

**Writing 121: English Composition**  
**CRN 47101**  
**Tuesday, 9:30 – 11:00 a.m. in NSH 108**  
**Thursday, 9:30 – 11:00 a.m. in IA 212**

**Office:** White Oak Hall, Room 110

**Office Hours:** Tuesday, 2:30-4:30 or by appointment

**Phone:** 917-4565

*I listen to voice mails during office hours only.*

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*I check e-mail at least once every weekday between 8 and 5 and will respond within 24 hours.*

This is an introductory course meant to both expand your knowledge of good essay form and your confidence in your ability to create concise, clear, and cohesive college essays. We'll look at several different forms of essays and destroy many great pieces of writing in order to learn how the heck we can do that stuff ourselves.

Please expect to do **up to 6 hours of work** outside of class each week.

**COURSE OBJECTIVES:** At the completion of WR121, successful students should be able to write thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process (as detailed below).

**Content:** Students should be able to:

1. Write an expository essay using a variety of writing strategies (narration, definition, comparison and contrast, classification, description, examples, process analysis, cause and effect, and persuasion).
2. Clearly focus and develop the main idea, using specific details.
3. Adjust the writing to audience, purpose, and situation.
4. Develop a clear and appropriate writing style.
5. Present ideas logically.
6. Read and analyze critically the writing of others.
7. Summarize, paraphrase, and quote secondary source information.
8. Integrate source material into essays.
9. Document sources correctly, using lead-ins and in-text citations.

**Organization:** Students should be able to:

1. Use organizational and transitional strategies to give the essay shape and form.
2. Present material logically with an introduction that defines the subject and previews the content of the essay, a discussion section which is fully developed, and a conclusion which summarizes and interprets the thesis.
3. Write in a variety of formats (essays, journals, reports, letters, portfolios, peer reviews) that meet the needs of the intended audience and purpose.

**Mechanics:** Students should be able to:

1. Use standard grammar, syntax, spelling, and punctuation.
2. Recognize their individual strengths and weaknesses as writers.
3. Employ editing strategies to eliminate their most frequent errors.
4. Cite sources using Modern Language Association (MLA) conventions, including a Works Cited page.

**Writing Process:** Students should be able to:

1. Transform freewriting, journaling, brainstorming, and other prewriting material into a finished piece of writing.
2. Employ writing strategies that work best for the particular writing situation.
3. Collaborate with other writers in prewriting, drafting, and revising.
4. Revise and edit their writing effectively, working independently or with peers.
5. Build confidence in their writing ability.
6. Locate research material to support their expository writing.
7. Plan, write, and revise well under pressure.

**PREREQUISITE:** Placement in WR121 is determined by pre-enrollment testing or by passing WR115 with a grade of 'C' or better. Students may challenge their mandatory placement, with an advisor's approval, by signing a self-placement form through a counselor. Before entering WR121, students are assumed to have basic competence in grammar, mechanics, sentence structure and in developing related ideas in a unified, coherent paragraph and/or short essay. These skills may be reviewed in WR121, if needed.

**MATERIALS:** Our **required textbooks** are available for purchase (new or used) or rental in the LBCC bookstore at both centers and in Albany. The book is also available for short-term loan on reserve at the LBCC library and is available in the main campus Writing Center; they may also be available for brief use in the writing center at the satellite campuses.

- Kenndy, X.J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*. 10<sup>th</sup> Ed. New York: Bedford St. Martin's, 2009. ISBN: 978-0-312-47204-7
- Aaron, Jane E. *LB Brief*. 4<sup>th</sup> Ed. New York: Longman, 2010.\*

\* This book is available in the same edition under several different covers (one, for instance, is orange; one is mauve and has a picture of the LB campus on the front). Any cover is fine, so long as the book is the fourth edition. Used copies of the orange book may be less expensive online.

**Other Materials:**

Paper and pen/pencil.

Four blue examination books.

E-mail account.

Regular (two times a week) access to a computer with a word processing program and Internet access.

**ACADEMIC HONESTY POLICY:** All work submitted must be your own and must be original to this class. If you copy OR paraphrase from an outside source without citation, copy

from or collaborate with a classmate on an explicitly individual assignment, ask anyone else to complete your written work for you, or recycle old work of your own to complete a new assignment, this is a violation of academic honesty. Violations of this nature and plagiarism will result in failure of the assignment and possible failure of the entire course. I will pursue every case of plagiarism to the fullest extent.

Most plagiarism and cheating occurs because a student is pushed against a deadline and turns to a quick, dishonest solution instead of being honest about his or her problem with the instructor. Please talk to me if you find yourself in such stress that cheating seems like a solution. Better we talk before this happens than we talk after it does and I've discovered the problem, at which point there's little recourse and possible failure facing you.

**COMMUNICATION WITH INSTRUCTOR:** I check and respond to my LBCC e-mail at least once a day, every weekday, and will reply to your message as soon as I am able. I check my LBCC voice mail only during office hours, but I will also reply to messages left there as soon as I can.

When writing an e-mail to any instructor, please include your name and the time/days of your class. Messages sent without a signature and with text such as "wht up in class this wk" most likely won't receive a response; in addition, messages without text that are sent with attachments will most likely end up in my spam filter.

