

Writing 121 Syllabus  
English Composition: WEB/Classroom  
10-Week Schedule

*See the Moodle Course Shell for details, changes, assignments, and help.*

**Instructor:** Terrance Lane Millet

**Office:** NSH 203

**Telephone:** 917-4555

**E-Mail:** milletl@linnbenton.edu

**Web Page** <http://cf.linnbenton.edu/artcom/english/milletl/web.cfm?pgID=54>

**Office Hours:**

**Class Time/Place:** Online

**CRN:**

**Required Texts:** All required material is posted on the online Moodle shell (OER). The Moodle shell is also your syllabus.

**Course Description:** Welcome to all of you. This class covers the processes and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing.

Writing involves prewriting, writing, and rewriting. No one gets it right the first time, neither professional writers nor students, so be patient. The aim in Writing 121 is to master the process of writing and critical thinking as well as to lead you to claim ownership of—and take pride in—your own writing, your own ideas, your own style. The act of writing is the key, and your efforts will improve through experience.

**NOTE:** If you are taking this as an **Internet class**,

1. You must be fully competent with email attachments and web protocol. It is not a course to teach you computer skills: you must already have these to take the course and pass it. If you do not have these skills, drop the course at once and take a face-to-face class.
2. You must also be self-motivated and self-disciplined in order to stay current with the

work in the absence of classroom time.

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### **Submitting Your Work:**

1. Internet students: upload your work on the Moodle site using the links provided.

*NOTE: Uploaded work gives you more time to submit your assignments. Hard copy assignments are due in Thursday's class.*

Use your Linn-Benton address for correspondence and submissions. You can have this mail forwarded to other addresses if you wish.

Submissions must be uploaded files that have a subject line with your **last** name, the **class** and days, and the **assignment in the subject line**. For example: **smith wr121web essay#1**.

Your submissions are automatically filtered into the appropriate folders, so the subject line is important.[1]

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### STATEMENT ON PLAGIARISM

Know what plagiarism is and avoid it.

Here is a note from our Dean of Instruction:

**“This is a reminder. The VP/Dean's Office, Student Affairs, tracks all incidents of cheating, plagiarism, or other forms of academic dishonesty. While faculty have total authority to address these behaviors and total grade authority/discretion, our office identifies "repeat offenders" and pursues other conduct actions against students who continue to cheat or be dishonest. If you had incidents during spring term or finals week that have not yet been reported, please send us a quick email.**

**Name:**

**X Number:**

**Class:**

**Brief Description of Behavior that Violated Rules or Constituted Cheating: (Example, copied others test/answers, looked at others' papers, used crib notes during test, etc.):**

**Faculty Name:**

**We will log it. If you DO believe we should take more action than what you already took, let us know that too.”**

So cite your sources properly, and do your own work.

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**Class Assignments**— *All Internet assignments are to be uploaded by midnight each Thursday, the due date.*

1. One quiz on editing and revising college work. The material and quiz are on the Moodle website, Week 1.
  2. Three quizzes on the topics we cover. The quizzes are on the Moodle website.
  3. Three essay assignments @ 750-1200 words (100 points each). The topics are assigned and posted on the website.
    - a. These essays, where appropriate, are to be formatted in the **Chicago Manual of Style** (see page 14 below), are to be uploaded **as attached files** through the Moodle website using the Turnitin link provided for you there.
  4. ~~Your Final Exam prompts will be posted on our Moodle website in the Finals Week Folder on Monday night at 6pm. You will have three hours to complete it and email it back to me at milletl@linnbenton.edu.~~
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### **Late Work Policy:**

We have a "no late work" policy.

- All electronic work is due by the posted due times.

Stay current and avoid the problem. If you have extenuating circumstances, talk to me about them.

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### **FORMAT:**

We'll use the **Chicago Style** in this class, and all submitted work must follow that style correctly. There is a section in your handbook explaining it, and there is a template on the class website as well as in your syllabus illustrating how it is done. We'll hone this down in the first two weeks of class; after that, you should have become familiar and skilled with the protocols. Go to the

Writing Desk if you need help.

