

Spring 2025

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)
Office location and hours: Salomon 103; by appointment	Instructor email: jmanning@pointloma.edu
Meeting times/days: 9:35a-10:30a TR	Meeting location: Rohr Hall 112
Final Exam: Thu, 5/8, 10:30am-1:00pm	

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.

COURSE DESCRIPTION

A continuation of the study of topics within higher education designed to further develop student capacities toward long-term collegiate persistence. In this course, students will gain additional experience in the areas of study skills, critical thought, vocation exploration, and broadly applicable strategies for academic success.

COURSE LEARNING OUTCOMES

1. Develop robust information literacy (including literacy of online and offline media) for use in a university environment, with a specific focus on university-level research-based writing tasks.
2. Apply critical thinking in constructing logically coherent arguments and supporting them with sound reasoning and relevant source materials.
3. Learn general conventions of source usage and information management within the academic context.
4. Continue to practice and improve key metacognitive learning strategies for use in a university environment.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Textbooks:

Caulfield, Mike and Sam Wineburg. *Verified: How to Think Straight, Get Duped Less, and Make Better Decisions About What to Believe Online*. Chicago: University of Chicago Press, 2023. ISBN 978-0226822068

Upson, Matt, Holly Luetkenhaus, C. Michael Hall, and Kevin Cannon. *Information Now: A Graphic Guide to Student Research*, 2nd Edition. Chicago: University of Chicago Press, 2021. ISBN 978-0226766119

Digital Resources (available via Canvas):

Howard, Rebecca Moore. "Plagiarisms, Authorships, and the Academic Death Penalty." *College English* 57.7 (1995): 788-806.

Lamott, Anne. "Shitty First Drafts." In *Bird by Bird: Instructions on Writing and Life*. New York: Pantheon Books, 1994.

Walker, Angela L. "Preventing Unintentional Plagiarism: A Method for Strengthening Paraphrasing Skills." *Journal of Instructional Psychology* 35 no 4 (2008): 387-395.

Wineburg, Sam. "Education Needs a Major Overhaul to Fight Internet, Social Media Chaos." *USA Today*, Feb 12, 2019.

ASSESSMENT AND GRADING

List of Assignments and Point Distribution:

Attendance and Participation	175 points	(19.4%)
• Class attendance	(75 points)	
• Tutorial attendance	(75 points)	
• Class participation	(25 points)	
Semester Grade Checks	75 points	(8.3%)
Connections Journals.....	150 points	(16.7%)
Vocabulary Quizzes	150 points	(16.7%)
Other Assignments	100 points	(11.1%)
• Harmony Square	(25 points)	
• Fall Schedule Assignment	(25 points)	
• QPS Assignments	(50 points)	
Midterm Essay + Exam	125 points	(13.9%)
Final Presentation + Exam	125 points	(13.9%)
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TOTAL POINTS	900 points	(100%)

Grading Scale:

	89%-87%	= B+	79%-77%	= C+	69%-67%	= D+			
100%-93%	= A	86%-83%	= B	76%-73%	= C	66%-63%	= D	59%-0%	= F
92%-90%	= A-	82%-80%	= B-	72%-70%	= C-	62%-60%	= D-		

Coursework Overview:

Attendance and Participation (worth 175 points total):

Class and Tutorial Attendance (75 points each): From the university-wide attendance policy in the PLNU Catalog (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>): “Regular and punctual attendance at all classes...is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences (including illness) except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities.” It is a university-wide policy that if a student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent of class sessions, the student may be de-enrolled without further notice until the university withdrawal date, or, after that date, the student may receive a failing grade in the class.

Total number of FST class/tutorial sessions: 29 10% threshold: 3 absences 20% threshold: 6 absences

For students attending >80% of sessions: On-time attendance at each class/tutorial session earns full credit (3 points per session). Late arrival to and early departure from sessions will earn reduced credit subject to instructor discretion. Unexcused absences will not earn credit. Students missing class for any reason should contact the instructor asap (before the class occurs, if possible) for further steps.

For students attending <80% of sessions: Students will at minimum receive a failing grade in this category of the class and may also (as per above university-wide policy) be subject to de-enrollment or failure in the overall course.

Class Participation (25 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class, all which are habits of engagement. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion daily and should strive to contribute regularly. Participation also encompasses completing assigned in-class tasks, maintaining focus, avoiding inappropriate technology use, and avoiding distraction of self and others.

Semester Grade Checks (worth 75 points total; 25 per Grade Check, 3 total Grade Checks):

In this course, each student will periodically and briefly meet with the professor during office hours to ensure that student is on track in all their semester classes. Further details will be given in class.

