

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

From the PLNU 2023-2024 Catalog:

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. Students are encouraged to co-enroll in WRI 1000 while taking WRI 1010.

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 (FELO) that WRI 1010 serves alongside their corresponding course assignments and activities.

FELO	Assessment Measure
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Final Portfolio
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.	Library research assignment

Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- Additional readings will be posted on Canvas or distributed as hand-outs.

Recommended Text

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

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 1000 Writing Lab

I **strongly recommend** that you enroll in [WRI 1000 Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you'll do in this course. Benefits of enrolling in WRI 1000:

- You'll meet regularly during the term with a Loma Writing Center consultant to receive personalized instruction and feedback on your writing assignments.
- You'll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

Register for the course in Workday or contact the Records Office to ask that WRI 1000 be added to your schedule.

Major Assignments and Grade Distributions

Assignment Category	Length (approx.)	Weight
2 Drafted Essays Process Essay Visual Essay	1500 words	30%
Assignments of the instructor's own discretion Journals, quizzes, class activities, participation, etc.	Varies	20%
Research Paper For this project, you will enter an academic conversation taking place through documented research. MLA is the standard documentation format.	2000 words	30%
2 Oral Presentations Grammar or style-related issue with a partner Aspect on an aspect of your research paper, solo	N/A	10%
Final Portfolio At the end of the course, you'll compile a portfolio of the work you've completed and write a memo discussing your growth as a writer.	750 words	10%

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

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. This includes the required word count on essays.
- 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.

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.

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. Please come talk to me if you’re concerned or falling behind. *Partial credit is not given to incomplete work, but rather the grade of F. Late work that will be assigned a letter grade will drop by a whole letter grade each day it is late. Extra credit writing must be completed one week after you have viewed the play, film, poetic or musical performance.*

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means 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. 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. Your classmates and I are 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.

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 an “F” grade.

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.

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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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.

Language & Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those

outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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 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 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 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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. **If you have any doubts about using AI, please gain permission from the instructor. If the professor has identified your work as using AI without documentation, then you will receive an "F" for the course and be reported to administration. Please see the above "PLNU Academic Honesty Policy" concerning academic dishonesty.**

Use of Technology

Most of the readings and assignments for this course will be accessed in and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In WRI 1010, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In WRI1010, we will cover a variety of topics, some of which you may find triggering. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Sexual Misconduct & Discrimination

In support of a safe learning environment, 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.

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 Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing 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 Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with 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/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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.

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.

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 workplace who can effectively communicate with others succeed.

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

Class Schedule



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

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* or in hand-outs. Assignments for the most part will be due on *Canvas* at 11:59 pm, and you will bring a hard copy to class for me the next day on which I will make comments, grade, and return to you.

Week I

Monday, January 8 Introduction. Material overview. Assign "First Week Icebreaker" in "Discussion" thread on *Canvas*; complete initial posting and thread by 11:59 pm.

Wednesday, January 10 In-class Writing Exercise to obtain a writing sample.

Friday, January 12 Read *SMH* Chapter 5c "Using Effective Methods of Development." Visit to McCullough Park to write descriptive and narrative paragraphs.

Week II

Monday, January 15 MLK Day. *No class meeting*

Wednesday, January 17 Share descriptive and narrative paragraphs in hard copy. Turn in hard copy.

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

https://ibs.cru.org/files/7814/9063/9009/Letter_Birmingham_Jail.pdf

If this site does 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, January 19 Discuss outlines and reverse outlines. Assign reverse outline of MLK's "Letter from Birmingham Jail" plus list of sources. Continue reading and annotating "Letter" in terms of Purpose, audience and tone, and *logos, pathos, ethos*.

Week III

Monday, January 22 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, January 24 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, January 26 What is a thesis statement?
Identify thesis statements in *PMLA* articles.

Week IV

Monday, January 29 Bring in one hard copy of rough draft of process essay for peer review. Explanation and implementation of peer review sheet.

Wednesday, January 31 Inclusive Language
Alleen Pace Nilsen “Sexism and English”
See *Canvas* for essay.
Discuss selection of visual for visual paper. Assign visual paper.

