WRI 6002 Composition Pedagogy II

M 4:00 – 6:45 pm, Bond Academic Center (BAC) 156

Instructor	Dr. Holland Prior (she/her)
E-mail	hprior@pointloma.edu
Office Hours	Drop-in MF 1:00-2:00pm & T 2:00-3:00pm or visit my calendar to book an appointment with me. If none of the available time slots work for you, drop me an email to arrange another time. I'm here to help!
Office Location	Bond Academic Center (BAC) 107

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

From the PLNU 2024-2025 Catalog:

> An advanced course designed to educate students in the individualized instruction of composition and literature. The course concentrates on writing and literary theory and pedagogy and on ways to respond effectively to student writing in the classroom. Particular attention is given to the concrete application of writing and literary theories to student work. For GTAs with a Pedagogy Concentration, WRI 6002 must be taken in semester 2 of MA program. *Prerequisite: WRI 6001*

In this course, we will focus on developing skills and strategies for teaching writing in both individual tutoring and classroom settings. You will develop these skills through a series of writing and research assignments and activities that expose you to different aspects of teaching and working with student writers. By the time you complete WRI 6001 and WRI 6002, you

should have a general familiarity with the discipline of composition and writing studies and the skills and knowledge necessary to teach undergraduate general education writing courses.

Course Learning Outcomes

Students who complete WRI 6002 will be able to:

1. employ foundational composition and pedagogical skills in the composition classroom;
2. teach first-year writing students language skills in the context of their writing;
3. assess students' writing situations via an understanding of writing theory, and work with those students at their points of need;
4. learn foundational literary and pedagogical skills for the literature classroom;
5. shape a research question and conduct research to study classroom environments.

Required Texts and Materials

- Nancy Sommers, *Responding to Student Writers*. Bedford/St. Martin's, 2013.
- Richard Hughes Gibson & James Edward Beitler, *Charitable Writing: Cultivating Virtue Through Our Words*, InterVarsity Press, 2020.
- Additional readings as 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 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Major Assignments & Grade Distributions, & Due Dates

Assignment Category	Weight	Due Date
ENG 1010 Observation Journal While you are observing ENG 1010 in conjunction with this course, you'll keep a running journal noting what you observe and questions that arise.	10%	Weekly
Meta Audience Analysis Project You'll complete a "meta" version of the ENG 1010 audience analysis project, coupled with a "teacher reflection" designed to help you think about the assignment from a teaching perspective.	5%	January 27
Teaching Observation Memos	10%	#1: March 3 #2: April 28

You'll complete two teaching observations: one in an ENG 1010 course, and one in another discipline. You'll then write an analytic memo following each of your course observations.		
Teaching Toolkit Infomercial As a class, we'll build a toolkit of teaching strategies to assist everyone teaching ENG 1010. You will select a teaching strategy and prepare a 10-min "infomercial" to deliver on your assigned date to explain/demonstrate the teaching strategy to your WRI 6002 peers.	5%	Sign-up for your date
ENG 1010 Mini-Lesson Working with a partner, you will teach a 15-minute lesson designed to introduce new content to students on a pre-selected date in Dr. Prior's ENG 1010 course. You'll submit your lesson plan in advance, "hivemind" your lesson in WRI 6002, deliver your lesson in ENG 1010, and then write a reflection.	5%	Sign-up for your date
ENG 1010 Teaching Demo During the second half of the semester, you'll be paired with an ENG 1010 instructor for one week (3 consecutive class sessions). You'll observe the first two classes, and then you will teach the third lesson at the end of the week. Following your teaching demo, you'll submit a written reflection.	20%	Sign-up for your date
Shadow Commentary Project For this project, you will be assigned 5 students in Dr. Prior's ENG 1010 and offer "shadow" feedback on all of their major assignments.	15%	Varies
Teaching Portfolio As your culminating project for the semester, you'll submit a teaching portfolio comprised of teaching documents and application materials.	30%	May 5

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.

Preparation

Your preparation is vital to your success and overall learning in this course. I expect you to be on time for class each day and to arrive prepared to discuss all assigned readings, participate actively in class discussions and activities, and collaboratively engage our classroom community. You are also expected to check your PLNU email and Canvas regularly for updates to the schedule and assignments.

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. But I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind.

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 6002 is highly dependent upon interaction with your peers and the professor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities.

If you are absent for more than 10% of class sessions, I 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 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.

