

WRI 1100: Disciplinary Research & Writing Seminar

Place and Placelessness in the Christian Life

Seattle Pacific University, Spring 2017

M/W/F, 9:30-10:50 am

Otto Miller 118

5 Credits

Office Hours: Wednesdays, 3:00-4:00 p.m.

Fridays, 1:00-2:00 p.m.

Or by Appointment

Instructor: Dr. Douglas M. Koskela

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Office: Alexander 202

Phone: (206) 281-2261

Course Description:

This course continues the academic inquiry and writing skills of WRI 1000 by incorporating the elements and standards of college-level research and writing within a disciplinary context. Students use writing throughout the term as a tool to investigate and communicate information and ideas and to approach and answer complex questions. Key elements include learning to develop good research questions and lines of inquiry; writing in appropriate disciplinary genres; understanding the proper use of primary and secondary sources; evaluating, summarizing, analyzing, and synthesizing research; revising writing so as to develop and deepen ideas; and producing a culminating paper or project. This section, offered by a theology professor, explores the significance of place in the Christian life. It will also reflect on the sense of “placelessness” that arises from various features of contemporary life.

University Mission Statement:

Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

Course Outcomes:

1. Gain Rhetorical Knowledge

Understand and use the appropriate types of writing (genres) that theologians use to communicate knowledge and ideas.

2. Practice Critical Inquiry

Understand the types of questions and problems that are important in theology

Identify the methods used to address those questions and problems, and understand why these methods and not others are employed in a given situation

Locate, analyze, evaluate, synthesize, and use disciplinary research materials commonly employed by theologians

3. Understand and Use the Writing Process

Develop a researched writing project through multiple drafts, using writing as a tool for the discovery, refinement, and communication of ideas

4. Gain Skill with Writing Conventions

Produce writing that is suitable for the field, occasion, or genre in its use of claims, evidence, structure, diction, and citation

Assignments and Grading:

1) Attendance Questions: The first 5-10 minutes of each class session will be devoted to an informal writing exercise in which you respond to an “attendance question.” I will provide a question at the beginning of each session, and you will simply write and submit your response in class. **Please bring paper and a pen each day for this purpose.** This will be my way of taking attendance each day, and more than three absences will adversely affect your overall grade in the class (see the attendance policy below).

2) Reading Responses: For most class sessions, you will complete a Reading Response. These exercises are designed to facilitate engagement with the texts in order to foster productive learning and in-class discussion. They will generally consist of a question or series of questions to which you will respond in one typewritten page. Each exercise will be distributed to the class by email and our Canvas course website at least one week prior to the due date. Reading Responses must be completed before class and brought to class on the due date for the student to receive credit. The only exception is if a student needs to miss class, in which case the completed exercise may be emailed to the instructor by 9:30 am on the due date. Late exercises will not be accepted.

3) Scaffolding Assignments: Throughout the quarter, you will complete five assignments that will help you to build your final paper (like the scaffolding outside of a building under construction). Each of these assignments will be worth 5% of your overall course grade, and the guidelines will be distributed to the class at least two weeks prior to the due date. These assignments are:

- *Research Question and Commentary, due April 12th
- *Initial List of Sources and One Sample Source, due April 19th
- *Working Thesis Statement and Commentary, due April 28th
- *Annotated Bibliography, due May 8th
- *Draft of First Section, due May 12th

4) First Draft of Final Paper: A first draft of the complete paper will be due at the beginning of class on May 22nd. Students will give peer feedback to each other during class, and I will provide written comments and suggestions on this draft as well.

5) Final Paper: The final draft of your paper will be due at the beginning of our “final exam” period, at **8:00 am on Wednesday, June 7th**.

6) Presentation of Research: During our final exam period, you will give a 5 minute presentation to the class on your research. Your presentation should identify your research question, your working thesis, and how your research supported or forced you to amend your thesis. Guidelines for this presentation will be distributed at least two weeks before the final exam period.

The percentages for the overall course grade will be as follows:

Reading Responses	20%
Scaffolding Assignments	25%
First Draft of Final Paper	10%
Final Paper	40%
Presentation of Research	5%

This course sets higher standards for writing than you've probably experienced before. It's not uncommon for papers and other writing that might have earned an A in high school to be considered no better than a C in college. Your writing will be assessed against the course outcomes listed above. Here's how the Writing Program defines each grade level:

- A = superior attainment
- B = meritorious attainment
- C = adequate attainment
- D = minimal attainment
- E = insufficient attainment, no credit

Note that "meritorious" means commendable or praiseworthy: a B, in other words, reflects a well-written paper, not an average result. You must earn a C- in order to pass WRI 1100.

