

Linn-Benton Community College, Corvallis Campus

931 NW Reiman Avenue, Corvallis, OR 97330

Writing 121Z: Composition I

Fall 2023, CRN 28400 | 44 lecture hours / 4 credit hours

Meets Tuesday / Thursday, 11:30 am – 1:20 pm face to face in Chinook Hall, Room 212



Email

mittelj@linnbenton.edu



Office hours

Thurs, 1:45 – 2:45 pm, by appt.



Phone

503-XXX-XXXX X



Instagram:

@jean.mittelstaedt #WR121Z

ABOUT WRITING 121Z

WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes. Prerequisite: WR 115 Intro to College Writing with a grade of C or better.

ABOUT ME

I am Jean Mittelstaedt, and I will be teaching you about writing this term. I also teach writing and driver education at Chemeketa Community College. Previously, I taught middle school and high school English language arts and literature courses. I can't remember ever wanting to be anything other than a teacher. I love words and language, which is why I enjoy teaching writing to students like you.

I have a Bachelor of Science in Education from Western Oregon University and a Master of Arts in Teaching in English and a Master of Arts in English from Portland State University. My professional interests include community in American literature, the teaching of writing, and the use of technology in education.

I live in SE Portland with my husband and goofy dog. My son is an auto mechanic and college student, and my daughter is a mechanical engineering college student. In addition to reading and writing, I enjoy singing, crocheting, cycling, listening to music, discussing politics, and watching favorite shows like *Star Trek*, *The Orville*, and *The Mandalorian*.



TEXTBOOKS and TECHNICAL RESOURCES

- Online writing textbooks and readings (links provided in Moodle) – **Required**
- College dictionary and thesaurus – **Recommended**
- Computer with Internet connection: If you don't have this at home, you can use one on campus.
- Email: I communicate extensively via email. I can only use your LBCC Gmail account, so check it regularly.
- Moodle: We will use Moodle for class materials and activities, communication, work turn-in, and grades.
- Word processing program: Microsoft Word (docx), Google Docs, or other compatible formats.

IN THE CLASSROOM

EXPECTATIONS

- **Attend** every class. Come ready to learn and to participate fully in class activities. Have all needed materials (paper/notebook, pen/pencil, completed assignments, questions). Complete each week's activities.
- Regular **communication** is vital. Tell me about questions, issues, problems, absences, and other concerns so that we can address them together.
- When we **interact**, we will do so professionally and respectfully. This means communicating regularly, understanding assignments, asking questions, doing your best work, and collaborating constructively.
- **Devices are welcome for class activities.** If you need to be connected to family or to work, please take care of this quietly and respectfully. If you use your device during instructional time for noninstructional purposes, I will ask you to put it away.
- **I trust you to take care of yourself.** We'll take brain breaks and you can take your own bio break as needed.
- Outside of these sessions, **you can expect to** read texts, complete activities, watch videos, work on assignments, and engage in discussion and collaboration with classmates.

COMMUNICATION WITH ME

- **Best way to contact me:** Email me at mittelj@linnbenton.edu using your Chemeketa Gmail.
- **Responses to email:** I will generally respond to email within 24 hours. Often, my response time will be shorter, while sometimes it might be longer (like weekends).
- **Feedback from me on assignments:** Expect feedback and a grade within 7 days but often sooner. You will be able to read my comments on your assignment in Moodle. Note: Assignments turned in after the due date will usually receive only a grade with no comments.



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LATE WORK

Due dates are in the Course Schedule and in each week's module in Moodle. If your work is there when I grade it, it's on time and gets graded. If it isn't, it gets a 0. If you can't make a due date, tell me ahead of time if possible. If you miss a due date and/or have gotten a 0, communicate with me when you expect to turn your work in **and** when you actually turn it in. **Work turned in without communication with me will receive a 0, also.** Communicate with me so that I know what your circumstances are and can help you to be successful in our class.

The **absolute last date to turn in any work except for the final project** is the day work is due in the final module. This date is listed in the Course Schedule. Don't wait until this date! Communicate with me so that you can successfully complete your work, benefit from it, and receive the best grade.

ATTENDANCE

Success in this class is dependent upon **consistent attendance and active, engaged participation**. We read, write, think, discuss, collaborate...in short, if you miss a class, you miss a lot. Please inform me of (hopefully minimal) absences.

