

LINN-BENTON COMMUNITY COLLEGE

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

WRITING 121, ENGLISH COMPOSITION

CRN 30035

Winter 2014

Section: 17 · T/TH 10:00am-11:20am · IA 232

CONTACT INFORMATION

Instructor: Patrick J. Misi

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

Google Voice Phone: 541.264.5713

E-mail: patrick.misiti@linnbenton.edu

OFFICE HOURS

Benton Center no scheduled office hours @ BC this term

Albany Campus Tuesday/Thursday 11:30am-1:00pm

Or by appointment as needed

REQUIRED TEXT

They Say, I Say: The Moves that Matter in Academic Writing (w/ readings) 2nd Ed. ISBN: 0393912752

MATERIALS/SUPPLIES NEEDED

- paper for writing and some form of writing utensil
- a folder to keep and organize handouts, drafts, etc.
- access to a thesaurus and dictionary
- access to a word processor and printer
- access to the internet
- access to a stapler
- access to Adobe's free, Reader software for .pdf files
- two blue standard size bluebook

COURSE DESCRIPTION

Students study a variety of rhetorical situations, the contextual appropriateness of language, the individual and collaborative nature of the writing process, and the beginning of critical inquiry. Throughout the course, writing will be approached as a process that includes guided discussion to generate ideas, prewriting, drafting, revision and finally careful proofreading. Assigned readings will require students to analyze, synthesize, summarize, and think critically, addressing a variety of issues and contexts.

COURSE OBJECTIVES

This class focuses on essay writing and will prepare you for college writing assignments and essay-style or short-answer exams. It will also help you write scholarship applications, cover letters, and proposals. As a study of academic writing, this course is designed to make you a better reader, writer, and thinker. We will explore a variety of viewpoints and complex issues, and through critical reading, thoughtful discussions, open-mindedness and the completion of several well-reasoned essays, we will all grow as we work through formal, scholarly assignments and informal more open assignments that pursue a variety of topics and styles.

The measure of your work will be your ability to write clear and focused essays, which express your experiences, claims, insights, and thoughts about a variety of subjects. Each essay assignment is based on modes of thinking that underlie most communication, and much of our daily activity, and this course is designed to augment your ability to articulate your claims, support, and critical thought.

ENTRANCE REQUIREMENTS (or prerequisites)

To be eligible for Writing 121, you must have taken Writing 115 and passed it with a "C" or better or achieved the appropriate placement-test scores.

COURSE LEARNING OUTCOMES

After taking Writing 121, successful students will have learned

- to understand the demands of a college writing assignment
- to organize ideas on paper
- to write sentences that are clear, concise, and correct

- to show control over point of view, verb tense, tone, word choice, and level of formality
- to read critically and analyze the style, tone, purpose, and audience of a particular essay
- to read critically and use dialogue and inquiry to understand others' positions and refine their own
- to identify arguments in texts including texts that do not initially appear to be argumentative
- to identify the style, tone, purpose, and audience of their own essays

ATTENDANCE, PROFESSIONALISM AND TIME MANAGEMENT

A person who is well-attended, professional, diligent, engaged, and able to effectively manage time will do well in scholarly environments. A person who consistently misses class or deadlines, hands in sloppy or unengaged work, and/or is continually distracted in class will have a more difficult go of things.

BASIC REQUIREMENTS FOR ESSAYS AND ASSIGNMENTS IN THIS CLASS

Unless I say otherwise, all essays and assignments should be

- written to an assumed audience unfamiliar with your life, assignments readings (Don't write to me. Write to an interested but unfamiliar, imaginary audience)
- typed in a standard 10 or 12 point font
- double-spaced and formatted with standard margins
- printed and submitted as a hardcopy
- stapled (not folded, taped, paper-clipped, glued, etc) if the assignment is multiple pages

If these standards are not met, I could reject your work.

ASSIGNMENTS AND READINGS DEADLINES

Unless I say otherwise, all assignment should be handed to me as a stapled, hardcopy. The assignments and readings are due by the beginning of our scheduled class. For assignment and reading due dates, please see our updated course calendar on my instructor webpage.

LATE ASSIGNMENT POLICY AND WHAT TO DO IF YOU NEED TO MISS CLASS

Unless I say otherwise, Late assignments will not be accepted except in the case of a verifiable illness or emergency. A good rule of thumb to remember: if you aren't sure whether or not your situation counts as a verifiable emergency, it probably doesn't.

