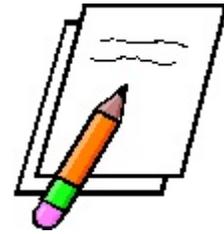


# WR121 English Composition

Linn-Benton Community College



Winter term 2015

CRN 30677 Tuesdays 6-8:50 pm BC 105

30347 Thursdays 6-8:50 pm BC 104

Text: *Readings for Writers: Readings and Rhetoric, WR121 Labs and More* and  
The Quick 'n' Dirty Handbook for Writers, available at the Bookstore.

Instructor: Pam McLagan

Contact info: e-mail [pam.mclagan@linnbenton.edu](mailto:pam.mclagan@linnbenton.edu) (Preferred method)

Office: BC 102C Phone: 541-757-8944 x5118

Written communication is very important in the world we inhabit. The written word gives us history. What happened? To whom? When? Why? What caused it? What were the consequences? How does it compare to what happened before? Written communication seals our agreements. Who will do what? When? And how much will it cost? Written communication also helps us make sense of our own responses. And as Julia Alvarez said, "I write to find out what I'm thinking. I write to find out who I am. I write to understand things."

This course has been designed to strengthen written communication by giving students practice in a number of writing situations and tailoring writing to a particular audience and rhetorical situation. Students will write in a variety of formats, revise and edit material to reflect college-level grammar, syntax, spelling, and punctuation. Students will also have practice with locating outside sources and effectively using them in written documents. They will learn to use in-text citations, appropriate documentation, and works cited sections.

Officially, when students complete WR121, they should be able to

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments requiring them to use a broad range of critical-thinking strategies, particularly analysis and evaluation.
2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written work.
3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level analytical and evaluation assignments.
5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible, and persuasive.

Evaluation for the course will be based on

1. In-class writings and responses,
2. Essays to be worked on independently or with a group and peer edited in class.
3. Reading notes as assigned,
4. A final exam. The Thursday group will take the final during class during week 10.  
The Tuesday group will take the final on Tuesday of Finals Week. The final is worth 30% of the total grade.

Late papers receive a 10% penalty, but each student will receive a "Get out of jail free" card to be used with a late submission or for bonus points.

### Additional Guidelines:

\*\* Communicate with the instructor – preferably in person or by e-mail – if you have situations arise which make it impossible for you to be in class. If you communicate, I can help.\*\*

\*Type or word-process final revised paragraphs and essays (except those done in class or otherwise noted).

\*Rough drafts and peer comments/edits must be turned in with the revised essay assignments.

\*Plan for all work to be done on time... this includes drafts and revisions.

\*Plan to do your own work. You'll be learning how to give appropriate credit for information and/or quotations from others' work so that you will avoid **plagiarism**. When you do it yourself, you'll learn better!

**\*\*\*Since this is a course in which we write about our thoughts and ideas, we must each do our part to show respect for and to one another and our readers. Since we all want respect, we need to show respect - even to (especially to ) those with whom we disagree.\*\*\***

### Benton Center Resources:

+ **Conferences** with the instructor. I'll have office hours each day that I'm here. If those hours do not work for you, we can meet by appointment. (Turn over for office and office hours)

+ **Library** main campus (541-917-4638)

+ **Writing Center:** Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. It is located on the upper level, Willamette Hall (WH). At Benton Center (annex) hours vary.

+ **Computer Labs:** Learning center has some computers available.

+ **Learning Center (BC) Hours....M-Thurs 9-8 and Fridays 9-4pm**

### Disability Statement:

If you have emergency medical information for your instructor, need special arrangements to evacuate campus, or have a documented disability, please meet with your instructor, by appointment, no later than the first week of the term, to discuss your needs and present your Center for Accessibility Resources accommodation letter. If you have a documented disability that will impact you at college and you have yet to seek accommodations, contact the Center for Accessibility Resources for intake and to document your disability with LBCC. Only students who document a disability and present an accommodation letter to an instructor are entitled to academic accommodation. Each term, when you register for classes, and at least 2-3 weeks prior to the start of the term, submit your Request for Accommodations form to the Center for Accessibility Resources. During Week 1, pick up the letter for your instructors and deliver in person to each instructor during office hours or by appointment. Instructors may need time to arrange your accommodations.

