

	Literature, Journalism, Writing, and Languages
	<hr/> WRI 1010-1: College Composition Writing & Research (4 Units)
FALL 2022	



Instructor	Professor Lisa Balderston
Meeting Days/Times	MWF 8:30 am – 9:25 am
Meeting Location	Cabrillo Hall, Room C104
E-mail	lbalders@pointloma.edu
Office Hours	Mondays & Wednesdays: 10:00-11:00 am
Office Location	Bond Academic Center – BAC 125
Final Exam	Monday, 12/12, 1:30 – 4:00 pm

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.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

WRI 1010 is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based

essay are major components of the course. A diagnostic exam given at the beginning of the semester will determine if students need to co-enroll in WRI 0097 Writing Skills Tutorial.

In this course, we will focus on developing transferable writing, research, and analytical skills that you will continue to strengthen and build upon throughout your time at PLNU and in your academic, vocational, and personal lives. You will develop these skills through a series of writing and research assignments and activities that expose you to the different stages of the composing process, with an emphasis on revision.

Course Learning Outcomes

By the end of WRI 1010, you should 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.

Foundational Explorations Learning Outcomes

As a Foundational Explorations course, WRI 1010 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. The table below highlights the specific Foundational Explorations Learning Outcomes (FELOs) that WRI 1010 serves alongside their corresponding course assignments and activities.

FELO	Assessment Measure(s)
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Major essay assignments, in-class writing activities
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.	Research Paper, homework assignments, and in-class writing activities
1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	Major essay assignments, Research paper

Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.

The St. Martin's Handbook is a resource, reference book used as a writing guide for this course. It will provide foundational and content information needed to complete course assignments, engage in course discussions, and develop your writing skills.

You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class.

Course 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 4-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. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

WRI 0097 | Writers' Studio

Everyone benefits from receiving extra feedback and help with their writing, and WRI 0097 (aka the Writers' Studio) is a writing workshop designed to help students succeed in this course. Students qualify for WRI 0097 based on their SAT/ACT scores and/or the results of a diagnostic exam I will give you at the beginning of the semester. If you qualify, you will co-enroll in WRI 0097 while you are taking this course. Students enrolled in WRI 0097 will meet with a trained writing consultant in the Writing Center (located in the Ryan Library) once per week for 10 weeks. Each of these consultant sessions will last one hour, and you will work with your writing consultant on your assignments for this course. You will be required to attend an introductory session to the Writers' Studio the second week of classes, and during that session you will sign-up for a time to work with a writing consultant one hour a week throughout the semester. Students who complete the Writers' Studio benefit greatly from the time spent working alongside a trained peer writing consultant. The lab fee for the Writers' Studio, WRI 0097, is \$150.00. Should you qualify for WRI 0097, 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 all 10 tutoring sessions for WRI 0097 will result in a failing grade *in this course* and re-entry into the Writers' Studio the following semester to complete 10 sessions.

Assignment Category	Length (Approx.)	Due
Writing Literacies In a 500 word mini-essay you will explore the strengths and struggles in your writing and the role that writing has played in your past and will play in your future.	500 Words	September 1
Narrative Essay When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.	750 Words	September 21
Comparative & Contrast Essay & Author's Reflection In this essay, you will compare-and-contrast similarities and differences between two or more subjects.	1000 Words	September 30
Cause & Effect Essay, Author's Reflection & Work Cited In this essay, you will explain how certain causes result in specific effects.	1000 Words	October 14
Research Paper, Author's Reflection & Work Cited	2500	November 21

For this essay, you will formulate a research question and then write a research paper that responds to your question.	Words	
Presentation For this project, you will offer a presentation to your classmates regarding the information you obtained during your research.	Varies	November 30-December 7
Final Exam During the final exam period, you'll write an essay in response to readings and a prompt.	1000-1600 Words	December 12
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	Most Days
Readings, Quizzes & In-Class Activities Be sure you are on time to class each day and have completed the assigned readings.	Varies	Most Days

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

Plagiarism

If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. 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.** This includes not being allowed to use text from any previously submitted essay that is similar or the same as another essay topic from this course or ANY previously taken course.