At the start of the term, you have **40 Attendance points**. When you do not attend class, I deduct 10 points from your Attendance total up to 40 points. You can make up these points (see the separate "Making Up Attendance Points" page in Moodle). Note: If you still have 40 points at the end of the term (because you missed no classes or because you made up absences), I will double this to 80 points—that's an extra 40 bonus points!

If you **miss a class**, please make sure to submit your work on time and to get caught up on what you missed. Review Moodle or ask a classmate if you need to.

TURNING IN ASSIGNMENTS

All **assignments** will be typed, double-spaced, using 10- or 12-point font size and will follow MLA format. If I give you a template or a form to use, please use it. Assignments may be submitted in these ways:

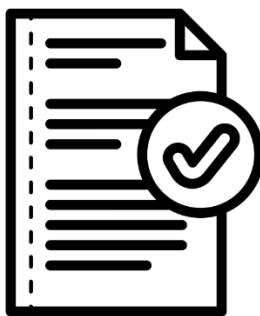
1. Place in the designated assignment **dropbox in Moodle** on the same day it is due by 11 pm.
2. **Email** it to me on the same day it is due by 11 pm. Send it as an attachment, not as text within the email itself. You can also share a Google Doc to me by the due date. **Note: Please use this option only if the Moodle dropbox is not working.**

Save your work as a computer document in **.docx, Google Doc, PDF, RTF, or compatible format but NOT .zip, or .pages**. The **document name** should include your full name, the class, and the assignment title. Here are some examples.

- Your Name WR121 Essay 1.docx (Word example)
- Your Name WR121 Writing Journal 2 (Google Doc example)

Any work without **heading information** or that is **submitted in a format that I can't open** will be returned to you. If any of this is a challenge for you, please talk to me.

Please check your progress regularly. If you notice anything that needs my attention, please let me know as soon as possible so that I can take care of it. If you **need help finding my feedback or comments**, please ask.



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DRAFTS OF WORK and REVISION OF WORK

Want some **feedback** on your work before you turn it in? Email a draft of any assignment to me before the due date. Please email it as an attachment, not text copied and pasted into an email. I will respond within 24 hours. Please do not email drafts for comments after 12:00 pm the day before the assignment is due; you will not get my comments in time for them to help you.

If you receive an **unsatisfactory grade on an assignment**, you may **revise it** for a higher grade. If your grade is higher, that grade goes in my grade book. I am happy to give you feedback about how to improve your grade.

Visit [the Writing Center in Willamette Hall](#) in person or remotely for writing help.

OFFICE HOURS

Please visit me during office hours, which are listed on the front of the syllabus and in Moodle. “Office hours” means the time I am available to you to answer questions, not the time I set aside to get work done. **This time is for you.** An appointment is not necessary, but you might want to check with me to make sure I’m not already scheduled with another student.

CLASSROOM COMMUNITY

Our class is our community, and all are welcome here. Our infinite diversities make for infinite combinations, so we will honor them all. We may do unfamiliar activities or work outside of our comfort zones, but in our classroom, all viewpoints are welcome and will be met with equal time and respect.



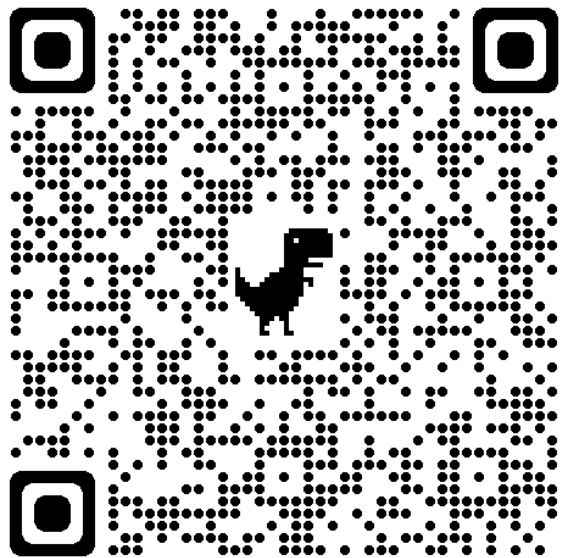
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STUDENT RESOURCES

- [Writing Center in Willamette Hall](#)
- [Linn-Benton Library](#) - help with research and with MLA/APA citation
- [Purdue Online Writing Lab \(OWL\)](#)
- [Excelsior College Online Writing Lab \(OWL\)](#)

TELL ME ABOUT YOU

Scan the QR code to help me learn about you!