If you need to miss class for any reason other than a verifiable illness or emergency, please (1) email me an attachment of your any work that is due that day, and (2) bring me a hardcopy of the assignment during the next class period.

PLAGIARISM AND ACADEMIC DISHONESTY

Here's my informal word on plagiarism:

If you are considering plagiarism, then please come and talk to me. Chances are you are just overwhelmed by this course, some other course, or something in your life. This is common, and you probably just need some help in order to re-approach your study and time management skills, or better learn the foundation of our course materials. I'm not going to yell at you if you come to me, and I'm not going to think less of you if you tell me you're struggling with an assignment. I know that writing can be frustrating and challenging (believe me). This is not an excuse to intentionally plagiarize. Should you choose to intentionally plagiarize, you will fail the plagiarized assignment and could fail you in this course.

Please read more about academic dishonesty at our schools website.

DISABILITY SERVICES

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak me during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

CAMPUS RESOURCES

Please familiarize yourself with the many campus resources offered to LBCC students. The Albany Campus Library (917.4628) is one such resource. Writing Helps (a cooperative writing service including ESOL, Writing Center, Writing and Study Skills Labs and more) and LBCC's Writing Center or Online Writing Lab (OWL) assistants, tutors, and peer tutors are also great resources. Benton Center, too, has a

tremendous amount of resources that will help you in math, writing, and many other courses. Please ask for more information.

CLASSROOM ETIQUETTE AND BASIC EXPECTATIONS

It is important to note the difference between a respectful debate and a heated argument. I expect debate from time to time, but remember, we are building a safe and healthy learning environment for all students. Listen carefully to one another, and respond in respectful ways when it's your turn.

Also, I grade you on the organization and delivery of your thoughts and arguments, not on the "side" you are on.

CONTACTING ME

I will do my best to respond to all emails as quickly as possible, but do not count on me checking my email on weekends, holidays, or weekdays after 5pm.

Also, when you send me an email, please start the email subject with the course title and then the subject (*WR 121—Patrick's Revisions of Essay #1*). This will help me recognize your emails and can respond to them as rapidly as possible.

CONTACTING YOU

Make sure that I have a current, primary email address to contact you whenever I need to. There may be a time when I need to contact you (if I am sick for example), and I can only do so if your information is updated. Those updates are up to you.

REVISION POLICIES

Unless you did not meet a due-date deadline, I will accept multiple revisions of Essay One and Essay Two, should you wish to revise them.

GRADING

All WR 121 Courses at Lbcc are designed so that a student's **course grade** (total grade) reflects a combination of his or her in-class grade (70%) and handwritten holistic final grade (30%)

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

Value of Assignments:

- 400pts = Writing Assignments (8x50pts)
- 100pts = MLA Citation Worksheets (4x25pts)
- 100pts = Essay One—Personal Narrative
- 150pts = Essay Two—Summary/Response Rhetorical Analysis
- 250pts = Essay Three—Research Argument

*Remember that deductions for absences, tardiness, late work, or poor preparation can also factor in to your final score.

Therefore, your **in-class grade** for this course will be based on a 1000pt scale where:

A =1000-920	A- =919-900	B+ =899-870	B =869-820	B- =819-800
C+ =799-770	C =769-720	C- =719-700	D =699-600	F =599-0

This in-class score will help you know your standing in class before you head into the handwritten holistic final. We will talk about this in the later weeks of the course.

REQUIRED WRITING

This course will require timely completion of the following essays:

For more complete prompts and student examples, please check our class website.

Essay One—Personal Narrative (see instructor website for more complete prompt).

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.

You may pick 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 experiences remain the focus of the essay. An interest or hobby may be good fit for this essay, but make sure you explain how it has affected your life and changed you. You are the focus of this assignment
- Write about a significant event in your life. How does this event reveal a larger truth about you? Tell the story dramatically and vividly, making sure to explain its significance to you. This assignment may be creative, but make sure you are still using basic skill of composition (e.g., sentences, paragraphs, and a logical, well-organized structure).

Essay Two—Rhetorical Analysis (see instructor website for more complete prompt)

Write an scholarly essay which analyzes the intended purpose and intended audience of a source text, and argue the effectiveness of appeals and rhetoric of that text. What parts of the essay are effective or ineffective, considering the texts intended audience.