Please remember, when you're writing your message, that you're dealing with a Class 9 Grammar Nerd. Punctuation, even when used incorrectly, is greatly appreciated; capitalization is not an option.

**TECHNOLOGY and MOODLE:** This class will make extensive use of word processing programs and some Internet research resources. In addition, I will communicate with the class via e-mail and Moodle, and I may require response or submission via these media. Familiarity with and access to a word processing program, a reliable e-mail address, and the Internet is required to succeed in this class.

**Knowledge of a word processing program is required for success in this class.** Microsoft Word is the supported word processing program at LBCC, and you may use it at any of the library or computer lab computers. If you suspect using a word processor may be a challenge, consider taking one of LBCC's five-week Business Technology courses before or while enrolled in Writing 121.

**GRADING:** Grades are as follows: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59

Your overall grade will be based *mostly upon your writing and writing process*. It will follow this approximate breakdown:

Attendance/Participation: ~10%

Reading Responses and Research Summaries: ~10%

Essay 1: ~15%

Essay 2: ~15%

Essay 3: ~20%  
Final Exam: 30%

Essay grades can/will include not only the graded final draft but also the accompanying class work: in-class pre-writing, peer-editing, and other exercises may be used and graded as a part of each essay cycle. **It is not enough to turn in a single, polished final draft.** Failure to participate in all parts of the essay cycle may result in a below passing grade.

The Final Exam is required of all Writing 121 students and will be taken during two 50-minute class periods on Monday and Tuesday of finals week. Our class final will take place at noon and 11:30 on these days. The final exam format and expectations will be discussed in class.

I will return all assignments one week after their submission; if this becomes impossible for any reason (for instance: I am eaten by a bear), I will let you know in advance. Any changes in assignments, due dates, class meeting schedule, etc., will be announced via e-mail, in addition to being announced in class (when possible). Please make sure that the e-mail address contained in Moodle is the correct e-mail contact address for you.

**FORMATTING:** All essays must be typed and double spaced. They must have 1-inch margins at all sides and page numbers centered at the bottom. They must be stapled and submitted in hard (printed) copy. A model of a properly formatted paper is available in *The LB Brief*.

Rough drafts are unacceptable for classroom submission. The paper should be at its best before you present it to your peers. I will discuss papers and assignments before their due date, in class, and post assignment sheets to Moodle.

**REVISION:** Revisions may be allowed on papers that do not receive a “B” or an “A” initially. You may at any time make an appointment during my office hours or drop me an e-mail with questions about your work. Revisions will only be accepted with substantial changes – a guide to revision is posted on Moodle. Please don’t change a single word and expect a new grade. Revisions **must be accompanied by a short paragraph explaining the changes you’ve made and why**, and they must be turned in attached (via clip or in a folder) to all earlier versions of the paper, including the version I graded. It is possible to revise and receive the same (or a lower) grade.

The maximum grade for a revision is 100 percent, minus any late penalties or peer editing penalties that the original paper received. For instance, if a paper received a 5-point penalty for inadequate peer editing, the maximum grade the revision could receive would be a 95/100.

**LATE WORK:** Late papers and assignments receive an automatic one-letter grade deduction. No assignments will be accepted after one week. You may turn in one final assignment (not a first draft) one week late without penalty by writing “LATE PASS” at the top of the paper.

**Computer failure is never an excuse for a late paper.** Plan ahead and save often. If you are in many classes with written assignments, please consider investing in an off-site backup program (like Mozy.com, which allows electronic back-ups under 2GB for free) that will protect your

work against crashes, viruses, fire, and theft. I have sympathy for many things; computer trouble (and by extension, printer trouble) is not one of them.

**ATTENDANCE AND PARTICIPATION:** Your attendance and participation in our class is vital not only to your own learning but to that of your classmates, who will benefit from your input. Because we talk a lot (discussion), when you're gone, we're all sad.

In-class work, including quizzes and peer editing, that you miss while absent cannot be made up. If, due to lack of preparation, you are asked to leave class, you will not be able to make up the work for that day. (For example: those students who do not bring a complete draft to peer editing days may be asked to make better use of their time by completing their paper in the library, writing center, or computer lab during our class time.)

Assuming you have not been eaten by a bear, you should be in class. If the bear takes the form of the H1N1 virus, please don't come to class, but do bring a doctor's note to regain credit for missed work. I *will* require written documentation of illness or injury.

When you have missed class, it is up to you to obtain the notes and assignments handed out that day. Work due must be submitted at the beginning of class to be counted "on time." Please contact me in advance for alternate methods of assignment submission. I will not automatically accept e-mailed assignments.

**READING RESPONSES:** Each week, you'll be asked to submit responses to or questions from the readings in the book. Unless otherwise stated, these responses should be typewritten and use complete sentences. These assignments will comprise your reading response grade, and each paper will be graded on an Outstanding (+), Satisfactory, or Unsatisfactory (-) scale. We may from time to time complete response work in class, as well.

**AMERICANS WITH DISABILITIES ACT:** If you require assistance due to a documented disability, please see me within the first week of class to arrange for accommodations that would be necessary or helpful. Either bring or send your letter of accommodation with you.

**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 work online at <http://lbcc.writingcenteronline.net> where you will receive a response within 2 business days. For more information, visit [www.linnbenton.edu/go/learning-center/writing-help](http://www.linnbenton.edu/go/learning-center/writing-help)

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