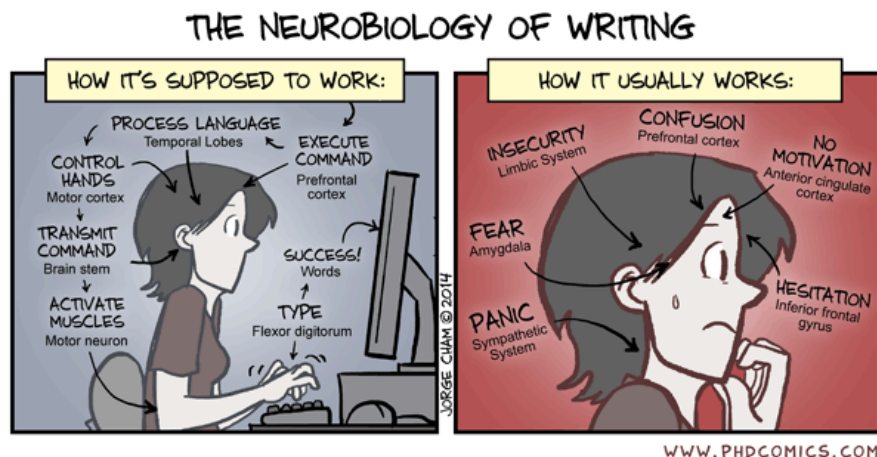
ASSIGNMENTS AND GRADES

If you ever have a question about your grade, please ask me.

- Letter grades:
 - 90-100% or 432-480 points = A
 - 80-89% or 384-431 points = B
 - 70-79% or 336-383 points = C
 - 60-69% or 288-335 points = D
 - Below 60% or below 287 pts = F
- Turn in every assignment, even if it's after the due date.
- Bonus points may be available if ALL assignments have been completed.



Assignment	Points
Writing journals (WJs) See the separate instructions (5 WJs/10 pts each)	50
Going Deeper discussions (GD) Deeper discussion of a larger question (4 GDs/10 pts each)	40
Essay projects (E) Narrative and researched argument (2 essays/50 pts each)	100
Essay Topic Interest Survey (ETIS)	10
Planning Exercises (PE) Exercises designed to help you plan your essays (3 PEs/10 pts each)	30
Google Doctivities (GDoc) Collaborative activities, related to class content, completed with your workshop team and due during class (8 GDocs/10 pts each)	80
Reading Quizzes (RQ) Based on class readings and activities (5 RQ/5 pts each)	25
Final exam project (FE) A written essay based on a prompt, which you'll complete in one three-hour block in Moodle (100 pts)	100
Attendance (Att) A pool of 40 points (for each absence, I deduct 10 points, up to 40—see "Making Up Attendance Points" in Moodle)	40
Because I Like Round Numbers (BILRN)	5
TOTAL	480



[Image from Piled Higher and Deeper Comics](#)

LINN-BENTON POLICIES

ACADEMIC INTEGRITY

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, changing or misusing college documents, using any form of generative artificial intelligence (such as text, image, or code generators like ChatGPT or Bing Chat) to complete your assignments or exams for this class, unless specifically allowed, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

COMPREHENSIVE STATEMENT OF NONDISCRIMINATION

Linn-Benton Community College does not discriminate based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws in its programs or activities. For further information see [Board Policy 1015](#) and [Administrative Rule 1015-01](#).

ACCESSIBILITY RESOURCES

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services or call 541-917-4789.

EMAIL AND COURSE COMMUNICATIONS

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

TITLE IX REPORTING POLICY

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

PUBLIC SAFETY / EMERGENCY RESOURCES

In an emergency, call 911. Also, call LBCC Public Safety and Loss Prevention Office at 541-926-6855 and 541-917-4440. From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety is also the home for LBCC's Lost and Found. They provide escorts for safety when needed.

BASIC NEED STATEMENT

Any student who has difficulty affording basic needs such as housing, groceries/food, transportation, or utilities and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu), or visit us on the web www.linnbenton.edu/RRC. Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

DISCLAIMER

The Surgeon General has determined that eating this syllabus can be hazardous to your health. Side effects associated with use of this syllabus for prolonged periods include dizziness, nausea, vomiting, headaches, anxiety attacks and spontaneous writing. If you have experienced such side effects when using other syllabi, please consult your doctor to see whether this syllabus is right for you. If you experience an interest in writing lasting more than 4 hours, please consider becoming an English major. Any resemblance to any other course or syllabus living or dead is completely coincidental. No animals were harmed in the making of this syllabus. Some students may have been. Not intended for use as a floatation device.