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. (For more information about plagiarism, see "Academic Honesty" section).

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments on time to keep up with the course.

Paper Format The paper format for all papers is MLA Style. Submit assignments in Canvas or 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. Be sure to keep a hard copy or an electronic backup of everything you submit to a professor. Always **staple** together the pages of your hard copy **before** you come to class.

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, relevant evidence to 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?

Peer Reviews/Peer Edits

This part of the writing process 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. It 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.

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 or apply to your next writing assignment. This gives

you a chance, then, to grow as a writer. Answer ALL the following questions thoughtfully and submit your response with your final draft of each essay.

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 writings, outlines, audience responses and other assignments)
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 Session

These sessions are a required component of the course. In order to participate, you will sign up for the conference date/time during class. Show up on time for your 30 minutes conference sessions.

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:

Spiritual Care

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

ESSAY EVALUATION MARKS:

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

- Fully meets all the criteria and follows directions for the assignment in regard to topic, form, and format.
- Commands attention because of its insightful development, mature style, originality, and creativity toward the topic.
- Contains many well-chosen, relevant, and concrete examples to support claims.

- Clearly establishes coherence by appropriately used transitional words and phrases.
- Shows abundant evidence of thinking, reasoning, and insight.
- Shows careful organization with fully developed, unified, and controlled paragraphs, which strongly support its focus and purpose.
- Has consistently well-chosen and appropriate words used in precise, effective sentences.
- Is almost entirely free from errors in structure, punctuation, mechanics, and spelling.

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

- Generally, it meets all the criteria and follows directions for the assignment in regard to topic, form, and format, answers the question asked. Contains sufficient, relevant, and concrete examples to support claims.
- Shows evidence of a good to fair attempt at thinking, reasoning, and insight.
- Uses transitional words and phrases appropriately to create coherence.
- Shows planning and organization with generally well-developed, unified, and controlled paragraphs.
- Rarely loses sight of its focus and purpose.
- Uses well-chosen and appropriate words in effective and varied sentences, making the paper reasonably precise and clear.
- May have a creative approach or concept, but may lack one or more of the main qualities of the excellent paper.
- Is generally free from errors in structure, punctuation, mechanics, and spelling, and it does not contain enough major or minor errors to seriously affect the clarity of the ideas presented.

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

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

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.

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.

PLNU 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.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

Attendance and Participation Policy

Students are expected to attend and participate in class every day. Success in WRI 1010 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation to that point.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.

Use of Technology

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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.

Classroom Hospitality

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings. However, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Tutorial Center, the Ryan Library, and the Wellness Counseling Center.

- **The Tutorial Center**

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Tutorial Center's trained tutors about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/offices/tutorial-services> or visit the Tutorial Center inside the Ryan Library.

- **The Ryan Library**

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

- **The Wellness Counseling Center**

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

Class Schedule (MWF)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

Week 1:

Date	Class Description	Assignments Due
Tuesday 8/30	Introduction & Review Syllabus In-Class Writing Assignment: Personal Information (DUE: 8/30)	Submit In-Class Writing Assignment: Personal Information
Wednesday 8/31	Discussion: Strengths/Weaknesses in Writing Quick Write #1 “Writing in your Field” (DUE: 9/1) Review: Diagnostic Essay Format	<ul style="list-style-type: none"> • Submit Quick Write #1 “Writing in your Field” (DUE: 9/1) • Prepare for Diagnostic Essay
Friday 9/2	Diagnostic Essay #1 (1000-1600 words) (No Points) MLA, In-Text Citation, Work Cited	None

Week 2:

