

	<p>Literature, Journalism, Writing, and Languages</p> <p>WRI 1001: Writing across the University, section 1</p> <p>3 Units</p>
<p>Fall 2022</p>	

Meeting days: MWF	Instructor: Prof. Karina Westra
Meeting times: 8:30-9:25am	Phone: 619.849.2978
Meeting location: Cabrillo 102	Email: kwestra@pointloma.edu
Final Exam: Monday, December 12, 7:30-10am	Office location and hours: BAC 118; M 2:45-3:45 and by appointment or Zoom
Department Office: BAC 133	Department Assistant: Madi Bucci

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

WRI 1001 is a first-semester integrative composition experience that serves the PLNU LEAP program. The course emphasizes critical thinking and idea development, and it encourages reflection on a wide array of topics and issues related to writing in the disciplines, all drawn from the first-year experience.

Course Learning Outcomes

Point Loma Nazarene University writing courses emphasize the writing process. Students read professional writers' work and practice developing, organizing, writing, revising, editing, and rewriting their own responses and essays. In this course, students

will be introduced to the conventions of writing within the various disciplines representing the semester's curriculum, and students will gain experience with each discipline-specific mode of writing. By the end of the semester, students will:

1. Apply English language conventions in various genres of academic writing.
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 to create written compositions.
4. Establish coherence within each paragraph and throughout the body of the composition.
5. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.
6. Use writing as a tool for critical thinking and learning.

Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. The time estimations are provided in the Canvas modules.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Assessment and Grading

For this class, we are going to use contract grading. More details will be given the second day of class, but here is some basic information. Contract grading puts more emphasis on the process, rather than the product of writing. Many scholars have found that it is more equitable and gives students more control.

Students will submit a signed contract during week 2 and will have chance to review it during weeks 7 and 14. Below is a basic grade break down; a document with more specifics will be posted and given out the second day of class.

To earn an A:

- Attends class, missing no more than 3 sessions. Please note: 3 tardies equal one absence.
- Regularly contributes to class—asking questions, participating in discussion, leading in group work
- Completes activities and assignments during Weeks 1 and 2
- Completes all 6 unit writing assignments at a satisfactory or higher level. Specific rubrics will be given with each unit writing assignment.
- Completes all 6 free writes, exceeding the minimum word count
- Completes at least 10 graphic organizers/reading response assignments
- Schedules and participates in 3 one-on-one writing conferences
- Completes 3 rewrites
- Submits final, exceeding satisfactory standards

To earn a B:

- Attends class, missing no more than 4 sessions. Please note: 3 tardies equal one absence.
- Engages in class, but may not always take an active roll—asks questions, listens to discussion, participates in group work
- Completes activities and assignments during Weeks 1 and 2
- Completes 5 unit writing assignments at a satisfactory or higher level. Specific rubrics will be given with each unit writing assignment.
- Completes 5 free writes, exceeding the minimum word count
- Completes at least 8 graphic organizers/reading response assignments
- Schedules and participates in 2 one-on-one writing conferences
- Completes 2 rewrites
- Submits final at a satisfactory level

To earn a C:

- Attends class, missing no more than 5 sessions. Please note: 3 tardies equal one absence.
- Passively engages in class—only answers questions when specifically asked, contributes little to group work--spending time on one's phone is passive participation, at best
- Completes activities and assignments during Weeks 1 and 2
- Completes 4 unit writing assignments at a satisfactory or higher level. Specific rubrics will be given with each unit writing assignment.
- Completes 4 free writes, exceeding the minimum word count
- Completes at least 6 graphic organizers/reading response assignments
- Schedules and participates in 1 one-on-one writing conferences
- Completes 1 rewrite
- Submits final but may not meet all aspects satisfactorily

A grade of D will be earned if a student fails to meet 1-4 of the C requirements. An F will be earned if a student fails to meet 5 or more of the C requirements.

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. In-class work may be made up only when prearranged between student and professor. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

FERPA

In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal.

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 or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (4), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (8), 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.

Please note that Zoom will be offered only for students who must miss class due to University sanctioned quarantine. Otherwise, students are expected to be physically present in the classroom. If the situation changes, students will be notified.

For the first two weeks, when in class, everyone must be masked. Please make sure your mask covers both your nose and mouth. This may be extended; university policy will be adhered to. Please feel free to wear a mask even when not required. Also, if you have not been vaccinated and/or boosted, you are strongly encouraged to do so.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

Use of Technology

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. Please make sure you are familiar with Canvas, check your university email regularly, and save your work often.

Unless needed for class work, phones should be silenced and put away. Remember, they are a distraction to you, your classmates, and faculty.

Inclusive Language

Because the Literature, Journalism, Writing, and Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should 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.

Public Discourse

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and projects; thus you should think of all your 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.

Diversity Statement

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

Required Texts

Rectenwald, Michael and Lisa Carl. *Academic Writing, Real World Topics*. Broadview Press, 2018.

Other readings provided by the professor

Tentative Course Schedule

Professor reserves the right to make changes as needed.

