

WRI 1016 College Composition: Research Spring 2022 Course Policies

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**Section 2 (TR 8:30-9:25 AM,
BAC 102) / 2 Units / LJWL Department**

Professor: *Robbie Maakestad*
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Office Hours: *[MWF 9:45-1:15, TR 2:30-4:00
by appointment]*

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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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

The purpose of College Composition: Research is to enable you 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.

COURSE LEARNING OUTCOMES

Upon completion of the course students will be able to:

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.

GENERAL EDUCATION

WRI 1016 is one of the components of the General Education Program 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.

REQUIRED TEXTS

Everything's An Argument by Andrea Lunsford, 8th edition: **ISBN-13:** 978-1319056278
The Little Seagull Handbook with Exercises, **ISBN-13:** 978-0393602647

Additional readings will be posted to Canvas (you’ll need to print these out, read them, annotate them, and bring them with you to class the day they are due).

Please bring a notebook and writing utensil to each class to take notes, as well as the textbook.

COURSE REQUIREMENTS

Reading/Reading Quizzes:

Dates for the readings are clearly indicated on the schedule. Complete all reading prior to the class session when the text will be discussed. You will be expected to read and annotate (take notes in the margins) all assigned course readings. There is no set number of reading quizzes planned.

Discussion:

The success of the course will be directly related to the quality of daily discussions. Each of you must feel comfortable contributing to discussions. And each of you should bring any questions you have about the reading to our attention during the course of our discussions.

Attendance:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings [for this course, that’s 2 class periods], the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent [for this course, that’s 4 class periods], 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

METHODS OF INSTRUCTION

This class is interactive and discussion-based. So you'll need to come to class prepared to talk and write about the literary texts we're reading and contribute to and lead discussions, small groups, and peer reviews. You will not understand what is happening during our classes if you haven't done the reading and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class activities, and keep up with all of the assigned reading and writing usually succeed in this course.

GENERAL COURSE POLICIES

CANVAS

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the *Course Schedule* throughout the semester. If the *Course Schedule* is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

CANVAS SUPPORT

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions please let me know. If you are unsure how to use any given feature in Canvas you will find the [Canvas Guides](#) to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at oit@pointloma.edu. Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are super helpful!

PLNU EMAIL

Students must regularly check their PLNU email account for updates on assignments and scheduling.

RESPECT

Practice basic respect and consideration toward your peers and professor. Please do not sleep, carry on private conversations, text, or work on assignments for other classes. Students who do so are not actively present in class and will lose participation points.

TECHNOLOGY

Refrain from using technology during class time unless a classroom activity calls for it to be used. This means cell phones, laptops, iPads, and other electronic devices. More often than not, these create a distraction, rather than being useful. Taking notes by hand has been shown to aid long-term comprehension much more so than typing notes, so by all

means, *please take handwritten notes* throughout this class. Use of technology during class will result in lost participation points.

TURNING IN ASSIGNMENTS

All assignments must be turned in on Canvas *before the class period on the day they are due*.

Late assignments are those turned in any time after class on the due date. Late assignments will lose a letter grade for each calendar day they are late (so an A becomes a B after one calendar day, and so on). Late assignments will not be accepted after a week from the due date. It is your responsibility to ensure that your assignment is uploaded to Canvas on the day it is due. **I will not accept late homework, and missed in-class work and quizzes cannot be made up.**

ACADEMIC HONESTY

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.

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 ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PERSONAL NEEDS

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

PREPARATION

You will be expected to come to class prepared to discuss readings, share your work, or comment on other students' work. Being prepared for each class is vital in creating a classroom that is conducive to learning—take notes as you read the textbook and assigned readings as this allows you to remember the material more fully. Be aware that you may also have assignments on Canvas, which must be turned in before class in

addition to readings. If you do not consistently prepare for class, this will also negatively affect your participation grade in the course.

COMPLETION POLICY

You must complete all major essay assignments and the College Composition Final to pass this course.

WRITER'S STUDIO

SAT, ACT, and diagnostic essay scores reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your diagnostic exam results and your professor's discretion will determine whether or not you will benefit the 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. Students who work in the Studio benefit greatly from the 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 097 will result in a failing grade in WRI 1016 and re-entry into the Studio the following semester to complete 10 sessions.

