

## WR 121 *English Composition*

WINTER TERM 2015

Donna Trask ("Mrs. T")

Office: SSH 215 MWF 11:00-11:50am

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**CRN 31250 (3 credits) MWF 12:00-12:50pm meets in T-217**

**CRN 30614 (3 credits) MWF 1:00-1:50pm meets in T-217**

**No Required Text: Students will access assigned articles online.**

**Required materials:** the **Trask WR 121 Packet**, a flashdrive, suitable folders for submitting essays, and **two Blue Books** for the final exam.

**Required tools:** a current collegiate dictionary, a comprehensive thesaurus, and Bullock, Richard and Francine Weinberg. ***The Little Seagull Handbook***. Second Edition. New York: W. W. Norton & Company, 2014.

**WR121** is the first term of a three-term sequence in college composition, introducing you to the writing of expository essays, those which communicate to a specific audience. 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. 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. 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, writing, editing, revising 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. **The final exam for WR 121** consists of two days of testing. On the first day, you will have 50 minutes to write your rough draft, and on the second day, I will return your work, and you will carefully revise, edit and **PROOFREAD** before submitting your completed essay. Anticipate investing **seven to ten 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 presentations will rise.** **Read the Class Calendar** so you can effectively prepare for each class meeting. **Plan** to attend, **purpose** to participate, and **determine** to improve. ***Expect to work hard, and to accomplish much! Welcome to WR 121!***

## **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:** We will be touring the Writing Center in the first week of the term. 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. We will be touring the Writing Center in the first week of the term.
- **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:**

When submitting essays, **stamp the date on the final copy**, stack the peer reviews and all the rough drafts beneath it, and put the completed stack into **a suitable folder bearing your name.**

**All drafts** and submitted papers **must be word-processed** and must follow proper **MLA format** : *double-spaced, 12-point Times New Roman font (or OTHER equally-legible font), one-inch margins, numbered pages, and 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. ***All drafts must be proofread. 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/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 TWO CLASS DAYS 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 WINTER TERM 2015 D.Trask

"I reserve the right to make changes to this syllabus at any time during the term."

### **WEEK ONE:** January 5 - 9

#### **Class Activities:**

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*)

\*\*\*Instructor handout: "Know Thy Audience"\*\*\*

**Tour of the Writing Center, Wednesday, January 7**

**Listing clichés in the July 2009 Smithsonian article "There Oughta Be a Law"**

#### **Writing Assignments:**

Compose a five-paragraph explanation of what you like about your writing **and** what you want to accomplish in this course. Due *beginning* of first class, **Week 2**.

Complete next week's readings to be ready for the discussions

### **WEEK TWO:** January 12 - 16

#### **Readings to be discussed:**

***Integrating sources and avoiding Plagiarism***, Little Seagull, pgs. 97-108

**Class Activities:** Lecture on the plagiarism scandal... **QUIZ on plagiarism Monday, end of class.**

#### **Readings to be discussed:**

***Narration***, pg. 24 – 25; ***Description***, pg. 23; ***Personal Narratives***, pg. 58-61

**Writing Assignment: ESSAY #1: Narration and Description:** For this essay, you will be writing a narrative or a story 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. You will not be required to gather any outside sources for this assignment, but the essay must be formatted according to MLA guidelines (see the syllabus.) **The rough draft will be reviewed in your writing group on Friday this week. The final draft will be due beginning of first class, Week 3.**

Complete next week's readings to be ready for the discussions

### **WEEK THREE:** (No class Monday: MLK Day) January 21 and 23

#### **Readings to be discussed:**

"But What Do You Mean?" by Deborah Tannen; "The World of Doublespeak" by William Lutz. Intro to the communication differences between men and women: "The MAN Rules" (handout).

**Writing Assignments/ Class Activities:** Working in your writing groups, discuss your personal experiences of ***differences in communication styles between men and women***, and the problems with "doublespeak." Summarize your group's opinions and recommendations for ways everyone can improve communication. Final printed draft is *due beginning* of first class, **Week 4**.