Date	Class Description	Assignments Due
Monday 9/5	LABOR DAY (Holiday/No Class)	None
Wednesday 9/7	Discussion: Strengths/Weaknesses in Writing (Responses from Class) Lecture: Basics of the Writing Process (Graph)	<ul style="list-style-type: none"> • SMH Read Ch. 2 “Expectations for College Writing”
Friday 9/9	Discussion: SMH Read Ch. 2 “Expectations for College Writing” Lecture: 4 Common Types of Writing Write a Persuasive Paragraph	Submit In-Class Writing Assignment: Descriptive (Photos) (DUE: 9/9)

	In-Class Writing Assignment: Descriptive (Photos) (DUE: 9/9) In-Class Writing Assignment: Persuasive Paragraph About Favorite Food/Restaurant (DUE: 9/12)	Prepare to submit In-Class Writing Assignment: Persuasive Paragraph About Favorite Food/Restaurant (DUE: 9/12)
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Week 3:

Date	Class Description	Assignments Due
Monday 9/12	Lecture: What is a Narrative Essay & Writing a Narrative Essay (<i>PowerPoint</i>) Review: Sample of Narrative Essay Review: Narrative Essay Prompt Discussion: Brainstorming & Outline Sample Prompt to Practice Brainstorming & Outline	<ul style="list-style-type: none"> Complete/Upload Brainstorming Chart AND Upload Outline for Narrative Essay (DUE: 9/14) Read SMH: Chapter 4 “Exploring, Planning and Drafting” (for Quiz #1) Start draft of Narrative Essay
Wednesday 9/14	QUIZ #1: “Exploring, Planning and Drafting” Lecture: Writing a Thesis Statement (Overview & Video) Lecture: How to Write a Thesis Statement for a Narrative Essay (<i>PowerPoint</i>) Review: MLA Format Discussion: Author’s Reflection	Work on Narrative Essay Draft & Author’s Reflection
Friday 9/16	Lecture: Building an Essay/AXES Discussion: Common Grammar Issues In-Class Writing Assignment: “Speed Round Narrative Writing” (DUE: 9/16)	In-Class Writing Assignment: “Speed Round Narrative Writing” (DUE: 9/16) <ul style="list-style-type: none"> Work on Narrative Essay Draft & Author’s Reflection Prepare a copy of your Narrative Essay Draft for Peer Review Session (DUE: 9/19)

Week 4:

Date	Class Description	Assignments Due
Monday 9/19	Lecture: How to Prepare for the Peer Review Assignment? / How to Evaluate an Essay During a Peer Review Sessions? Lecture: How to Write Effective Peer Review Comments In-Class Activity: Peer Review Session	<ul style="list-style-type: none"> Submit “NARRATIVE ESSAY #2: Draft of Narrative Essay INCLUDING Reviewer’s Comments” assignment (DUE 9/19) Work on “NARRATIVE ESSAY #2” Draft & Author’s Reflection to submit Final Version (DUE 9/21)
Wednesday 9/21	NARRATIVE ESSAY #2 & Author’s Reflection (DUE: 9/21) Lecture: What is a Compare & Contrast Essay/ How to Write One (<i>PowerPoint</i>) Review: Compare & Contrast Essay Prompt Sample C & C Essay (WORD Slides) Review: C & C Pop-by-Point Method Discussion: Brainstorming (Ven Graph) & Developing an Outline	<ul style="list-style-type: none"> Read: SMH Ch. 6 “Reviewing, Revising and Editing” (for Quiz #2) Select Compare & Contrast topic Create brainstorming (Ven Graph) and start an outline
Friday 9/23	QUIZ #2 “Reviewing, Revising and Editing” Lecture: How to Create Concise Writing for any Essay (Modifying the word count/ Trimming the fat)	<ul style="list-style-type: none"> Submit In-Class Assignment: Concise Writing Exercise “Mom’s Cooking” (DUE: 9/23) Complete to submit In-Class Assignment Writing Concisely Assignment (DUE: 9/26)