Connections Journals (worth 150 points total; 15 per Connections Journal, 10 total Connections Journals):

During the semester we will read various books, articles, and essays about research, evaluating sources, media/digital literacy, and other topics within higher education. On ten separate weeks of the semester, compose and submit a minimum 500-word journal in which you write about some of the given week's class materials, making specific connections between (1) specific things you read, (2) specific things that are happening during our class sessions, and (3) specific experiences from your own life. For best results, your paper must be concrete and must connect all three areas with specificity.

Vocabulary Quizzes (worth 150 points total; 15 per Vocabulary Quiz, 10 total Vocabulary Quizzes):

Rationale: When used properly, open-book online vocabulary quizzes (1) provide an opportunity for students to recall and reinforce material, while giving immediate feedback on areas of weakness, (2) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (3) shift quiz-taking time outside of scheduled class sessions, and most importantly, (4) create a lower-stress “free to try and fail” environment conducive to learning.

Instructions: Starting early in the semester, quizzes will be scheduled weekly. They are open-book and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see some new questions). When a quiz is repeated, your highest score will always be remembered and recorded; a repeated quiz can never reduce your score. All quizzes are available on Canvas.

For Best Results:

- Read and listen to podcasts first. Don't try to quiz before learning the material.
- Quizzes are open book, but you'll learn better by trying to rely less on resources and more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between ideas.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.
- Learn from mistakes: incorrect responses show you where to revisit your material and where to ask questions in class.
- Remember that the ultimate goal is to learn this content well—taking shortcuts to pass a quiz will not enable you to learn and remember the material for subsequent use (i.e., on the course's written exams or in your life).

Other Assignments (worth 100 points total):

Throughout the semester, students will engage in a variety of different tasks related to course topics. Specific assignments will be given and discussed in class as the semester progresses. Further details are also available in Canvas.

Midterm Essay + Exam (worth 125 points total):

The Midterm Essay is titled “My Semester So Far (How I Am Doing and Why)” and will center on student self-evaluation. Specific instructions will be discussed in class. The Midterm Exam will be a pen-and-paper exam and will be given during class. See Course Schedule below for specific scheduling information.

Final Presentation + Exam (worth 125 points total):

The Final Presentation is an informal opportunity for each student to demonstrate and teach key ideas from across the semester. Specific instructions will be discussed in class. The Final Exam will be a pen-and-paper exam and will be given during finals week. See Course Schedule below for specific scheduling information.

ACADEMIC ACCOMMODATIONS

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

ACADEMIC HONESTY

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See PLNU's complete academic honesty policy, including definitions and examples of academic dishonesty, under "Academic and General Policies" at this link: (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>).

ARTIFICIAL INTELLIGENCE / AI TOOLS

We learn best when we take time to think about ideas, process them, deeply engage with them, make connections between them, talk about them with others, etc. The use of AI generators largely subverts and circumvents these ways of thinking and learning. Using AI tools at any point in the writing process also strongly increases the likelihood that a student's writing will be comingled with words and ideas from elsewhere, which is a form of plagiarism regardless of intent. AI tools have also repeatedly been shown to generate plausible-sounding but false, fabricated, or even nonsensical responses to user inputs. For these reasons, the use of AI tools such as ChatGPT and Grammarly, etc., is emphatically unwelcome in absolutely every aspect of this class. **Please do not use these tools for any purpose in our class, period.**

Q: What if I don't understand something in our class materials and need to research it for myself?

A: Ask a fellow student for help; ask the professor before or after class; make an appointment and come to office hours.

Q: What if I need help coming up with ideas for one of our assigned papers, or what if I need help drafting/outlining a paper?

A: Visit the Loma Writing Center for help with any writing task; make an appointment and come to office hours.

COPYRIGHT POLICY

PLNU, 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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at this link: (<https://pointloma-public.courseleaf.com/academic-calendars-schedules/>).

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.

INCLUSIVE LANGUAGE AND BELONGING

PLNU 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 entails avoidance of stereotypes, demeaning terminology, and unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, language, marital status, national origin, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. 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.

For further discussion and specific examples of inclusive language, please visit the following academic websites:

- The APA Style Guide: Bias-Free Language
 - <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>
- The California State University Chancellor's Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

You may report an incident of bias at this link: (www.pointloma.edu/bias).

SEXUAL MISCONDUCT AND 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, accommodations and resources are available through the Title IX Office: (<http://pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 (counselingservices@pointloma.edu) or find a list of campus pastors at this link: (<http://pointloma.edu/title-ix>).

USE OF TECHNOLOGY / SCREEN DEVICES

Outside of class sessions: it is essential that students use technology—including the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: screen devices such as phones, tablets, and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user. Unauthorized use of technology in class may result in loss of participation and/or attendance credit.

LOMABOOKS INSTRUCTIONS FOR STUDENTS

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about LomaBooks, please visit this link: (<https://www.pointloma.edu/lomabooks>).