**Campus Resources:** See pages 18-19 in the General Catalogue for a list of campus resources. The Writing Center is an excellent place to get professional help with your essays.

### **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.

(Further information at <http://po.linnbenton.edu/BP1015 - Nondiscrimination and Nonharassment Policy.pdf>)

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### **Course Outcomes and Expectations**

Learning Outcomes: As a result of taking WR 121, students will be able to:

- *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments.
- *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with a focus on factual, analytical, and evaluative writing.
- *Implement appropriate rhetorical elements and organization* (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
- *Locate, evaluate, and integrate high-quality information and opinion* appropriate for college-level informational, analytical and evaluative assignments.
- *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 precise.

Themes: We will look at three types of essay-writing this term:

- The Scholarship Application
- The Process Analysis Essay
- The Argument/Persuasion Essay

Concepts: To show our Learning Outcomes, you'll need to master these concepts and distinctions:

- The [TRIAC](#) structure of an essay
- The thesis statement, which includes a topic and a point
- The correct citation of sources in proper format.
- The components of revising or rewriting an essay to develop its treatment
- The connection between creative, analytical, and objective thinking in the expository essay.

Skills: We'll need to master the following skills in order to reach our Learning Outcomes:

- Use the Chicago Manual of Style format (see your Appendix)
- Apply guidelines for evaluating literature
- Write a focused, organized response to material
- Work collaboratively in groups

**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 this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.**

**Tentative Schedule**  
**(Subject to revision, with notice. The Moodle website**  
**Is the most current resource.)[3]**

See our Moodle website for the most current information, to take tests, and to upload assignments.

**Week 1: Introductions & Documented Essays**

1. ONLINE Orientation: Syllabus and overview. Explore and become familiar with the website.
2. *Read the material on editing and revising this week. It's posted on the Moodle website under Week 1.*
  - *Send me a letter of introduction and*
  - *sign in to Moodle's discussion forum. Introduce yourselves to one another.*
3. ***Due this week:***
  1. *Quiz on Documented Essays—see Moodle website.* The materials on Documented Essays are found there.
  2. *Quiz on the materials Editing and Revision.* *These documents are posted in the section for Week 1 on Moodle.*

Pay close attention to the hints on the Chicago Style when documenting your essay. There are instructions in this syllabus and online. Incorrect formatting will cost points.

Include references (a working bibliography) to your three sources in this and every outline. Incorrect citation can cost you 15 points.

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**Week 2: A Rhetorical Analysis for Your Application.**

1. **Details on the Moodle website.**
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**Week 3: Documented Essays [5]**

1. **Due this week: Scholarship Application**
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**Week 4: Process Analysis**

1. **Due:** Quiz on Process Analysis Essays.
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**Week 5: Researching Your Topic****Week 6: Process Analysis**

1. **Due Thursday: Essay #2**
    - Include citations covering at least three sources in this and every essay. You should have at least two footnotes on every page.
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**Week 7: Argument and Persuasion**

1. **Due:** Quiz on Argument and Persuasion Essays.
- 

**Week 8: Researching your topic**

1. **Details on the Moodle Website**
- 

**Week 9: Argument and Persuasion**

1. **Essay 3 due this week**
- 

**Week 10:**

**NOTE: for summer classes, week 10 is finals week.**

**For Fall, Winter, and Spring classes:**

**Advising, Conferences, Late work (1 per student), and Revisions (1 per student) .**

We'll post your Final Exam reading material on our Moodle website this week. You have this week to read, understand, and think about the material.

Next week, we'll post the article or an excerpt from it along with the prompt for your final.

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**Week 11: [FINALS WEEK](#)**

**Fall/Winter Spring Classes:**

Your Final Exam prompts will be posted on our Moodle website in the Finals Week Folder on Monday night at 6pm. You will have three hours to complete it and email it back to me at [milletl@linnbenton.edu](mailto:milletl@linnbenton.edu).

