



WR 121: English Composition
Instructor Lucette Wood, English Depart.
CRN: 32548, WINTER 2015

Office Location: SSH 208 Main Campus

Office Hrs: Th 2:30-3:30 & by appt.

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Online Access: The course materials can be accessed through Moodle: <http://elearning.linnbenton.edu> .
This course is internally populated through SIS enrollment.

Course Times: T & Th 1:00-2:20PM

Course Location: IA-219

Required Materials:

- *They Say I Say with Readings: The Moves that Matter in Academic Writing*, 2nd ed. New York: W. W. Norton, 2012.
- *A Pocket Style Manual*, 6th ed. New York: Bedford/St. Martin, 2011.
- LBCC's student Gmail account is required. Follow this link to the login page: <http://www.linnbenton.edu/go/netmail> .

Students who have emergency medical information the instructor should know of, or who might need special arrangements in the event of an 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 Center for Accessibility Resources at 917-4789.

Student Decorum Statement: Because college coursework and professional correspondence require focused study and open exchange of ideas, the 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 our disagreements with tact. Standards for academic courtesy apply to group work, on-line interaction, and student-teacher conferences as well.

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.

Prerequisite: To take WR121, you need to have earned 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 talk with me.

Course Description:

WR121 is the first term of a three-term sequence in college composition, introducing you to the writing of expository essays (essays with the central purpose of communicating to a specific audience). The course includes organization and development, diction and style, revision and editing, mechanics and standard usage, and emphasizes developing critical thinking skills.

Note: Students are assumed to have basic competence in grammar, mechanics, and sentence structure and in developing related ideas in a unified, coherent paragraph before taking WR 121. However, some review of these skills will take place in WR 121 as needed.

LBCC Writing Courses Outcomes: As a result of taking academically-oriented transfer-level writing classes at LBCC (WR 115, 121, 122, 123, 227), students will be able to:

1. Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.
 2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.
 3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment.
 4. Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.
 5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions to make their writing clear, credible, and persuasive.
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LBCC WR121 Course Outcomes:

Each writing assignment is designed to improve your writing in the following areas:

1. **SKILL IN CRITICAL THINKING.** You will improve your reading, analyzing, and writing skills. You will be able to develop your own responses to difficult readings and formulate your own ideas. You will also be able to study the readings to determine what makes writing good and what strategies the writer has used that are effective. You will be able to adapt your material to a specific writing purpose and audience. You will also be asked to collect and evaluate research, integrate outside sources into your own writing, and use these sources as evidence to back *your* argument. Students will learn the difference between using sources to support their thesis/purpose and “dumping” information into their essay.
2. **SKILL IN USING THE PROCESS OF WRITING.** You will prewrite, draft, rewrite, and edit (revision and proofreading) in-class and out-of-class assignments. You will improve and unify your writing by revising on a small and large scale, both editing your sentences, revising your word choice, restructuring the form of the essay, and rethinking the content.

By the end of the term, you will be aware of the strengths and weaknesses in your own writing and writing processes. You will be able to evaluate your own writing and that of other writers (able to provide constructive editing and proofreading suggestions) by working alone and collaboratively.
3. **SKILL IN ORGANIZING IDEAS.** You will be able to comfortably select the appropriate structure for a particular essay (whether it is narration, chronology, description, comparison/contrast, cause/effect, and/or persuasion), situation, and audience. You will also develop your skills in organizing ideas logically within the conventional essay pattern, using an introduction, development of the “body”, and a conclusion.
4. **SKILL IN DEVELOPING IDEAS.** You will be able to construct a thesis and will develop flexibility in moving from general statements to specific instances by using facts, examples or anecdotes to fully explain or support your ideas. You will also learn:
 - how to paraphrase, summarize, and quote from secondary research.
 - how to document your sources properly using in-text citations and create a bibliography following MLA format.
 - how to recognize and avoid plagiarism.
5. **SKILL IN DICTION AND STYLE.** You will demonstrate sensitivity to language in your writing through appropriate selection (vocabulary and tone) and arrangement (syntax) of words, considering the effect on an intended audience. You will practice controlling the rhythm of your writing, varying sentence and paragraph lengths. You will also develop skills in minimizing the use of clichés, jargon, and loaded words.
6. **SKILL IN MECHANICS.** You will further develop your editing and proofreading skills to express your ideas clearly and correctly and to use grammar, punctuation, and spelling accurately.

