**Writing 121: College Composition I – Winter 2019**

**Instructor:** Bjorn Smars

**CRN:** 30027

**Class Time:** TR11:30AM-12:50PM

**Classroom:** North Santiam Hall 206

**E-Mail:** smarsb@linnbenton.edu

**Office Location:** IA 231-A

**Office Hours:** Tuesdays and Thursdays 12:50-2:20PM & by appointment

**Office Phone:** 541-917-4699 ext. 4296

**Cell Phone:** (541) 632-4214

**Required Textbook:**

*They Say/I Say: The Moves That Matter in Academic Writing*, edited by Gerald Graff and Cathy Birkenstein. Both used, new, and ebooks are acceptable.

**Other Required Materials:**

* Paper and pen/pencil
* Folder/s to turn in final essays with their drafts
* Stapler and staples (*yes, buy your own mini-stapler and carry it with you!*)
* LBCC email account
* Access to Canvas by Instructure (free to sign up)
* Regular access to a computer with a writing program and internet access. *A smartphone does not qualify as a computer for WR 121 purposes.*
* A good college dictionary & thesaurus

**Course Description:**  WR121 covers the 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.

**WR121 Learning Outcomes:**

• *Analyze the* *rhetorical needs* (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.

• *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.

• *Implement appropriate rhetorical elements and organization* (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment.

• *Locate, evaluate, and integrate* *high-quality information and opinion* in response to the rhetorical needs of an assignment.

• *Craft sentences and paragraphs* that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions to make their writing clear, credible, and persuasive.

**Course Assessment:**

You will have the opportunity to demonstrate these outcomes by accomplishing the following tasks:

* Two Essay Cycles (includes a Formal Writing Assignment, a First Draft, and a revised Final Draft)
* Various writing exercises, collaborative/peer review workshops, and essay postscripts.
* WR 121 Final Exam:

All LBCC WR121 students take a common exit final exam, an essay you will compose in response to a given topic. Your essay will be read by a team of English Instructors and holistically scored. This final essay counts 30% toward your final grade for WR121.

**GRADE BREAKDOWN**

**Essay Cycles x2:** 50% of Course Grade (25% per Essay Cycle)

* **Formal Writing Assignment:** 5% of Course Grade
* **First Draft:** 5% of Course Grade
* **Final Revised Draft:** 15% of Course Grade

**Various Writing Assignments:** 20% of course grade

**Final Exam:** 30% of course grade

**HOW TO SUCCEED IN WR 121**

* Come to class every day. Participate.
* Check your LBCC (and/or OSU) email every day.
* Communicate with me.
* Keep up with your homework.
* Write about things that matter to you!
* Do any extra credit that is offered.
* Make this class fun for you!

**SKILLS WE WILL PRACTICE AND DEVELOP IN WR121**

* Work in teams through reading groups and peer editing workshops
* Demonstrate each of the steps in your writing process (developing, drafting, revising, and editing)
* Provide critical response to peers’ work
* Develop your responses to readings
* Focus, develop, and organize your thoughts in writing
* Evaluate your own work using commonly accepted standards for thoughtful writing
* Follow standard grammatical conventions for academic writing
* Integrate outside sources using MLA or APA standards

**EXPECTATIONS**

**Attendance:** **Your attendance is mandatory - we need you here every day.** But I understand that we all have lives. If you must miss a class: send me an email or text ***before*** the class you can’t attend, and then make sure that you communicate with ***someone else*** (not me! a fellow student!) in the class so that they can help you understand what we covered. **Four** unexcused absences throughout the term will ***not*** affect your grade; a **fifth** absence will lower your overall course grade by one letter grade—from an A to a B. The same will happen with every absence after that. Please come talk to me if you miss more than five class periods throughout the term.

**Disruptions:** Please don’t use your cell phone in class unless it’s for classroom purposes only. This means that you should not be playing games, texting, browsing social media, or any activity that takes your attention away from the class. If you have a laptop or tablet that you can bring with you to class, please do so, but it’s not a big deal if you do not have access to either of these tools. If you do not have access to these tools, I recommend you get into the habit of bringing printed copies of your essays to class during peer review days.

**24/7:** Texts - yes! text! - and email are the best ways to get in touch with me. I will respond within 24 hours, which might not be soon enough if you aren’t thinking ahead, so do that. When you text, please explain who you are (“I’m Maddie, in your 121 class”).

**Communication:** You should get into the habit of responding to your instructors’ emails. Be sure that you’re regularly checking your LBCC email. Questions? Consult the

following link: [linnbenton.edu/lbcc-email](http://linnbenton.edu/lbcc-email)

**Google Drive:** In order to cut down on the use of paper and to avoid any problems with printing, I am going to use Google Drive as the online hub for our class. This means that any handouts or assignment prompts I give you will be available on Google Drive. Additionally, you will be required to submit your assignments to me through Google Drive as well. Your LBCC email address will be linked to the Google Drive, so it is crucial that you get into the habit of signing on to your LBCC email regularly. I will give a demonstration and provide more information about using Google Drive in Week One or Week Two.

**Accommodations Due to Documented Disabilities:** If you are a student with a documented disability, you may be eligible for accommodations through the Center for Accessibility Resources (MKH 105).  For more information, please call (541) 917-4789.