**Summer 10-week class:**

Your final exam is a capstone project that you may begin early in the course. It is a self-reflective essay. The prompt is posted on our moodle website.



## Appendix

### What a Grade Means

Here is a typical breakdown used by universities and colleges across North America. The following excerpt is taken from the University of Victoria's website, and you are urged to use their website as a resource for your writing assignments. It is excellent and very helpful.

(<http://web.uvic.ca/wguide/Pages/StartHere.html>)

#### Note:

Automatic Fails: Primary assignments can earn a failing grade under any of the following circumstances:

- Academic dishonesty such as plagiarism, recycling another student's work, or purchasing material from essay mills
  - Improper paragraphing or no paragraphing whatsoever
  - No thesis statement

Five Points Deducted: Primary assignments will lose five points per discrepancy for the following:

- No title page
- No pagination
- Not double-spaced, 12-Point Courier
- Incorrect or no headers
- Improper margins (just use default margins and you'll probably be fine)
- Incorrect citations

#### **“First Class ("A" range)**

Given for excellence in style and content, with evidence of perceptiveness and originality; ideas are formulated clearly and understood fully by the writer; the first class paper demonstrates a superior performance in most areas of expression and content.

#### **Second Class ("B" range)**

Given for good work, which may be flawed by omissions or by minor weaknesses of style or organization; often the paper tends toward vagueness or formlessness, as if the ideas are not quite clear in the writer's mind; often, too, it may contain a limited number or range of ideas, as if the writer has some general knowledge of the subject, but has not thought the material through; although papers in the upper range may suggest superior work, the second class essay remains a

good, solid, but not spectacular performance.

### **Pass ("C" range and "D")**

Given for satisfactory writing which contains errors in content, style, and organization; ideas are pedestrian and suggest no firm grasp of the material; sentences and ideas are dull and repetitive; "C" papers are in no danger of failing, but have little hint of anything more than an average performance. **Please Note:** You must receive at least a C to pass WR 121.

"D" papers are on the borderline; they suggest incompetence in content and style; organization and substantiation are probably deficient, and the writing shows difficulty in dealing with written language; there may be some redeeming factors, but the result suggests failure rather than a passing grade.

### **Fail ("E" and "F")**

Given for unsatisfactory performance; mechanical errors seriously inhibit understanding; any points made tend to be superficial; there is no sense of audience, of paragraphing, of making an argument, or of understanding the material. An "E" paper may suggest possibilities for improvement (and may qualify for a supplemental examination), but both failing papers clearly demonstrate incompetence.”[6]

Remember, spelling and grammar **count** towards your grades, so use the spell check and proofread your work before handing it in.

**Learning Outcomes:** When you complete WR 121, you should be able to:

- Organize and write a well-structured essay
- Analyze a subject, research a topic, present an argument, and write an essay presenting your views
- Write in clear, correct English using the proper format
- Write creatively about your own life experiences and others' while understanding what it means to claim ownership of your writing,
- Summarize a passage of writing and make a critical observation on the merits of that writing

**Themes:** We will look at three types of essay-writing this term:

1. The Documented Essay
2. The Process Analysis Essay
3. The Argument/Persuasion Essay

**Concepts:** To show our Learning Outcomes, you'll need to master these concepts and distinctions:

- The [TRIAC](#) structure of an essay
- The thesis statement, which includes a topic and a point
- The correct citation of sources in proper format
- The components of revising or rewriting an essay to develop its treatment
- The connection between creative, analytical, and objective thinking in the expository essay

**Skills:** We'll need to master the following skills in order to reach our Learning Outcomes:

- Use the **Chicago Manual of Style** format (see your Appendix)
- Apply guidelines for evaluating literature
- Write a focused, organized response to material
- Work collaboratively in groups

**Disability Statement:**

Students who have emergency medical information that the instructor should know of, or who might need special arrangements in the event of evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC's Office of Disabilities at 917-4789.

