WRI 1016 College Composition: Research

Spring 2024	Section 3	2 Units

Meeting days/times: Tues / Thurs 1:30-2:25 PM

Meeting location: Bond Academic Center 104

Final Exam: Tuesday, 4/31/2024, 1:30 – 4:00 pm

Instructor	Danielle Berg
E-mail	dberg@pointloma.edu
Office Hours	Tuesday and Thursday 2:25-2:55 or by appointment
Office Location	Office location: BAC 125

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

From the PLNU 2023-2024 Catalog:

> A first-year composition experience in reading, writing, and critical thinking, centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the 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 designed to support you in engaging in the inquiry process. You will apply and demonstrate your learning by entering the academic conversation surrounding a topic of your choice and producing an annotated bibliography, academic argument, and final presentation of your research for a public audience.

Course Learning Outcomes

By the end of WRI 1016, 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 1016 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 1016 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.

- Ball & Loewe. *Bad Ideas About Writing*. (Open access, free online)
- Clary-Lemon, Mueller, & Pantelides. *Try This: Research Methods for Writers*. (Free online via the WAC Clearinghouse)
- Additional readings will be posted on Canvas.

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 2-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 75 total hours meeting the course learning outcomes.

WRI 1000L Writing Lab

I strongly recommend that you enroll in [WRI 1000L 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 1000L:

- 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 1000L be added to your schedule.

Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Length (approx.)	Weight	Due
AI & Writing Reflection Following class-wide explorations of the benefits and challenges generative AI platforms pose for writing, you'll write a reflection that examines the ethical use of AI in your own written work.	750 words	5%	January 30
Research Conversation Project For this project, you will formulate a research question, conduct academic research, and then use that research to craft 3 assignments: • an **Annotated Bibliography** that maps the conversation on your topic taking place through published scholarship, • an **Academic Argument Essay** that enters that conversation, and • a **Public Argument** that transforms and "re-genres" the argument you made in your essay for a public audience.	3000 words	60%	Annotated Bibliography: February 27 Academic Argument Essay: April 9 Public Argument: April 23
Final Portfolio At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer. This portfolio will include a **Critical Reflection Essay**, a **Writing Exhibit**, a **Revision Exhibit**, and a **Wildcard Exhibit**.	750-1500 words	10%	April 31
Homework and In-Class Activities	Varies	25%	Most Days

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Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.			

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.
- 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.

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.

Revision

I allow revisions for all of your major unit writing assignments except the public argument project (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (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 assigned readings and all related activities must be completed before coming to class so you will be able to participate in class discussions. I do not accept late work for homework or class assignments, as they are graded complete/incomplete. For unit writing projects, late submissions will be deducted 10% for every day they are late. If you need an extension on a major assignment due to extenuating circumstances please contact me before the due date so we can discuss your situation.

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 1016 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 will issue a written warning of de-enrollment. If your absences exceed more than 20% 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

The evolution of new technologies requires us to think critically about how to use them responsibly. In this course we will explore how to use generative AI as a tool for writing without compromising academic integrity. Ultimately students are responsible for their own learning and my role as an instructor is not to police but to provide accountability and support you in making good choices. Since the goal of this course is to develop your writing, using AI technologies to circumvent your writing process undermines your learning and ultimately is a loss to you. However there are ways that AI may be a useful tool for brainstorming, researching or revising your work. We will discuss uses and expectations regarding AI, but as a general guideline 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 questions about using AI, please discuss it with me.

Use of Technology

Most of the readings and assignments for this course will be accessed 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.

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.

- Appointment Calendar: https://plnu.mywconline.com/
- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center
- Email: writingcenter@pointloma.edu

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.

Class Schedule (TH)

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.

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 1PM on the day they appear on the schedule. Details for all assignments can be found on Canvas.

> *BIAW = Bad Ideas About Writing*
> *SMH = St. Martin's Handbook*

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
T 1/0	Course Introduction	Syllabus	
H 1/11	The Writer's Journey	SMH Ch. 1-2 "The Top Twenty" and "Expectations for College Writing"	Personal Introduction

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		BIAW Parrott "Some People are Just Born Good Writers"pp. 71-75	

Week 2: How and Why We Write

Date	Class Description	Reading	Assignments Due
T 1/16	The Writing Process (How We Write)	Lunsford "Writing is Informed by Prior Experience" BIAW Carr pp. 76-81 "Failure is not an Option"	Writing Testimonial
H 1/1	Rhetorical Purpose (Why We Write)	SMH ch 3 "Rhetorical Situations" pp. 26-36 BIYAW Roberts-Miller "Rhetoric is Synonymous With Empty Speech" pp. 7 - 12	Real World Writing

