

WRI 1010 College Composition: Writing and Research

Fall 2022

Sections 2 and 4

4 Units

Meeting days/times Section 2: MWF 8:30 am - 9:35 am

Section 4: MWF 10:55 to 12:05 pm)

Meeting location Bond Academic Center (BAC) 105A)

Final Exam: Monday, 12/12, 1:30 - 4:00 pm Room TBA

Instructor	Professor Nina Evarkiou
E-mail	nevarkio@pointloma.edu
Office Hours	Mondays 3:00 - 4:00 pm and by appointment. Please text me to arrange an appointment: 858 775-1761.
Office Location	BAC 117

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.
- Additional readings will be posted be distributed in hard copy or on Canvas.

Recommended Text:

- *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

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.

Grades and Assessment

Grades for this particular class will be based on:

30% of total grade: 2 drafted essays. Approximately 1,500 to 2,000 words. (Essays may be of varying lengths and weights as the course progresses. Instructor may allocate 10% of the weight of each essay grade to the writing process.

30% of total grade: Research paper. 2,000 to 2,500 words of documented research writing. (MLA is the standard documentation format; however, APA may be taught to specific students at the discretion of the instructor.) Instructor may allocate 10% of the weight of the research projects to the research and writing process.

20% of the total grade: Assignments of the instructor's own discretion (journals, quizzes, class activities, participation, etc.) Please note that an element of instructor's discretion is inherent in weighting the drafted essays and the research project.

10% of the total grade: 2 oral presentations (one on grammar or a style-related issue with a partner, one on an aspect of your research paper).

10% of total grade: Timed final examination that will consist of an approximately 750 word essay response to a reading or readings and a prompt.

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

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

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 in hard copy or 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.

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 Formation](#).

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.

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. Please discuss your absence with me.

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.

Discussion

Discussion in the class is mandatory when we are in class, synchronous, on video or as part of a *Canvas* discussion thread. Participation is part of your grade. Feel free to express yourself. I am interested in your thoughts. It counts. When you do the course work, the discussion flows.

Keep up with the course work and allow yourself time to digest it. COME PREPARED.

The mission of this course, should you decide to accept it, is not only to assimilate knowledge but also and perhaps more importantly to teach you how to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the work place who can effectively communicate with others succeed.

Hopefully, you will boldly go where you have not gone before.

Class Schedule



Paul Cezanne. Dream of the Poet, Kiss of the Muse.
Circa 1850. Oil on canvas. 82 x 66 cm. Musée d'Orsay.

Week I

Tuesday, August 30 Introduction. Material overview. Assign "First Week Icebreaker" in "Discussion" thread on *Canvas*; complete initial posting and thread by 11:59 pm.

Wednesday, August 31 Essay Placement Exam. Bring laptop.

Friday, September 2 Read *SMH* Chapter 5c "Using Effective Methods of Development." McCullough Park or outdoor venue of your choice to write descriptive and narrative paragraphs.

Week II

Monday, September 5 Labor Day. *No class meeting*

Wednesday, September 7 Share descriptive and narrative paragraphs in hard copy. Turn in hard copy.

Assign "Call for Unity" and "Letter from Birmingham Jail" online.

<https://kinginstitute.stanford.edu/sites/mlk/files/lesson-activities/clergybirmingham1963.pdf>
and

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

If these sites do not come up, use *Google's* search engine for another source.

Read these pieces keeping in mind purpose, audience, tone, and logos, pathos, ethos.

Discuss purpose, audience, tone, and logos, pathos, ethos.

Friday, September 9 Discuss outlines and reverse outlines. Assign reverse outline of MLK's "Letter from Birmingham Jail." List of sources.

Continue reading and annotating "Letter" in terms of Purpose, audience and tone, and logos, pathos, ethos.

Week III

Monday, September 12 Reverse outlines and list of sources in "Letter from Birmingham Jail" due in hard copy. Continue discussion of MLK's strategies. Share reverse outlines and sources.

Wednesday, September 14 Active verbs. Discuss active voice and vivid verbs, zero demonstrative

pronouns plus “to be” verbs, soft-pedal “to be” verbs. Hand-out.
Assign process paper and brainstorm topics.

Friday, September 16 What is a thesis statement?
Identify thesis statements in *PMLA* articles.

Week IV

Monday, September 19 Bring in one hard copy of rough draft of process essay for peer review.
Explanation and implementation of peer review sheet.

Wednesday, September 21 Inclusive Language
Alleen Pace Nilsen “Sexism and English”
http://www.mpsaz.org/rmhs/staff/dmsokol/101/files/allen_pace_nilsen.pdf
Discuss selection of visual for visual paper. Assign visual paper.

Friday, September 23 Prepare for writing on a visual. **Bring visual of your choice to class.**

Week V

Monday, September 26 Final draft process paper due.
Examine and discuss St. Paul Liability Insurance and Pirelli ads on hand-out.
Discuss “Fortuitous Faults and Fortes” hand-out.