Be sure to use MLA in-text citations and a Works Cited page, as necessary and you

- summarize the source essay
- explore the intended audience and purpose of the source essay
- develop a clear and effective thesis arguing the effectiveness or ineffectiveness of the author's appeals
- use direct quotations, paraphrasing, and analysis to support your thesis
- meet the needs of all the key elements outlined in the full prompt (on our Class Website)

Essay Three—Research Argument (see instructor website for more complete prompt)

Develop a 6- 8 page, thesis-driven, well-cited research argument.

You may choose one of the following approaches to this essay:

- Take a position on a problematic and significant issue. Present an issue, 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*, or *The environmental benefits of genetically-modified crops outweigh their risks*, or *hunting, though controversial, is an effective way to control deer overpopulation*).
- Propose a solution to a problem: Present n 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 meal*, or *The USDA should implement stricter inspections to detect E.coli and Salmonella contamination*).

WR 121 Calendar

WR 115 ASSIGNMENT AND READING CALENDAR

=WEEK ONE=

Tuesday 1/7/2014

Welcome to WR 121

Thursday 1/9/.2014

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

Due: Writing Assignment One—Organ Transplant

=WEEK TWO=

Tuesday 1/14/2014

Read: Lorraine Ali's "Curious Lives of Surrogates"

Read: Essay One—Personal Narrative Prompt and Student Examples

Thursday 1/16/2014

Read: Sherman Alexie's "Superman and Me"
Read: Using Sources Handout
Due: Citation Worksheet One—MLA Formatting
Due: Writing Assignment Two--Memories

=WEEK THREE=

Tuesday 1/21/2014

Read: Tim O'Brien's "How to Tell a True War Story" (Link)
Read: They Say: Starting with what others are saying (19-29)
Read: Her Point Is: The art of summarizing (30-41)

Thursday 1/23/2014

Read: As He Himself Puts It: The art of quoting (42-51)
Read: Sara Maratta's "Move Over Boys, Make Room in the Crease" (537-544)
Due: Essay One—Personal Narrative

=WEEK FOUR=

Tuesday 1/28/2014

Read: Yes / No / Okay, But: Three ways to respond (55-67)
Read: And Yet: Distinguishing what you say from what they say (68-77)
Read: Essay Two—Rhetorical Analysis Prompt and Student Example

Thursday 1/30/2014

Read: Skeptics May Object: Planting a naysayer in your text (78-91)
Read: So What? Who Cares?: Say why it matters (92-102)
Read: Mike Rose's "Blue-Collar Brilliance" (243-)
Due: Writing Assignment Three—Using Sources
Due: Citation Worksheet Two—Using Sources

=WEEK FIVE=

Tuesday 2/4/2014

View: 38 Magazine Ads for discussion

Thursday 2/6/2014

In-Class Advertisement Discussion
Due: Essay Two—Rhetorical Analysis
Due: Citation Worksheet Three—In-text Citation

=WEEK SIX=

Tuesday 2/11/2014

View: Without Sanctuary: Lynching photography in America (webpage)

Thursday 2/13/2014

Read: Cal Thomas' "Is the American Dream Over? (349-)
Read: As a Result: Connecting the Parts (105-120)
Read: Essay Three—Research Argument Prompt and Student Examples
Due: Writing Assignment Five—Advertisement and Without Sanctuary Prompt

=WEEK SEVEN=

Tuesday 2/18/2014

TBA

Thursday 2/20/2014

Read: Liza Long's "I am Adam Lanza's Mother"
Web Research: Using a basic web search, find rebuttals to Long's work and read a few of them. Enter the discussion online by reading the different point of views.
Due: Writing Assignment Six—Proposal for Essay Three
Due: Citation Worksheet Four—Avoiding Plagiarism

=WEEK EIGHT=
Tuesday 2/25/2014
Research Discussion

Thursday 2/27/2014
Due: Writing Assignment Six—Introduction and Outline of Essay Three

=WEEK NINE=
Tuesday 3/4/2014
Read: Mary Maxfield "Resisting the Moralization of Eating" (442-447)

Thursday 3/6/2014
In-Class Practice Test—Day One
Due: Writing Assignment Seven—3(+) Body Paragraphs for Essay Three

=WEEK TEN=
Tuesday 3/11/2014
In Class Practice Test—Day Two

Thursday 3/13/2014
Due: Essay Three Final Draft

=WEEK ELEVEN=
FINAL EXAM SCHEDULE
Monday 3/17/2014
12:00p-12:50p—Handwritten Exam, Day One—ROOM TBA

Tuesday 3/18/2014
11:30a-12:30p—Handwritten Exam, Day Two—ROOM TBA