**Waitlist Policy:**

Unless they have given the instructor prior notice, students who are registered but not present for the first class will be dropped from the class and their place assigned to students on the waitlist.

**Late Work Policy:**

Late work will not be accepted unless critical circumstances justify an exception.

**Plagiarism Statement:**

Do your own work! Using someone else's work as your own, or using information or ideas without proper citations (which is called plagiarism) can lead to your failing the assignment or the class. Bibliographies (called Works Cited) AND in-text citation are required whenever you use outside sources, including Internet sources. Refer to your manual.

Plagiarized work at LBCC is automatically sent to the Dean of Students where it is filed.

On the second such filing, the student is called to the Dean's office and either put on probation or expelled from the college. Be aware of the seriousness of plagiarizing.

## I.

### VERBS: TENSES AND MOODS

There are three moods for verbs in English: Indicative, Imperative, and Subjunctive.

- Indicative: states a fact, asks a question, expresses an opinion.
  - *Pat left home last month.*
- Imperative: makes a request, gives a command or direction
  - *Hurry! or Please be on time.*
- Subjunctive: expresses a wish, a requirement, a suggestion, or a condition contrary to fact.
  - *I wish you knew the answer. or She asked that we be on time. or If I had been awake I would have seen the meteor shower.*

English verbs have 12 tenses that you should be familiar with, and the tenses are flagged by forms of the auxiliary verbs *to be* or *to have*. There are three Simple Tenses (Simple Present, Simple Past, and Simple Future), three Perfect tenses, and six Progressive Tenses. If you use the wrong verb tense, you change the meaning of the sentence.

#### SIMPLE

<u>SIMPLE PRESENT</u>	<u>SIMPLE PAST</u>	<u>SIMPLE FUTURE</u>
I cook	I cooked	I will cook
I see	I saw	I will see

#### PERFECT TENSES

<u>PRESENT PERFECT</u>	<u>PAST PERFECT</u>	<u>FUTURE PERFECT</u>
I have cooked	I had cooked	I will have cooked
I have seen	I had seen	I will have seen

#### PROGRESSIVE TENSES

<u>PRESENT PROGRESSIVE</u>	<u>PAST PROGRESSIVE</u>	<u>FUTURE PROGRESSIVE</u>
I am cooking	I was cooking	I will be cooking

I am seeing

I was seeing

I will be seeing

PRES. PERFECT PROG.

PAST PERFECT PROG.

FUTURE PERFECT PROG.

I have been cooking  
cooking

I had been cooking

I will have been

I have been seeing  
seeing

I had been seeing

I will have been

II

### Summary/Response Template

Name

Title

Instructor

Date

- A brief SUMMARY (1 paragraph, single spaced) of the main ideas in this writing. *Practice putting the main ideas into your own words and try to describe both the 'story' (what happened) and the writer's thesis (which may be stated or unstated). You can find the thesis usually by asking: What is the main idea that the writer is trying to get across?*

NOTE: double space your work and expand this template to 2 pages.

- Your CRITICAL RESPONSE (1-2 paragraphs) to the reading *that explores the strengths and weaknesses of the reading. Your critical response could include your favorite quotation from the reading, using a 'lead-in' and an 'in-text' citation.*
- Your PERSONAL RESPONSE (1-2 paragraphs) *that describes your personal reaction to this reading (what the reading made you think or feel, what you'd like to tell the writer, how you think this reading relates to people today).*

IV

### ESSAY TEMPLATE

Here's a more detailed TRIAC template you can use to develop your essay drafts:

### PARAGRAPH 1

Thesis: . . . . a general introduction to your topic, ending with a . . .

THESIS STATEMENT: Write it here— *topic plus a point*

### PARAGRAPH 2

Still part of your thesis—now give a little detail about what you are going to talk about, and break it down into, let's say, three sections or topics. So . . . include your three KEY TERMS

*write them here* —Key Term 1 Key Term 2

Key Term 3.