	<p>Lecture: Writing a Good Hook/Clincher</p> <p>In-Class Assignment: Concise Writing Exercise “Mom’s Cooking” (DUE: 9/23)</p> <p>In-Class Assignment Writing Concisely Assignment (Reduce Word Count) (DUE: 9/26)</p> <p><i>Topics for Discussion #1: “Transgender Athletes”</i></p>	<ul style="list-style-type: none"> • Topic for Discussion #1: Changes for Transgender Athletes, 2-page essay (DUE: 9/26) • Work on Compare and Contrast Essay
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Week 5:

Date	Class Description	Assignments Due
Monday 9/26	<p>Quick Write #2: Let Music Create the Scene – Play video clip, 3 minutes to listen/5 minutes to write/2 students to share.</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Thesis Statement (A Review) Ex: The Scarlett Letter (<i>PowerPoint/Video</i>) <p>Review: Student Sample Thesis Statements</p> <p>Lecture: Creating a Work Cited Page</p>	<ul style="list-style-type: none"> • Submit Quick Write #2: Let Music Create the Scene (DUE: 9/26) <p>Prepare a copy of your Compare & Contrast Essay Draft for Peer Review Session (DUE: 9/28)</p>
Wednesday 9/28	<p>Brief Lecture: How to Write an In-Text Citation (“In-text Citation Cheat Sheet”)</p> <p>“The Basics of MLA In-text Citations” (Video)</p> <p>In-Class Activity: Peer Review Session</p>	<ul style="list-style-type: none"> • Submit <u>Brainstorming</u> for Compare & Contrast Essay (DUE: 9/28) • Submit <u>Outline</u> for Compare & Contrast Essay (DUE: 9/28) • Submit the (WORD doc or Google Doc) Compare and Contrast Draft, INCLUDING Peer Review (DUE: 9/28) <p>Work on completing your Compare & Contrast Essay #3</p>
Friday 9/30	<p>COMPARE & CONTRAST ESSAY #3 including Author’s Reflection & Work Cited (DUE: 9/30)</p> <p>Lecture:</p> <ul style="list-style-type: none"> • What is a Cause & Effect Essay #4 & How to Write One? <p>Review: Cause & Effect Essay Ideas</p> <ul style="list-style-type: none"> • Brainstorming & Developing an Outline • Breakdown of Cause & Effect topic & Thesis Statement (color-coded) • Show “Cause & Effect Essay Outline Format Sample Topic Worksheet” <p>Review: sample of Cause & Effect Essay – “Homelessness”</p> <ul style="list-style-type: none"> • Show Cause and Effect Essay Outline on “Divorce” <p><i>Topics for Discussion #2: The Effects of Cancel Culture 2-3 pages (DUE: 10/2)</i></p>	<ul style="list-style-type: none"> • Work on brainstorming, outline, thesis statement for Cause & Effect Essay #4 • Submit <i>“Topics for Discussion #2: The Effects of Cancel Culture 2-3 pages (Word Doc or Google Doc) (DUE: 10/2)</i>

Week 6:

