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# WR 121 - Fall 2023

## Class information

Meeting time and location: Tues/Thurs 1 - 2:50 PM, NSH 209

Text: Readings online

Instructor: Karelia Stetz-Waters

**E-Mail:** [stetzwk@linnbenton.edu](mailto:stetzwk@linnbenton.edu)

If you put WR 121 in the subject line, I will read your message before other campus business.

## Major Due Dates

Essay 1 - Week 3, Oct. 15

Essay 2 - Week 6, Nov. 5

Essay 3 - Week 10, Dec. 3

Final exam - Times to be announced.

## Office Hours

Office hours are listed on my [calendar](#) (depending on my availability). Sign up for an appointment to talk to me one-on-one. If my calendar doesn't match yours, let me know and we'll schedule a different time. Office hours are held on Zoom.

### Zoom Office Hour Info

[Zoom link](#)

Password = Pug

## Course Expectations

### Prerequisites:

WR 115 with a C or higher or a placement score that places the student in WR 121.

## **Welcome to Writing 121: English Composition.**

As a study of academic writing, this course is designed to make you a better reader, writer, and thinker. We are going to explore a variety of viewpoints within complex issues, through critical reading, thoughtful discussions, and the completion of several well-reasoned essays.

### **Course objectives and outcomes in plain language:**

After taking Writing 121, successful students will have learned to

- write at the college level
- read at a college level
- perform research
- use research in writing
- [Course outcomes click here](#)

### **Course Work & Grade Distribution:**

- Assigned reading
- Three essays -- 60%
- Other homework, practice final -- 10%
- Final -- 30%

Turn essays in via Moodle.

### **Required texts and materials:**

- Access to a computer, internet (available on campus)

### **Grading Procedure**

My goal is to return every assignment to you within one week of the due date. I am always happy to grade your assignment first. Just email me and let me know that you'd like priority grading.

I will comment on every assignment. My comments will focus on one or two things you did particularly well and one or two areas where you could improve your writing. If you'd like more feedback, contact me.

### **My expectations for you:**

Show up. Do your best. Ask questions. Ask for help. Don't be a jerk to your classmates.

## Kindness Policy:

Treat everyone in the class like a friend. Accept and embrace different opinions. Share your thoughts respectfully. Do not scapegoat or make fun of any group of people.

## Attendance and Attention Policy:

Please be in class. You won't get much out of the class if you're not and you won't get much out of the class sessions if you are multitasking while in class.

## Late Work Policy

- Essays 1 & 2 and the practice final can come in up to one week late (no grade penalty, but they cannot be revised).
- Essay 3 cannot be late or revised.
- If you miss the in-class homework, you can make the points up with an out-of-class assignment.
- Talk to me if you have an emergency.
- Please turn your work in online unless otherwise specified.

## Revisions

- You may revise the first or second paper for a higher grade.
- To revise, you must visit the Writing Center and have them send me proof of your visit. (They're used to doing this.)
- Do not submit your revision to Moodle. Instead email ([stetzwk@linnbenton.edu](mailto:stetzwk@linnbenton.edu)) me a copy of your first draft and revision.
- I'd like you to note what changes you made. You can do this in a couple ways:
  - [Use track changes in MS Word](#)
  - [Use track changes in Google docs](#)
  - Highlight changes in **bold**. If it doesn't make sense to put changes in bold (for example if you deleted things) write a brief description of the changes.

Revisions of the first paper must come in before your hand in the second paper. Revisions of the second paper must come in before your turn in the third.

## Cheating

Don't recycle papers from previous classes.

Don't use papers found or bought online.

Don't copy and paste from the internet.

Cite your sources.

Don't use AI to write unless otherwise instructed. (In this class, it's fine to use AI for brainstorming, outlining, and creating a calendar for managing your time.)

If I get a paper that contains plagiarism or extensive AI use, I'll ask the student to rewrite it. I'll coach the student on how to rewrite. This will be a learning experience with no judgment. If the student plagiarizes or uses AI in an inappropriate way, the student will receive a zero on the assignment. If it happens a third time, the student will fail the course. (I have never had this happen.)