COURSE OUTCOMES

Common Course Numbering Outcomes

1. Apply rhetorical concepts through analyzing and composing a variety of texts.
2. Engage texts critically, ethically, and strategically to support writing goals.
3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.
4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.

Statewide General Education Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.

WRITING 121Z HACKS

- Ask questions about things you don't understand. You can do this during office time, before/after/during class, or in email.
- You can keep drafts in separate files to work on, but put all drafts of an essay in a single document when you turn it in on Moodle, in a Google Doc, or via email. Label each draft and part.
- Remember to give me editing privileges when you share a Google Doc.
- When emailing me, compose a new email to me. Hitting "reply" to a previous email may get your email overlooked.
- Check your Chemeketa Gmail regularly. You can set it up to forward to a different email address.
- Once you visit the class page in Moodle, bookmark it in your browser. Visit regularly for class materials and updates.
- Put the due dates from the Course Schedule and the Moodle Calendar in a planner or in your phone's calendar and set reminders for yourself.
- Visit the Chemeketa Writing Center or Online Writing Center with drafts of essays for bonus points on that essay's grade.



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COURSE SCHEDULE (SUBJECT TO CHANGE)

Each class week begins on Monday morning at 8 am and ends the following Sunday at 11 pm.
With a few exceptions, noted below, all assignments due on Sunday by 11 pm.

Abbreviations

OW: *Oregon Writes* (online textbook)

WCRW: *The Word on College Reading and Writing* (online textbook)

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
Week 1	<p>September 25</p> <ul style="list-style-type: none"> • Read "Tommy" by Kelly Ruth Winter—practice Google Doctivity 1 • Writing journals <hr/> <p>September 28</p> <ul style="list-style-type: none"> • Syllabus exercise • Description and field trip • Essay 1 project • MLA#1: Paper formatting 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Using Moodle in Writing 121 • Read "El Hoyo" (Moodle) • Read OW "Description" (Part 4) 	<p>Due date: October 1</p> <ul style="list-style-type: none"> • Practice Google Doctivity 1 • Writing Journal 1 • Practice discussion: Introductions
Week 2	<p>October 3</p> <ul style="list-style-type: none"> • Library instruction with reference librarian • Narration • Essay Topic Interest Survey <hr/> <p>October 2: Last day to drop classes</p> <hr/> <p>October 5</p> <ul style="list-style-type: none"> • Meet your workshop team and The Puzzle • Essay 1 workshop and final draft • Going Deeper Discussions • MLA#2: In-text citation 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read "Learning to Read and Write" by Frederick Douglass from <i>A Narrative of the Life of Frederick Douglass</i> • Read "Time to Look and Listen" by Magdoline Asfahani • Read OW "Narrative" (Part 4) 	<p>Due date: October 8</p> <ul style="list-style-type: none"> • Essay Topic Interest Survey • Going Deeper Discussion 1 <hr/> <p>Note: Essay 1 rough draft due on October 5 in class for a workshop and in Moodle.</p>

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
Week 3	<p>October 10</p> <ul style="list-style-type: none"> • A matter of perspective – Google Doctivity 2 • Reading Quiz practice • The rhetorical situation • Evaluating sources and Planning Exercise 1: Evaluating a Source <hr/> <p>October 12</p> <ul style="list-style-type: none"> • Finish Google Doctivity 2 • Review the rhetorical situation • MLA/APA: Using source material (summary, paraphrase, direct quotation) 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read OW "Quoting..." (Part 3) • Read "The Four Freedoms" by Franklin D. Roosevelt (Moodle) • Read "Farewell Address" by Dwight D. Eisenhower (Moodle) 	<p>Due date: October 15</p> <ul style="list-style-type: none"> • Google Doctivity 2 • Writing Journal 2 • Reading Quiz 1 • Essay 1 final draft
Week 4	<p>October 17</p> <ul style="list-style-type: none"> • Illustration – Google Doctivity 3 • Planning Exercise 2: Summary, paraphrase, direct quotation • Annotated Bibliography <hr/> <p>October 19</p> <ul style="list-style-type: none"> • Finish Google Doctivity 3 • MLA/APA: Works Cited / References page (entries) 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read "Stop Ordering Me Around" by Stacey Wilkins (Moodle) • Read "Be Specific" by Natalie Goldberg from <i>Writing Down the Bones</i> (Moodle) • Read OW "Illustration" (Part 4) Read WCRW, "Crediting and Citing Your Sources" • How Essays Are Graded and editing marks 	<p>Due date: October 22</p> <ul style="list-style-type: none"> • Planning Exercise 2 • Debrief Discussion 2 • Reading Quiz 2 • Going Deeper Discussion 2
Week 5	<p>October 24</p> <ul style="list-style-type: none"> • Causal arguments – Google Doctivity 4 • Planning Exercise 3: Putting it All Together <hr/> <p>October 26</p> <ul style="list-style-type: none"> • Finish Google Doctivity 4 • MLA/APA: Works Cited / References page (format) • Essay 2 project 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read "I Can Smell the Dirt and the Fear" from StoryCorps (Moodle) • Read "The Icing on the Cake" from StoryCorps (Moodle) • Read OW "Cause and Effect" (Part 4) 	<p>Due date: October 29</p> <ul style="list-style-type: none"> • Writing Journal 3 • Planning Exercise 3 • Annotated Bibliography (part 1) • Reading Quiz 3