Developing your writing skills can be especially challenging because you will actually be trying out new ways to express your ideas. Plan to spend about two hours outside of class for every class hour. Your commitment will directly affect your progress.

Course Requirements:

You will receive a detailed assignment sheet for each paper including the criteria on which you will be evaluated. A brief description of requirements follows:

- I. **Class Participation/Exercises:** In addition to class attendance and participation in discussion, several other assignments contribute to your participation grade. These assignments include in-class group exercises (you will be placed in groups and asked to prepare to present on or lead discussions on the readings), individual writing exercises, and pop quizzes. You will not be asked to keep a formal journal; in its place you will be required to prepare responses to the readings in advance and during class.
- II. **Reader Response Workshops:** Reader response workshops are a time for you to get helpful feedback from your peers, bringing your writing into the social context it was created for. These workshops are designed to develop your growing audience awareness, helping you understand not only how your writing sounds to others but also how it affects or fails to affect others. You will be given worksheets to fill out on each other's drafts, and after you have read and commented on the drafts, you will come back together to provide your constructive criticism (pointing out both the strengths as well as the weaknesses of the draft and identifying areas that need clarification). For the workshops to be successful, your attendance is necessary. **Your grade in this course can be greatly affected by your performance in these activities** (raising or lowering your cumulative a full grade).
- III. **Essays:** Following is a brief explanation of the four essays; you will receive a detailed assignment sheet for each paper, including the criteria on which you will be evaluated. Assignments are designed to gradually increase in difficulty and assigned length.

Essay #1, Narration and Description: For this essay you will be writing a narrative or a story to illuminate a point you are trying to make. You will need to focus this essay in response to one of the articles assigned. You will not, otherwise, be required to gather any outside sources for this assignment, but the essay must be formatted according to MLA guidelines. This essay will be a minimum of two (2) pages.

Essay #2, Compare and Contrast: The second essay will require you to set two things/points/topics side by side and determine what they have in common and/or how they are dissimilar. You may either compare, contrast, or both and must incorporate quotes from at least one of the essays assigned. This essay must conform to standard organizational structure, including an introduction, a thesis, topic sentences, transitions, and a conclusion. We will review these. This essay will be a minimum of three (3) pages and must be formatted according to MLA.

Essay #3, Analysis & Argument: The analysis component of this essay requires you to dissect something or divide something into its parts in order to better understand it. After completely understanding the issue or problem you choose, you will form your own position and work to lead your audience to reach your conclusion. This requires specifically addressing your audience and gathering research that will work to convince them. You will need to collect three outside sources for this essay and document according to MLA. The essay will be a minimum of five (5) pages.

Essay #4, In-class Timed Writing: The last essay you will write will be done in class during Week 10 of the term. This will not require outside research and will be in response to a prompt you will be given. This will be very important as you prepare for future academic writing.

Criteria for Grading: This course is graded on a point scale. You can earn an 'A' with 90-100% of total points, a 'B' with 80-89%, etc. Your assignments will earn points based on the:

- quality and organization of your ideas,
- clarity and conciseness of your writing,
- appropriateness of your tone and format,
- care of your proofreading, and
- timeliness of the assignment and ability to follow assignment guidelines

Course Policies:

- **Attendance:** I will take attendance daily. If you are absent due to illness or a verifiable emergency, you must contact me to make further arrangements. You may be able to make up for activities you miss, but it is your responsibility to find out what you are missing and to get notes from a classmate. **If you miss more than four class meetings in a twice a week class, you will fail the course.**

In the case of a planned absence, please email your assignment to lucette.wood.2868@mail.linnbenton.edu. Place your name and assignment or topic in the subject line of the email and be sure to attach files as Word or rich text format. Please send the assignment before the start of the class you miss.

