

Writing 115: Introduction to Writing CRN 43418
Accelerated Learning Program (ALP)
Spring 2015
Class Hours: Mon/Wed/Fri 1:00-1:50
Location: IA-219

Instructor: Andrew P. Brottlund

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Office Hours: SSH-215 Mon/Wed/Fri 2:00-3:00 and by appointment

Course Description:

Welcome to the Accelerated Learning Program! You have chosen to be a member of an exciting pilot project which is taking place not only on our campus but nationwide. **We all believe in your success.** We believe that with your motivation, desire, and academic skills combined with our focused support and guidance, you will achieve WR121 mastery this term.

To achieve that mastery, you'll get lots of practice in the skills related to academic reading and writing. You can look forward to:

- a. Reading a rich assortment of essays to develop good critical reading skills and enhance your writing
- b. Reviewing and using strong study skills, grammar and mechanical skills, and collaborative skills throughout the term

Learning Skills for Success (the skills that you bring to our class)

- a. Confidence in your strengths as a student and a writer.
- b. Commitment to your own academic success.
- c. Perseverance: "steady persistence in adhering to a course of action, a belief, or a purpose without giving way; steadfastness" *American Heritage Dictionary*
- d. A good work ethic, a willingness to work hard all term, to take risks, to ask for help.
- e. A good attitude.
- f. A willingness to care about your own work and a willingness to work with and care about each other.
- g. Attendance and participation: **Attend every class session. Be on time. Be prepared.**
- h. Good time management skills.
- i. Devote at least two hours of work outside of class for each class hour.
- j. Prepare for class!
- k. Read and re-read the material before coming to class.
- l. Do your work on time.
- m. Our class is organized around extensive workshop and revision; your rough drafts and final papers need to be on time.
- n. Make use of campus resources.
- o. Make friends with the Writing Center staff and visit often.
- p. Visit with me early and often throughout the term.

q. Get to know each other right away and consider each other, your colleagues, as team members in this ALP project.

WR 115 Outcomes:

1. Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes.
2. Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting.
3. Distinguish your ideas from others' ideas.
4. Focus a main point and develop this main point clearly and logically using examples and illustrations in a well-organized essay.
5. Revise writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).

Required Materials:

Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook* (2nd ed.)

Graff, Gerald. et al. *They Say / I Say* (2nd ed.)

A spiral notebook designated for your ALP notes and in-class writing

A three-ring binder for your final ALP Portfolio

Assignments and Grading:

In-Class Participation: 30%

ALP Notes and In-Class Writing: 10%

Summary Response Writing Cycles: 30% (10% per cycle)

ALP Portfolio: 30%

In-Class Participation:

In order to create a productive discourse community, attendance and active participation during lectures and discussions is essential and mandatory. This is the primary and most basic responsibility of all students. For this reason, students are expected to attend the entire class session. Leaving early will constitute an absence and will have an impact on your participation grade. If you become ill, or have an emergency and need to leave class early, please see me before you go. Furthermore, because this class involves a large amount of group discussion, all students are expected to adequately prepare for class by reading the assigned works and be prepared to share their thoughts and ideas and actively engage with their peers in a respectful and considerate manner.

ALP Notes and In-Class Writing:

Taking notes is a good skill to develop in all of your college courses. Notetaking helps your brain process information better and gives you something to refer back to while you are studying. You should be taking notes as you listen and participate in class discussions and lectures, as well as when you are studying and reading on your own. For this reason, you will need to keep a notebook to take notes in during both the WR 121 and 115 sections. Be sure to record the date when you took the notes as well. At two points in the term you will be asked to turn in your notebooks for review. Any in-class writings for WR 115 should be recorded in this book as well as they will be considered part of your notes.

Summary/Response Assignments:

Throughout the term we will be reading several short works and discussing them in class. These works will help facilitate classroom discussions and prompt summary/response topics. During the course of the term you will be responsible for writing three summary/response papers, using the writing process we will discuss in class. These assignments should be clear, focused, and include well-organized summary and response paragraphs using in-text citations. You will receive specific instructions and prompts for both of the summary/response assignments. Each summary/response should contain two typed 10-12 sentence paragraphs with double-spaced lines, in accordance with the guidelines for all out of class written work. Each Summary/Response cycle will be made up of the following assignments:

The outline: 10% of the S/R grade

The writing circle: 10% of the S/R grade

The first/second (also known as the rough/final) draft: 80% of the essay cycle grade

Revision is a key element of the writing process. This is where you take the feedback provided by your peers, your instructor, and your own critical review of your writing and implement changes that improve your essay's logic, organization, and mechanics. For each summary response cycle, you will turn in a first draft for peer review, instructor feedback, and a grade. Note that while this draft is called the "first," this should be as perfect a draft as you can make it. This means it must be complete, and the logic, organization, and mechanics of your work should be clear. Along with instructor feedback, your draft will receive a letter grade, assessed as if this was the finished draft. Upon return, you will revise the draft using peer and instructor feedback to raise your grade. When you submit your revised draft, you will be required to turn in your first draft along with your second, and the grade will be amended based on the revised second draft. If you do not revise, the initial grade will stand as the grade of record for the summary response.