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
Week 6	<p>October 31</p> <ul style="list-style-type: none"> • Definitions -- Google Doctivity 5 • Review rhetorical situation <hr/> <p>November 2</p> <ul style="list-style-type: none"> • Finish Google Doctivity 5 • Argumentation: Aristotle's appeals (logos, pathos, ethos) 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read "High on Progress" by Derrick Jensen • Read OW "Definition" (Part 4) • Read WCRW "Determining Your Audience and Purpose" (Audience, Purpose, Appealing to Your Audience, [skip Exercises], Tone, Voice, and Point of View) 	<p>Due date: November 5</p> <ul style="list-style-type: none"> • Essay 2 proposal / sources • Google Doctivity 5 • Annotated Bibliography Part 2 • Going Deeper Discussion 3
Week 7	<p>November 6</p> <ul style="list-style-type: none"> • Review Aristotle's appeals • "Majority Rule" from <i>The Orville</i>, Season 1 • Aristotle's logic – Google Doctivity 6 <hr/> <p>November 8</p> <ul style="list-style-type: none"> • Finish Google Doctivity 6 		<p>Due date: November 12</p> <ul style="list-style-type: none"> • Essay 2 plan and sources • Google Doctivity 6
Week 8	<p>November 13</p> <ul style="list-style-type: none"> • Argumentation: Aristotle's logic and logical fallacies – Google Doctivity 7 <hr/> <p><i>November 13: Last day to withdraw or to change grade option</i></p> <hr/> <p>November 15</p> <ul style="list-style-type: none"> • Finish Google Doctivity 7 • Essay 2 workshop 	<p>Please complete by the next class</p> <ul style="list-style-type: none"> • Read "My Life as an Undocumented Immigrant" by Jose Antonio Vargas 	<p>Due date: November 19</p> <ul style="list-style-type: none"> • Essay 2 rough draft and workshop • Google Doctivity 7 • Writing Journal 4 • Reading Quiz 4 and 5 <p>-----</p> <p>Note: Essay 2 rough draft due on November 15 in class for a workshop and in Moodle</p>

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
Week 9	<p>November 21</p> <ul style="list-style-type: none"> • Argumentation: Putting it all together – Google Doctivity 8 • Read and watch the Farewell Address of Senator John McCain of Arizona • Read and watch the Inaugural Address of King Charles III of Great Britain <hr/> <p>November 23: NO CLASS TODAY (Thanksgiving)</p>	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read OW “Persuasion/Argument” (Part 4) 	<p>Due date: November 26</p> <ul style="list-style-type: none"> • Essay 2 final draft • Reading Quiz 5
Week 10	<p>November 27</p> <ul style="list-style-type: none"> • Prepare for Writing 121Z final exam <hr/> <p>November 29</p> <ul style="list-style-type: none"> • Prepare for Writing 121Z final exam 		<p>Due date: December 3</p> <ul style="list-style-type: none"> • Writing Journal 5 • Going Deeper Discussion 4 <hr/> <p><i>All work except for the final exam is due Sunday by 11.</i></p>
Week 11	<p>December 4 - 6</p> <p>Writing 121 final exam in Moodle</p>		

Questions about Writing 121? Write them down and bring them to class!



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