Wednesday, September 28 “Fortuitous Faults and Fortes” continued.
Examination of outline, juicy title, introductory paragraph and thesis statement of visual paper. Bring hard copy to class

Friday, September 30 “Fortuitous Faults and Fortes,” continued.
Techniques of comparison and contrast.
“Birka and Bikini”
<http://www2.palomar.edu/pages/english/files/2016/08/The-Burka-and-the-Bikini.pdf>

Week VI

Monday, October 3 Bring typed copy of not-so-rough draft of visual paper for peer review. Assign conference times.

Wednesday, October 5 Conferences with Nina Evarkiou. Bring hard copy of visual paper to meeting.
Post on *Canvas* beforehand and come prepared with questions.

Friday, October 7 Conferences with Nina Evarkiou. Bring hard copy of visual paper to meeting. Post on *Canvas* beforehand and come prepared with questions.

Week VII

Monday, October 10 Conferences with Nina Evarkiou. Bring hard copy of visual paper to meeting.
Post on *Canvas* beforehand.

Wednesday, October 12 Final draft visual paper due.
“Notecards” PowerPoint
Citing sources, avoiding plagiarism. Consult MLA section (green) in *SMH*.
Quotations, Paraphrases and Summaries. Case in point: Shakespeare sonnets.

Friday, October 14 Shakespeare sonnets continued. Using sources to support your argument
Integrating sources.

Documenting sources
In-text citations and works cited exercise in class.

Week VIII

Monday, October 17 Discuss researching.

Assign research paper.

Discuss possible research paper topics. The bulk of class time and homework will be devoted to this final paper. An individual hand-out will elaborate on incremental projects related to the final paper and due dates in detail. At this juncture in the course, we will primarily consult our text for research paper writing guidance as we simultaneously examine grammatical, technical and stylistic issues in its chapters. Some exercises and projects will be assigned as homework.

Assign oral grammar, technical, stylistic presentations.

Software possibilities: *Google Slides, PowerPoint, Keynote, Prezi.*

Wednesday, October 19 24 Meet in Ryan Library.

Come to class with thesis proposal on your topic for the research paper as described in the research paper assignment sheet. Please be reminded that this is not an introductory paragraph, but a proposal of what your research and writing will entail.

Working bibliography also due. Conduct research on your topic.

Friday, October 21 Fall Break. *No class meeting*

Week IX

Monday, October 24 Meet in Ryan Library. Continue research on your topic.

Wednesday, October 26 Updated thesis and working bibliography. For homework continue to research and take notes like crazy.

Begin oral grammar presentations.

Make sure your equipment and software work. Make sure you have the right cables and that you have also emailed your presentation to me and yourselves.

Subject-verb agreement, pronoun-antecedent

Simple, compound, complex, compound-complex sentences

Friday, October 28 Sentence fragments, run-on sentences

Comma, unnecessary commas, semicolon and colon, apostrophe

Quotation marks, other punctuation marks

Week X

Monday, October 31 Conjunctions – coordinating, subordinating, correlative, conjunctive adverbs

Words that sound alike but have different meanings, italics

Wednesday, November 2 Capitalization, abbreviations and numbers, modifier placement

Appositives, parallelism

Friday, November 4 75 Notecards due. You should also be working on your first five pages, and other details below due on November 7.

Week XI

Monday, November 7 Bring in outline, **at least** first 5 pages, juicy title, introduction, thesis statement and works cited page of research paper to share. Also sweat the small stuff: MLA first page formatting? in-text citations? works cited page? vivid verbs? transitions? and so forth. Use “Tips” Sheet and your common sense.

Wednesday, November 9 Meeting in Ryan Library for more writing.

Friday, November 11 Workshop MLA in-text citations and works cited page. Bring your research paper drafts.

Week XII

Monday, November 14 Two hard copies of not-so-rough draft of research paper due for peer review. Assign research paper conferences and oral presentations.

Wednesday, November 16 Peer review of rough draft continued.

Friday, November 18 Conferences with Nina Evarkiou

Week XIII

November 21 Conferences with Nina Evarkiou

Wednesday, November 23 Thanksgiving Break *No class meeting*

Friday, November 25 Thanksgiving Break *No class meeting*

Week XIV

Monday, November 28 Conferences with Nina Evarkiou

Wednesday, November 30 Final draft of research paper due in single hard copy.
Respond to "An Inquiring Mind Needs to Know."
Research paper oral presentations.

Friday, December 2 Research paper oral presentations.

Week XV

Monday, December 5 Research paper oral presentations.

Wednesday, December 7 Research paper oral presentations.

Friday, December 9 Research paper oral presentations.

FINALS WEEK:

Friday, December 12 FINAL EXAMINATION. 1:30 – 4:00 p.m. Room TBA

All Writing 1010 classes will take their finals at this time and date.

Of note: 

Separate assignment sheets for written projects will be handed out at the appropriate times during the course. Each assignment sheet will clearly state the parameters of the assignment as well as the due dates of different phases of the project.

*In order to receive credit for extra credit assignments all of the other assignments must be completed. **Partial credit is not given to incomplete work, but rather the grade of F.** Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance.*

If a mandatory viewing of a play, film or other kind of performance is assigned and you cannot attend, an alternate assignment will be offered and must be completed.

I reserve the right to alter the class schedule according to the dynamics of the class.

**I write.
You write.
He writes.
She writes.
They write.
We all revise.**