(The ***information literacy assignment***, which is **due on Monday of Week 4**, prepares you for the Research Workshop. )

### **WEEK FOUR:** January 26 - 30

**Research Workshops in the Learning Center, Monday and Friday, January 26 and 30**

**BEGIN RESEARCHING ON YOUR TOPIC FOR THE PERSUASIVE ESSAY (Final paper)**

Bring your completed **Information Literacy assignment** to the **WH-222 computer classroom** on Monday. **HOMEWORK: Draft your thesis, and govern it with the questions and considerations mentioned in "Know Thy Audience". Thesis is DUE first of class this**

**Wednesday. Complete next week's readings to be ready for the discussions.**

## **WEEK FIVE:** February 2 - 6

### **Readings to be discussed:**

"Too Much Pressure" by Colleen Wenke; "The Designer Player" by Rodrigo Villagomez  
**Comparison and Contrast**, pg. 21 – 22, 455

### **Class Activities/Writing Assignment:**

In your writing groups, discuss the **implications of the obsession with "perfection"**, and **the societal consequences that ensue**. Then 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* the readings, *and then contrast* them. This essay must be at least three pages long, must include 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 this Friday, and the final draft is due *beginning* of first class, Week 6.

## **WEEK SIX:** February 9 - 13

Prepare **a research folder** of your source documents, **showing your progress on Essay #4.**

**\*\*\*\*\*The folder is DUE beginning of class THIS WEDNESDAY.\*\*\*\*\***

### **Writing Assignments:**

**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 when class starts*] Your finished papers must include **a Works Cited page** which follows **MLA style requirements (pp.119-145, Little Seagull)** and the final drafts must be word-processed. **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 beginning of first class, Week 7.

Complete next week's readings to be ready for the discussions

## **WEEK SEVEN:** (No class Monday: Presidents' Day) February 18 and 20

### **Readings to be discussed:**

**Rhetorical Analyses**, pg.49 - 53 "Black Men and Public Space" by Brent Staples;

"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

### **Class Activity:**

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

### **Writing Assignment:**

**ESSAY #3: Analysis:** For this essay, *choose a stereotype that has personally affected you*, whether positively or negatively. Research to find articles explaining other peoples' similar experiences, and comment on what is suffered when that stereotype is accepted as "truth". You will need a minimum of **two outside sources** and must document them according to **MLA**. The essay must be **a minimum of five (5) pages, followed by a Works Cited page**. Rough drafts should be ready for **peer review Wednesday next week**, and the final drafts are due the beginning of class next Friday.

Complete next week's readings to be ready for the discussions

**WEEK EIGHT:** February 23 - 27

**Reading to be discussed:**

**Arguments**, pg. 43 – 48; List of **Fallacies** on pg. 461-462; handout: **Master List of Fallacies**

**Class Activities/Writing Assignments:**

Peer Review Essay #3 Wednesday; final draft due Friday.

**Class meets in WH-222, the computer classroom, on Monday and Friday, February 23 and 27**

Class time for working on **Essay #4, Persuasion**. In the fourth essay, present your own argument about **an issue of your choice**, and persuade your audience to accept your perspective. This requires specifically addressing the audience, and writing to convince them. You will need **at least three 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** of the essay is **due beginning** of first class next week. **Be sure to bring two copies to circulate within your writing group**. Remember that you will need to submit **a total of three reviews: your own critique, and two peer reviews** from your group.

**WEEK NINE:** March 2 - 6

**Class Activities/Writing Assignments:**

**PEER REVIEWS OF ESSAY #4**

In your writing groups, review the **rough drafts of Essay #4**. At least two other people must review the draft and offer their observations for polishing it. Each person should have all of his/her rough draft reviews back from the peer reviewers by the end of class Wednesday. This will allow us to proceed on schedule.

**\*\*\* The final drafts of Essay #4 are due next Monday, beginning of class\*\*\***

**WEEK TEN:** March 9 - 13

**Class Activities:**

Monday, **beginning of class: turn in your Final Draft of Essay #4, Research/Persuasion.**

**ALL WEEK: In-class practice for THE FINAL. (No homework!)**

**WEEK ELEVEN:**

**FINAL EXAM: TWO DAYS OF TESTING**

Monday, March 16, 12:00-1:00, Rough Drafts;

Tuesday, March 17, 11:30-12:30, Final Drafts. Location TBA.