**LBCC Board of Education Statement on Diversity:** **We believe that the LBCC community is enriched by diversity. Everyone has the right to think, learn, and work in an environment of respect, tolerance, and goodwill.** We actively support this rightregardless of race, creed, color, sexual orientation, or any countless ways in which we arediverse.

**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.

**Office Hours:** Sometimes I hold my office hours in the coffee shop, café, or somewhere else on campus. I’ll let you know in advance. Come talk to me - I’m happy to help you work on any aspect of your essays. If you need to meet with me, please let me know. We can find another time if my office hours don’t work with your schedule.

**Homework:** Expect to spend 2 hours outside of class for every hour that we spend in class. Since our class meets for approximately three (3) hours per week, that means I expect you to spend about six (6) hours a week working on your homework for this class. That’s about an hour of homework a day, though it changes from week to week depending on where we are with the major essays.

If you are unable to submit an assignment due to some unforeseen problem, please send me an email ***before*** the assignment is due. In this email, please explain your problem and either attach a digital copy of your assignment to the email **OR** tell me you will bring a physical copy of your assignment to our next class meeting (and then do so).

**Assessment and Grading:** As your instructor, my goal is to help you improve your writing and to help you succeed in this class. Therefore, I will try to provide useful, constructive feedback on your written assignments. Since there is no “right” way to write an essay, I will try to be as transparent as possible about *how* I grade your writing. If you ever have questions or concerns about my comments or feedback, I encourage you to ask questions and to have a conversation with me about it.

**Final Exam:** All LBCC WR121 students take a common exit final exam, an essay you will compose in response to a given topic. Your essay will be read by a team of English Instructors and holistically scored. This final essay counts 30% toward your final grade for WR 121.

**Revisions:** In both essay cycles, you will be expected to submit a first, *complete* draft of your formal essays. These drafts will be read by me *and* by **two** of your peers. Your peers and I will give comments and feedback on your work, and you will provide comments and feedback on their essays in return.

After receiving feedback, you will be asked to significantly **revise** your first draft for a polished, final draft. When revising your essays, your job is to revise your thinking and the way you present your ideas within your writing. You will reshape, extend, complicate, or substantially clarify your ideas – or relate your ideas to new things. The quality of your revision will make up a significant part of your assignment grade, so it’s worth taking the time to do it well.

\*\***Note:** You *won’t* just correct or touch up your writing. Revisions must somehow respond to or consider seriously your colleagues’ (and my) assessment in order to be revisions.

**Schedule of Assignments:** I may provide a more complete Schedule of Assignments for you sometime next week, but for now I will rely on providing you with each week’s schedule a week or two in advance. The schedule I give will tell you what readings are assigned, what homework needs to be completed, and a brief description of each day’s lesson plan. I’ve provided the schedule for the first two weeks of class below for your convenience.

**Week One Schedule**
*Tuesday, 1/8*
In class:

* Introductions
* Syllabus
* In-class reading -- Patrick Stokes's "No, You're Not Entitled to Your Opinion"
* Assign Freewriting Response: Patrick Stokes

*Thursday, 1/10*
Writing Due:

* Freewrite Response: Patrick Stokes

In-class:

* Discussion of Stokes's "No, You're Not Entitled to Your Opinion”
* Define "discourse community"
* Assign excerpt from Jim Crosswhite's "Reading, Reasoning, and Writing" (due Tuesday)

**Week Two Schedule**

*Tuesday, 1/15*

Reading Due:

* Pages vii-xi of Jim Crosswhite’s “Reading, Reasoning, and Writing”
* *They Say/I Say,* "Introduction" and "Chapter One: Starting With What Others Are Saying"

In class:

* Define and discuss **critical reading** and **sympathetic reading**
* If time permits, read and discuss in class: David Zinczenko's "Don't Blame the Eater" and Radley Balko's "What You Eat is Your Business"

*Thursday, 1/17*

Reading Due:

* Watch Jamie Oliver’s TED Talk, “Teach Every Child About Food” (Link: <https://www.youtube.com/watch?v=go_QOzc79Uc>)
* Read pages ix-xii of James Crosswhite’s “Reading, Reasoning, and Writing”
* Read *They Say/I Say* "Chapter Two: The Art of Summarizing"

In class:

* Discuss and define Questions at Issue (Q@I)
* Discuss **synthesis** and **summary**
* Assign **Summary Exercise**

**Week Three**

*Tuesday, 1/22*

Reading Due:

* Read They Say/I Say “Chapter Fourteen: Reading for the Conversation”

Writing Due:

* **Summary Exercise** due to Google Docs before class; bring **two** physical copies of your summary exercise to class because we will workshop them.
	+ **Note:** If you do not have at least one physical copy of your summary exercise in class, your assignment **will be considered late** even if it has been submitted on Google Docs. There are printers available on campus in the library and on the second floor in the Student Learning Center.

In class:

* Complete **Summary Exercise Peer Review** (prompt available soon on Google Drive)
* Time permitting, read and discuss Mary Maxfield’s “Food as Thought: Resisting the Moralization of Eating”

*Thursday, 1/24*

Reading Due:

* Read Michael Hobbes’s “Everything You Know About Obesity is Wrong” (Link: <https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/>)
* Read *They Say/I Say* “Chapter Three: The Art of Quoting”

In class:

* Discuss using quotes and MLA citation
* Discuss Hobbes’s article
* Generate questions at issue from the assigned readings

*Friday, 1/25*

Writing Due:

* **Summary Exercise Final Draft** due to Canvas by midnight Friday night.