

College Composition: WRI 1010, Sec. 3

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Office Hours: M 1:30-2:30 and by appointment—always welcome

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*, 4rd ed., Norton, 2020. (BTTL)

Lunsford, Andrea. *The St. Martin's Handbook*, 9th 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.
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. Always look at the **Modules** before going to Assignments.

Class Preparation: All homework assignments must be completed prior to class, typed, and submitted online unless specified differently. Some reading assignments will be discussed in class while others might be read individually but not discussed. Expect a quiz on all readings though a quiz might not be given.

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. This also reduces the level of anxiety in the classroom and makes it an enjoyable place to be.

Late Paper Policy: Assignments are to be submitted at 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 simple, logistical questions or clarifications. Write: “WRI1010” in the subject line and use a proper heading and employ correct writing conventions when writing e-mails. I will do my best to avoid sending an e-mail in the evenings and especially during the weekends, so do not expect to receive a reply from me until Monday should you send an e-mail to me over the weekend. 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, dress 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; thus, 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 8th 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

Text Books: 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, unless APA is agreed upon for the research paper only. Submit assignments in Canvas **and** in hard copy, typed and printed in black ink on 8.5x11 white paper. 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*, 9th ed. as your MLA style guide for style, grammar, format and citation questions. And be sure to keep a hard copy or an electronic backup of everything you submit to a professor. Always **staple or bind** together the pages of your hard copy **before** you come to class.

Curriculum Requirements: To complete this course each student must write 2 in-class and 3 out-of-class formal essays (4-5 pages), one research paper (10-12 pages) with at least 12 sources cited, journals, analyses of readings and of your own writing, in-class quick writes, read the assigned texts, participate in discussions in varying forms, and take administered quizzes.

Essay Assignments:

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

Essay 3 –Sept. 29-- Compare/Contrast Essay 3 (no outside sources) with Author's Reflection

Essay 4 –Oct. 13-- Cause/Effect Essay 4 with citations, Works Cited, and Author's Reflection

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

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.

Research Paper Overview: The intention for the 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. In order 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. A Research Paper Checklist will be distributed that will list the items required to be handed in with the final research manuscript.

Conference sessions are a required component of the course. In order 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 take to the conference the items requested.

Audience Response (Peer reviews/peer edits) gives 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. This process develops critical thinking, cognitive skills, and writing skills when completed thoughtfully and thoroughly. It is in the peer review process that the reader looks for examples needed to support the claims, for commentary to develop the logic, for transitions to make connections among ideas, for support to clearly and fully develop a meaningful main claim to clearly express the meaning of the draft. 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. This 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 activity assignments are often opportunities to respond to or apply information from a particular reading of one of 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.

Quick write assignments are written in class. If it is in response to a reading, do not merely summarize the text. I do not expect formal, finished essays to be written in the 5-10 minute writing sessions, although I do expect good editing skills to be used to the degree possible within the time limit.

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**

Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground, support, and to prove the truth of the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote ethically and effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or over-generalizing)?
- Is the paper well organized and maintain a clear focus throughout?
- Does it cite material from the sources using proper documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Essay Evaluation Marks

Excellent—(Grades of A to B+)

An excellent draft—

- 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 draft—(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 draft—(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.

Course Schedule
Subject to change with notice

<i>Date</i>	Assignments
	Week 1
8/31	T Introduction to class; Discuss purpose of <i>SMH</i> and <i>BTTL</i>
9/1	W Review syllabus; Study and apply: <i>SMH</i> Chapters 2, 3, 4a, and 5a, d-f to prepare to write Essay 1
9/3	F Write: Essay 1 (diagnostic/assessment)
	Week 2
9/6	M Labor Day
9/8	W Study and apply: <i>BTTL</i> Ch. 6, Ch. 7 pp. 114-130, and pp. 235-40, “Once More to the Lake”; introduce Narrative/Example Essay 2; check text books
9/10	F Study and apply: <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
	Week 3
9/13	M Study and apply: <i>BTTL</i> Ch. 4 and pp. 285-93, “Well Behaved Women Seldom Make History” quiz and discussion
9/15	W Due: 3 page draft of essay; Study and apply: <i>SMH</i> Chap. 5 (paragraph analysis)
9/17	F Due: Essay 2 Peer Review (form in Canvas)
	Week 4
9/20	M Due: Essay 2 Narrative/Example final draft with Author’s Reflection; Submit to Canvas before class begins Study and apply: <i>SMH</i> Chaps. 48 and 49; Dr. De 2-3—identify subject, verbs+
9/22	W Study and apply: <i>BTTL</i> Ch. 11 pp. 346-62 and pp. 376-81, “Superhero . . .” discuss prompt
9/24	F Study and apply: <i>BTTL</i> pp. 392-96 “Grant and Lee: A Study. . .”; quiz followed by discussion; Compare/Contrast Essay Graphs: comparison balance, meaning; in-class write

