

**CRN:** 20040**Time:** W 6:00 pm – 8:50 pm**Room:** IA-207**Instr:** Adam Michaud**Email:** [michaua@linnbenton.edu](mailto:michaua@linnbenton.edu)**Phone:** 541-917-4620**Office:** SSH-208 (Albany Campus)**Office Hours:** Tues 2-4 and by appointment

### Course Overview

The ability to articulate ideas, communicate opinions, and share concerns is vital to participation in communal, academic, and civic discussions. To be effective whenever a person engages in such discussions, he or she *must* possess those literacy skills (the skills to read, write, and think critically) that enable him or her to articulate their arguments in with logic and emotional nuance.

You already, of course, possess these skills to some degree. You are always speaking, listening, reading, and writing. Every day you communicate your ideas to various audiences made up of friends, family, community members, classmates, teachers, and work colleagues. In WR 121 this term, you will further develop and fine-tune your literacy skills so that you are able to be as effective as possible whenever you enter a discussion and will be able to best communicate your ideas to an audience. What this course will give you is the opportunity to build on those literacy skills that you already have. It will also allow you to practice communicating your ideas and concerns, especially in terms of your writing.

With a little bit of hard work, the skills you develop in 121 will serve you well throughout the course of your college career and beyond.

### Course Description

Much of writing, and particularly writing well, has to do with thinking. By thinking I mean more than just wondering what to have for supper; I mean actively analyzing information in all its forms and processing it to find meaning in the world in which we live. In this section of 121, we will make a concerted effort to go beyond the snap judgments we make every day, and *really* think about the world at large, the community in which we live and about ourselves. More than likely I will, at times, ask you to step outside of your comfort zone, and try to see the “other” side of an argument. I will also ask you to challenge the assumptions, and perhaps even the values, you already have. My goal is not to change your opinions, but to engage you in the kinds of thinking that lead to thoughtful, active participation in your own life. If you walk out of class with a stronger, deeper-rooted understanding of what you hold to be true, then I will consider the class to be a success.

We may touch on such topics as Race, Gender, Sexuality, Poverty, Obesity, Culture, Morality, and Ethics, just to name a few. As a class, I hope to have active discussions that will be supplemented by readings, film, music, current headlines, and just about anything else that seems appropriate to work into the class.

Of course, since this is the first of many writing-intensive courses required by colleges across the country, substantial time will be dedicated to the act of writing, whether in the form of free writing, practice exercises, in-class draft work, or major assignments. Therefore, in addition to talking about “what” a piece of writing says,

we will also think about, analyze and discuss “how” it was written.

Obviously, we will also touch on issues of writing mechanics. However, this is not a grammar class. Issues of grammar will be covered based on the class’s overall need. As always, I will be happy to work with anyone one-on-one.

**Learning Outcomes for WR 121:**

1. Analyze the rhetorical needs (audiences, purpose, 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, sentences patterns, and writing conventions to make your writing clear, credible, and persuasive.

**Objectives for WR 121:**

- Write with confidence
- Write about what matters to you
- Discover, develop, and use your own best reading and writing processes.
- Work on writing projects both collaboratively and independently.
- Organize and write a well-structured and effective persuasive essay.
- Analyze a subject, research a topic, develop an argument, and write an essay presenting your views.
- Write for specific audiences and purposes using accepted conventions
- Clearly and effectively express your ideas.

**Required Texts & Materials**

The following books are required and should be available at the LBCC book Store

- 1 *They Say, I Say with Reading 3<sup>rd</sup> Edition* by Birkenstein and Graff (Norton).
- 2 Highlighters: Orange, Pink, Green, Blue. (Please have these 4 colors at least)
- 3 Suggested: A high quality style guide. Bedford St Martin makes several.

**Major Projects**

During the course of the semester you will draft and revise three major papers. The first is a Personal Narrative, followed by a Researched Analysis of a topic or issue, and culminating with a Research-Based Persuasive Essay.

In addition to the formal projects above, there will be regular reading, formal and

informal writing assignments, and a variety of other exercises throughout the semester.

**Grading Policy**

The major components of your grade are weighted as follows:

Reading Responses & Writing Exercises.....	150 points
Personal Narrative.....	150 points
“Issue” Analysis.....	150 points
Researched Persuasive Essay.....	150 points
Class Participation.....	100 points
Final Exam.....	300 Points

You will receive a letter grade (along with my oral and/or written feedback) for each of the major writing projects. The grade for each project will be assigned as follows:

1. **A = Excellent (4.0).** Your project will receive a grade of A if your work clearly meets all of the criteria of the assignment.
2. **B = Superior (3.0).** Your project will receive a grade of B if your work meets most of the criteria of the assignment.
3. **C = Satisfactory (2.0).** Your project will receive a grade of C if your work meets a majority of the criteria of the assignment.
4. **D = Marginal (1.0).** Your project will receive a grade of D if your work meets less than half of the criteria of the assignment or if your work is incomplete.
5. **F = Failure (0.0).** Your project will receive a grade of F if your work is significantly below expectation or is not submitted in a timely fashion.

