

Instructor: Jane Walker

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Office hours: MW from 2-3, T from 1-2, and other days/times by appointment

Course Information:

CRN 30028 and CRN 32425 (ALP)

Class time: MWF, 9:00-9:50

Location: NSH-207

Required texts and supplies

- *They Say, I Say: Moves that Matter in Academic Writing with readings*, 2nd ed., Graff, Birkenstein, and Durst, W.W. Norton & Co., 2012
- *Rules for Writers*, 7th ed., Hacker and Sommers, Bedford St. Martin's, 2012
- 3 copies of each essay draft to share with peer partners and Jane
- A pocket or file folder for final draft portfolios (Just a plain paper folder is all you need. The plastic ones are more expensive and too bulky.)
- Two examination books for the final exam (“blue” books)

Strongly recommended:

- A 3-ring binder with dividers (which you can make yourself) to keep track of your writing and handouts this term.
- A memory device (flash drive, USB) to save all your work. We will be spending some time in a computer lab this term, and that device will come in very handy.

Course Overview

Welcome to WR121! This term you will get lots of practice writing, and learning to write well—like any skill—takes frequent practice, commitment, a positive attitude, and patience! Well-known writer and teacher William Zinsser said, “Writing and learning and thinking are the same process.” Your writing this term should reflect critical thinking as well as thoughtful response and analysis. Stretch the boundaries of what you have thought and learned in the past, and be open to new ideas and different perspectives. To support that process, you will be reading, responding to, and analyzing a variety of essays throughout the term. I look forward to working with you for the next ten weeks as you work on your writing and hone your reading and thinking skills. Please come see me anytime with questions and concerns.

“Writing is thinking. It is more than living for it is being conscious of living.”

--Anne Morrow Lindbergh

Course Outcomes: (READ CAREFULLY! You will be evaluated on each of these categories for major writing assignments)

(Note: in addition to these broader course outcomes, you will be expected to demonstrate competence in a range of more specific course objectives.)

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 the 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.

Course Requirements:

The following class-related activities and assignments make up 70% of your final grade:

Essay #1:

- Informal outline (or prewriting) 5 points
- First full draft 10 points
- Peer responses (2) 10 points
- Final draft 200 points

Essay #2:

- Graphic organizer 5 points
- First full draft 10 points
- Peer responses (2) 10 points
- Final draft 200 points

Essay #3:

- Graphic organizer 10 points
- Annotated bibliography 15 points
- First full draft 15 points
- Peer response (1) 10 points
- Final draft 200 points

(Please note: First drafts must be submitted on the due date to earn full credit.)

Summary assignment	50 points
Practice final	100 points
Daily work	100 points
(homework and in-class activities)	
Commitment	50 points

Total = 1000 points (A = 900-1000, B = 800-899, C = 700-799, D = 600-699)

The final exam (taken on Monday and Tuesday of finals week) makes up 30% of your final grade.

Expectations

Make the commitment to be on time and attend regularly. There are lab and online classes available for students whose schedule makes it difficult to attend a 3-day-a week lecture class. If you can't make it to class, you would be wise to give me a call or email so we can stay in contact. Keep me in the loop!

If you do miss a class, it is your responsibility to pick up any handouts or assignments you missed the day you were gone. As a member of our WR121 community this term, you have a responsibility to your fellow students and to me to be civil, respectful, and actively engaged in class activities. I'll do my best to make the learning atmosphere as engaging, interesting, and supportive as I can, and you do your part to support a good learning environment for the rest of us.

PLEASE TURN OFF OR SILENCE YOUR CELL PHONE DURING CLASS TIME. Being on your phone during class is disrespectful of everyone in the room. Please don't do it.

LBCC Statement of Inclusion:

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. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy @1015)

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by another person while at LBCC, please refer to the following website for contact information:

<http://www.linnbenton.edu/go/about-lbcc/policies/equal-opportunity>

Deadlines:

You must hand in all work at the beginning of the class period it is due. You may petition (that means you have to let me know ahead of time the assignment will be late) to turn in one "free" late essay as long as it is no more than one week late. Late essays lose 10% a week. In general, daily activities cannot be made up. There are sometimes special circumstances, however, for which I make exceptions. All late work must be submitted by the last day of regular classes.

One additional note: In this class, we focus on the process of writing. Therefore, I will not grade any final draft without an accompanying first draft in the final folder.

Formats for typed assignments: (Read carefully—Points will be deducted for incorrect format)

- ✚ Please word process all first and final drafts of essays. We will use MLA format for all papers. (See sample student essays in your handbook for examples of correctly formatted MLA papers)
- ✚ When the final drafts are due, you will need to hand in the following in a pocket or file folder: prewriting or graphic organizers, rough drafts, first drafts, peer responses (from peer partners), final draft, and writer's reflection. Essay #3 also includes an annotated bibliography. I will include a checklist with each assignment guide so you know exactly what to put in your final folder. Missing items may mean a deduction in your grade.