<i>Date</i>	Assignments
<p>9/27</p> <p>9/29</p> <p>10/1</p>	<p>Week 5</p> <p>M Due: Essay 3 Compare/Contrast: Peer Review</p> <p>W Due: Essay 3 Compare/Contrast final draft with Author’s Reflection; Submit to Canvas before class and bring hard copy to class, stapled</p> <p>Study and apply: SMH Ch. 48f and Ch. 40 De 4-5</p> <p>F Study and apply: BTTL Ch. 14 pp. 528-44 and pp. 571-74 “Why the Beaver. . .” ; discuss prompt</p>
<p>10/4</p> <p>10/6</p> <p>10/8</p>	<p>Week 6</p> <p>M Study and apply: BTTL pp. 577-83 “Squirrel Power”</p> <p>W Study and apply: SMH Ch. 14 Note Card workshop using Power Point</p> <p>F Study and apply: SMH Ch. 32; Works Consulted workshop Practice: Sentence type analysis/punctuation</p>
<p>10/11</p> <p>10/13</p> <p>10/15</p>	<p>Week 7</p> <p>M Due: Essay 4 Cause/Effect Rough Draft graphic organizer for your topic filled-in and submit in Canvas; check cause/effect logic; practice sentence type analysis, Dr. De p. 2-6</p> <p>W Due: Essay 4 Cause/Effect final draft with Author’s Reflection; Submit to Canvas before coming to class Discuss argument and research paper topics; <i>SMH</i> Ch. 56; in-class Dr. De pp. 8-10</p> <p>F Study and apply: BTTL Ch. 15 pp. 599-619 and pp. 627-30, “The Declaration. . .” ; discuss research topics; discuss note taking</p>
<p>10/18</p> <p>10/20</p> <p>10/22</p>	<p>Week 8</p> <p>M Study and apply: BTTL pp. 633-35, “Ain’t I a Woman?” and pp. 719-22, “David and Goliath”; Take online quiz and join discussion</p> <p>W Study and apply: SMH Ch. 10 and 11 Submit Research topic and research question _____</p> <p>F Fall Break</p>
<p>10/25</p> <p>10/27</p> <p>10/29</p>	<p>Week 9: Research and take notes</p> <p>M Library Session</p> <p>W Library Session Due: Library Worksheet due date _____</p> <p>F Due: Works Consulted Page with 10 sources listed in proper format</p>

<i>Date</i>	Assignments
	Week 10: Research and take notes
11/1	M Due: 15 note cards in proper format—4X6 or 5X7 only (3X5 will not be accepted) Study and apply: <i>SMH</i> pp. 52-53 and Ch.11
11/3	W Due: Minimum 20 new note cards in standard form and have available the previous 15; outline workshop
11/5	F Due: Working Main Claim and Outline in proper format showing both sides of the argument
	Week 11: Research, take notes, and write
11/8	M Due: Revised Working Main Claim and Outline in proper format showing both sides of the argument; Study and apply: <i>SMH</i> Ch.15-17
11/10	W Study: <i>SMH</i> Ch. 18 (Works Cited)
11/12	F Study: <i>SMH</i> Ch. 43 and 59; grammar practicum: parallel structure and apostrophes
	Week 12: Conferences
11/15	M Due: 5-6 page Argument Essay (showing both sides of the argument) cited with Works Cited page, revised outline, marked source copies; conferences begin Tuesday
11/17	W Conferences
11/19	F Conferences
	Week 13: Revise, rewrite, and Give Thanks
11/22	M Class
11/24	W Thanksgiving Break
11/26	F Thanksgiving Break
	Week 14: Revise and rewrite
11/29	M Writing practicum: clarifying focus, adding support, developing content
12/1	W Due: full draft (10-12) pages for audience response with revised outline
12/3	F Due: full final draft of Research Paper and Revised Outline Presentations and discussions
	Week 15 Research Presentations
12/6	M
12/8	W
12/10	F
12/17	F Final Exam Essay written during class 1:30-4:00

Grade Approximations

<i>Approximate Points</i>	<i>Description</i>
100	In class activities and participation
100	Quizzes/misc. assignments
100	Essay 2

100 Essay 3
100 Essay 4
100 Research Process
200 Research Paper
100 Book Discussion/Presentation/Quizzes for *Mere Christianity*
100 Essay 5 Final Essay Exam
Approx. Total Points: 1,000

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+	