Week 1, August 30-September 2

Tuesday	Introductions; Syllabus
Wednesday	Learn more about contract grading; writing exercise
Friday	Good writers are good readers—Rectenwald and Carl 23-27; annotating exercise

Week 2, September 5-9

Monday	No class: Labor Day
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Wednesday	Languages and Literacies—"Mother Tongue" (in Canvas); videos in class; mini-essay assignment given
Friday	Readings TBD (will be in Canvas); discussion

Week 3, September 12-16

Monday	Mini-essay due—bring printed copy to class; Living in a Digital Culture Rectenwald and Carl 28-30, 99-109; unit 1 assignment given
Wednesday	Carr , "Is Google Making Us Stupid?" 110-119; Small and Vorgan, "Meet Your iBrain: How Technology Changes the Way We Think" 143-150; graphic organizer—complete and bring to class; discussion
Friday	FreeWrite—topic given in class

Week 4, September 19-23

Monday	Topic and thesis work—R&C 35-44
Wednesday	Jenkins, "'Worship at the Altar of Convergence': A New Paradigm for Understanding Media Change" 120-142; Garvett, "Tweets and Transitions: How the Arb Spring Reaffirms the Internet's Democratizing Potential" 173-179; graphic organizer; discussion
Friday	Writing Workshop—working on unit 1 assignment—due by 5pm in Canvas

Week 5, September 26-30

Monday	Learning in a Digital Age—R&C 265-274; unit 2 assignment given; discussion
Wednesday	Snyder, "Why Laptops in Class Are Distracting America's Future Workforce" 274-277; Davidson, "Collaborative Learning for the Digital Age" 282-283; graphic organizer; discussion
Friday	FreeWrite

Week 6, October 3-7

Monday	Audiences and Mapping—R&C 45-49, 62-64
Wednesday	Yardi, "Whispers in the Classroom" 310-336; Freie and Behuniak, "Paulo Freire and ICTs: Liberatory Education Theory in a Digital Age" 337-355; graphic organizer
Friday	Writing Workshop—unit 2 assignment due by 5pm in Canvas

Week 7, October 10-14

Monday	Learning from Games: R&C 181-191; unit 3 assignment given
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Wednesday	Grimes, "Getting (More) Girls into (More) Games" 208-210; Farmer, "Are Girls Game? How School Libraries Can Provide Gender Equity in E-Gaming" 211-215; graphic organizer; discussion
Friday	FreeWrite

Week 8, October 17-21

Monday	Burgess, Stermer, and Burgess, "Video Game Playing and Academic Performance in College Students" 226-240; Ferguson, "A Further Plea for Caution against Medical Professionals Overstating Video Game Violence Effects" 258-264; graphic organizer
Wednesday	Mini-Presentations (essay 3) in class
Friday	Fall Break

Week 9, October 24-28

Monday	Living in a Global Culture: R&C 359-365; unit 4 assignment given
Wednesday	Ritzer, "An Introduction to McDonaldization" 372-391; Barber, "Jihad vs. McWorld" 392-400; graphic organizer
Friday	FreeWrite

Week 10, October 31-November 4

Monday	Narrative Perspective and the Body of an Essay: R&C 50-52; 64-70
Wednesday	Simon, "Global Brands Contend with Appreciation for the Local" 367-371; Appiah, "Cosmopolitan Contamination" 417-426; graphic organizer
Friday	Work Day; unit 4 assignment due at 5pm in Canvas

Week 11, November 8-12

Monday	Surviving Economic Crisis and the Future: R&C 509-518; unit 5 assignment given
Wednesday	Sibert, "Why Did the Bankers Behave So Badly?" 522-527; Wallison, "Not a Failure of Capitalism—A Failure of Government" 546-563; graphic organizer
Friday	FreeWrite

Week 12, November 14-18

Monday	Evidence and Conclusions: R&C 52-54, 70-72
Wednesday	Resnick and Wolff, "The Economic Crisis: A Marxian Interpretation" 564-583; UNEP, "Foreword" and "Introduction" to <i>Towards a Green Economy: Pathways</i>

	<i>to Sustainable Development and Poverty Eradication” 584-595; graphic organizer</i>
Friday	Workshop; unit 5 assignment due in Canvas

Week 13, November 21-25

Monday	Assessing Armed Global Conflict: R&C 597-607; unit 6 assignment given
Wednesday	Thanksgiving Break
Friday	Thanksgiving Break

Week 14, November 28-December 2

Monday	Lifland, “Cyberwar: The Future of Conflict” 611-614; Pinker, “Why the World Is More Peaceful” 626-636; graphic organizer
Wednesday	FreeWrite
Friday	Appeals and Fallacies: R&C 55-58

Week 15, December 6-10

Monday	Bowie Jr, “Memory and Meaning: The Need for Narrative: Reflections on the Symposium “Twentieth Century Warfare and American Memory”” 615-625; Ahmed, “Father of No One’s Son’: Abu Ghraib and Torture in the Art of Ayad Alkadhi” 637-649; graphic organizer
Wednesday	Work Day, unit 6 assignment due by 5pm in Canvas
Friday	Wrap up—discuss final; Q & A; extra credit trivia

Final: Monday, December 12, 7:30-10am

May God go with you...

Before you to show you the way

Beside you to befriend you

Behind you to encourage you

Above you to watch over you,

And within you to give you power.

Lloyd John Ogilvie