(See next page for sample paper set-up and formatting instructions)

Sample heading:

Your name (Joe Smith)

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it)

Title of assignment (Ex. "Essay #1)

Date of assignment (when you hand in the final draft)

Word count (number of words in your essay)

Smith 1

(Your last name with page no. next to

Center your title here (12 font please)
(Titles are important. Be creative!)

Your text begins here. "Tab" your indents. Note that the heading items are single-spaced, but the text of any typed assignment should be double-spaced. Use 12 inch Times New Roman font and one-inch margins. Remember to number your pages, starting on the first page. Put your last name and page number in the upper right-hand corner (See example above). Please remember to staple your drafts. I may deduct points from your final grade for incorrect formatting!

Revision and Second Chances:

Since this class emphasizes the process of writing, you are allowed to revise final drafts of Essay #1 and Essay #2 if they are turned in by the due date. Use this opportunity for a second chance wisely. It is not likely that you will raise your grade by simply changing a word or two; make sure your revision shows significant improvements. Turn in your completed revisions along with all items in the final folder one week after you get back your graded final draft. There are no revision opportunities for the final draft of Essay #3 because it is due at the end of the term. You will, however, have ample time to get feedback on this essay (as long as you keep up with the calendar due dates).

Academic Integrity:

Our class is part of a larger academic community. We will follow standard MLA guidelines for giving credit to outside sources in your papers. **Using someone else's words or ideas in a quotation, paraphrase, or summary means** (1) beginning with a lead-in to show who said what, (2) inserting in-text citations in your paper every time you cite information that is not your original thinking and not common knowledge, and (3) including a Works Cited page at the end of your paper that lists all outside sources used in your paper. **Papers with no in-text citations or a Works Cited page risk earning an F.**

Resources:

Plan to stretch your understanding with each assignment. I will look for thoughtful content, logical organization, a clear style, and appropriate format.

If you need help:

- Visit me during office hours. If those hours don't work for you, make an appointment.
- Check our Moodle website for current assignments and calendars.
- Email or phone me
- Visit the Writing Center in the Learning Center. Here is their website:
www.linnbenton.edu/go/learning-center/writing-help
- Take advantage of computer labs available in the Forum, the Learning Center, and the library.
- Use the LBCC's online writing lab (OWL) to submit writing online for feedback. You will find a link for the Writing Center on my LBCC instructor webpage.

Moodle:

Our course will have a Moodle site. I will provide more information on that later. Here is the link to LBCC's Moodle site if you want to start exploring:

<http://elearning.linnbenton.edu>

Center for Accessibility Resources:

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you believe you may need accommodation services, please contact the Center for Accessibility Resources, 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services webpage every term in order to receive accommodations.

“Beginning to write, you discover what you have to write about.”

--Kit Reed

Tentative calendar for major assignments:

Essay #1: Imagining/Visioning essay	Due dates:
Down draft	Mon., Jan. 12 – Week 2
Informal outline or prewriting	Wed., Jan. 14 – Week 2
First full typed draft	Fri., Jan. 16 – Week 2
Peer responses (2)	Wed., Jan. 21 – Week 3
Final draft	Fri., Jan. 23 – Week 3
Summary assignment	Fri., Jan. 30 – Week 4
Essay #2: Joining the Conversation (a response essay)	
Down draft	Mon., Feb. 2 – Week 5
Graphic organizer	Wed., Feb. 4 – Week 5
First full typed draft	Fri., Feb. 6 – Week 5
Peer responses (2)	Mon., Feb. 9 – Week 6
Final draft	Fri., Feb. 13 – Week 6
Essay #3: Expanding the Conversation (a researched essay)	
Down draft	Fri., Feb. 20 – Week 7
Graphic organizer	Wed., Feb. 25 – Week 8
One + typed pages	Wed., Feb. 25 – Week 8
Annotated Bibliography	Fri., Feb. 27 – Week 8
First full typed draft (including a Works Cited page)	Mon., Mar. 2 – Week 9
Peer response (1)	Fri., Mar. 6 – Week 9
Final draft	Mon., Mar. 9 – Week 10
Practice final, Day One	Mon., Mar. 2 – Week 9
Practice final, Day Two	Wed., Mar. 4 – Week 9

Final exam:

Monday, March 16th, 12:00-12:50

Tuesday, March 17th, 11:30-12:20

ALL students are required to attend both days. The location of the final exam will be announced during Week 10. Please bring two examination books (“blue” books), writing utensils, and a dictionary (optional) to the final exam.