### PARAGRAPH 3

TOPIC SENTENCE WITH KEY TERM 1 write it here

Now you are getting into the body of the essay—the section that is made up of

“I-A’s”—Illustrations and Arguments. Or comparisons, scenes, anecdotes, explanations. Start this paragraph with a topic sentence, stating what you're going to talk about—mentioning KEY TERM 1. Keep each paragraph focused on its Key Term.

“Let's first look at how K-T 1 effects . . .” for example. Remember to support what you say with evidence or detail. Each paragraph will have illustrations and argument.

Be ready to include another paragraph here—call it 3 (a)—if you need to develop ideas.

### PARAGRAPH 4

TOPIC SENTENCE WITH KEY TERM 2 write it here

Here you deal with Key Term 2. Again, start with a topic sentence declaring your direction, and use Key Term 2 in it. Illustrate the term (with examples), and argue (or explain, or describe) your point, position, concept, or scene.

Be ready to include another paragraph here—call it 4 (a)—if you need to develop ideas.

### PARAGRAPH 5

TOPIC SENTENCE WITH KEY TERM 3 write it here

Another topic sentence built around Key Term 3. State where you are going with this part of the argument and how it's related to the points you've made above.

(Are you happy with the order of your paragraphs? Is the order logical and effective?)

Be ready to include another paragraph here—call it 5 (a)—if you need to develop ideas.

### CONCLUSION

Now you sum up what you've said and argued for—or what you've learned in a personal

story—by referring to the general sweep of your essay. Then mention the Key Terms, what you’ve demonstrated with them, and state your thesis statement again—to show you’ve proved it, made it credible, recognize the lesson you’ve learned or realization you’ve made.

**Remember** that the number of explanatory paragraphs in the “body”) will vary with the number of aspects you choose to deal with (three to seven) and the detail of that development.

Want more specifics and other options? Read on.

## V

### Essay Outline [Template]

#### Introduction

Get the reader’s attention by asking a leading question; relay something enticing about the subject in a manner that commands attention. Start with a related quote, alluring description, or narration.

State the thesis—the causes and effects to be discussed; comparison of subject X and subject Y; your position on the issue; your proposal if applicable; and the main points that will develop your argument.

#### Body

First Point, Assertion, Explanation

Supporting evidence (examples, facts, statistics, quoted authorities, details, reasons, examples)

Supporting evidence

Second explanation

Support

Support

Third explanation

Support

Support

Fourth explanation (continue as above with additional explanations as needed.)

Support

Support

Your proposal (if applicable)

Address opposing viewpoints

#### Conclusion

Show how explanations (causes) are logical reasons producing the effects discussed; review

subject X and subject Y; reiterate your assertion and proposition (if applicable). Reemphasize your thesis in a fresh way, showing how you have achieved your purpose. If you intend to draw to a conclusion about one subject over the other, emphasize that point.

Deal with opposing views unless done above in Section F.

Appeal to the reader to see how you have come to a logical conclusion.

Make a memorable final statement.

Some other things to consider:

### **Writing Process**

Select your subject and decide on your point of view:

- cause and effect,
- compare and contrast,
- persuasive,
- or some other viewpoint.

The thesis is your statement of purpose. The thesis should be one sentence in length. This is the foundation of your essay and it will serve to guide you in writing the entire paper. *Don't begin to write your essay until you have a clear thesis. And remember that a thesis statement must contain both the topic and a POINT.* That is, a subject (the “what”) and your position (the “so what”).

Gather all factual information using guidelines for documentation and works cited, i.e., *The Chicago Manual of Style*. Check with your librarian for formatting guidelines.

Consider all potential explanations, rating them in order of importance or relevance to the thesis.

Assemble collected facts to support each explanation.

Prepare an outline arranging the explanations in the best order for the desired effect. The purpose of an outline is to make your task easier. As you write your outline, ask yourself whether each idea serves to clarify and strengthen the thesis. Use the sample outline by inserting your specific information into the outline structure.

