

WR 121 English Composition

SUMMER TERM 2016

Donna Trask ("Mrs. T")

Office: SSH 215 MTWR 9:00-9:50am

Donna.Trask@linnbenton.edu

Phone: 541-917-4551

CRN 10008 (3 credits) MTWR 10:00-11:20am meets in NSH-107

We have NO TEXTBOOK: *Students will access assigned articles ONLINE.*

Required materials: a suitable folder with your name on it for submitting your essays and a USB drive for saving your work

Required tools: *Current editions* of W. W. Norton's **The Little Seagull Handbook** and **Merriam-Webster's Everyday Language Reference Set**. Both are in the Bookstore.

Welcome to WR 121!

WR121 is the **first** term of a three-term sequence in college composition, introducing you to the writing of expository essays. **The primary objective of this course is to strengthen your proficiency in college-level expository writing.** You will have the opportunity to employ a variety of formats –essay, report, and peer review – to accomplish this goal. As a successful student in this course, you will learn to write effectively for specific audiences and particular purposes. To take WR121, you need to have earned at least a 'C' grade for WR115 or to have been placed into WR121 by passing the computer placement test. If you have any questions about your readiness for WR121, please speak with me. Two-thirds of your grade on each writing assignment will be a reflection of your skill in organizing and developing ideas and in choosing the most effective structure for your presentation; one-third of your grade will depend upon your correct use of standard grammar, syntax, spelling and punctuation. Early in the term, you will select a group of classmates with whom you will collaborate in researching, revising, editing, and rewriting. Your writing group will also discuss responses to the readings and conduct peer reviews of the drafts of your writing assignments. Over the course of the term, you will personally write **several short essays, increasing in length from two pages to six pages minimum**, and help to produce **two collaborative reports** in your writing group. Each report will require research and proper MLA documentation.

As this is a **five-week class**, anticipate investing **twelve to twenty hours per week** preparing for and completing the assignments for this class. The more effort you put into your work, the more strength and confidence you will gain, **because the quality of your writing will improve.**

Read the Class Calendar to effectively prepare for each class meeting.

Expect to work hard, and to accomplish much!

Academic Decorum Statement:

The English Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with **clarity and tact**. These standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

Peer Reviews:

Writing Peer Reviews provides an opportunity for you to give and receive helpful feedback. These reviews are designed to further develop your audience awareness, helping you understand not only how your writing sounds to others, but also how your writing affects or fails to affect them. You will be given worksheets to fill out on each other's drafts; after you have read and commented on the drafts, your group will reconvene to share constructive criticism, pointing out the strengths of each draft and identifying areas that need reworking. ***For these opportunities to be successful, your attendance and participation is necessary, and your grade will be affected accordingly.***

RESOURCES:

- **The Writing Center:** While enrolled in WR 121, you are **encouraged** to seek extra help at the Writing Center (917-4684), located on the second floor of Willamette Hall on the main campus. Visit their website at <http://www.linnbenton.edu/go/learning-center/writing-help> for their current term hours. No appointment is necessary; however, appointments can be made at the Center to meet with a tutor during regular times throughout the term. ***You are encouraged to seek help early in the term.*** This is a free service to all LB students.
- **Computer Lab Resources:** The Library classroom may be used as a drop-in computer lab whenever space is available.
- **Library Information:** The LB library homepage can be found by following the links from: <http://www.linnbenton.edu>. The site provides library hours, an online catalogue, as well as many helpful research databases, including EBSCOHost, Electric Library, Facts on File, NetLibrary, Oregonian, Wall Street Journal, and other periodical indexes. To use these resources, you must log into your account by entering your Student ID# and the last four digits of your home phone number. ***Please make sure your contact information is current in LB's student records database; contact Registration and Records if it is not.***

As we will be doing research to support our essays, please note that

WIKIPEDIA

IS NOT YET CONSIDERED A PROPER ACADEMIC SOURCE,
so **ALWAYS refer to the ORIGINAL sources** if you pursue a topic found
on Wikipedia.

Submitting Assignments:

All essays must be submitted in a **folder which bears your name**. Please place your **rough drafts**, with your **peer reviews on top** of them, into the **LEFT-hand pocket** of your folder. Your **final drafts** must be **date stamped** and go into the **RIGHT-hand pocket**.

All submitted papers **must be typed** and must follow **proper MLA format** : your work should be **double-spaced**, printed in *12-point Times New Roman* **OR other equally-legible font**, feature **one-inch margins and numbered pages**, and employ **proper documentation**.

PLEASE NOTE: Make sure **your name**, the **instructor's name**, the **course title and meeting time**, and **the date** all appear in the **UPPER LEFT-HAND CORNER** of the first page of the final draft, much as if it were business correspondence. The **title** should directly follow, and it must have **center** alignment.