HOMEWORK AND COURSE ASSIGNMENTS

FORMAT FOR ASSIGNMENTS

- All work handed in must be typed unless specifically noted in the assignment.
- The paper format for all papers is MLA Style, unless APA is agreed upon for the research paper only.
- Major assignments must be turned in on Canvas in .pdf, .doc, or .docx format.
- Use standard 12 point Times New Roman Font.
- Use standard MLA heading for your name, my name, course name/number, and date.
- Double-space the entirety of your document.
- Use 1 inch margins for each side. NOTE: Microsoft Word is set to 1.25 margins.
- Before turning in your essay, use CTRL+A to select all; then click the bottom right arrow in the "Paragraph" box on Word's "Home" tab; then check the box that says "Don't add space between paragraphs of the same style." There should not be an extra space added between paragraphs.
- Insert your last name and a page number for each page after page 1 in the top right margin.
- Staple 2 or more page assignments on the top left corner.

- No cover sheets, unless specified by the assignment.

CURRICULUM REQUIREMENTS

To complete this course each student must write 2 in-class essays, 1 out-of-class proposal essay (4-5 pages), and one research paper (9-11 pages) with at least 12 sources cited.

MAJOR ESSAY ASSIGNMENTS

In-Class Essay Assignments:

- ❖ Essay 1—January 18—Diagnostic (1000-1600 words written in class) = no points
- ❖ Essay 4—May 06—Final Essay Exam, 7:30-10:00 a.m. = 100 points

One essay and one research paper will be written outside of class and will make up 60% of your course grade. Pre-work and drafts of these essays will be responded to by your instructor and your peers. Detailed assignment sheets will be handed out for each essay.

Outside Class Essay Assignments:

- ❖ Essay 2—Feb. 15—Proposal (3-4 pages) = 200 points
- ❖ Essay 3—April 28—Research Paper (9-11 pages, not including Works Cited) = 300 points

Essay Total: 600 Points

INFORMAL WRITING/HOMEWORK/QUIZZES

Informal Writing/Homework/Quizzes consists of: in-class work, short exercises written outside of class, reading quizzes, Canvas assignments, and other work. Each homework assignment will have a specific point value, but the total grade will be a percentage grade out of 200 points. Ex: if you get an average of 8/10 (80%) on all homework grades, then you would receive 160/200 (80%) for this category.

Homework Total: 200 Points

CLASS ATTENDANCE & PARTICIPATION (INCLUDES PEER REVIEW)

Attendance, participation, and peer review is worth 200 points.

Coming to class well-prepared is critical in an activity- and discussion-based course like this one. I expect you to come to each class prepared—that means not just doing the reading, thinking about it, and digesting it, but also *having your textbook or printed readings accessible during class*. Missed in-class work may not be made up. Coming to class without having read the assigned reading for the day will result in a loss of participation points. You should also be prepared to actively engage in class discussions, peer reviews, and other in-class activities. I expect you each to meaningfully engage with the coursework and with one another.

Each class that you attend and participate in is worth 5 points, up to a max of 100 points (20 non-exam TR meetings—any additional attendance points acquired will be extra credit up to 110 for perfect attendance). You can miss two classes without it affecting

your grade—but you are still responsible for the readings/homework due on the days you're absent. If you miss class or are significantly unprepared for class, you'll earn a zero for that day. **Each absence beyond 2 will result in an additional 5 points being subtracted from the participation category.**

For the remaining 40 points of your participation grade, you'll earn a 32 if you're doing the basics of engaging with the class; you'll earn a 33+ if I see you regularly leaping in and making strong contributions during full-class discussions, providing leadership or encouragement during group work, going the extra mile in giving specific feedback on your peers' writing, arriving on time to class, and/or otherwise demonstrating very strong preparation for and engagement in the class work; you'll earn a 31 or lower if you are frequently late, unprepared, inattentive, or disruptive.

I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of an emergency, please contact me as soon as possible to discuss what arrangements can be made.

Attendance is required on peer review days. Absences on such days will hurt your peer review participation grade. Peer review participation will be worth 15 points per peer review day, totaling 60 points.