Week 3: Artificial Intelligence and Academic Writing

Date	Class Description	Reading	Assignments Due
T 1/23	The AI debate	TBD	Rhetorical Analysis of 2 articles
H 1/25	Writing with Integrity	SMH ch. 10, "Analyzing Arguments," pp 125-143	

Week 4: Engaging in Inquiry

Date	Class Description	Reading	Assignments Due
T 1/30	Cultivating Curiosity Finding a Topic for Inquiry	BIAW, Wierszewski "Research Starts with A Thesis Statement" pp. 231-235	**Artificial Intelligence and Writing Reflection**
H 1/32	Developing a Research Question	BIAW, Wierszewski "Research Starts with A Thesis Statement" pp. 231-235	Presearch

Week 5: Locating and Evaluating Sources

Date	Class Description	Reading	Assignments Due
T 2/6	Library Research Day - Meet in Ryan Library	SMH ch. 12 "Preparing for a Research Project pp. 172-179	Research Question

Date	Class Description	Reading	Assignments Due
H 2/8	Library Research Day - Meet in Ryan Library		

Week 6: Reading and Citing Scholarly Sources

Date	Class Description	Reading	Assignments Due
T 2/13	Reading Scholarly Sources	SMH ch.9 "Reading Critically" pp. 108-124 McClure "Googlepedia…"	Research Proposal
H 2/15	Citing Sources		

Week 7: Mapping the Conversation

Date	Class Description	Reading	Assignments Due
T 2/20	Synthesizing Sources		Source Annotation 1-2
H 2/22	MLA/APA format review		Source Annotations 3-4

Week 8: Entering the Conversation

Date	Class Description	Reading	Assignments Due
T 2/27	Thesis Statement Workshop	SMH section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148	**Annotated Bibliography**
H 2/9	Organizing your Argument	SMH sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59	

Week 9: Spring Break, March 4-8, 2024   Be safe. Seek rest. Have fun!

Week 10: Writing with Evidence

Date	Class Description	Reading	Assignments Due
T 3/12	Integrating Evidence	SMH ch. 15 "Integrating Sources pp 209-215 SMH chapter 16, "Acknowledging Sources & Avoiding Plagiarism," pp. 218-226	Research Project Outline
H 3/14	Writing for an Academic Audience	SMH ch 17, "Writing a Research Project," pp. 227-235	

Week 11: Giving and Receiving Feedback

Date	Class Description	Reading	Assignments Due
T 3/19	Peer Review Workshop		Peer Review & Reflection
H 3/21	Instead of meeting as a class you'll sign up for a writer's conference on Zoom with Professor Berg. Submit your peer reviewed draft on canvas 1 hr prior to your appointment time.		Draft of Academic Argument

Week 12: Writer's Conferences

Date	Class Description	Reading	Assignments Due
T 3/26	Instead of meeting as a class you'll sign up for a writer's conference on Zoom with Professor Berg. Submit your peer reviewed draft on canvas 1 hr prior to your appointment time.		Draft of Academic Argument
H 3/28	*Easter Recess – no class*		

Week 13: Revising your Argument

Date	Class Description	Reading	Assignments Due
T 4/2	Revision Workshop	SMH ch. 6 "Reviewing, Revising, and Editing," pp. 78-97 BIAW GIovanelli pp 104-108	Writers Conference Reflection
H 4/4	Polishing your Argument		

Week 14: Writing for a Public Audience

Date	Class Description	Reading	Assignments Due
T 4/9	Re-Genreing your work for a Public Audience	SMH chapter 24, "Communicating in Other Media," pp. 387-391	**Academic Argument**
H 4/11	Using Rhetorical Strategies and Appeals	SMH chapter 35, "Writing to the World," pp. 465-470	

Week 15: Remediation

Date	Class Description	Reading	Assignments Due
T 4/16	Public Argument Work day		
H 4/18	Peer Review Workshop		

Week 16: Reflecting on your Growth as a Writer

Date	Class Description	Reading	Assignments Due
T 4/23	Meta-cognition and Writing		**Public Argument**
H 4/25	Self-reflection and Evaluation		Critical Reflection draft

Final Exam: Tuesday, 4/31 1:30 – 4:00 pm (Location TBA)   Public Argument Presentations and Final Portfolio Due