## **LBCC Writing Center**

From initial ideas to final drafts, 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 one of the supportive Writing Assistants. In addition to your draft, please 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 receive a personalized response within 1-2 business days.

For more information, visit the Writing Center online at <http://www.linnbenton.edu/go/learning-center/writing-help>

## **School Policies**

### **Incompletes**

If you have completed 70 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 grant you an incomplete.

### **Center for Accessibility Resources**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the **CFAR Website** for steps on how to apply for services or call (541) 917-4789.

## Academic Honesty

Plagiarism is a type of academic dishonesty that involves the theft of another person's idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts, such as:

- Obtaining a paper on the Internet and turning it in as the student's own work; this is obviously intentional
- Copying sections of another's original document, photographs, artwork, songs/sounds, film, video images, lab project, or electronic files and putting the source material or text into one's own work without documentation, as if it were one's own original work;
- Copying a sentence, or an important exact phrase of two words or more, or a coined word (which may or may not have copyright protection) without the use of quotation marks and credit;
- Copying the structure of another's argument or premise, thesis, theory, design, or composition and merely translating key parts;
- Using another's results in one's own words without giving him or her credit, failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic, sound bite or other medium.

## LBCC Non-Discrimination Policy

All genders, races, sexual orientations, countries of origin, religions, abilities, languages, citizen statuses, welcome. The [official policy is here](#).

## Masks

Masks are optional. Respect other people's choices regarding masks. Please don't come to class if you are highly contagious with COVID or other illnesses.

## Major Assignments

### Essay One: Personal Narrative - Due Week 3

The goal of this assignment is for you to practice these skills:

- Using personal experience to engage others
- Making a point
- Following a model
- Writing clear, correct prose

The assignment also gives you an opportunity to practice writing skills that can't (yet) be replicated by AI. These include the following:

- Telling a unique story and being true to your story
- Using interesting details and imagery
- Making a point subtly
- Showing how a specific event can say a lot about what it means to be human

To do this, do the following

1. Read [a collection of award winning personal narrative essays](#).
2. You will model your essay after these. Study the models. (We'll work on this in class.)
3. Write an essay based on your own experience that roughly follows the model essays in content, length, tone, and structure. Your goal will be to educate or inspire. Your essay will make a point, but that point might not be articulated in a formal thesis statement.

LENGTH: 500 - 1000 words. A short, well-written essay is better than a long, fluffy essay.

SUBMISSION: Submit your essay in Moodle.

LATE WORK: Essays can be one week late. Late work cannot be revised. After a week, essays receive zero points.

REVISIONS: On time work can be revised for a higher grade. You can turn in your revision at any time before the next essay is due. You must make use of the [Writing Center](#) if you choose to do a revision.

## **ESSAY 2: Something I Love - Due Week 6**



# Description of Essay

For this essay, you are going to write about something you love to do, a place you love to be, or an item or object you enjoy. Examples could be things like football, the library, and sushi. You're going to write a short essay about why this thing is so wonderful.

But here's the catch: You're going to write this essay for someone who doesn't like your thing. Your job will be to figure out why someone might dislike your thing, and write an essay that makes them rethink their opinion. You don't need to convince this person to love the thing you love, but your reader should finish the essay thinking something, *Okay, I get why someone would love that.*

Here are more examples of the kinds of things someone might write about:

- Black Friday shopping
- Horror movies
- Video games
- Vaping
- Your child's daycare center
- Horses
- Dancing
- Getting your nails done
- Baseball
- Your hometown

## Brainstorming and Freewriting

I'll provide some in class brainstorming, freewriting, and sharing activities to help you hone in on an idea and to figure out what your audience thinks about your idea.

## Research

Next, you'll do a little bit of research. Your essay will talk about your thoughts and experience in the context of the larger world. You'll teach your reader a little bit about your topic. But here's the catch: you have to choose research that will make your audience appreciate your thing. "Appreciate" may mean they understand why people like this thing and/or it may mean they understand that your thing is more complicated, nuanced, and interesting than they realized.

Source requirement:

- Two sources from credible, reliable authors/organizations
- Each must be 1000 words or more

- Each must reference other research

## **Essay**

Finally, you will craft a 750-1500 essay about your experience and your research findings. The tone should be professional and authentically you. The strongest essays will make a point, not just present an array of facts/information.

