

LINN-BENTON COMMUNITY COLLEGE

6500 Pacific Blvd. SW, Albany, Oregon 97321-3755

Writing 121, English Composition

CRN 43071

3 Credits

SPRING 2015

Section: B03 · T/Th · 4:30pm-5:50pm · BC 105

CONTACT INFORMATION

Instructor: Patrick J. Misi

Offices: BC-102c (Benton Center); SSH-210 (Albany Campus)

Google Voice Phone: 541.264.5713

E-mail: patrick.misi@linnbenton.edu

BENTON CENTER OFFICE HOURS

Albany Campus no Albany office hours this term

Benton Center Tuesday 1:30pm-2:30pm

REQUIRED TEXT

No Text. All Materials will be posted on my Instructor Website

MATERIALS/SUPPLIES NEEDED

- Basic school supplies
- Stapler
- Access to a computer with a word processor, the internet, and a printer
- 2 examination books ("blue books" or "green books")

COURSE DESCRIPTION

Covers processes and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing, mechanics and standard usage required for college-level writing.

COURSE OBJECTIVES

The main objective of WR121 is to strengthen student proficiency in expository writing. At the completion of WR121, successful students should be able to write thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process (as detailed below).

Content: Students should be able to:

- Write an expository essay using a variety of writing strategies.
- Clearly focus and develop the main idea, using specific details.
- Adjust the writing to audience, purpose, and situation.
- Develop a clear and appropriate writing style.
- Present ideas logically.
- Read and analyze critically the writing of others.
- Summarize, paraphrase, and quote secondary source information.
- Integrate source material into essays.
- Document sources correctly, using lead-ins and in-text citations.

Organization: Students should be able to:

- Use organizational and transitional strategies to give the essay shape and form.
- Present material logically with an introduction which defines the subject and previews the content of the essay, a discussion section which is fully developed, and a conclusion which summarizes and interprets the thesis.
- Write in a variety of formats (essays, journals, reports, letters, portfolios, peer reviews) which meet the needs of the intended audience and purpose.

Mechanics: Students should be able to:

- Use standard grammar, syntax, spelling, and punctuation.
- Recognize their individual strengths and weaknesses as writers.
- Employ editing strategies to eliminate their most frequent errors.

- Cite sources using Modern Language Association (MLA) conventions, including a 'Works Cited' page.

Writing Process: Students should be able to:

- Transform freewriting, journaling, brainstorming, and other prewriting material into a finished piece of writing.
- Employ writing strategies that work best for the particular writing situation.
- Collaborate with other writers in prewriting, drafting, and revising.
- Revise and edit their writing effectively, working independently or with peers.
- Build confidence in their writing ability.
- Locate research material to support their expository writing.
- Plan, write, and revise well under pressure.

ENTRANCE REQUIREMENTS (or prerequisites)

Placement in WR 121 is determined by pre-enrollment testing (CPT) or by passing WR 115 or ENL 115W (Introduction to College Writing for ELLs) with a grade of "C" or better.

COURSE LEARNING OUTCOMES

As a result of taking WR 121, students will be able to:

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments.
2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with a focus on factual, analytical, and evaluative writing.
3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level informational, analytical and evaluative assignments.
5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible, and precise.

CLASSROOM ETIQUETTE

Be respectful at all times, even when you find yourself opposing someone else's viewpoint, and, thank you for acting at all times according to the guidelines for student conduct as outlined by LBCC.

PLAGIARISM AND ACADEMIC DISHONESTY

Should you choose to intentionally plagiarize, you will fail the plagiarized assignment with zero credit and you will most likely fail this course. Please read more about academic dishonesty at our schools website.

COURSEWORK EXPECTATIONS

While taking WR 121, please be sure all

- assigned readings are read before class.
- assignments and essays are submitted as a hardcopy, unless otherwise noted.
- assignments and essays are submitted in class, on the day they are due.
- questions about expectations, assignments, or concepts are posed in a timely manner.
- assignment deadlines are met.
- assignments are prepared in a thoughtful, engaged manner.
- assignments are proofread before submission.
- assignments use proper citation to avoid issues with plagiarism.

DISABILITY SERVICES

If you have a documented disability, I will help you in any way I can. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services, 917-4789. There is a lot more useful information about Disability Services and LBCC's disability policies at www.linnbenton.edu/go/disability-services.

If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

LBCC sees our differences as a source of strength and an important part of education. Please help build a safe, respectful environment.

CAMPUS RESOURCES

Please familiarize yourself with the many campus resources offered to LBCC students. The Albany Campus Library (917.4628) is one such resource. LBCC's Writing Center, Learning center, ELL Resources, Online Writing Lab (OWL), On-campus tutoring, and Computer Resources and Labs (free printing) are examples of other resources available. Be proactive and use these resources to get the most out of your education.

ATTENDANCE/PARTICIPATION

Your attendance and participation in this class are essential if you hope to achieve the objectives of this class. Issues with attendance tardiness or participation will be reflected in your final grade, but I will allow two "free" absences from this class so long as your work has been submitted on time for those classes and you stay caught up in the class.

VERIFIABLE ILLNESSES OR EMERGENCIES

If you have a verifiable emergency or you are exceptionally ill, please, first, work to be well, take care of what of yourself or your family, etc. Then, when you are able, let me know what the situation is. I will work with you as best I can to help you stay caught up with work or help you pursue other options if they apply to your situation.

However, if you have sniffles, tickets to the big game, some previously scheduled appointment, or no urge to show up to class, it is not something that should keep you from getting work to me on time. Use your two "free" absences wisely, and make sure you submit your work in a timely manner.

INCOMPLETES POLICY

If you have completed approximately 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will potentially grant you an incomplete. It is something we will need to discuss though, to ensure it is the best option available. You may also want to talk to an advisor to fully understand how an incomplete might affect your financial aid, etc, just to be sure.

IF CLASS IS CANCELED

Weather, illness, family emergencies, or other issues might cause class to be canceled. If this is the case, I will contact you via email as soon as possible. The email will also have some instructions to help us keep on track with our class.

PLEASE BE SURE I HAVE YOUR CURRENT EMAIL ADDRESS.

In the perfect world all students frequently use their Linn-Benton issued gmail account. This is not a perfect world though, and I recognize that. It is a best practice for you to check your LBCC email address for important information from the school. If you have a personal address you check more frequently, though, please be sure I have that email address on record, in case I have to get in contact with you. I will not spam your account, and I will send all group emails as BCC to ensure your privacy.

BASIC REQUIREMENTS FOR ESSAYS AND ASSIGNMENTS IN THIS CLASS

Important standards are to met when handing in major and minor assignments in an academic environment. If these standards are not met, I will not accept your assignment. In this class, unless otherwise noted, all essays and assignments should be

- formatted to meet college standards including heading, in-text citation, and work cited page when applicable.
- written to an assumed audience unfamiliar with your life, your assignment, and your readings.
- typed in a standard 12 point font.
- Double-spaced
- printed and submitted as a hardcopy unless otherwise noted

- stapled (not folded, taped, paper-clipped, glued, etc) if multiple pages
- completed to meet the key elements of the essay or assignment

MAJOR ASSIGNMENTS

Failure to complete any of the three major assignments in this class will disqualify you from passing this course.

MAJOR ASSIGNMENT KEY ELEMENTS

Before handing in your major assignments, please make sure that you successfully

- show proof of a deep and meaningful read
- use strong, clear sentence-level and paragraph-level organization
- use and cite any summaries, paraphrases, or quotations in your essay
- draw support from the text
- develop your analysis by integrating appropriate examples
- articulate an understanding of the elements of fiction
- keep your intended reader in mind
- sustain a strongly academic tone throughout the essay
- proofread your essay for errors and issues with flow

MAJOR ASSIGNMENT DESCRIPTIONS

➤ Essay One—Personal Narrative (900-1200 words)

Write a personal narrative that identifies an important experience in your life and develops that experience. Be sure to give the reader a peek inside your mind so they will better understand how the experience affected you. Feel free to be creative with your approach to this, but be sure to use the basic conventions of writing (sentences, paragraphs, etc).

A successful WR 121 student will identify an important experience in his or her life and expand on the experience so the audience can engage and understand the importance and effect of that moment. Remember that a reader is especially interested in the author's unique response and reaction to the experience. Be sure to give your reader a behind-the-scenes peek at how you processed the occurrence.

Consider one of the following approaches to this essay:

- Discuss some issue of personal, local, national, or international concern and its importance to you. Should you choose this route, make sure that your life and your experience remain the focus. An interest or hobby may be good fit for this essay, but make sure you develop on why it is important to you, and how it has affected your life.
- Write about a significant event in your life. How does it reveal a larger truth about you? Tell the story dramatically and vividly, making sure to explain its significance to you. This assignment could be fairly creative, but make sure you are still using basic skill of composition, for example sentences, paragraphs, and a logical, organized structure.

➤ Essay Two—Rhetorical Analysis (800+words)

Write a scholarly essay, which analyzes the rhetoric and rhetorical situation of an argumentative text. Be sure to explore the text's the intended purpose and intended audience as you argue whether or not the appeals and rhetoric of the selected text were effective in persuading the intended audience. Point out the parts of the essay that were effective or ineffective and analyze why and how they worked or failed.

- Be sure to follow the prompts strict guidelines. The full prompt is available on my instructor website.

➤ Essay Three—Research Argument (1700-2100 words)

Select any topic of interest for this essay (except from the banned topic list that I will outline in class). Build a thesis-driven, argumentative essay that is well supported with credible research and evidence.

Use at least eight sources, and be sure to take advantage of the research databases and other scholarly research resources.

You may pick consider one of the following approaches to this essay:

- Take a position on a problematic and significant issue:
Present an issue to your intended audience, take a position, and develop a convincing, well-reasoned argument about that position (e.g. "Diners should avoid overfished species such as bluefin tuna and Chilean sea bass," "The environmental benefits of genetically-modified crops outweigh their risks," or "Hunting is a sound way to control deer overpopulation").
- Propose a solution to a problem:
Present a problem and propose a convincing, well-reasoned solution to the problem, keeping in mind your intended audience (e.g. "Soft drinks should be taxed to help curb diabetes," or "The government should raise reimbursement rates so the National School Lunch Program can provide more nutritious meals" or "The USDA should implement stricter inspections to detect E.coli and Salmonella contamination,").

Key Elements of this essay

- use proper MLA formatting and style
- use appropriate in-text citation and create a MLA style works cited page.
- find, cite, and integrate credible scholarly sources
- develop a clear, focused, thesis statement which addresses a problematic and significant issue
- establish topic sentences and claims that support your thesis statement
- keep strong unity to your topic sentences and your thesis
- provide specific research and support for your claims and example
- use at least eight sources
- be sure to attribute, embed, and cite all sources
- use peer-reviewed sources whenever possible
- use summary, paraphrase, and/or direct quotation of sources to support your claims
- be sure to guide your reader through your argument by digesting the material and providing strong analysis to help them understand the topic, issue, and argument
- organize and delivery your essay in a way that is logical and effective
- use transitional phrases and ideas to help steer your argument
- address counter argument and opposing viewpoints as necessary
- build authority and credibility
- show competence with the fundamentals of sentence-level writing
- show the ability to think critically and develop you ideas clearly
- avoid distracting errors, which interrupt the flow of your essay
- proofread

OTHER GRADED ASSIGNMENTS

This course may include reading quizzes if necessary, and will also include the following assignments

- Small Writings (400+words unless otherwise noted)
 - During this course you will be assigned six small writing assignments. The prompt are varied, but they all offer opportunities to practice important composition skills. Each prompt will be described in detail on our instructor website.
- Skill Builder Assignments (word count is dependent on assignment)
 - During this course you will be assigned three skill building assignments. The prompts will mainly be focused on citation and integration of sources in a scholarly environment.

GRADING

All students in WR 121 at LBCC will be asked to take a handwritten holistic final, which is (30%) of their total grade. A student's course grade reflects a combination of his or her in-class grade (70%) and handwritten holistic final grade (30%)

The In-class grade for this course will be earned by completing your in-class assignments. These assignments break down to the following point values:

Your in-class grade for this course will be based on a 400pt scale where:
A=400-360 B=359-320 C=319-280 D=279-240 F=239-0

The point distribution for your in-class grade is as follows:

- 175 points = Small assignments
 - 5 = Small Writing One—Writing Diagnostic
 - 20 = Small Writing Two—Using Sources
 - 20 = Small Writing Three—Advertisement Response
 - 10 = Small Writing Four—Topic Proposal for Essay Three
 - 25 = Small Writing Five—Intro & Comprehensive Outline for Essay Three
 - 25 = Small Writing Six—Three Body Paragraphs for Essay Three
 - 20 =Skill Builder One—Integrating Sources
 - 20 =Skill Builder Two—Evaluating Sources
 - 20 =Skill Builder Three—Works Cited Page
 - 10 =In-class Practice Test
- 50 points = Essay One—Personal Narrative
- 75 points = Essay Two—Rhetorical Analysis
- 100 points = Essay Three—Research Argument

LATE ASSIGNMENTS

Unless otherwise noted, no late assignments will be accepted in this class. If you wish to appeal this policy for some reason, please talk to me in person.

SYLLABUS CHANGES

This policies and assignments noted in this syllabus may change, depending on the circumstances in this class. For example, quizzes may be necessary, etc in order to keep us on task..

READING AND ASSIGNMENT CALENDAR-----

--Week One-----

Tuesday— March 31
First day

Thursday— April 2

Stacy Morrison's "The Ex-Husband Who Never Left"

Due: Small Writing One—Organ Transplant

--Week Two-----

Tuesday—April 7
Roxanne Gay's "Peculiar Benefit"
David Sedaris' "Mr. Popular"

In-Class: MLA Basic Formatting

Thursday—April 9

Integrating Sources (MLA)
Texas A&M Rhetorical Analysis
Understanding the Rhetorical Situation

Due: **ESSAY ONE—PERSONAL NARRATIVE (900-1200 words)**

--Week Three-----

Tuesday—April 14

Mike Rose's "Blue-Collar Brilliance"
Sara Maratta's "Move Over Boys, Make Room in the Crease"

Due: Small Writing Two—Using Sources

Thursday—April 16

--NO CLASS—LBCC In-Service

--Week Four-----

Tuesday—April 21

Lisa Long's "I am Adam Lanza's Mother"
Logos, Ethos, Pathos

In-Class: MLA In-text (parenthetical) citation review

Thursday—April 23

38 Magazine Advertisements

Due: Skill Builder One—Integrating Sources

Due: Small Writing Three—Advertisement Response

--Week Five-----

Tuesday—April 27

Carrie Packwood Freeman and Debra Merskin's "Having it His Way: The Construction of

Masculinity in Fast-Food TV Advertising"

Thursday—April 30

James Allen's "Without Sanctuary: Photographs and Postcards of Lynching in America"

Due: **ESSAY TWO—RHETORICAL ANALYSIS (800+ words)**

--Week Six-----

Tuesday—May 5

Natalie Angier's "Dolphin Courtship: Brutal, Cunning, Complex"

Thursday—May 7

Hanna Rosin's "The Touch-Screen Generation"

View: Academic Search Premier (EBSCOHost) Tutorial

View: Ebrary: Searching, Finding, & Using ebooks video playlist

Due: Small Writing Four—Proposal for Essay Three

--Week Seven-----

Tuesday—May 12

Study: The Facts About Tourette Syndrome

Study: www.MartinLutherKing.org

Study: Mutillidae

Study: Tobacco Statistics

Study: Panopticon

Study: Sarlac Life Cycles

Study: Texting Accident Statistics

Study: Bullying Statistics

Study: John and Abigail Adams

Due: Skill Builder Two—Evaluating Sources

Thursday—May 14

Bob Herbert's "Hiding from Reality"

Cal Thomas' "Is the American Dream Over?"

Due: Small Writing Five—Introduction & Comprehensive Outline

--Week Eight-----

Tuesday—May 19

Lorraine Ali and Raina Kelley's "Womb for Rent: The Curious Lives of Surrogates"

Elizabeth Cohen "Surrogate Offered \$10,000 to Abort Baby"

Due: Skill Builder Three—Works Cited Page

Thursday—May 21

Study: Example #1 of MLA research paper.

Study: Example #2 of MLA research paper.

Study: Example #3 of MLA research paper.

Due: Small Writing Six—Three Body Paragraphs

--Week Nine-----

Tuesday—May 26

In-Class: Practice Test—Day One

--please prepare by reading:

Thursday—May 28

In-Class: Practice Test—Day Two

--please prepare by reading:

--Week Ten-----

Tuesday—June 2

In-Class: Essay Three Troubleshoot Day

Thursday—June 4

Last day of In-class work.

Due: ESSAY THREE--RESEARCH ARGUMENT (1700-2100 words)

--Week Eleven-----

HANDWRITTEN HOLISTIC FINAL EXAMINATION

--please prepare by reading:

Day One--Monday June 8:
12:00p-12:50p Room TBA

Day Two--Tuesday June 9:
11:30a-12:30p Room TBA