

WR 115 Syllabus

SYLLABUS: WR115 INTRODUCTION TO WRITING ALP SECTION FALL 2014

Instructor: Chris Riseley
Office: NSH211
Office Hours: Mon. 9-10
Tues 9-10
Wed. 9 -10

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Course Website: <http://elearning.linnbenton.edu/>

Text & Materials:

- ◆ Models for Writers, Short Essays for Composition, 10th edition, Rosa & Eschholz ISBN#: 0312531133
- ◆ The Little Seagull Handbook. ISBN: 978-0-393-91151-0
- ◆ College dictionary
- ◆ Writer's Notebook: 3-ring binder

COURSE DESCRIPTION:

Welcome to WR115, a workshop and discussion class in introductory writing. You can look forward to

- ◆ Practicing a variety of techniques for writing and revising paragraphs and essays
- ◆ Reading a rich assortment of essays to develop your good critical reading skills and enhance your writing
- ◆ Reviewing and using strong study skills, grammar and mechanical skills, and collaborative skills throughout the term

My approach to teaching writing focuses on our purpose in every single situation. From letters to the editor to letters for our sweethearts, I'll be teaching you how to identify the three primary elements at work in every piece of writing we start: who is your audience, what are you hoping they will do or believe after they finish reading your piece, and what is the best way for you to present yourself in each situation.

Writing is one of the most practical and useful skills we can develop in college, but I understand that we all come to this class with different

experiences. My goal is to help you find the best way for you to practice, evaluate, and improve your own writing. I want to remind you that we're on the same team and we share the same goal: to help you become an even more accomplished writer than you might already be.

Learning Outcomes

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.

Attendance and Time Management

Come to this class. You'll notice from the first day of class that we work together a lot. This course supports your work in WR 121. We'll be getting into groups to explore key concepts and then breaking into different groups to share what we've learned. We'll be working one-on-one and in small groups on simple assignments and more challenging ones. I like to keep this course fun, informative, and practical. Missing a meeting of this class is like buying a ticket to Disneyland and then going out to sit in your car in the hot parking lot all day. But I understand that we all have lives. If you must miss a class: send me an e-mail before the class you can't attend, and then make sure that you communicate with *someone else in the class* so that he or she can help you understand what we covered. This will require that you ask another student in our class for his or her contact information. Remember that we'll spend two hours outside of class working on our writing for every hour we spend in class.

Up to three unexcused absences will not affect your grade. In fairness to the students who come to all the classes, a fourth absence will result in one lower letter grade. I would like you to come and see me if you must incur a fifth absence.

PLEASE COMPLETE READINGS AND WRITING ASSIGNMENTS BEFORE COMING TO CLASS.

Additional Guidelines:

Type or word-process final revised paragraphs and essays.

Turn in rough drafts and peer comments (workshop notes) with polished, revised essay assignments.

Do your work on time. Our class is organized around extensive revision: therefore, your rough drafts and final papers need to be on time.

LATE WORK POLICY

After many years of being both a student and teacher, I have learned that getting our assignments in on time is best for us as students and for me as your teacher. This is the most ideal situation and it is the most fair one for all of the members of our class. We have deadlines and everyone meets the deadlines.

I realize that life can interfere with a deadline, but more often than not it is not really something important and unforeseen that interferes with our ability to turn in an assignment on time. Very often it is simply a lack of focus on time management that causes a paper to be late. I feel like it isn't fair to other students in the class if late papers are awarded the same points as papers that were turned in on time. We will be turning in our work in [Moodle](#). [Moodle](#) will accept your late papers for up to seven days after an assignment deadline. The maximum score that late paper can receive is a C.

If you find yourself submitting a second paper late, please come and see me during my office hours.

Do your own work. Plagiarism (using someone else's work as your own without proper in text citations and documentation) will result in your failing the assignment (with a zero score) and possibly failing the class. I am happy to meet during my office hours with all students who have any questions about what is and what is not plagiarism.

Campus Resources

◆ **Conferences with your instructor** (917-4573)– Please visit with me (NSH211) early in the term and often throughout the term with interests, questions, problems, or concerns.

◆ **LIBRARY** (917-4638)

◆ **Writing Helps:** a cooperative writing service including ESOL, Writing Center, Writing and Study Skills Labs and more. *USE THESE RESOURCES.*

◆ **Writing Center and OWL (Online Writing Lab)**

Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting!) with specific paragraph and essay assignments.

GRADING

Your final grade for WR115 (100%) will be composed of your class grade – 70% of Class Work Grade and **WR115 Final Exam** 30%.

Here's a general idea of the breakdown:

Summary Response 1: 50 points

Paper 1:	75 points
Summary Response 2:	50 points
Paper 2:	75 points
Quizzes:	50 points
Participation:	25 points
Reading Check (set 1)	100 points
Reading Check (set 2)	50 points
Portfolio	50 points
Total:	500 points

Unless I have been contacted by the Office of Disability Services (ODS) on your behalf, it is LBCC English Department policy that all students, including ESOL students, will have the exact same amount of time to answer the final.

EXTRA CREDIT:

Published Typos:

Send me a photo or scan of any typo you encounter! email it to chris.riseley@linnbenton.edu. 1 point of extra credit can be had if you send me a CLEAR photograph of a published typo from a newspaper, magazine, billboard or any kind of sign. Typos from the websites of large media outlets like New York Times, Fox News, Wall Street Journal, or Huffington Post can also be turned in.

Take screen shots of these by using the ctrl-prntscrn capture method. (I have left a few typos around in my own material to get you started – these too will be worth 1 point of extra credit.) The maximum number of points we can get from the published typos extra credit assignment is ten points.

When you send me the image of the typo, make sure to give me the related citation information. What newspaper published this? Who wrote it? You might want to take a picture of the front page of the newspaper or magazine.

WRITING CENTER

(Second Floor Willamette Hall)

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during our regular hours (Monday – Friday, 9 - 4) to work one-on-one with one of our Writing Assistants. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will get a personalized response within 1 – 2 business days. For more information, please visit us at www.linnbenton.edu/go/learningcenter/writinghelp

Disability Statement:

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 have not accessed services and think you may need them, please contact Disability Services, 917-4789.

Nondiscrimination Statement: 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.

	<p>Persistent link to this document online: https://docs.google.com/document/pub?id=1lmL7EwMJP0G1N-iomUe1IKOj7xSWgZGmzfMuDkBfycw</p>
Distractions	<p>There will be times when students need to take notes and really concentrate during this course. It is our responsibility to keep our environment as free from distractions as possible. For this reason food is not allowed in the classroom. Please eat before or after class.</p> <p>Of course all personal technological devices should be silenced during class. There might be times when you absolutely must be available to take a phone call. I understand that. If such a day arises, please sit in one of the chairs nearest the door and place your phone on vibrate. Take your call outside the classroom.</p>
Revisions	<p>You may revise papers one and two for a higher grade if you respond to all of the comments that I have made on the paper and improved it. When you resubmit your paper, place an introductory note at the beginning of it, reminding me about what notes I gave you and how they guided your revision. Please also place the sections you have changed in bold so that I can immediately see how you responded to the comments I offered.</p>

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