Write a rough draft of the essay, saving at least two copies to your hard disk or onto a portable drive.

Lay the paper aside.



Proofread later with a fresh perspective; the computer can check spelling errors easily. Be aware that sometimes a word is correctly spelled but used incorrectly in a particular sentence. It is still important to proofread after the spell check.

Print the final copy.

## **VI**

### **The Chicago Style**

The Title of Your Essay Here  
(One-quarter page down from top)

Your Name Here  
(At the half-page mark)

Subject Name Here  
 Instructor's Name Here  
 Date Here  
 (All double-spaced)

The main section of your essay will begin here, on page two, with your last name and the page number in a header, at the upper right corner. There is no page number on the title page. Your thesis and thesis statement should appear in the first paragraph at this point, and you will use raised Arabic numerals[7] to cite your sources in footnotes at the bottom of the page. This is the Chicago Style, and we will use this style in all papers for this course (including the use of a title page). The details for arranging information in notes are found in your handbook.[8] Your word processor will insert these footnotes and format them for you.

There are more than fifteen styles extant for various disciplines, but the MLA, the APA, and the Chicago Style are the most widely used. Most of the English-speaking world uses a variant of the Chicago style because it maintains cleaner text and allows more flexible access to both sources and ancillary material, thus promoting a more critical and interactive reading of the text.[9]

For this class, include the word count at the bottom of the final page of the essay body. You may finish your essay with an optional separate page for the Works Cited if you wish, where you can list the sources you used in writing the essay.[10]

Use the symbol "Ibid." in your footnotes when you are referring to the same source as the previous citation, and add the page number if different. This too is optional, but can be a short cut.[11] You may also simply quote the author's name and page number in this case.

A solid, thorough handbook such as the one quoted here is your best reference tool. Shorter versions are incomplete and while you may choose any handbook to your liking, when in doubt, consult a full edition in the library or online.

### Works Cited

List the sources you used (quote or refer to) in researching your essay on this separate page. You will find the format for this list in The Bedford Handbook, A Writer's Resource, or any other manual of style. This page is optional when you use the Chicago style because all the

information has already been listed in your footnotes.

If you are asked for a Bibliography in one of your classes, you're requested to list all the sources you have read whether you use them (refer to them) or not.

## **Information Literacy Form**

### **WR 121 Research Assignment**

In this assignment, you will explore your proposed topic for your essays and find resources related to that topic. Use this form for every essay. Fill it out, and submit it for credit the week before your essay is due.

This is worth 10 points, so be thorough and exact.

#### **Part One: Brainstorming your Topic**

1. Write a paragraph answering the following questions:
  - What do you already know about your topic?
  - What do you still need to learn about your topic?
2. List some words that describe your topic. Try to think of several different words that describe or relate to your topic. These are the keywords that you will use when searching for sources about your topic

#### **Using a Reference Source to Explore your Topic**

Reading about your topic in reference sources will give you a broad overview of your topic. In this section, you will read a Wikipedia article about your topic. The article will give you ideas about how to focus your topic and develop your paper. Because the articles in Wikipedia change very frequently and have no identifiable author, you should use the information that you find in a Wikipedia article to generate ideas, not for citing in your paper.

As you read the article, look for subtopics and related topics, main issues, key people and organizations, new keywords, and links or references to other resources.

The reference librarians can also show you some of the library's subscription reference sources, such as the Opposing Viewpoints Reference Center:

<http://infotrac.galegroup.com/itweb/linnben?db=OVRC>

1. Go to Wikipedia: <http://www.wikipedia.org> and do a keyword search on your topic. If the article you find is not relevant to your topic, try another search with new keywords. You can also look at the related articles listed under the "See Also" heading to find a more relevant article. If you cannot find a relevant article after several attempts, get help from a librarian by calling (541) 917-4645.

### EXAMPLE

Sofya searched for *gambling*. By scanning the *Gambling* article, she figured out that it was about the legal aspects of gambling, types of gambling, etc. But what she really wanted was an article about addiction to gambling. So, she did a new keyword search for *gambling addiction* and was taken to a *Compulsive Gambling* article.