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor's discretion. Unless otherwise stated, all assignments are due at the end of the designated day by midnight. The instructor reserves the right to discount or refuse late work. Please contact your professor if you foresee a problem in completing work on time.

WEEK 01 <i>Information Literacy and SIFT</i>	MON, JAN 13 – SAT, JAN 18 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 01 Canvas Module Wineburg, "Education Needs a Major Overhaul" 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Harmony Square (Thursday) Week #1 Semester Reflection (Friday)
WEEK 02	TUE, JAN 21 – SAT, JAN 25 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 02 Canvas Module Verified pp. 1-30 (introduction, ch. 1) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #2 Connections Journal (Tuesday)
WEEK 03	MON, JAN 27 – SAT, FEB 1 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 03 Canvas Module Verified pp. 31-48 (ch. 2) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #3 Connections Journal (Monday) Online Vocab Quiz #1 (rev sets 1-6) (Thursday)
WEEK 04	MON, FEB 3 – SAT, FEB 8 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 04 Canvas Module Verified pp. 49-100 (chs. 3-4) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #4 Connections Journal (Monday) Online Vocab Quiz #2 (rev sets 7-10) (Thursday)
WEEK 05	MON, FEB 10 – SAT, FEB 15 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 05 Canvas Module Verified pp. 101-136 (chs. 5-6) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #5 Connections Journal (Monday) Online Vocab Quiz #3 (set 11) (Thursday)
WEEK 06 <i>The Research Process</i>	MON, FEB 17 – SAT, FEB 22 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 06 Canvas Module Information Now pp. 1-24 (introduction, ch. 1) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #6 Connections Journal (Monday) Online Vocab Quiz #4 (set 12) (Thursday)
WEEK 07	MON, FEB 24 – SAT, MAR 1 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 07 Canvas Module Information Now pp. 25-54 (chs. 2-3) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #7 Connections Journal (Monday) Online Vocab Quiz #5 (set 13) (Thursday)
WEEK 08	MON, MAR 3 – SAT, MAR 8 <u>Reading Due:</u> <ul style="list-style-type: none"> Week 08 Canvas Module 	**Midterm Exam will take place Thu, Mar 6, 2025** <u>Assignments Due:</u> <ul style="list-style-type: none"> Midterm Essay: My Semester So Far (Thursday)

WEEK 09	MON, MAR 10 – SAT, MAR 15	SPRING BREAK – NO CLASS
WEEK 10 <i>Information Management</i>	MON, MAR 17 – SAT, MAR 22 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 10 Canvas Module • Information Now pp. 55-84 (chs. 4-5) • Howard, “Plagiarisms, Authorships, and the ADP” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> • Week #10 Connections Journal (Monday) • Online Vocab Quiz #6 (set 14) (Thursday)
WEEK 11	MON, MAR 24 – SAT, MAR 29 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 11 Canvas Module • Information Now pp. 85-115 (chs. 6-7, conclusion) • Walker, “Preventing Unintentional Plagiarism” • Lamott, “Shitty First Drafts” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> • Week #11 Connections Journal (Monday) • Online Vocab Quiz #7 (set 15) (Thursday)
WEEK 12 <i>Media Literacy, SIFT Revisited</i>	MON, MAR 31 – SAT, APR 5 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 12 Canvas Module • Verified pp. 137-174 (chs. 7-8) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> • Week #12 Connections Journal (Monday) • Online Vocab Quiz #8 (set 16) (Thursday) • QPS Assignment #1 (Tuesday)
WEEK 13	MON, APR 7 – SAT, APR 12 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 13 Canvas Module • Verified pp. 175-221 (chs. 9-10, conclusion) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> • Week #13 Connections Journal (Monday) • Fall Schedule Assignment (Tuesday) • Online Vocab Quiz #9 (set 17) (Thursday)
WEEK 14	MON, APR 14 – SAT, APR 19 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 14 Canvas Module 	<u>Assignments Due:</u> n/a
WEEK 15	TUE, APR 22 – SAT, APR 26 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 15 Canvas Module 	<u>Assignments Due:</u> <ul style="list-style-type: none"> • Online Vocab Quiz #10 (set 18) (Thursday) • QPS Assignment #2 (Thursday)
WEEK 16 <i>Semester Wrap-Up</i>	MON, APR 28 – SAT, MAY 3 <u>Reading Due:</u> <ul style="list-style-type: none"> • Week 16 Canvas Module 	<u>Assignments Due:</u> <ul style="list-style-type: none"> • Week #16 Course Reflection (Monday)
WEEK 17 <i>Finals Week</i>	MON, MAY 5 – FRI, MAY 9 <u>Reading Due:</u> n/a	**Final Exam will take place Thu, May 8, 2025 @ 10:30am** <u>Assignments Due:</u> n/a