Participation Total: 200 Points

COURSE TOTAL = 1000 Points

WRITER'S SYMPOSIUM

Each spring PLNU hosts the Writers Symposium By the Sea which brings premiere writers to campus. This semester you will be required to attend two of the following afternoon/evening events for this class (Afternoon tickets are free; evening events cost \$5):

Purchase tickets here: <https://www.pointloma.edu/events/27th-annual-writers-symposium-sea>

Tuesday, February 22

WRITER'S SYMPOSIUM:

Afternoon Session: Nadia Bolz-Weber @ 3pm in Fermanian

Evening Interview (\$5): Nadia Bolz-Weber @ 7:00pm

Wednesday, February 23

WRITER'S SYMPOSIUM:

Afternoon Session: David Brooks @ 3pm in Fermanian

Evening Interview (\$5): David Brooks @ 7:00pm

Friday, February 25

WRITER'S SYMPOSIUM:

Evening Interview (\$5): Cornell West @ 7:00pm

Upload a one full page reflection about anything that you learned about writing or that made you think from the two events; in the reflection document, attach selfies of yourself at the events as proof of attendance. **Attending this event and uploading this reflection is worth 20 points toward your Informal Writing/Homework/Quizzes grade.**

Writers Symposium Extra Credit: On top of attending the two required Writers Symposium events, you can attend up to two additional Writer’s Symposium events to earn up to 20 extra credit points. Each event will be worth 10 points Extra Credit within the Informal Writing/Homework/Quizzes category and will be applied to points missed on reading quizzes or informal writing assignments at the end of the semester. To Canvas, upload a selfie of yourself at the event and a brief paragraph of something that stood out to you or impressed you from each session that you attended to get full extra credit.

LETTER GRADE GUIDELINES

880 - 899 points	B+	920 - 1000 points	A	900 - 919 points	A-
780 - 799 points	C+	820 - 879 points	B	800 - 819 points	B-
680 - 699 points	D+	720 - 779 points	C	700 - 719 points	C-
		620 - 679 points	D	600 - 619 points	D-

WHAT ESSAY GRADES ACTUALLY MEAN

A: Exceptional Work: complex understanding and insightful application of skills and concepts; sophistication and depth in interpretation and style; proficiency in standard grammatical form and documentation conventions; high competence in all or almost all categories of the grading rubric.

B: Very Good Work: clear, thoughtful understanding and sound application of skills and concepts; correct written presentation; high competence in most categories of the grading rubric.

C: Adequate Work: obvious, general, or vague understanding and application of skills and concepts; acceptable written presentation; basic competence in many categories of the grading rubric.

D: Less-than-Satisfactory Work: limited understanding and weak application of skills and concepts; poorly presented written work; low competence in many categories of the grading rubric.

F: Unsatisfactory Work: inadequate understanding and incorrect application of skills and concepts; unacceptable written presentation; incompetence in most categories of the grading rubric.

WRI 1016 COURSE SCHEDULE

DATE	READING	ASSIGNMENTS DUE (in bold)
WEEK 1		
Thursday, January 13	Go over syllabus	
WEEK 2		
Tuesday, January 18	Readings for Diagnostic Essay	In Class: Diagnostic Essay

Thursday, January 20	(EA): Chapter 12: Proposal Arguments, (LS): W-12	Post 2 Possible Proposal Topics to Canvas
WEEK 3		
Tuesday, January 25	[Canvas]: Postrel's "Let's Charge Politicians for Wasting Our Time," and Riley II's "Disability and Media..."	Post Planning Doc. to Canvas
Thursday, January 27	[Canvas]: Deshpande's "A Call to Improve Campus Accessibility" on Canvas	
WEEK 4		
Tuesday, February 01	(EA): Chapter 13: Style in Arguments	
Thursday, February 03	(EA): Chapter 22: Documenting Sources (Read ½ of chapter that applies to your research paper)	
WEEK 5		
Tuesday, February 08	(EA): Chapter 21: Plagiarism and Academic Integrity; (LS): R-4g	
Thursday, February 10	In-Class Peer Review: Post your Proposal Essay to Canvas before class and participate in Peer Review.	
WEEK 6		
Tuesday, February 15	(EA): Wong's "Addiction to Social Media..." pgs. 307-312 and Chapter 12: From Revising to Editing	***Proposal Essay Due***
Thursday, February 17	(EA): Chapter 17: Academic Arguments	
WEEK 7		
Attend two of three required Writer's Symposium evening interview events.		
https://www.pointloma.edu/events/27th-annual-writers-symposium-sea		
Tuesday, February 22	[Canvas]: Diamond's "The Last Americans"	Post 2 Possible Research Topics to Canvas
WRITER'S SYMPOSIUM:		
Extra Credit Afternoon Session: Nadia Bolz-Weber @ 3pm in Fermanian		
Required Interview (\$5): Nadia Bolz-Weber @ 7:00pm		
Wednesday, February 23	WRITER'S SYMPOSIUM:	
Extra Credit Afternoon Session: David Brooks @ 3pm in Fermanian		
Required Interview (\$5): David Brooks @ 7:00pm		