2. Write the URL of the article:

3. Scan the article for new terms, subtopics, and related topics **that you could use in keyword searches**. List at least three new keywords:

4. Read the article and list at least three specific examples of new information that you learned about your topic. Look in the *External Links*, *Further Reading*, and/or *Notes and References* sections of your article. List at least three resources that might provide useful information on your topic:

1. Click on the *Discussion* tab at the top of the article. Find a discussion that focuses on content or point of view (not formatting, etc.). If you cannot find a substantive discussion on your main page, look at related pages until you do. Read the discussion and write a paragraph answering the following:

- What was the discussion about?
- How did this discussion affect your evaluation of the content of the main article?
- Did the discussion pages give you ideas for things that you want to investigate further?

2. Click on the History tab at the top of the article. This is where you will find prior versions of the article. Compare 3-4 different versions of your page and identify some changes to analyze. Write a paragraph answering the following:

How often is your page revised?

- How quickly would bad or misleading information be corrected (hours, days, weeks)?
- How many people seem to be monitoring your page?
- What kind of changes are people currently making to your page?
- Has a consensus about your topic emerged? Or is the conversation still developing?

### **Exploring your Topic on the Web**

In this section, you will use an Internet search engine to find at least one reliable website on your topic. This exercise will help you learn what criteria to look for when choosing a website to use. You will also learn to create a properly formatted MLA citation for the website.

1. Read this online guide to evaluating webpages:

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

2. Go to Google or another search engine that you are comfortable using and do a keyword search. Write your keywords below:
3. Scan the results and select a website that looks promising. If you cannot find a relevant website, try another search with new keywords. Evaluate the website using the criteria described in the guide you read in step one. If this website does not seem like an appropriate source to use for your paper, go back to the search engine results list and continue to evaluate the websites until you find an appropriate source. If you cannot find an appropriate website after several attempts, get help from a librarian by calling (541) 917-4645. Provide the following information about the webpage that you have selected:

- The author or sponsoring organization
- The date that the page was last updated
- **Two or three sentences discussing why you think this is an appropriate source for your research paper**

4. Read the website and list at least three specific examples of new information that you learned about your topic:

5. Write a properly formatted Chicago Manual of Style citation using the example below and/or the examples provided in these guides:

- [http://www.mla.org/style\\_faq4](http://www.mla.org/style_faq4)
- <http://owl.english.purdue.edu/owl/resource/717/01/>

Internet History Sourcebooks Project. Ed. Paul Halsall. 10 Dec. 2006. Fordham University. 15 Nov. 2008. < <http://www.fordham.edu/halsall/>>

### **Refocusing Your Topic**

Write a paragraph answering the following:

- Describe how the information you found changed your ideas and opinions about your topic.

- How have you changed the focus of your paper based on this new information?

### **Audience Analysis[12]**

#### **Information Literacy Part II**

Once you have completed and submitted your Information Literacy assignment Part I, you will deepen your skills if complete the following analysis and attach it to your essay.

Profile your audience:

1. **PURPOSE**—What is the audience’s interest in your essay? What do they expect the writing to do or offer in the way of benefits?
2. **ATTITUDE**—How does the audience generally feel about this subject? Are they indifferent, opposed, in agreement?
3. **BACKGROUND**—What does the audience already know? How much knowledge, experience, or training can you expect them to have?

Once you have established some of these particulars about your audience, do you feel the need to make any of the following adjustment? Explain your answer in a sentence.

1. Add information readers need in order to understand your writing
2. Omit information readers are not likely to need
3. Change the kind of information included
4. Add additional examples to clarify a main or subordinate point
5. Change the kind of examples included
6. Change the organization/presentation of your information

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[1] College hours are 8-5 M-F. That’s when email gets downloaded. Keep that in mind, and

remember that emergency email sent at 3 am and telephone calls can only be attended to during regular working hours.