Date	Class Description	Assignments Due
Monday 10/3	<p>Lecture: Analyzing Persuasion & Argumentation: Appeal Process - Ethos, Logos & Pathos (<i>PowerPoint & Video</i>)</p> <p>Review: Sample Paragraph showing Ethos, Pathos and Logos</p> <p>In-Class Writing Activity - Ethos, Pathos and/or Logos (DUE: 10/3)</p>	<ul style="list-style-type: none"> • Prepare to submit <u>Brainstorming</u> for Cause & Effect Essay #4(DUE: 10/7) • Prepare to submit <u>Outline</u> for Cause & Effect Essay #4 (DUE: 10/7) <p>Work on Draft of Cause & Effect Essay #4</p>
Wednesday 10/5	<p>Lecture: Sample Cause and Effect Essay - Basic Structure (<i>PowerPoint</i>)</p> <p>Review: Sample Cause and Effect Essay Outline (<i>PDF</i>)</p> <p><i>Topics for Discussion #3:</i> “Stress Among College Students & Mental Health” (Video to Discussion) (DUE: 10/7)</p>	<ul style="list-style-type: none"> • Complete to submit Topics for Discussion #3: “Stress Among College Students & Mental Health” (2-3 pages) (DUE: 10/7) • Read SMH Chapter 9 “Reading Critically” (for Quiz #3 DUE: 10/7)
Friday 10/7	<p>QUIZ #3: “Reading Critically”</p> <p>Quick Write #3: How to Write a Profile Essay (<i>PowerPoint</i>) (DUE: 10/7)</p> <p>Review: 1-2 Volunteer Student Cause & Effect Essay (10 Extra Credit Points)</p>	<ul style="list-style-type: none"> • Submit <u>Brainstorming</u> for Cause & Effect Essay #4 (DUE: 10/7) • Submit <u>Outline</u> for Cause & Effect Essay #4 (DUE: 10/7) • Submit Quick Write #3: How to Write a Profile Essay (DUE: 10/7) • Submit Topics for Discussion #3: “Stress Among College Students & Mental Health” (2-3 pages) (DUE: 10/7) • Prepare Draft of Cause and Effect #4 Essay for Peer Review (DUE:10/12)

Week 7:

Date	Class Description	Assignments Due
Monday 10/10	FALL BREAK (NO CLASS October 10-11)	No Homework
Wednesday 10/12	<p>Lecture: “Comma Splices”</p> <p>In-Class Activity: Peer Review Session</p>	Submit the Cause & Effect Essay #4 -Draft, including Peer Review (DUE: 10/12)
Friday 10/14	<p>CAUSE & EFFECT ESSAY #4, Author’s Reflection & Work Cited (DUE 10/14)</p> <p>Lecture:</p> <ul style="list-style-type: none"> • What is a Research Paper & How to Write One? (<i>PowerPoint</i>) • Research Paper Outline Template • Research Paper Sample & MLA Format • Research Paper Topic by Category <p>Review Research Paper Prompt</p> <p>Research Paper Thesis Statement Worksheet</p>	<ul style="list-style-type: none"> • Select a Research Essay Topic • Read SMH Ch 5 “Developing Paragraphs”

Week 8:

Date	Class Description	Assignments Due
Monday 10/17	<p>Lecture: AXES – Developing Effective Paragraphs</p> <p>In-Class Writing Assignment: End of AXES PowerPoint (DUE:10/17)</p> <p>Discussion: Confirm all student Research Paper Topics (Review topics)</p> <p>Topics for Discussion #4: The Effects of Climate Change (Video) 2-3 pages (DUE: 10/20)</p>	<ul style="list-style-type: none"> • Submit In-Class Writing Assignment - End of AXES PowerPoint (DUE: 10/17) • Work on Topics for Discussion #4: The Effects of Climate Change, 2-3 pages (DUE: 10/20)
Wednesday 10/19	<p>Review: The Writing Process (chart)</p> <p>Lecture: Step-by-Step Research Paper (Student Sample)</p> <p>Quick Write #4: What is your Research Paper Thesis Statement? (DUE: 10/19)</p> <p>In-Class Writing Assignment: Body Paragraph Writing about “Good Study Habits” (DUE: 10/19)</p> <p>Activity: Mid-Term Feedback Form (Prints)</p> <p>Overview: Quoting, Paraphrasing & Summarizing (<i>Video</i>)</p>	<ul style="list-style-type: none"> • Submit In-Class Writing Assignment: Body Paragraph Writing about “Good Study Habits” (DUE: 10/19) • Submit Quick Write #4: What is your Research Paper Thesis Statement? (DUE: 10/19)
Friday 10/21	Fall Break Day – No Classes	

Week 9:

