

**WR121 English Composition**  
Linn-Benton Community College  
Fall term 2016



CRN 24979 MWF 9 AM IA233  
CRN 20374 MWF 11 AM IA232

Text: *Readings for Writers: Readings and Rhetoric* by LBCC;  
*Quick 'n' Dirty Handbook for Writers* by McLagan and Madraso  
Supplemental readings on Pam McLagan's instructor website  
And <http://grammar.ccc.commnet.edu/grammar/index.htm>

Instructor: Pam McLagan

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Office hours: MWF 10-1:45 or by appointment

Written communication is very important in the world we inhabit. The written word gives us history: What happened? To whom? When? Why? What caused it? What were the consequences? How does it compare to what happened before? Written communication seals our agreements. Who will do what? When? And how much will it cost. Written communication also helps us make sense of our own responses. And, as Julia Alvarez said, "I write to find out what I'm thinking. I write to find out who I am. I write to understand things."

This course has been designed to strengthen written communication by giving students practice in a number of writing situations and tailoring writing to a particular audience and rhetorical situation. Students will write in a variety of formats, revise and edit material to reflect college-level grammar, syntax, spelling, punctuation. Students will also have practice locating outside sources and effectively using them in written documents. They will learn to use in-text citations, appropriate documentation, and works cited sections.

Officially, when students complete WR121, they should be able to

1. Analyze rhetorical needs (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments requiring them to use a broad range of critical-thinking strategies, particularly analysis and evaluation.
2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written work.
3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level analytical and evaluation assignments.
5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible, and persuasive.

Evaluation for the course will be based on

1. In class writings and responses,
2. Essays to be worked on independently or with a group and peer edited in class,
3. Reading notes as assigned
4. A final exam. The final will be in two parts over two days (Monday and Tuesday of Finals week) and will be worth 30% of the grade for the term.

Late papers receive a 10% penalty, but each student will receive a "Get out of jail free" card to be used with a late submission or for bonus points at the end of the term.

**\*\*\*Since this is a course in which we write about our thoughts and ideas, we must each do our part to show respect for and to one another and our readers.**

**Since we all want respect, we need to show respect -even to (especially to) those with whom we disagree.\*\*\***

**To limit distractions to yourself and to those around you, phones must be silenced and stowed once class begins.**



#### **Additional Guidelines:**

**\*\*Communicate with the instructor – preferably in person or by e-mail –if you have situations arise which make it impossible for you to be in class. If you communicate, I can help.\*\***

**\*Type or word-process final revised paragraphs and essays (except those done in class or otherwise noted).**

**\*Rough drafts and peer comments/edits must be turned in with the revised essay assignments.**

**\*Plan for all work to be done on time... this includes drafts and revisions.**

**\*Plan to do your own work. You'll be learning how to give appropriate credit for information and/or quotations from others' work so that you will avoid **plagiarism**. When you do it yourself, you'll learn better!**

#### **Campus Resources:**

+Conferences with the instructor. I'll have office hours each day that I'm on campus. If those hours do not work for you, we can meet by appointment. (Turn over for office and office hours)

+Library (917-4638)

+Writing Center: Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. It is located on upper level at the south end of the Learning Center. Benton Center (Annex) hours vary by term.

+OWL-- Online Writing Lab <http://lbcc.writingcenteronline.net> 24/7

+ Computer Labs: Learning Center; Library; Writing Center and others.

**Disability Statement:** Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. 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 actively support this right regardless of race, creed, color, gender, sexual orientation, and as otherwise noted in Board policy. (related to Board Policy #1015)

**Comprehensive Statement of Non-Discrimination:** 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. (for further information <http://po.linnbenton.edu/BPsandARs/>)

## WR121

### General Class Format

As we move through the term, we'll have a chapter reading about type of writing and we'll also read articles to "flesh out" the concepts. You'll find that we'll go back and forth among the chapters to highlight elements. When readings are due, come prepared with notes from the chapter or article. We will use a modified "Cornell" style of note-taking for this part of the preparation. Divide a sheet of paper so that there are three basic sections:

Generally, you'll be expected to have one sheet of paper per chapter. Since you will come prepared, you'll be ready to participate in the student-lead discussions. Make notes for the rhetorical chapters and "main idea" notes for the essays.

### Harvard Discussion groups.

Based on a model forum used at Harvard University, the discussion group generally works like this: students in each group select a facilitator; all group members will be discussion participants. The facilitator's job is to see that all members have opportunity to participate and to keep the discussion moving. Each participant may add to his or her notes as the discussion progresses.

Groups will be assigned with three or four students in each group. You may begin the discussions with questions about the work, including any possible explanations. Let the discussion develop from that point. I will assist by offering question prompts on the board. Notes will be submitted at the end of the class period and will be worth a maximum of 10 points each.

Key words or phrases

Notes from the chapter or article...or whatever has been assigned...

See

[http://www.timeatlas.com/5\\_minute\\_tips/general/word\\_templates\\_and\\_cornell\\_note\\_taking](http://www.timeatlas.com/5_minute_tips/general/word_templates_and_cornell_note_taking)


OR

Google : Cornell Notes Template.... several models exist

Summary of the article or short answer to a specific question.

## WR121 Proposed Schedule

Please check the screen at the beginning of class for updates.  
Fall term 2016

Week 1	Intro course, class, diagnostic Discuss reading Assign narrative Writing center visit	Read: Readings pp. 1-25
Week 2	Narrative Peer Review In-class writing #1 on Wednesday	Read: Readings pp.26-30; 31-36
Week 3	Critical Narrative due Assign Evaluation (C/C)	Read: Readings pp 42-48; 49-50.
Week 4	Evaluation first look Evaluation peer review In class writing #2 Wednesday	Readings 107-123.
Week 5	Evaluation due Assign Profile Conferences TBA Documentation and organization Library orientation	Read: MLA 124-135 (no notes).
Week 6	Continue work with Profile/research In class writing #3 Wednesday First Look Profile	Read: Fallacies–78-80
Week 7	Continue profile Peer Review Profile	Read: Readings 59-71.
Week 8	Profile due – Intro to Practice Final Practice Final Wednesday & Friday	Read: Readings 148-150
Week 9	Assign Revision Bonus in-class writing Wednesday No Class on Friday Thanksgiving Holiday	
Week 10	Revision due Blue/Green books due for final Prep for final exam In-class writing Friday	

***Finals week: Final Monday (noon) and Tuesday (11:30) Room TBA.***

***Prior to Finals Week, please submit two (2) “blue” (or green) books for the testing.***