Please keep an electronic copy of every paper you submit.

Criteria for Grading:

Assignments earn points on the following: quality and organization of your ideas, clarity and conciseness of your writing, appropriateness of your tone and format, quality and effectiveness of your proofreading, and level of adherence to the assignment guidelines.

Attendance earns you 10 points each hour class meets. You will sign attendance daily. If you are absent due to illness or a verifiable emergency, **it is your responsibility to find out what you are missing and to get notes from your writing group**.

POLICY ON LATE WORK:

Work is to be submitted the day it is due.

Our classroom standards reflect workplace standards: **a due date is a deadline**, and you don't miss deadlines at work without informing your supervisor of your progress. If circumstances are working against you, **please make arrangements for an extension PRIOR TO THE DEADLINE**.

CONSIDER: Late work causes you to **lose opportunity** for Peer Reviews, and **these lost opportunities lower your grade**.

Unless SUITABLE arrangements are made,

LATE WORK WILL NOT RECEIVE CREDIT

if it is presented MORE THAN ONE CLASS DAY after the due date:

It will receive a ZERO.

Nondiscrimination & Nonharassment Policy ; Center for Accessibility Resources; the Student Code of Conduct; Nondiscrimination Policy; Support of Diversity:

NOTICE: "All references in this booklet or document to harassment and discrimination and how to report these situations have been replaced by new Board Policy 1015, "NONDISCRIMINATION & NONHARASSMENT POLICY" available at the following link: <http://po.linnbenton.edu/BPsandARs/1015%20-%20Nondiscrimination%20Policy.pdf> Please refer to this site."

Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you think you may need accommodation services, please contact the Center for Accessibility Resources, 917-4789.

LBCC students are expected to learn college rights and responsibilities. Please go to <http://www.linnbenton.edu/go/student-rights> to learn what you *must* do and what you *may* do in college. All students need to follow the LBCC code of conduct.

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.) *These guidelines are abbreviated and not intended to be comprehensive. We have a commitment to meeting student and faculty needs in a collaborative fashion for development of an improved learning environment.*

"The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse." (related to Board Policy #1015)

WR 121 CLASS CALENDAR SUMMER TERM 2016 D.Trask

W E E K O N E:

MONDAY, June 27:

FIRST: Discussion of course description, class packet, and class calendar; Selection of members for writing/peer review groups (*be sure to exchange names and email addresses*); discussion of topics suitable for Essay #4 . **Writing Assignment due TOMORROW:** Compose a **five-paragraph explanation** of what you **like** about your writing **and** what you want to **accomplish** in this course. NEXT: **Workshop: Listing clichés in the Smithsonian article, "There Oughta Be a Law"**. Prep for tomorrow's quiz by reading the handbook section **about plagiarism**, pages 97-108.

TUESDAY, June 28:

Tour of the Writing Center at 10:00 o'clock

Five-paragraph explanation DUE TODAY, first of class.

Readings to be discussed:

Plagiarism, Little Seagull, pg. 97-108; **QUIZ today on plagiarism**, after the Lecture .

WEDNESDAY, June 29:

Readings to be discussed: **Personal Narratives**, pg. 58-61; **Description**, p. 23

Discussion of **ESSAY #1**, a personal narrative to **illustrate *what you learned* from an impressive and insightful incident in your own life**. You will need to focus this essay toward a *specific* audience, and write a **minimum** of **two (2) pages**. **Peer Reviews of ROUGH DRAFTS tomorrow**.

THURSDAY, June 30:

Peer Reviews of Essay #1, with time for discussion. The **FINAL DRAFTS** are **due Tuesday**. For Tuesday, I will provide copies of "The MAN Rules," but **be sure to read and print out your copies** of "Male and Female Communication: Differences Worth Noting" by Laurie M. Stewart, and "The World of Doublespeak" by William Lutz.

W E E K T W O:

MONDAY, July 4: *No class: INDEPENDENCE DAY*

TUESDAY, July 5:

ESSAY #1 Final Drafts DUE.

Discussion of Stewart's and Lutz's articles, and "The MAN Rules".

Working in your writing groups, discuss your personal experiences of **differences in communication styles between men and women**, and the problems with "**doublespeak**." Write a summary of your group's opinions and their recommendations for ways everyone can improve communication. Final draft must be typed, and is **due tomorrow**. Read **Arguments**, pg. 43-48 in the handbook.

WEDNESDAY, July 6:

Communications summaries **DUE TODAY**.

Research Workshop in WH-224 to begin work on **ESSAY #4: Persuasion**. In this essay, **present your own argument about an issue of your choice**, and persuade your audience to accept your perspective. You will need **at least five (5) sources** for this essay and must document according to **MLA**. The essay must be a **minimum of six (6) content pages**, followed by a **Works Cited page**. The **rough draft** will be **Peer Reviewed** on **Thursday of Week Four**. Your **THESIS STATEMENT** is **due tomorrow**.