- **Assignment Submission:** Assignments must be submitted the day they are due. All drafts and submitted papers must be word-processed—even rough drafts—and follow MLA format (double-spaced, 12-inch Times New Roman font, one-inch margins, and numbered pages) and documentation. Your name, the instructor's name, course title, and date should appear in the upper left-hand corner of the first page (double-spaced). The title should directly follow in center alignment.

All drafts should be typed and proofread. **All incomplete or late first versions will result in a letter grade being deducted from the final report.** Please keep a copy of every paper you submit. It may be possible to revise an assignment, if it was not late. I also may request revisions.

- **Late Work:** Our classroom standards reflect workplace standards; a due date is a deadline and you don't miss deadlines without informing your supervisor of your progress on the report in advance. If you feel circumstances are working against you, you may make arrangements for an extension **PRIOR TO THE DEADLINE.**
- **Plagiarism:** Do your own work! Using someone else's work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called "Works Cited" in MLA) and in-text citations are required whenever you use outside sources, including the Internet. Depending on the severity of the plagiarism, the student may be subject to administrative action. If you have any questions as to what constitutes plagiarism, please ask.

Resources:

- **The Writing Center:** While enrolled in Writing 121, you are encouraged to seek extra help at the Writing Center (917-4684), located on the second floor of Willamette Hall, in the Learning Resource Center above the Library. If needed, they will also be able to direct you to the ESOL lab for additional support. Visit their website at <http://www.linnbenton.edu/go/learning-center/writing-help> for their term hours. *The Online Writing Lab is also available to submit writing electronically for feedback. Follow the link to the Writing Center homepage. You are encouraged to seek help early in the term. This is a free service to all LB students.*
- **Computer Lab Resources:** You may use either LRC 213 or Forum 204 as a drop-in computer lab whenever classes are not scheduled and space is available.
- **Library Information:** The LB library homepage can be found by following the links from: <http://www.linnbenton.edu/go/library>. The site provides library hours, an online catalogue, as well as many helpful research databases, including AcademicOne, Electric Library, Facts on File, NetLibrary, Oregonian, Well Street Journal, and other periodical indexes. To use these resources, you must log into your account by entering your LAST NAME and BIRTH YEAR. We will be discussing these further as we approach the final unit of the course.

LETS WORK TOGETHER! Developing your writing skills means a great deal of thoughtful effort on your part. Your commitment will enhance your results in class and in your future academic and professional career. Email me or visit during office hours to discuss an assignment or your progress at any point in the term. I look forward to working with each of you this term. Let me know what I can do to make this a successful learning experience for you!

WR121 Student Assignment Log

Name: _____

This course is graded on a point scale. You can earn an 'A' with 90-100% of total points, a 'B' with 80-89%, etc.

Participation (200 points)

- ___ In-class Activities (100 points)
- ___ Response to Readings & Quizzes (60 points)
- ___ Reader Response Workshop, Essay 1 (10 points)
- ___ Reader Response Workshop, Essay 2 (10 points)
- ___ Reader Response Workshop, Essay 3 (10 points)
- ___ Reader Response Workshop, Practice Final (10 points)

Essays (600 points)

- ___ **Essay 1:** Narration & Description (100 points)
- ___ **Essay 2:** Compare & Contrast (150 points)
- ___ **Essay 3:** Argument (300 points)
- ___ **Essay 4:** Practice Final (50 points)

Total Points _____/800

WEEKLY SCHEDULE:

Class sessions will include a variety of activities designed to improve your writing skills: writing exercises, small-group reader-response workshops, small and large group discussions, and brief lectures. The success of these activities depends on your active participation and thorough preparation.

- ✓ Please have all writing and reading activities completed before coming to class.
- ✓ All assignments are due on the day they appear in the schedule.
- ✓ This schedule is tentative and is subject to change at any time during the term.

