

WR 121: English Composition

Linn-Benton
Community College
6500 Pacific Blvd. SW
Albany, OR 97321

Winter 2019

**Course CRN and
Credit Hours:** 30293,
3 credit hours

**Class/Lab Location
and Time:** Albany
Campus, NSH 107,
8:30-9:50am

Instructor:
Adam Karnes

Email:
karnesa@linnbenton.
edu

**Office Hours/
Location:** Thursdays,
12noon-1pm in SSH
206, by appointment,
or via internet

Course Text/Materials: *“They Say/ I Say”* by Gerald Graff and Cathy Birkenstein (4th Ed.); *The Little Seagull Handbook* by Richard Bullock, et al. (3rd Ed.). **All students require access to a computer with a word processor and internet access.**

Prerequisites: WR115 with a C or higher or pre-enrollment testing. Students are assumed to have basic competence in grammar, mechanics, sentence structure and in developing related ideas in a unified, coherent paragraph and/or short essay. Students must also be competent in the use of computers, word processing, and the internet.

Course Description:
WR121 covers processes and fundamentals of writing expository essays, including rhetorical structure, organization and development, diction and style, revision and editing, mechanics and standard usage required for college-level writing. Emphasizes developing critical thinking skills.

Course Objectives:
The main objective of WR121 is to strengthen student proficiency in expository writing.

Students will write three (or more) essays (minimum length 500-750 words), for a minimum of 3,000 words over the term. At least one essay must include outside research and MLA, APA, or CMS documentation.

At the completion of WR121, successful students should be able to write thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process.

Grading Policies:

| <u>Assignment</u> | <u>Percent of grade</u> |
|-------------------------|-------------------------|
| Overall Reading Quizzes | 8% |
| Overall Participation | 10% |
| Class | (5%) |
| Workshops | (5%) |
| Essays #1-4 | 52% |
| Drafts | (4% each) |
| Finished Essays | (9% each) |
| Class Final | 30% |

Overall Grade Basis:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=Less than 60%

***Extra Credit (+2%—one time only):** Completing a session with a draft at the writing center will earn you extra credit. You will need to provide evidence of your writing center usage. Obtain a record of your consultation visit (the secretary should give you a copy at the end of your visit).

Time expectations: students will spend approximately **three hours** in weekly, on-campus classes. In addition, a three-credit course will demand between **6 and 9 hours** of studying outside of class each week. (This includes assigned readings, research, papers, and other assignments.)

No show policy: Students who do not attend **in the first week** will be dropped from the course.

Incompletes: Only students who have completed **80%** of the course and who are experiencing **unique circumstances** will be considered for an incomplete grade. Any incomplete grade that is granted must be followed up the next term with additional course work.

Attendance: Your class attendance is important. While I do not track attendance, **absences will impact your grade** indirectly because you will miss opportunities to earn points for participation and you will not be as prepared to complete assignments.

Participation: Because your active participation is crucial for your learning and assessment, **part of the class grade is based on participation.** Make a point of talking in class at least once each week. If you find it difficult to participate, try coming to class with a couple of questions based on your assignments. *Using smartphones, laptops, or other devices during class for non-related activities will likely hurt your grade.*

Deadlines and late work: Refer to the schedule for specific weekly and term deadlines.

I do not accept late work.

[*Exception: each student will be allowed to turn in **one** assignment after its deadline. Please do not waste this privilege; save it for an actual **emergency**. Notify me on Canvas in the assignment submission area that you are taking advantage of the “emergency late assignment policy.” The deadline for an emergency submission is 3/16.*]

Rewrites: You are encouraged to resubmit an essay if you believe you could do better work. I will consider changing the grade if I believe the rewrite is a *significant improvement*. **Any rewrites must be submitted by 3/16.**

Computers: Please have a contingency plan in case your computer stops working. Be prepared to use a different computer, such as one belonging to a family member, friend, library, or campus computer lab. **Save your work often and in more than one place.** For example, consider saving to a hard drive and to the internet (Dropbox, Google Drive, etc.).

Writing format: **All written assignments (both drafts and finished essays) must be submitted electronically on our Canvas course.** (If Canvas isn't working, send via email to confirm that you are done on time. Upload the assignment to Canvas ASAP.)

Recurrent activities:

- **Peer workshops**—Within these groups, you will share incomplete writing to offer and receive friendly encouragement and criticism. (You will be trained how to do this.) **Come to class prepared to cooperate with your group.** Your interaction will have a significant impact on your participation grade. Group members will have the opportunity to review the contributions of their fellow members, which will also influence the final participation grade.
- **Reoccurring writing**—**You will be required to produce some form of writing every week.** Refer to the schedule for deadlines. Bring paper copies of drafts for peer review on designated weeks. Submit all drafts and finished essays online by the deadline. I do not accept paper submissions.
- **Readings**—**Do not get behind** on the weekly readings. You will be quizzed on Canvas. Come to class having read the assigned readings thoroughly and be prepared to discuss what you read.