WEEK TWO: (continued)

THURSDAY, July 7:

Research Workshop continues today, WH-224 .

ESSAY #1 returned.

THESIS for Persuasive Essay DUE TODAY. **RESEARCH FOLDERS** are **DUE next MONDAY**, showing your progress on ESSAY #4. Read **Comparison and Contrast**, pg. 21–22, 455 in your handbook, and be sure to **read and print out your copies** of “Too Much Pressure” by Colleen Wenke, as well as “The Designer Player” by Rodrigo Villagomez.

WEEK THREE:

MONDAY, July 11:

Research Folders DUE TODAY.

Class meets in WH-224. Discuss Wenke’s and Villagomez’s articles. In your writing groups, **consider the implications of the obsession with “perfection”, and the societal consequences that ensue.** You should **TAKE NOTES** to help you draft **ESSAY #2, Comparison and Contrast.**

TUESDAY, July 12:

Class meets in WH-224.

Draft **ESSAY #2, Comparison and Contrast** from the results of your discussions. This essay will require you to **set the two readings side by side, compare** them, **and then contrast** them. This essay must be **at least three (3) pages long**, and have an introduction, a central idea (thesis), topic sentences, transitions, and a conclusion. Remember to document quotations within your essay.

Rough drafts will be **peer reviewed tomorrow; final draft is due THURSDAY.**

WEDNESDAY, July 13:

FIRST: **Peer Reviews of ESSAY #2; Final Drafts due tomorrow.**

NEXT: **Working in your writing groups**, use your dictionaries and thesauruses to **prepare a four-page report** on **denotation** and **connotation**, citing examples of both by explaining the uses of the following words: [*the words will be written on the board*]. Your finished papers must include in-text citation of your sources which follows **MLA style (pg.112-113, Little Seagull)** and the final drafts must be typed. **Each member of the group must contribute to the printed work, so be sure to (put your name in parentheses at the end of your section).** **Due tomorrow.**

THURSDAY, July 14:

ESSAY #2 Final Drafts DUE. **Class meets in WH-224.**

FIRST: **Presentations of Denotation and Connotation Reports.**

NEXT: Working on ESSAY #4 Rough Drafts, preparing for the first Peer Reviews next week.

For Monday, read **Rhetorical Analyses**, pg. 49-53 in your handbook, and read and **print out your copies** of “Race Relations and Law Enforcement/Imprimis” by Jason Riley;

“Hiring a Working Mom – Myth vs. Reality” by Shannon McLay;

“Why Geeks Get Bullied (It’s Not Necessarily for Being Geeks)” by Noah Berlatsky; and

“Single Parent? No, Your Kids are Not Doomed!” by Bella DePaulo .

WEEK FOUR:

MONDAY, July 18:

Class meets in WH-224. Essay #2 returned.

FIRST: **As a class, discuss** the dangers/losses suffered in society when stereotypes are allowed to stand as "truth." Then discuss the grains of truth embedded in every stereotype: where do they come from? Be sure to take notes.

NEXT: Draft **ESSAY #3: Analysis:** For this essay, **discuss a stereotype that has personally affected you**, whether positively or negatively, **and how you have grown as a person because of that experience**. Peer Reviews of your rough draft this Wednesday.

TUESDAY, July 19:

Class meets in WH-224.

Continue work on Rough Drafts of ESSAY #3.

WEDNESDAY, July 20:

FIRST: Peer Reviews of **ESSAY #3**; Final Drafts due **tomorrow**.

NEXT: Continue work on Rough Drafts of **ESSAY #4**, preparing for tomorrow's Peer Reviews.

THURSDAY, July 21:

ESSAY #3 Final Drafts DUE.

FIRST: **First** Peer Review of ESSAY #4

NEXT: **Second** Peer Review of ESSAY #4.

The **Final Draft of ESSAY #4** is due next Tuesday.

WEEK FIVE:

MONDAY, July 25:

Class meets in WH-224

Essay #3 returned.

Class time for the final PROOFREADING of ESSAY #4 and time to review the order of your documents in the project folder, as well as time for working on **your personal evaluation** of the value of your learning experience in producing Essay #4 (the questionnaire which follows the Project Preparation Checklist.) **ESSAY #4 Final Drafts due tomorrow.**

TUESDAY, July 26:

ESSAY #4 Final Drafts DUE.

*****FINAL EXAM, Rough Drafts today*****

Homework: complete the evaluative questionnaire, sharing your observations on the class and offer improvements for the course. This is due tomorrow.

WEDNESDAY, July 27:

Evaluative questionnaires due today.

*****FINAL EXAM: Final Drafts today*****

THURSDAY, July 28:

ESSAY #4 returned; class improvements discussed; **grades distributed.**