

# ENG 1010 College Composition: Writing and Research

Fall 2024

Section 15

4 Units

*Meeting days/times: MWF, 2:45-3:55 p.m.*

*Meeting location: BAC 105B*

*Final Exam: Monday, Dec. 16 1:30-4 p.m.*

<b>Instructor</b>	David L. Coddon
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<b>Office Hours</b>	By appointment
<b>Office Location</b>	BAC 126

## 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.

## General Education 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

ENG 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.

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 ENG 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.

### General Education Learning Outcomes

As a General Education course, ENG 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 General Education Learning Outcomes (GELOs) that ENG 1010 serves alongside their corresponding course assignments and activities.

GELO	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.
- A notebook for in-class rewriting and response to journal prompts.

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.

## Major Assignments, Grade Distributions, & Due Dates (subject to change)

Assignment Category	Length (approx.)	Weight	Due
<b>Narrative Essay</b> In a 750-word essay, you will explore a significant moment or event in your life, making it clear to the reader its importance and impact.	750 words	10%	Sept. 23
<b>Cause and Effect Essay</b> In this essay, you will argue how one principle or condition causes or effects another and why.	750 words	20%	Oct. 14
<b>Research Paper</b> For this project, you will formulate a research question and then write a research paper that responds to your question and enters an academic conversation taking place through published scholarship.	2000 words	30%	Dec. 6
<b>Comparison and Contrast Essay</b> For this project, you will explore two similar pieces of work, perhaps in two different mediums, then write about how they are alike and different and which is more effective in its storytelling.	Varies	10%	Nov. 11
<b>Final Exam</b> There will be no formal final exam for this course. A portfolio of work will be submitted instead. Details, including due date, will be provided early in the semester.			
<b>Homework</b> Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	15%	Most Days

<b>Reading Responses &amp; In-Class Activities</b> Be sure you are on time to class each day and have completed the assigned reading. This segment will also include an oral presentation tied to research paper.	Varies	15%	Most Days
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## 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.

## 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 [Traditional Undergraduate Records: Final Exam 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.

## Revision

You will be allowed to revise/rewrite one of your three major essays during the semester by a prescribed deadline (details to come).

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).

## Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## 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 [class name], 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. These topics include [list topics]. 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 the area of [subject/major], 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 [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. 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 the area of [subject/major], and I will support you throughout your learning in this course.

## 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 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## 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

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted. Use of these tools will be treated as plagiarism and students will be subject to a failing grade on that assignment.

## 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](mailto: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.

## Language and 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](#).

## 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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## Attendance and Participation Policy

Students are expected to attend and participate in class every day. Success in ENG 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.

## 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](mailto: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. Blank dates for “class description” will be filled in as we go along.

#### *Week 1:*

<b>Date</b>	<b>Class Description</b>	<b>Reading</b>	<b>Assignments Due</b>
T 9/3	Welcome and Course Introduction		
W 9/4	In-Class Essay – bring your laptops!		
F 9/6	Class interviews, profile writing exercise, intro to narrative essay		

#### *Week 2:*

<b>Date</b>	<b>Class Description</b>	<b>Reading</b>	<b>Assignments Due</b>
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M 9/9	More discussion of narrative essay		
W 9/11	Practice writing narrative	"The Chase" by Annie Dillard	Profile of classmate
F 9/13	Introduction to research paper; be ready to begin research on Sept. 20 when we go to library!	"When the Walls Came Tumbling Down" by Trey Ellis	

*Week 3:*

Date	Class Description	Reading	Assignments Due
M 9/16	Grammar overview	"The Top Twenty" in SMH; "A & P" by John Updike (handout)	Response to Updike story
W 9/18	Nuts and bolts of sentence-level construction	"Fragments" and "Comma Splices" in SMH; "The Sanctuary of School" by Linda Barry (outside text)	
F 9/20	Peer workshopping of narrative essay drafts	"My Grandfather the Outlaw" by Frank Bruni (outside text)	

*Week 4:*

Date	Class Description	Reading	Assignments Due
M 9/23	Personal narratives vs. narrative remembrances	"A Pair of Tickets" by Amy Tan (handout)	Narrative essays
W 9/25	Library training in Ryan Library		
F 9/27	Library training in Ryan Library		

*Week 5:*

Date	Class Description	Reading	Assignments Due
M 9/30	Introduction to cause and effect essay	"Subject/Verb Agreement" in SMH	
W 10/2	MLA style review (including textbook overview)' grammar quiz in class	"The Seat Not Taken" by John Edgar Wideman (outside text)	Response to Wideman essay
F 10/4	The building blocks of argumentation	"Constructing Arguments" in SMH; "	

*Week 6:*

Date	Class Description	Reading	Assignments Due
M 10/7	Plagiarism and use of AI	"Acknowledging Sources" in SMH	

W 10/9	More review of cause and effect	"Modifier Placement" in SMH; "Fighting Bullying with Babies" by David Bornstein (handout)	Response to Bornstein article
F 10/11	Peer workshopping of cause and effect essays		

*Week 7:*

Date	Class Description	Reading	Assignments Due
M 10/14	Solution argumentation		Cause and effect essay
W 10/16	More on argumentation	"Children Need to Play, Not Compete" by Jessica Statsky (handout)	Response to Statsky essay
F 10/18	More on argumentation	"No, I Do Not Want to Pet Your Dog" by Farhad Manjoo (outside text)	Response to dog essay

*Week 8:*

Date	Class Description	Reading	Assignments Due
M 10/21	Introduction to comparison and contrast essay		
W 10/23	Comparison/contrast exercise	Poems by Maya Angelou and Khalil Gibran	Response to poems
F 10/25	Fall Break / no class		

*Week 9:*

Date	Class Description	Reading	Assignments Due
M 10/28	Screening of "All That Stands in the Way" / BBC documentary		
W 10/30	Grammar Quiz (TBD)		
F 11/1	Research paper catch-up, progress reports		Response to documentary screening

*Week 10:*

Date	Class Description	Reading	Assignments Due
M 11/4	Field research exercise	"Conducting Research" in SMH	
W 11/6	Short film screening (TBA)	"Evaluating Sources" in SMH	Response to film
F 11/8	Peer workshopping of comparison and contrast rough drafts	"Integrating Sources" in SMH	

Week 11:

Date	Class Description	Reading	Assignments Due
M 11/11	Seminar on argumentation as applied to research paper		Comparison and contrast essay
W 11/13		"Why Public Schools Should Teach the Bible" (outside text)	
F 11/15	Field exercise on campus for research purposes; introduction to oral presentations project	"The Gift of the Magi" by O'Henry	Response to O'Henry story

Week 12:

Date	Class Description	Reading	Assignments Due
M 11/18	Research paper conferencing		
W 11/20	Research paper conferencing		
F 11/22	Research paper conferencing		

Week 13:

Date	Class Description	Reading	Assignments Due
M 11/25	No lecture today		
W 11/27	Thanksgiving break / no class		
F 11/29	Thanksgiving break / no class		

Week 14:

Date	Class Description	Reading	Assignments Due
M 12/2	Oral presentations		
W 12/4	Oral presentations		
F 12/6	Oral presentations		Research papers

Week 15:

Date	Class Description	Reading	Assignments Due
M 12/9	Re-introduction to portfolio assignment		
W 12/11	In-class work on portfolio		
F 12/13	Wrap-up of semester / agenda TBA		