Week 1: Writing as a Process

T, Jan. 6 & TR, Jan. 8 Writing as a Process of Understanding and Responding. Discussion of Summary, Paraphrase, and Plagiarism.	Read this week: <ul style="list-style-type: none"> ▪ Chapter 1 ▪ Review supporting online resources 	<i>You should be logged into our Moodle course no later than Week 2. If you are having problems accessing this course, please ask for help.</i>
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Week 2: Narration & Description

T, Jan. 13 & TR, Jan. 15 Telling your own Story: Introduction to Description & Narrative Essay	Reading Due Tuesday: <ul style="list-style-type: none"> ▪ Chapter 2 ▪ Maya Angelou (pg. 484) Reading Due Thursday: <ul style="list-style-type: none"> ▪ Felisa Rogers (pg. 529) 	
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Week 3: Expository Essay Structure

T, Jan. 20 & TR, Jan. 22 Reader Response Workshop. Introduce Expository Essay Structure and Fore-fronting and Developing Your Purpose in a Thesis Statement.	Reading due Tuesday: <ul style="list-style-type: none"> ▪ Chapter 3 	Due Thursday: <ul style="list-style-type: none"> ▪ <u>First Draft of Essay 1:</u> Bring three copies to class for review.
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Week 4: Comparison & Contrast

T, Jan. 27 & TR, Jan. 29 Finding the Sides: Introduce Compare and Contrast Essay	Reading Due Tuesday: <ul style="list-style-type: none"> ▪ Chapter 4 Reading Due Thursday: <ul style="list-style-type: none"> ▪ Chapter 8 ▪ Gerald Graff (pg. 380) 	Due Tuesday: <ul style="list-style-type: none"> ▪ <u>Final Draft of Essay 1.</u>
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Week 5: Comparison & Contrast

T, Feb. 3 & TR, Feb. 5 Model Compare/Contrast Essays. Finding support to develop your point.	Reading Due Tuesday: <ul style="list-style-type: none"> ▪ Chapter 5 ▪ David Wallace (pg. 198) Reading Due Thursday: <ul style="list-style-type: none"> ▪ Chapter 10 	
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Week 6: Organizing an Argument

T, Feb. 10 & TR, Feb. 12 Taking a Stand: Introduce Types of Arguments.	Reading Due Tuesday: <ul style="list-style-type: none">▪ Chapter 9 Reading Due Thursday: <ul style="list-style-type: none">▪ Chapter 6	Due Thursday: <ul style="list-style-type: none">▪ <u>First Draft of Essay 2</u> Bring three copies to class for review.
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Week 7: Research & Documentation

T, Feb. 17 & TR, Feb. 19 Collecting, Using and Documenting Sources.	Reading Due Thursday: <ul style="list-style-type: none">▪ Visit The Bedford Research Room: http://www.bedfordstmartins.com/researchroom/	Due Thursday: <ul style="list-style-type: none">▪ <u>Final Draft of Essay 2</u>
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Week 8: Taking a Position

T, Feb. 24 & TR, Feb. 26 Model Arguments & Structure of an Argument. Reasoning and Appealing to an Audience.	Reading Due Tuesday: <ul style="list-style-type: none">▪ Brandon King (pg. 572)▪ Chapter 7 Reading Due Thursday: <ul style="list-style-type: none">▪ Barack Obama (pg. 647)	
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Week 9: Use of Persuasion

T, Mar. 3 & TR, Mar. 5 Reader Response Workshop. Handouts given on timed writing.		Due Tuesday: <ul style="list-style-type: none">▪ <u>First Draft of Essay 3</u> due. Bring three copies to class for review
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Week 10: Timed Writing

T, Mar. 10 & TR, Mar. 12 Complete & Workshop Timed Exam. You will be given the prompt and will draft this essay in class. You will also be provided with a Reader Response Workshop.	Reading Due Tuesday: <ul style="list-style-type: none">▪ Sample Exams & Timed Writing handouts given	Due Thursday: <ul style="list-style-type: none">▪ <u>Final Draft of Essay 3</u> Due.
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Week 11: Finals Week

M, Mar. 16 & T, Mar. 17 <i>The WR121 Final is campus wide on Monday from noon – 12:50 p.m. & Tuesday from 11:30 a.m. - 12:20 p.m. Students must test both days. Location TBA.</i>		Congratulations on completing WR121!
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