## **Citation**

You will include a bibliography and signal phrases. You do not need to use in-text citation yet. If you haven't done citation before. Don't worry; we'll cover it in class.

## **Grading**

Your grade will be holistic which means I'm going to grade your essay as a whole. I won't assign points for individual elements. I will grade on the following elements:

- How interesting you are
- How well you've anticipated your reader's thoughts/feelings/oppositions
- How well you've addressed your reader's thoughts/feelings/oppositions
- How interesting your research is
- How well your research is integrated into your essay
- How unique and evocative your writing is
- Citation
- Grammar & spelling
- Organization
- Not using AI to write your paper

## ESSAY 3: Hello New Friend - Due Week 10

### Overview

The last essay started with your experience and then added some research. This essay is going to start with research and add some personal experience. A lot of popular non-fiction books are written this way.

### Goal of Assignment

The goal of this assignment is to develop your research skills (which are going to be really important in college) and to develop your getting-to-know-different-kind-of-people skills. That's really important for success in the workplace where you are expected to work with all different types of people.

### Attend and Event

First you'll pick a live online event or activity to attend. Alternatively, you can attend an event or go to a place where human activity is happening (salon, lecture, football game, crafting class etc.). Please choose events that are outside your general comfort zone (for example if you are a devoted football fan, don't choose a football game) or an event related to a topic you are very much interested in. In other words, pick something unfamiliar or very important to you.

### Research

Then you will research the people, activity, and/or place. You will use your research to inform your experience, to increase your empathy, and to make you a gracious visitor in this new community.

### Source Requirements

Five sources. Each must be 1000 words or more. Each must reference *other* research.

### Citation

You will include APA (or MLA) style citation and a bibliography. (Don't worry. I'll help you with that.)

### The Essay

Then you will write an essay that includes your experience but draws heavily on research. You will write honestly about your group, place, and activity, but you will not criticize them. If there are multiple perspectives to share, you will share them equally and fairly. The reader should see you as an unbiased observer.

Very roughly speaking your paper will answer these questions in this order:

- Why is this study of people, place, and activity important?
- What assumptions did I have going in?
- What was my experience like?
- What does academic research say about this group/place/activity?
- What should people outside this group/place/activity know about them/it?

This essay can be more informative than point driven, but it's still important that your reader knows why you included the information you did. Avoid the essay that simply presents a list of facts.

## **Choosing your new people, places, and activities**

First, be safe! Choose activities that take place in public places. Do not accept rides from strangers. Do not go to activities or events where you will be unsafe for any reason. Now is not the time to "take risks" in your writing.

Activities you might explore. These are all online:

- Painting class
- Lecture on an interesting topics
- Play, comedy show etc.
- Religious service for a religion or denomination you are unfamiliar with (Be sure you have permission to attend).
- Support group like [PFLAG](#) (Parents and Friends of Lesbians and Gays) (Be sure you have permission to attend.)
- Exercise class
- [Library event](#) event
- Live LBCC event
- Conference
- Gaming event
- Fundraiser (you don't have to give money)
- Political event (be courteous if you do not agree with the political position)

Use a tool like [Eventbrite](#) to find events.

## **Rules of About Choosing an Event**

Be safe. I mean it.

Think about what you want to research and write about before you choose your activity. It might be fun to take a yoga class online, but if you don't want to write about yoga, it's not a great choice.

Don't feel like you need to choose an event that costs money (unless you really want to). There are lots of great free events.

Do not choose an activity that is very similar to something you already do. If you attend Grace Lutheran Church, don't pick a service at Faith Lutheran Church as your activity.

Try to choose activities that involve interacting with other people at least in the chat field.

You do not have to enjoy your activity or adore the people you meet, but you must choose an activity and group of people you know you can feel empathy for. If you know that nothing will make you care about these people, choose another group. Empathy is a skill like any other. Assess how developed your empathy-skill is and choose accordingly.

Do not criticize or judge the group or activity. Present factual information in your paper including a relatively unemotional, impartial description of your experience.

When in doubt, ask if you would be welcome at the activity.