and apply: BTTL</b> Ch. 11 pp. 346-62 and pp. 376-81, "Superhero..." discuss essay 3 prompt</p>
9/24	<p><b>F Study and apply: BTTL</b> pp. 392-96 "Grant and Lee: A Study..."; <b>Compare/Contrast Essay Graphs:</b> comparison balance, meaning; in-class write</p>
9/27	<p><b>Week 5</b></p> <p><b>M Due: 3-page draft of essay 3</b> Peer Review</p>
9/29	<p><b>W Due: Essay 3 Compare/Contrast final draft</b> Submit to Canvas before class</p> <p><b>Author's Reflection</b> Done in class</p>
10/1	<p><b>F Study and apply: SMH</b> Ch. 48f <b>Study and apply: BTTL</b> Ch. 14 pp. 528-44 and pp. 571-74 "Why the Beaver..."; discuss prompt</p>
10/4	<p><b>Week 6</b></p> <p><b>M Study and apply: BTTL</b> pp. 577-83 "Squirrel Power"</p>
10/6	<p><b>W Study and apply: SMH</b> Ch. 14 Finding sources</p>
10/8	<p><b>F Study and apply: SMH</b> Ch. 32; Annotated Bib workshop <b>Practice:</b> Sentence type analysis/punctuation</p>
10/11	<p><b>Week 7</b></p> <p><b>M Due: 3-page draft of essay 4;</b> peer review; check cause/effect logic; practice sentence type analysis</p>
10/13	<p><b>W Due: Essay 4 Cause/Effect final draft</b> Submit to Canvas before coming to class</p> <p><b>Author's Reflection</b> Done in class</p>
10/15	<p>Discuss argument and research paper topics; <i>SMH</i> Ch. 56</p> <p><b>F Study and apply: BTTL</b> Ch. 15 pp. 599-619 and pp. 627-30, "The Declaration..."; discuss research topics; discuss note taking; read "They Say/I Say" templates</p>
10/18	<p><b>Week 8</b></p> <p><b>M Study and apply: BTTL</b> pp. 633-35, "Ain't I a Woman?" and pp. 719-22, "David and Goliath"</p>
10/20	<p><b>W Study and apply: SMH</b> Ch. 10 and 11 Submit Research topic and research question _____. Discuss Annotated Bibliography.</p>
10/22	<p><b>F Fall Break</b></p>

<i>Date</i>	Assignments
10/25 10/27 10/29	<b>Week 9: Research and take notes</b> <b>M</b> Library Session <b>W</b> Library Session <b>Due:</b> Library Worksheet <b>F Due: Annotated Bibliography rough draft</b>
11/1 11/3 11/5	<b>Week 10: Research and take notes</b> <b>M Due: Annotated bibliography final draft</b> <b>Study and apply: SMH</b> pp. 52-53 <b>and</b> Ch.11 <b>W</b> Outline workshop <b>F Due:</b> Working Main Claim and Outline in proper format showing both sides of the argument. Sign up for conferences.
11/8 11/10 11/12	<b>Week 11: Conference week! No class. Sunday, 11/7 Due: 4-5 page Argument Essay draft</b> , uploaded to Canvas Attend conferences during allotted time slot.
11/15 11/17 11/19	<b>Week 12:</b> <b>M Study and apply: SMH</b> Ch.15-17 <b>W Study: SMH</b> Ch. 18 (Works Cited) <b>F Study: SMH</b> Ch. 43 and 59; grammar practicum: parallel structure and apostrophes
11/22 11/24 11/26	<b>Week 13: Revise, rewrite, and give thanks</b> <b>M</b> Work on essays/movie day <b>W</b> Thanksgiving Break <b>F</b> Thanksgiving Break
11/29 12/1 12/3	<b>Week 14: Revise and rewrite</b> <b>M</b> Writing practicum: clarifying focus, adding support, developing content <b>W Due: full draft</b> (10-12) pages for peer review <b>with</b> revised outline <b>F Due: full final draft of Research Paper and Revised Outline</b> Discuss what we've learned over the semester
12/6 12/8 12/10	<b>Week 15 Research Presentations</b> <b>M</b> <b>W</b> <b>F</b>
12/17	<b>F Final Exam Essay written during class 1:30-4:00</b>

### Grade Approximations

#### *Approximate Points*    *Description*

20%	In-class activities, participation, and quizzes
10%	Presentations
10%	Essay 2
10%	Essay 3

10%	Essay 4
10%	Annotated Bibliography
20%	Research Paper
10%	Essay 5 Final Essay Exam

### Grading Scale

93-100 A	83-87 B	73-77 C	63-67 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
88-89 B+	78-79 C+	68-69 D+	

A = Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors.

B = Excellent work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.

C = Good work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors.

D = Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.

F = Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning