

# **WR 115 – Introduction to College Writing**

**Fall Term 2018 / CRN 20039 / 3 credits**

**Tuesdays & Thursdays 2:30pm – 3:50pm / IA 233**

**Instructor:** Robin Cedar

**Office Hours:** 11:30AM – 12:30PM and 1:20pm – 2:20pm Tuesdays & Thursdays or by appointment

**Office Location:** SSH 212

**Office Phone:** 541-917-4564

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**E-mail:** [cedarr@linnbenton.edu](mailto:cedarr@linnbenton.edu)

**Final Exam:** Monday December 3, noon-12:50pm **AND** Tuesday December 4, 11:30am-12:20pm;  
**students must test both days**

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## **Course Description**

Introduces college-level critical inquiry in academic reading and writing. Students critically read, summarize and respond in paragraph format. Students develop expository essay writing skills, review conventions, and use individual and collaborative writing processes. Note: *This course is transferable as an elective, but does not satisfy institutional writing requirements for the degree seeking or transfer student.*

PREREQUISITE: Placement by CPT or successful completion of WR95.

## **Learning Outcomes for WR 115**

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 Texts**

*40 Model Essays: A Portable Anthology*, 2<sup>nd</sup> edition

## **Required Materials**

- Notebook for notes, free-writing, and writing assignments
  - 2 Green Books for the final
  - Access to the internet (our Canvas page)
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## **How to be Successful in this Class**

1. Attend class!
2. Be prepared for class by completing assignments & readings. The class experience will be richer for you when you have the background information needed.
3. Challenge yourself to do your best work. You will get from this class what you put into this class.

4. Review the syllabus and learn the policies/procedures for this class. Understand your rights and responsibilities as a student and as a class member.
  5. Ask questions, especially if you need clarification.
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## Course Requirements

Instructor's grades of classroom activities, participation, and assignments make up 70% of the overall WR-115 grade. The final exam makes up 30% of your final grade. Each assignment will have more specifics as they are introduced throughout the term. Below is a breakdown of percentages:

Summary/Response Assignments	30%
Group Essay	15%
Writing Tasks	10%
Participation & In-Class Work	10%
Practice Final Exam	5%
Final Exam	30%

## Grading

Assignments are graded using four criteria: 1) Quality of thinking, 2) Organization and coherence, 3) Style and technique, and 4) Use of conventions, according to the following standards (see scoring guides for more information):

90% - 100% = A	A = exceptional achievement
80% - 89% = B	B = superior achievement
70% - 79% = C	C = satisfactory work, meets requirements
60% - 69% = D	D = requirements not met, but worthy of credit
59% and below = F	F = failure to meet requirements

A note on grading: in a writing class, each assignment you turn in does not automatically begin with full points that are then docked as the teacher finds things that are wrong or missing. Rather, each assignment begins with zero points; each point awarded is earned through your dedication and effort.

**Please note that I will not "round up" final grades at the end of the term, so please do not ask me.** Grades *will* be calculated based on the preceding scale. 89.9% *is* a B, 79.6% *is* a C, etc. To revise any scores simply to alter a final grade defeats the purpose of the carefully-designed rubrics and policies that I must apply across the board to all assignments.

## Canvas Invite Code

To join our Canvas page, follow this link: [canvas.instructure.com/enroll/TFAEWC](https://canvas.instructure.com/enroll/TFAEWC). (I will share it via email, as well.) Please sign up using your LBCC email.

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## Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning

environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

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## Course Policies

General Expectations: You are responsible for your own learning in this class. My job is to provide you with opportunities to expand your understanding of rhetoric and writing, but it is up to you to take advantage of those opportunities effectively.

Attendance: I will take attendance every day. While I will not take points off for poor attendance, missing too many classes will affect your grade, **because you will miss freewrites and in-class assignments that you will not be able to make up.**

Being a body in a seat is not full attendance— while you are in class, you are expected to pay attention, take notes, participate in discussion, and complete writing tasks. I will ask you to leave the class that day if you are not actively learning (i.e. sleeping in class, not paying attention to the course materials, or using your phone extensively).

Missing Class: **Absence is not an excuse for ignorance.** If you miss class, do not simply email me to ask “did we do anything important today.” (As you learn more about rhetoric, you’ll come to understand just why that question is extremely rude to ask a teacher!) I reserve the right to not answer those emails. If you are absent, it is your responsibility to contact one of your classmates and/or check Canvas for any learning materials posted (powerpoints, assignment prompts, rubrics, etc) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, then I’ll be happy to answer emails about specific questions.

I ask that, if you know you will miss class, that you please contact me as soon as possible— this helps me plan for the day! It is your responsibility as a student to make up the work you’ve missed. You are responsible for knowing and implementing any changes to the schedule or expectations on assignments before arriving to the next class.

Submitting Assignments: All assignments will be due on their due date by 11:59pm that night. All work will be submitted online through Canvas. Occasionally, I will also ask you bring in a hard-copy to class. Any work that is not turned in through Canvas (by email, by google docs) will still be considered late. Your online assignments must be in .pdf, .doc, or .docx format and follow conventional MLA standards.

If you do not have ready access to the internet, in a way that will prevent you from successfully completing assignments, please inform me at the start of the term so that we can discuss alternatives. You must get my explicit, written permission for alternatives.

Late Assignments: Be sure you are planning accordingly in order to get your work in on time. **Late work will lose 5% of its total grade for each day it is late.** If an assignment has not been turned in within **four days** of its due date, I will no longer accept it unless you discuss with me. This is to ensure that you don’t fall too far behind.

Note that **late work will not receive feedback from me.** If you are concerned that you will not be able to make a due date, *please* let me know so we can work together on solutions— in most

cases, if I am contacted 48 hours before a due date, I will be willing to grant an extension request. Keeping in contact with your instructor is key!

*Class Participation:* This is primarily a writing class but the success of the class relies on active participation during discussions and activities. Failure to participate, answer questions, complete tasks, etc, will result in me asking you to leave the class that day and might negatively affect your assignments, as well.

*Extra Credit:* Occasionally, I will offer (SMALL) extra credit opportunities. You should not, however, rely on these for your grade improvement. Rather, focus on doing your best work without an additional point boost.

*Make-Up Assignments:* If you are concerned about your grade because of a missed or failed assignment, you can get in touch with me and we can discuss make-up assignments. However, this will require more work on your part, so it's always better to complete the original assignments to the best of your ability. I also reserve the right to deny a request for make-up assignments.

*Canvas:* Canvas, like Moodle, allows you to access class materials you may have lost/missed. It will also allow you to access your current grade during the term. It is also where you will submit your assignments online. If you ever have any difficulty navigating or accessing Canvas, please get in touch with me as soon as possible. I will be sending an invite code via email during week 1, so be sure to sign up.

*Contacting Me:* The easiest and fastest way to contact me is through my LBCC email (available on the first page of this syllabus). Please note that, legally, I can only communicate with you regarding the class, your assignments, feedback, and grades through your official LBCC email. I will endeavor to respond to emails within twenty-four hours; if it has been longer than two days and you have not heard back from me, send me a follow-up email or check with me during class. I stop checking my email after 7pm every week day and I do not check my email consistently on weekends. Please plan accordingly when contacting me.

It is your responsibility as a student to conduct yourself with rhetorical awareness and considerations. Therefore, emails that are not properly addressed or without the proper respect and awareness of a student to teacher email will remain unanswered.

*Classroom Environment:* The success of our class discussions and activities depends on your being physically and mentally present, as well as respectful. Cell phone use during class is disrespectful and distracting – to your classmates, to me, and to yourself as a learner. Please keep your cell phone packed away during class. (Of course, if you are waiting on a call for *emergencies*, please let me know at the start of class.) Electronic use (computers, tablets) is not permitted unless discussed with me ahead of time.

*Plagiarism / Cheating:* Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else's essay, book, article, website, etc. without giving full accurate credit to the original source – including forgetting to put quote marks on copy-paste – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. Recycling your own work from other classes is considered self-plagiarism and is not allowed without prior written approval from me.

*High School Students:* If you are a student currently enrolled in high school taking college-level courses at LBCC, keep in mind that I will not fill out progress reports before, during, or after class time. You will be required to meet with me during my office hours or by appointment for me to fill out these reports. Simply handing them to me will result in me handing it back without filling it out. Please plan accordingly to give yourself enough time to fill this requirement.

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## Resources Available to You

### *Student Disability Accommodations:*

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR website at [www.linnbenton.edu/cfar](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

### *Writing Center and OWL (Online Writing Lab):*

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net) where you will get a personalized response within 2-3 business days. [www.linnbenton.edu/go/learning-center/writinghelp](http://www.linnbenton.edu/go/learning-center/writinghelp)

**NOTE** that you will be *required* to attend the Writing Center at least once during this term. Failure to do so will negatively impact your overall course grade.

*College Skills Zone:* The College Skills Zone offers an interactive, quieter study space in the Learning Center, where students can access drop-in help related to college success and reading strategies and college writing fundamentals. Here, students can learn and practice grammatical skills, organizational skills, time management skills, and other college-specific skills such as studying, preparing for finals, or managing schedules. More information can be found:

[www.linnbenton.edu/current-students/study/learning-center/college-skills-zone](http://www.linnbenton.edu/current-students/study/learning-center/college-skills-zone)

### *Diversity Achievement Center:*

The Diversity Achievement Center (DAC) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space where all students are welcome. The DAC provides opportunities to learn about diversity, cultural enrichment, inclusion and unity in a relaxing atmosphere for students of all walks of life. Students can study, socialize or just hang out. The DAC also offers opportunities for skill development, coaching, mentorship and empowerment that enhance capacity for self-advocacy in a diverse world, along with helping students with academic and career choices. [www.linnbenton.edu/dac](http://www.linnbenton.edu/dac)

**Note: Instructor reserves the right to make changes in the course syllabus.**