Coordinator, Carol Raymundo, ext. 4832

Program Assistant, Julie Hessel ext. 4789

Support Lab, ext. 4343

Alternative Format, [formata@linnbenton.edu](mailto:formata@linnbenton.edu) (Contact via e-mail only)

Additional instructional services beyond classroom instruction and instructor consultations are available for all students at the Learning Center and the Support Lab at RCH-114

### LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. (for further information <http://po.linnbenton.edu/BP1015> - Nondiscrimination and Nonharassment Policy.pdf)

## WR121 Proposed Schedule

Please check the screen at the beginning of class for updates

Check Moodle for advance information

Winter 2015

### Notes due for Text readings

Week 1	Intro course, class, text. . Assign Narrative. Diagnostic in-class.	<b>Text:</b> pages 1-25 Intro and Narration ☺
Week 2	Narrative Peer Review. Assign C/C Evaluation. In-class writing.	<b>Text:</b> pages 42-58 (Comparison-contrast) “Grant and Lee” in class
Week 3	Critical Narrative due. Peer review for C/C Eval. Intro to research/Profile.	
Week 4	Library orientation. C/C Eval due. Assign Profile. Research Worksheet. In-class writing.	<b>Text:</b> Using sources, pp.107- 123 Be familiar with MLA format, pp. 124-135 ( <i>no notes required</i> )
Week 5	Conferences TBA Documentation/organization.	
Week 6	Continue Profile. First look at Profile. In-class writing.	<b>Text:</b> Read C/E pp. 59-71
Week 7	Peer Review/Profile Worksheet due. Critical Analysis. How to read an article.	
Week 8	Profile due. Assign Revision Practice Final during last 2 hours.	Review Revision
Week 9	Return practice final. In-class writing TBA	.
Week 10	Tuesday TBA/Thursday final exam.	

Finals week Tuesday class ... final exam at regular class time.

\*\*\*\*Note: Other text material may be assigned. Watch the screen each day for updates.

# WR121

## General Class Format

As we move through the term, we'll have a chapter reading about type of writing and we'll also read articles to "flesh out" the concepts. You'll find that we'll go back and forth among the chapters to highlight elements. When readings are due, come prepared with notes from the chapter or article. We will use a modified "Cornell" style of note-taking for this part of the preparation. Divide a sheet of paper so that there are three basic sections:

Generally, you'll be expected to have one sheet of paper per chapter. Since you will come prepared, you'll be ready to participate in the student-lead discussions. Make notes for the rhetorical chapters and "main idea" notes for the essays.

### Harvard Discussion groups.

Based on a model forum used at Harvard University, the discussion group generally works like this: students in each group select a

facilitator; all group members will be discussion participants. The facilitator's job is to see that all members have opportunity to participate and to keep the discussion moving. Each participant may add to his or her notes as the discussion progresses.

Groups will be assigned with three or four students in each group. You may begin the discussions with questions about the work, including any possible explanations. Let the discussion develop from that point. I will assist by offering question prompts on the board. Notes will be submitted at the end of the class period and will be worth a maximum of 10 points each.

Key words or phrases	Notes from the chapter or article...or whatever has been assigned ...  <u>See</u> <a href="http://www.timeatlas.com/5_minute_tips/general/word_templates_and_cornell_note_taking">http://www.timeatlas.com/5_minute_tips/general/word_templates_and_cornell_note_taking</a> OR  <u>Google</u> : Cornell Notes Template.... several models exist
Summary of the article or short answer to a specific question.	