[2] Do your own work! Using someone else's work as your own, or using information or ideas without proper citations (which is called plagiarism) can lead to your failing the assignment of the class. Bibliographies (called Works Cited) AND in-text citation are required whenever you use outside sources, including Internet sources. Refer to your manual.

Plagiarized work at LBCC is sent to the Dean of Students where it is filed. On the second such filing, the student is called to the Dean's office and put on probation or expelled from the college. Be aware of the seriousness of plagiarizing.

[3] PLEASE NOTE:

- You are responsible for all the material that is assigned in the text as outlined in your syllabus.
- You can be tested on any of this material at any time once it has come due.
- You are also responsible for material handed out or discussed, so take notes and ask questions about issues that elude you.
- Get in touch with your classmates and/or consult your syllabus so that you can stay current.
- Please consult your materials and schedule if you have questions before emailing or telephoning for obvious answers.
- Do the reading (a minimum of an hour for every hour of class).
- There are no opportunities for "bonus" points. The concept of getting 110/100 is illogical and unfair to those who perform excellently on the required assignments.

[5] Note:

Automatic Fails: Primary assignments can earn a failing grade under any of the following circumstances:

- Academic dishonesty such as plagiarism, recycling another student's work, or purchasing material from essay mills
  - Improper paragraphing or no paragraphing whatsoever
  - No thesis statement

Five Points Deducted: Primary assignments will lose five points per discrepancy for the following:

- No title page
- No pagination
- Not double-spaced, 12-Point Courier
- Incorrect or no headers
- Improper margins (just use default margins and you'll probably be fine)
- Incorrect citations

[6] <http://web.uvic.ca/wguide/Pages/StartHere.html>. "The common B paper will have nothing

really bad, nothing really good. There will be a thesis, but it will probably be obvious, almost a truism; there will be paragraphs, but they will be short, and there will be only a few details of support for generalizations; there will be a conscious attempt at organization, but it will again be obvious (this is my introductory passage. . . here comes the conclusion. . .); sentences will be accurate but short, and will tend to be monotonous; there will be a few comma errors (one where there should be two) but probably no run-on sentences; vocabulary will be unadventurous.

Then there is the less common, more frustrating B-. There will be ideas, and signs of an active intelligence, but there will be more serious problems of expression: syntax in particular will be unbalanced or contorted, with [awkward parallel](#) constructions, problems of [agreement](#), and [dangling modifiers](#); there may be more [spelling errors](#), often of less common words (though this is the kind of paper where you get the its/it's confusion).

Grading is more complicated than summaries such as this can show; if you do not understand why you were given a particular grade, you should first of all read over the essay carefully, deciphering the instructor's comments. Then, if the reason is still not clear, you should consult the instructor directly.

There are many reasons why you may not be performing as well as you expect. Statistics show that students coming to university from high school will on the whole earn grades almost one grade point lower than they are used to. Essays at the university level inevitably require more intellectual effort, and the result of dealing with more complex ideas is that sometimes the sentences and paragraphs you are used to using are no longer adequate.”

[7] These footnotes at the bottom of the page will indicate citations—direct quotes, paraphrases, and indirect references—as well as allow you the chance to add information of your own that might not be a direct part of your essay but is still of interest.

[8] Diana Hacker. *The Bedford Reader* (Boston: Bedford Books, 1998). 700.

[9] In other words, it serves not only as a reference tool, but as a writing tool as well, and this is why we'll use it: it is economical and flexible.

[10] This page is optional when you use the Chicago Style because all the information has already been listed in your footnotes. J

[11] Ibid. 701 (Simple, no?) –or Hacker, 701.

[12] [Rationale For This Exercise](#)

- Audience analysis can provide the relevant context to help you identify gaps in knowledge and recognize when information is needed.
- Transitioning from audience analysis to audience adaptation can help you see research and writing and a multi-stage process.
- Audience analysis and adaptation can help you see how information can be combined with original thought and/or analysis to produce something new.