Friday, February 2 **Final draft process paper due.**
Prepare for writing on a visual. **Bring visual of your choice to class.**

Week V

Monday, February 5
Examine and discuss St. Paul Liability Insurance and Pirelli ads on hand-out.
Discuss “Fortuitous Faults and Fortes” hand-out.

Wednesday, February 7 “Fortuitous Faults and Fortes” continued.
Examination of outline, juicy title, introductory paragraph and thesis statement of visual paper. Bring hard copy to class.

Friday, February 9 Bring typed copy of not-so-rough draft of visual paper for peer review. Assign conference times.

Week VI

Monday, February 12 Conferences with Nina Evarkiou. Bring hard copy of visual paper to meeting. Post on *Canvas* at least by the night before and come prepared with questions.

Wednesday, February 14 Conferences with Nina Evarkiou. Bring hard copy of visual paper to meeting. Post on *Canvas* at least by the night before and come prepared with questions.

Friday, February 16 Conferences with Nina Evarkiou. Bring hard copy of visual paper to meeting. Post on *Canvas* at least by the night before and come prepared with questions.

Week VII

Monday, February 19 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.

Wednesday, February 21 Shakespeare sonnets continued. Using sources to support your argument.
Integrating sources.
Documenting sources.
In-text citations and works cited exercise in class.

Friday, February 23 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.*

Week VIII

Monday, February 26 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.

Wednesday, February 28 Meet in Ryan Library. Continue research on your topic.

Friday, March 1 Techniques of comparison and contrast.
"Birka and Bikini" See *Canvas* for essay.

Week IX

Monday, March 4 Spring Break *No class meeting*

Wednesday, March 6 Spring Break *No class meeting*

Friday, March 8 Spring Break *No class meeting*

Week X

Monday, March 11 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

Wednesday, March 13 Sentence fragments, run-on sentences
Comma, unnecessary commas, semicolon and colon, apostrophe
Quotation marks, other punctuation marks

Friday, March 15 Conjunctions – coordinating, subordinating, correlative, conjunctive adverbs
Words that sound alike but have different meanings, italics

Week XI

Monday, March 18 Capitalization, abbreviations and numbers, modifier placement
Appositives, parallelism

Wednesday, March 20 75 Notecards due. You should also be working on your first five pages, and other details below due on March 22.

Friday, March 22 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.

Week XII

Monday, March 25 Workshop MLA in-text citations and works cited page. Bring your research paper drafts.

Wednesday, March 27 Two hard copies of not-so-rough draft of research paper due for peer review. You must have full word count for credit. Assign research paper conferences and oral presentations.

Friday, March 29 Easter Break *No class meeting*

Week XIII

Monday, April 1 Easter Break *No class meeting*

Wednesday, April 3 Peer review of rough draft continued.

Friday, April 5 Conferences with Nina Evarkiou

Week XIV

Monday, April 8 Conferences with Nina Evarkiou

Wednesday, April 10 Conferences with Nina Evarkiou

Friday, April 12 Conferences with Nina Evarkiou

Week XV

Monday, April 15 Final draft of research paper due in single hard copy.
Respond to “An Inquiring Mind Needs to Know.”
Research paper oral presentations.

Wednesday, April 17 Research paper oral presentations.

Friday, April 19 Research paper oral presentations.

Week XVI

Monday, April 22. Research paper oral presentations.

Wednesday, April 24. Research paper oral presentations.

Friday, April 26. Research paper oral presentations.

FINALS WEEK:

Section 3: W 7:30 – 10 am

Section 6: F 10:30 – 1:00 pm

Final Exam: Final Portfolio Due on Friday of Finals Week at 11:59 pm.

Of note: 

Separate assignment sheets for written projects will be distributed on Canvas or 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.

Partial credit is not given to incomplete work, but rather the grade of F. Late work will drop by a whole letter grade each day it is late. When rough drafts are due, you must have the required word count as the final draft to receive credit.

Extra credit

Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance. In order to receive credit for extra credit assignments all of the other assignments must be completed. 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.**