Date	Class Description	Assignments Due
Monday 10/24	Library Session	No Homework
Wednesday 10/26	Library Sessions	<ul style="list-style-type: none"> • Complete Library Session assignment • Read SMH “Integrating Sources” (Chapter 15) for Quiz #4 (DUE: 10/28)
Friday 10/28	<p>QUIZ #4: “Integrating Sources”</p> <p>Lecture: Integrating Research - How to Include an Academic Voice Into Your Research (<i>PowerPoint</i>)</p> <p>Overview: Annotated Bibliography (Video)</p> <p>Lecture: How to write an Annotated Bibliography (<i>PowerPoint</i>)</p> <p>In-Class Writing Assignment: ONE Annotated Bibliography (DUE: 10/28)</p> <p>Review: Sample Annotated Bibliography Format</p> <p>Review: Annotated Bibliography Prompt (Final Version DUE: 11/2)</p>	<ul style="list-style-type: none"> • Submit In-Class Writing Assignment: ONE Annotated Bibliography (DUE: 10/28) • Work on Annotated Bibliography (Main Assignment) (DUE: 11/2) • Work on Research Paper Draft & Outline

Week 10:

Date	Class Description	Assignments Due
Monday 10/31	<p>Happy Halloween!! Lecture: Writing in an Academic Tone (<i>PowerPoint</i>) In-Class Writing Assignment: Academic Writing - History of Halloween (DUE: 11/1) Review/Watch: Quoting, Paraphrasing, and Summarizing (Video) Ven Diagram/Graphic: Quoting, Summarizing & Paraphrasing Review: Before & After “Summarize” Example (College Students) Practice: Select TWO Research Topics: Breakdown From Concept to Body Paragraphs (<i>5 Points Extra Credit to the volunteers</i>)</p>	<ul style="list-style-type: none"> • Submit in Canvas In-Class Writing Assignment: Academic Writing (History of Halloween) (DUE: 11/1) • Prepare to submit ANNOTATIVE BIBLIOGRAPHY (DUE: 11/2)
Wednesday 11/2	<p>ANNOTATIVE BIBLIOGRAPHY (DUE:11/2) Review: Working Through the Research Paper Outline (<i>Worksheets</i>) Review MLA Format (Research Paper) Discussion: For Quick Write #5: “Writing to Make Change in the World”</p>	<ul style="list-style-type: none"> • Read SMH “Writing to Make Something Happen in the World” • Prepare to submit Quick Write #5, “Writing to Make Change in the World” 2-Pages (DUE: 11/4)
Friday 11/4	<p>Quick Write #5: Read SMH “Writing to Make Something Happen in the World” (DUE: 11/4) Discussion: The Outline & the 1st 5 Research Pages Rough Draft – Taking time with each phase of the process (<i>Overview</i>)</p>	<ul style="list-style-type: none"> • Submit Quick Write #5: “Writing to Make Something Happen in the World” (DUE: 11/4) • Finalize to submit Research Paper <u>Outline</u> (DUE: 11/7) • Finalize to submit <u>1st 5 Pages of Research Paper Rough Draft</u> (DUE: 11/7)

Week 11:

Date	Class Description	Assignments Due
Monday 11/7	<p>RESEARCH PAPER OUTLINE (DUE: 11/7) FIVE PAGES OF DRAFT (DUE 11/7) In-Class Exercise: A New Way of Looking at the Draft (underline, highlight and circle sections) (DUE: 11/7) Lecture: “Anatomy of a Research Paper” (Color-Coded <i>PowerPoint</i>) Review: Color-Coded AXES of Supporting Paragraphs (<i>PowerPoint</i>) Lecture: “Analyze Quote, Paraphrase, Interpretation in a Color-Coded Paragraph” (<i>Sheet</i>) Watch: How to Write a Conclusion (<i>Video</i>) Review: Draft (1-2 Student Volunteers)</p>	<ul style="list-style-type: none"> • Submit Research Paper <u>Outline</u> (DUE: 11/7) • Submit <u>1st 5 Pages of Research Paper Rough Draft</u> (DUE: 11/7) • Submit In-Class Exercise: A New Way of Looking at the Draft (underline, highlight and circle sections) (DUE: 11/7) • Must have 6-8 pages of your draft available to share for the Peer Review Session (DUE: 11/9)
Wednesday 11/9	<p>Review: Research Paper Checklist (<i>Students check each category</i>)</p>	<ul style="list-style-type: none"> • Submit a copy of your Research Paper Draft, including comments from Peer Review sessions (DUE: 11/9)