Weekly Schedule:

| Tuesday/Thursday | | |
|---|---|--|
| <ul style="list-style-type: none"> Submit rough drafts or finished essays on Canvas by end of day indicated on the schedule. | <ul style="list-style-type: none"> Before the first class each week: <ul style="list-style-type: none"> Complete assigned readings. Complete the reading quizzes on Canvas. | <ul style="list-style-type: none"> On designated days: <ul style="list-style-type: none"> Bring 4 copies of a rough draft. Come prepared to offer peer feedback in workshop. |

Term Schedule:

| Week | <u>Read</u> | <u>Write</u> | <u>In- class topics and activities</u> |
|---------------------------|---|--|--|
| | <ul style="list-style-type: none"> Complete weekly reading and Canvas quiz prior to first class (Tuesday). | <ul style="list-style-type: none"> Submissions due on Canvas on designated date. Bring 4 copies of rough drafts on workshop days. | |
| 1 1/6 - 1/12 | | | <ul style="list-style-type: none"> Get acquainted Syllabus Class objectives Style guide Canvas Writing center Definition essays |
| 2 1/13- 1/19 | Tues. 1/15 <ul style="list-style-type: none"> Review syllabus Review Canvas site <i>The Little Seagull Handbook (Seagull):</i> 83-88 "They Say/ I Say" (TSIS): Introduction-Ch.1 | Thurs. 1/17 <ul style="list-style-type: none"> Essay 1 Draft (definition) (bring copies) | <ul style="list-style-type: none"> Writing Process Workshop how-to Peer workshop |
| 3 1/20- 1/26 | Tues. 1/22 <ul style="list-style-type: none"> <i>Seagull:</i> 2-29 <i>TSIS:</i> Ch. 2-3 | Tues. 1/22 <ul style="list-style-type: none"> Revised Essay Draft (bring copies) Thurs. 1/24 <ul style="list-style-type: none"> Finished Essay 1 (definition) | <ul style="list-style-type: none"> Definition Thesis Organization Writing compare/contrast essays Peer workshop |

| Week | <u>Read</u> | <u>Write</u> | <u>In- class topics and activities</u> |
|------------------------------|---|--|--|
| | <ul style="list-style-type: none"> • Complete weekly reading and Canvas quiz prior to first class (Tuesday). | <ul style="list-style-type: none"> • Submissions due on Canvas on designated date. • Bring 4 copies of rough drafts on workshop days. | |
| 4 <u>1/27-2/2</u> | Tues. 1/29 <ul style="list-style-type: none"> • <i>Seagull</i>: 268-281, 304-313 • <i>TSIS</i>: Ch. 4-5 | Thurs. 1/31 <ul style="list-style-type: none"> • Essay 2 Draft (compare/contrast) (bring copies) | <ul style="list-style-type: none"> • Sentence issues • Academic Language • Rhetorical competence • Peer workshop |
| 5 <u>2/3-2/9</u> | Tues. 2/5 <ul style="list-style-type: none"> • <i>Seagull</i>: 90-118, 298-303 • <i>TSIS</i>: Ch. 6-7 | Tues. 2/5 <ul style="list-style-type: none"> • Revised Essay 2 Draft (bring copies) Thurs. 2/7 <ul style="list-style-type: none"> • Finished Essay 2 (compare/contrast) | <ul style="list-style-type: none"> • Quotations • Library and web research • Finding and judging sources • Writing cause/effect essays • Peer workshop |
| 6 <u>2/10-2/16</u> | Tues. 2/12 <ul style="list-style-type: none"> • <i>Seagull</i>: skim one section on documentation— MLA (119-169), APA (170-207), or CMS (208-244) • <i>TSIS</i>: Ch. 8-9 | Thurs. 2/14 <ul style="list-style-type: none"> • Essay 3 Draft (cause/effect) (bring copies) | <ul style="list-style-type: none"> • In-text citations • Works cited/ bibliography • Peer workshop |
| 7 <u>2/17-2/23</u> | Tues. 2/19 <ul style="list-style-type: none"> • <i>Seagull</i>: 43-48 • <i>TSIS</i>: Ch. 10-11 | Tues. 2/19 <ul style="list-style-type: none"> • Revised Essay 3 (bring copies) Thurs. 2/21 <ul style="list-style-type: none"> • Finished Essay 3 (cause/effect) | <ul style="list-style-type: none"> • Reverse outline • Writing persuasive essays • Peer workshop |
| 8 <u>2/24-3/2</u> | Tues. 2/26 <ul style="list-style-type: none"> • <i>TSIS</i>: Ch. 12-13 | Thurs. 2/28 <ul style="list-style-type: none"> • Essay 4 Draft (persuasion) • (bring copies) | <ul style="list-style-type: none"> • Persuasion and argument • Peer workshop |

| Week | <u>Read</u> | <u>Write</u> | <u>In- class topics and activities</u> |
|----------------------------|--|--|---|
| | <ul style="list-style-type: none"> • <i>Complete weekly reading and Canvas quiz prior to first class (Tuesday).</i> | <ul style="list-style-type: none"> • <i>Submissions due on Canvas on designated date.</i> • Bring 4 copies of rough drafts on workshop days. | |
| 9 3/3- 3/9 | Tues. 3/5 <ul style="list-style-type: none"> • <i>TSIS: Ch. 14</i> | Tues. 3/5 <ul style="list-style-type: none"> • Revised Essay 4 (bring copies) Thurs. 3/7 <ul style="list-style-type: none"> • Finished Essay 4 (persuasion) | <ul style="list-style-type: none"> • Fallacies • Watch debate • Discuss debate • Peer workshop |
| 10 3/10- 3/16 | | | <ul style="list-style-type: none"> • Practice for final • Review • Q&A |
| 11 3/17- 3/23 | | | <u>Finals week</u> |

The instructor reserves the right to make changes to the schedule. Any changes made will not result in assignments being due sooner than listed in the original syllabus.

Accommodations: If you have a documented disability, please contact me during the first week so that we can make arrangements. **Disability Services** can also help you if you suspect that you have a disability. Visit their page for more information: <https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/student-right-to-know/diversity-disability-accommodations-inclusiveness>

Inclusivity: LLBC welcomes students from all backgrounds and does not discriminate. Please contact me if you feel that I or anyone else at school has treated you inappropriately. Visit the **Diversity Achievement Center's** page here: <https://www.linnbenton.edu/current-students/involvement/institutional-equity-and-student-engagement/diversity-achievement-center>