Friday, February 25

WRITER'S SYMPOSIUM:

Extra Credit Evening Interview: Cornell West @ 7:00pm - \$5

Thursday, February 24

(EA): Montgomery's "The Emotion Post Research Topic to
Work of 'Thank You...'" *(LS)*: Canvas
MLA, APA, or Chicago Style section

Friday, February 25

WRITER'S SYMPOSIUM:

Required Interview (\$5): Cornell West @ 7:00pm

WEEK 8

Tuesday, March 01

**Library Session (Attendance Required) in Bresee Computer
Lab in the library. Post Planning Doc. to Canvas;
Writer's Symposium
Reflection; Writer's
Symposium Extra Credit due**

Thursday, March 03

**Library Session (Attendance Required) in Bresee Computer
Lab in the library. Citation Exercise #1**

WEEK 9

Tuesday, March 08

SPRING BREAK—NO CLASS

Thursday, March 10

SPRING BREAK—NO CLASS

WEEK 10

Tuesday, March 15

(EA): Chapter 18: Finding Evidence; **Turn in Library Worksheet**
(LS): R-1

Citation Exercise #2

Thursday, March 17

(EA): Chapter 19: Evaluating
Sources; *(LS)*: R-2

**Bring 3 sources to
class**

WEEK 11

Tuesday, March 22

(EA): Chapter 20: Using Sources
(LS): R-3, R-4

**Bring 3 paraphrases and 3
summaries of new sources
to class**

Citation Exercise #3

Thursday, March 24

**NO CLASS—WRITERS SYMPOSIUM MAKE UP—
WRITING DAY**

WEEK 12

Tuesday, March 29	<i>[Canvas]</i> : Geaghan-Breiner's "Where the Wild Things Should Be..."	Bring a full, typed outline of your Research Paper's main points
Thursday, March 31	In-Class Peer Review: Post your drafted Research Paper to Canvas before class and participate in Peer Review.	Citation Exercise #4
WEEK 13		
Tuesday, April 05	<i>[Canvas]</i> : Freedman's "Are Engineered Foods Evil?"	
Thursday, April 07	<i>(EA)</i> : Chapter 14: Visual Rhetoric, <i>[Canvas]</i> : Ironside's "Apples to Oranges;" <i>(LS)</i> : W-5	Find or create a meme that makes an argument—bring to Class and upload to Canvas
		Citation Exercise #5
WEEK 14		
Tuesday, April 12	In-Class Peer Review: Post at least 7 pages of drafted Research Paper to Canvas and participate in Peer Review.	Citation Exercise #6
Thursday, April 14	NO CLASS—EASTER BREAK	
WEEK 15:		
Tuesday, April 19	In-Class Writing Day —Prof. Maakestad will be available to answer questions	
Thursday, April 21	In-Class Peer Review: Post your fully drafted Research Paper to Canvas and participate in Peer Review	
WEEK 16:		
Tuesday, April 26	Introduction and Conclusion workshop	
Thursday, April 28	Complete Course Evaluations NO CLASS—WRITERS SYMPOSIUM MAKE UP—WRITING DAY	
		Research Paper Due
FINALS WEEK		
Friday, May 06	1:30PM-4:00PM—Final Exam Essay 4	