You will have the option of improving the project grades of one the three major essays by revising and re-submitting with revision statements at the end of the semester.

Reading Responses (RRs) and Writing Exercises (WEs) will be graded on a /-basis. Passing in all of the assignments and showing honest effort will earn you full credit for the RR and WE section of your grade.

If you have any questions about a grade, please see me in office hours, and I will be happy to discuss your grade with you.

Final Exam: Every WR 121 class at LBCC has a final exam that is worth 30% of the course grade. This exam consists of two 50-minute sessions in which you write and revise an essay based on a prompt. **I will not be grading the final exam.** Throughout this term, I will be working to help you prepare to write this final essay.

Late Work: While I would prefer that you always submit work on time, I would rather receive a late essay than no essay at all. Therefore, I will accept major assignments up to a week after the due date, with 10% of the grade deducted for each class period the

assignment is late. Short assignments will not be accepted late without prior approval.

**Individual Conferences**

We will meet a minimum of twice during the term. These scheduled conferences are mandatory. They are designed to help you with specific questions and concerns about your assignments. They are also an opportunity for you to get one-on-one feedback and to discuss ideas for your papers.

**Participation.**

In addition to the major projects, you will be asked to complete in- and out-of-class reading and writing assignments. They are designed to facilitate class discussion, to prepare you for the major projects or to expose you to additional genres of writing. You will also be asked to make formal and informal presentations of your work in class or online. Although these assignments will not be graded, they will count as evidence of your active participation in the course.

Whereas in some courses you may find yourself sitting silently in a large lecture hall, in this class thoughtful participation in discussions is an important part of your work. In fact, the value of class meetings will largely be determined by the conversation you and your classmates create each day.

**Attendance Policy**

While I do not grade specifically on attendance, your participation grades are likely to suffer from repeated absences. Likewise your understanding of assignment expectations will be hindered by excessive absences. If you must miss class, come talk to me in advance it is your responsibility to get the assignments, class notes, and course changes from a classmate if you do miss a class. It is also your responsibility to keep track of and complete the missing work. In-class work cannot be made up. If you miss class on the day a written assignment is due, make arrangements to send it along with a classmate.

**Academic Honesty Policy**

In order to make the most out of this course, you are expected to present your own original work. Any attempt at plagiarism or misrepresentation will result in a failing grade for the project and, in some cases, for the entire course. I define misrepresentation and plagiarism as follows:

**Plagiarism.** The unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student's own. Plagiarism includes, but is not limited to the following:

- buying or using all or part of another person's paper;

- the representation of the ideas, data, or writing of another person as your own, even if some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;
- concealment of the true sources of information, ideas, or argument in any piece of work.

**Misrepresentation.** Submitting work originally submitted for one course to satisfy the requirements of another course, without prior consent of the current instructor

To avoid plagiarism, be sure to acknowledge the source, using the conventions of an appropriate academic documentation style (such as MLA)

For more information about plagiarism and how to avoid it, see *Purdue OWL* "Avoiding Plagiarism." <https://owl.english.purdue.edu/owl/resource/589/01/>

**Classroom Etiquette:**

Please respect the limited time we have together by refraining from potentially disruptive activities (texting, talking, Facebooking, sleeping, eating, etc.). Unless otherwise noted, all electronic devices should be turned off in class.

**The LBCC Writing Center:**

I highly encourage you to go to the Writing Center at least once during the term. Whether you struggle with writing or excel in it, the LBCC Writing Center is there to support you at any stage of the writing process, from brainstorming to revising. In addition to your draft, bring your assignment sheet and any questions you have. You may also submit your writing online at [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net), where you will get a personalized response within 1-2 business days.

The learning center at the Lebanon Center also offers writing tutoring. Stop by and say hello.

**Disability Services for Students (CFAR)**

If you have a documented disability, I will help you in any way I can. You can visit Disability Services for Students to obtain a letter outlining appropriate forms of accommodation for your specific case. Accommodations cannot be made without the letter. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services at 917-4789.

**LBCC Non-Discrimination Policy**

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. In other words, everyone is welcome at LBCC.

**Tips for Success:**

- **Communicate frequently with me** via email, office hours, or after-class questions. If you are struggling, have questions, or run into a problem, do not hesitate to contact me.
- **Start assignments early!** Even if you are just freewriting, brainstorming, or outlining, you will be that much further ahead and have that much more time to revise.
- **Come to class on time and prepared.** Do the readings ahead of time. You will be a much less stressed, more successful student—not to mention that you'll also enjoy the class a lot more.
- **Participate, participate, participate.** Don't be afraid to speak up in class discussions to offer your opinion, ask questions, or bring up a new point. Get involved in class activities. Learn the names of your classmates.
- **Don't get discouraged** if you run into a reading you have trouble understanding, a writing assignment that stumps you, or a concept you are struggling to master. This is a normal and healthy part of the writing and learning process(es).
- **Do** ask for help if you need it.
- Always bring your term journal, your textbook, and your notebook/pencils with you to class. **Come to class ready to write.**
- **Write about what matters to you.**

*Here's looking forward to a fantastic term!*