Course Calendar:

Monday, March 27th: Introduction to the Course

Wednesday, March 29th: Academic Research and Writing: From "Report" to Argument

Reading Assignment: Greene and Lidinsky, Pages 1-12

Due: Reading Response #1

Friday, March 31st: Academic Research and Writing in Theology: Genres and Approaches

Reading Assignment: Greene and Lidinsky, Pages 12-28

Due: Reading Response #2

Monday, April 3rd: Models of Theological Discourse: A Person

Reading Assignment: Wendell E. Berry, "It All Turns on Affection," available online at:

<https://www.neh.gov/about/awards/jefferson-lecture/wendell-e-berry-lecture>

Due: Reading Response #3

Wednesday, April 5th: Models of Theological Discourse: A Place

Reading Assignment: Ernst M. Conradie, "Towards a Theology of Place in the South African Context: Some Reflections from the Perspective of Ecotheology." *Religion & Theology* 16 (2009): 3-18. Electronic access available through SPU Library—Instructions are on Canvas.

Due: Reading Response #4

Friday, April 7th: Models of Theological Discourse: A Dimension of Contemporary Life
Reading Assignment: Lynne Baab, "Toward a Theology of the Internet: Place, Relationship, and Sin," available online at: <http://www.lynnabaab.com/articles/new-toward-a-theology-of-the-internet-pl>

Due: Reading Response #5

Monday, April 10th: Identifying a Research Question

Reading Assignment: Greene and Lidinsky, Pages 80-97

Due: Reading Response #6

Wednesday, April 12th: Refining a Research Question

Reading Assignment: Greene and Lidinsky, Pages 98-105

Due: Research Question and Commentary

Friday, April 14th: Identifying Sources

Reading Assignment: Greene and Lidinsky, Pages 130-141

Due: Reading Response #7

Monday, April 17th: Easter Monday—No Class Session

Wednesday, April 19th: Initial Review of Sources

Due: Initial List of Sources and One Sample Source

Friday, April 21st: Evaluating Sources

Reading Assignment: Greene and Lidinsky, Pages 141-148

Due: Reading Response #8

Monday, April 24th: The Nature of Theses

Reading Assignment: Greene and Lidinsky, Pages 106-112

Due: Reading Response #9

Wednesday, April 26th: Developing a Working Thesis

Reading Assignment: Greene and Lidinsky, Pages 112-128

Due: Reading Response #10

Friday, April 28th: Refining a Thesis through Research

Due: Working Thesis Statement and Commentary

Monday, May 1st: Identifying and Following Emergent Sources

Reading Assignment: Greene and Lidinsky, Pages 164-181

Due: Reading Response #11

Wednesday, May 3rd: The Use of Citations—SBL and Chicago Styles

Reading Assignment: Greene and Lidinsky, Pages 192-198; Also explore the SBL Citation Style Guide by SPU Librarian Steve Perisho: <http://spu.libguides.com/c.php?g=541995&p=3710758>

Due: Reading Response #12

Friday, May 5th: Annotated Bibliographies

Reading Assignment: Greene and Lidinsky, Pages 148-150

Due: Reading Response #13

Monday, May 8th: Framing Your Argument

Reading Assignment: Greene and Lidinsky, Pages 211-212 and 217-223

Due: Annotated Bibliography

Wednesday, May 10th: Developing Your Argument

Reading Assignment: Greene and Lidinsky, Pages 264-276

Due: Reading Response #14

Friday, May 12th: Peer Review of First Section

Reading Assignment: Greene and Lidinsky, Pages 286-296

Due: Draft of First Section of Paper

Monday, May 15th: Revising—Structure

Reading Assignment: Greene and Lidinsky, Pages 296-300

Due: Reading Response #15

Wednesday, May 17th: Addressing Common Problems with Evidence

Reading Assignment: Greene and Lidinsky, Pages 225-230

Due: Reading Response #16

Friday, May 19th: Addressing Common Problems with Developing Your Argument

Reading Assignment: Greene and Lidinsky, Pages 230-234

Due: Reading Response #17

Monday, May 22nd: Peer Review of Draft

Due: First Draft of Full Paper

Wednesday, May 24th: Revising—Use of Evidence

Reading Assignment: Greene and Lidinsky, Pages 300-305

Due: Reading Response #18

Friday, May 26th: Thinking Like a Reader

Reading Assignment: Greene and Lidinsky, Pages 32-41

Due: Reading Response #19

Monday, May 29th: Memorial Day—No Class Session

Wednesday, May 31st: Revising—Sentence and Surface Issues

Reading Assignment: Greene and Lidinsky, Pages 305-312

Due: Reading Response #20

Friday, June 2nd: Moving Forward—Framing Your Next Project

Reading Assignment: Greene and Lidinsky, Pages 49-54

Due: Reading Response #21

Wednesday, June 7th (8:00-10:00 am): Final Paper Presentations

Due: Final Draft of Full Paper

Course Texts:

Stuart Greene and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*, 3rd ed. Boston: Bedford/St. Martin's, 2014.