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. 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 [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are **not** allowed to use Artificial Intelligence (AI) tools (e.g., Co-Pilot, ChatGPT, Gemini, GrammarlyGo, Perplexity) to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course without explicit permission from the instructor. You may, however, use AI tools to generate ideas and brainstorm. Any use of AI tools in any context must be properly cited and should include a "[metaprocess footnote](#)" that explains your use of AI. Use the following sources to guide your citations when using AI.

- [MLA Style Center: Citing Generative AI](#)
- [APA Style: How to Cite ChatGPT](#)
- [Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

If you have any doubts about using AI, please gain permission from the instructor.

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 6001, 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 pedagogy and writing studies, 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 Center for Enriching Relationships.

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, 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/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.

Center for Enriching Relationships

PLNU graduate students are able to receive **free** face-to-face and telehealth counseling services through the Master of Arts in Clinical Counseling program (MACC). This service is provided by supervised therapists-in-training at the Center for Enriching Relationships. To contact the Center for Enriching Relationships, please call 619-858-3105 or visit https://www.enrichingrelationships.org/plnu-macc to submit an online request. Your inquiry is confidential. Please note that once the form is submitted it may take up to two days to process and respond to your request. *If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.*

Class Schedule (M)

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.

CW = Charitable Writing
BIAW = Bad Ideas About Writing

Week	Date	Topic	Readings	Assignments
1	1/13	Welcome to New Jersey	• *CW* "At the Gallery," pp. 1-5 • *BIAW* Parrott, pp. 71-75 • *CW* "At the Threshold," pp. 7-22 • *BIAW* Wardle, pp. 30-33	
2	*1/20*	*MLK, Jr. Day - no classes*		
3	1/27	Spiritual Threshold Concepts	• *CW* Ch 1, "Entering the Study," pp. 25-32 • *CW* Ch 2, "On Humility," pp. 33-46 • *CW* Ch 3, "Humble Listening in Local Writing Communities," pp. 47-61 • *CW* Ch 4, "Humble Listening in Discourse Communities," pp. 62-73	Weekly Journal Spiritual Threshold Concepts Pre-Survey Meta Audience Analysis Project

4	2/3	Hivemind Workshops	• Lesson-specific readings	Weekly Journal Mini-Lesson Plan
5	2/10	Giving Feedback	• Sommers, *Responding to Student Writers*	Weekly Journal Shadow Commentary: Narrative Essays
6	2/17	Conferences – Rather than meeting together as a class this week, you will have an individual writing conference with me. Bring a complete draft of your Teaching Philosophy & Cover Letter. We'll also discuss your Mini-Lesson Reflection together.		Draft of Teaching Philosophy & Cover Letter Mini-Lesson Reflection
7	2/24	Designing Assignment Prompts	• Traci Gardner, ch 3, "Designing Writing Assignments" • *CW* Ch 5, "The Law of Charitable Writing," pp. 77-85	Weekly Journal Shadow Commentary: Audience Analysis Reports
8	3/3	Interview Prep / Workshop	• Composition Program Handbook	Weekly Journal Teaching Philosophy & Cover Letter Observation #1
9	3/10	*Spring Break - no classes*		
10	3/17	Lesson Planning	• *CW* Ch 6, "On Argument," pp. 86-96 • *CW* Ch 7, "On Charity," pp. 97-104 • *CW* Ch 8, "Charitable Writing as Love's Banquet," pp. 105-116 • *CW* Ch 9, "Beastly Feasting," pp. 117-124	Weekly Journal Draft of Lesson Plan for Teaching Demo
11	3/24	Evaluating Writing Rubric Development	• Arcuria & Chaaban, "Best Practices for Designing Effective Rubrics" • Bean's Hierarchy • Bean, *Engaging Ideas* - hierarchy chapter	Weekly Journal
12	3/31	Instructor Conferences & Peer Review	• *CW* Ch 10, "Making Space at the Table," pp. 125-136 • *CW* Ch 11, "Slow Writing," pp. 139-127	Weekly Journal Shadow Commentary:

				Annotated Bibliographies
13	4/7	Artificial Intelligence	• [Building a Culture for Generative AI Literacy in College Language, Literature, and Writing](#) • [Sid Dobrin, *Talking About Generative AI: A Guide for Educators*](#)	Weekly Journal
14	4/14	Teaching in a Wesleyan Context	• *CW* Ch 12, "Liturgies of Writing," pp. 158-168 • Smith, *On Christian Teaching*	Weekly Journal ENG 1010 Teaching Demo Reflection
15	*4/21*	*Easter Recess - no classes*		
16	4/28	Teaching Portfolio Workshop		Weekly Journal Shadow Commentary: Academic Argument Essays Observation #2
Finals	5/5	Teaching Panel		Weekly Journal Teaching Portfolio