	Peer Review Session (<i>Review Criteria</i>)	<ul style="list-style-type: none"> Prepare to submit Research Paper Draft (DUE: 11/11)
Friday 11/11	RESEARCH PAPER DRAFT DUE (10 pages) (DUE: 11/11) In-Class Writing Exercise: The Power of Journaling – (DUE: 11/11) Lecture: <ul style="list-style-type: none"> Breakdown Sample Research Paper (<i>PowerPoint</i>) Sign up for Conference date/time (Dates selected randomly, not passing “sign-ups” around)	<ul style="list-style-type: none"> Submit RESEARCH PAPER DRAFT - (DUE: 11/11) Work on Research Paper & Author’s Reflection (<i>Final Version</i>) Submit/Upload In-Class Writing Exercise: The Power of Journaling – (DUE: 11/11)

Week 12:

Date	Class Description	Assignments Due
Monday 11/14	No Class Meeting	Work on Research Paper & Author’s Reflection
Wednesday 11/16	No Class Meeting	Work on Research Paper & Author’s Reflection
Friday 11/18	Conferences (Based on Sign-Up sheet) (20 Minute Sessions)	<ul style="list-style-type: none"> Work on Research Paper & Author’s Reflection Prepare to submit RESEARCH PAPER, AUTHOR’S REFLECTION & WORED CITED Final Version including Author’s Reflection & Works Cited Page (DUE: 11/21)

Week 13:

Date	Class Description	Assignments Due
Monday 11/21	RESEARCH PAPER, AUTHOR’S REFLECTION & WORED CITED Final Version -10-12 pages of text, including Author’s Reflection/Works Cited (DUE:11/21) Discussion: A Form of Persuasive Writing – “The Review” Quick Write #6 - Writing a Review (Short Film) (DUE: 11/21)	<ul style="list-style-type: none"> Submit Quick Write #6 - Writing a Review (Short Film) (DUE: 11/21) Enjoy Thanksgiving Break 😊
Wednesday 11/23	THANKSGIVING BREAK – No Classes	No Homework
Friday 11/25	THANKSGIVING BREAK – No Classes	No Homework

Week 14:

Date	Class Description	Assignments Due
Monday 11/28	Complete: “Research Presentations” (Randomly Assigned) Overview of Presentation: “Preparing Your Presentations” Lecture: Highpoints of SMH Chapter 23 – “Presentations: Speaking from Notes” Watch: Examples of Good and Bad Presentations (Video)	Work on Research Presentations

	Practice Presentations: “Two Minutes About Me” (<i>Apply techniques from lecture & video</i>)	
Wednesday 11/30	PRESENTATIONS (Group 1) Research Presentations (6 Presentations)	Work on Research Presentations
Friday 12/2	PRESENTATION (Group 2) Research Presentations (6 Presentations)	Work on Research Presentations

Week 15:

Date	Class Description	Assignments Due
Monday 12/5	PRESENTATION (Group 3) Research Presentations (6 Presentations)	Work on Research Presentations
Wednesday 12/7	PRESENTATION (Group 4) Research Presentations (4 Presentations) Discuss Final Exam: Q & A	Work on Research Presentations
Friday 12/9	Lecture: Preparing for the Final Exam (<i>PowerPoint</i>) Preparation: Mock Final Exam	Prepare for Final Exam

Final Exam: Monday, 12/12, 1:30 – 4:30 pm