Lynne Baab, "Toward a Theology of the Internet: Place, Relationship, and Sin," available online at: <http://www.lynnabaab.com/articles/new-toward-a-theology-of-the-internet-pl>

Wendell E. Berry, "It All Turns on Affection," available online at:

<https://www.neh.gov/about/awards/jefferson-lecture/wendell-e-berry-lecture>

Ernst M. Conradie, "Towards a Theology of Place in the South African Context: Some Reflections from the Perspective of Ecotheology." *Religion & Theology* 16 (2009): 3-18. Electronic access available through SPU Library—Instructions are on Canvas.

Student Resources:

THE WRITING CENTER (Lower Moyer Hall) is an excellent resource for working on your writing with an experienced consultant. Call 206-281-2475 or stop by the Center for Learning front desk for more information.

DISABILITY SUPPORT SERVICES (Lower Moyer Hall) provides educational access through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities. Call 206-281-2272 or 206-281-2224 (TTY). Email: dss@spu.edu.

THE STUDENT COUNSELING CENTER (Watson Hall) is dedicated to student well-being and providing services collaboratively with compassion, respect, and sensitivity to students' unique challenges and cultural backgrounds. Call 206-281-2657 or email scc@spu.edu.

Policies:

LATE WORK: All major assignments (which includes everything but Reading Responses) must be complete to pass the course. Late assignments will not receive commentary from the instructor,

which will significantly impact your ability to revise those assignments later in the course. Reading Responses may not be submitted late, and missed Responses will affect your grade for that component of the course.

ATTENDANCE: When we convene as a class, we say, think, and do things we could not do individually. We workshop our writing, we read together, we practice the thinking that is important for college success—building rhetorical knowledge, enacting critical inquiry, working through the writing process, negotiating conventions in a given situation. Because our community does what we cannot do alone, class time is limited and valuable. You are expected to be present—physically and intellectually—at every class meeting. Each student will be afforded one week’s worth of absences (i.e. three absences for a MWF class, two absences for a TTh class). Additional absences may lower your final grade at the discretion of the instructor. The Writing Program does not distinguish between “excused” and “unexcused” absences. Use your absences judiciously, if at all. Arrive on time. Excessive tardiness can result in an absence in the grade book, as can inappropriate use of technology in class.

PLAGIARISM: The Writing Program distinguishes between unintentional and intentional plagiarism. Unintentional plagiarism is a conventional issue, one that can be addressed through instruction on citation. Remember, you must cite your sources, even when paraphrasing. We will address citation in class, and if you need assistance beyond classroom instruction, please consult a handbook, set up an appointment at the Writing Center, and / or speak with me. Intentional plagiarism, however, is a breach of trust and integrity, a violation of the atmosphere of scholarship we work hard to establish and maintain at the University (see the [Academic Integrity Policy](#) in the Undergraduate Catalog). If the instructor verifies an act of academic dishonesty has occurred, the Dean, Vice-Provost, and Dean of Students will each be notified. Depending on the severity, plagiarism can result in failing an assignment or failing the course.

Reports of Threats, Crimes and Sexual Misconduct:

Seattle Pacific University is committed to providing a safe learning and working environment on campus. As part of this, university employees are generally required to report information they receive about threats, crimes, and sexual misconduct involving students to the Office of Safety and Security or the university’s Title IX Coordinator.

Information that must be reported includes both verbal and written statements (e.g., spoken in class or submitted in a written assignment), whether by a victim or by a third-party. Types of incidents that must be reported include physical assault (including domestic or dating violence), sex offenses (e.g., rape, sexual assault, sexual harassment), stalking, robbery, burglary, motor vehicle theft, arson, hate crimes, and arrests for weapon, drug, or liquor law violations.

If you are a victim of any of the offenses listed above, you are strongly encouraged to report the matter promptly to a professor, the Office of Safety and Security, or the university’s Title IX Coordinator so that the university can offer you support and notify you of available resources. If you are a victim and would like to speak with someone confidentially, you can arrange to speak with a counselor at the Student Counseling Center or you can make an appointment outside of class with a pastoral counselor.

Emergency Preparedness Information:

Report an Emergency or Suspicious Activity

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

SPU-Alert System

The SPU-Alert System is SPU's emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators ("BECs").

Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

- Stay inside and await instruction, unless you are in immediate visible danger.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The "*Stop. Think. Act.*" booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright

orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional Information

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.