In order to receive full credit for the outline and writing circle components of the summary response cycle, the assignments must be completed fully. All prompts must be answered with complete sentences.

ALP Portfolio:

Throughout the term, you will be asked to collect your assignments and course materials from WR 121 and 115 and organize them in a three-ring binder to create a portfolio which you will then turn in at the end of the term. For this reason it is very important that you keep all your work. In addition to the materials from the term, you will write a brief, six hundred word reflection essay and grade proposal detailing your assessment of your performance over the course of the term.

Course Schedule:

(Please note, this schedule is tentative and subject to change)

Week One

Mon 3/30 Syllabus and course overview

In-Class Activity: Introductions

Wed 4/1 In-Class Discussion: The Writing Process

Fri 4/3 In-Class Activity: Creating an Effective Paragraph

Week Two

Mon 4/6 In-Class Activity: Exercise One (TSIS 119-120)

Wed 4/8 In-Class Activity: “Two Years Are Better Than Four” Tableread and Discussion

Fri 4/10 In-Class Activity: Practice Summary Workshop

Week Three

Mon 4/13 **Bring your practice summary to WR 115**

In-Class Activity: Quotation Workshop

Wed 4/15 In-Class Writing: “Hidden Intellectualism” Response Paragraph Draft

Fri 4/17 In-Class Discussion: Narration/Description/Example

Week Four

Mon 4/20 In-Class Writing: “Blue-Collar Brilliance” Response Paragraph Draft

Wed 4/22 In-Class Activity: Summary Response One Summary Outline

Fri 4/24 Due: Summary Response One Summary Outline

In-Class Activity: Summary Response One Outline

Assignment: Summary Response One Rough Draft

Week Five

Mon 4/27 Due: Summary Response One Rough Draft (**Submit an electronic version via email by the beginning of class and bring a hardcopy to class for the writing circle**)

In-Class Activity: Summary Response One Writing Circle

Wed 4/29 In-Class Writing: “Hiding from Reality” Response Paragraph Draft

Fri 5/1 In-Class Activity: Essay One Revision Activity

Week Six

Mon 5/4 Due: Summary Response One Final Draft with both outlines and writing circle

materials

In-Class Discussion: Essay One Troubleshooting Session

Wed 5/6 In-Class Writing: “Is the American Dream Over?” Response Paragraph Draft
Assignment: Summary Response Two

Fri 5/8 Summary Response Two Outline Workshop

Week Seven

Mon 5/11 Due: Summary Response Two Rough Draft **Submit an electronic version via email by the beginning of class and bring a hardcopy to class for the writing circle)**
In-Class Activity: Summary Response Two Writing Circle

Wed 5/13 In-Class Writing: “Small Change” Response Paragraph Draft

Fri 5/15 Essay Two Revision Activity

Week Eight

Mon 5/18 **Bring your Essay Two First Draft to WR 115**

Due: Summary Response Two Final Draft with the outline and writing circle materials
In-Class Activity: Work Cited Workshop

Wed 5/20 In-Class Writing: “Reforming Egypt in 140 Characters?” Response Paragraph Draft
Assignment: Summary Response Three Outline

Fri 5/22 **Bring your laptops/tablets to WR 115**

Due: Summary Response Three Rough Draft
In-Class Activity: WR 121 Research Assignment

Week Nine

Mon 5/25 **No Class: Memorial Day**

Wed 5/27 In-Class Activity: Summary Response Three Writing Circle

Fri 5/29 Due: Summary Response Three Final Draft with outline and writing circle materials
In-Class Activity: Essay Three Revision Activity
Assignment: WR 115 Portfolio

Week Ten

Mon 6/1 In-Class Discussion: Essay Three Troubleshooting Session

Wed 6/3 In-Class Activity: Final Exam Pretest Debriefing and Scoring

Fri 6/5 **Bring your Essay Three Sources to WR 115**

Due: WR 115 Portfolio
In-Class Activity: Essay Three Work Cited Page Workshop

Week Eleven

Mon 6/8 **12-12:50 pm** WR 121 Final Exam

Tues 6/9 **11:30-12:20 pm** WR 121 Final Exam

Note: Students must test both days. Do not forget to bring two Examination Blue Books to this class period. They will not be provided for you.

The Final Exam will be held in Building _____ Room _____