

WRITING 115 – Winter 2017
CRN 31509 (3 cr.) – TR 1-2:20pm in IA 242

Instructor: Dr. Stephen Rust, PhD
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Course Description

Introduces college-level critical inquiry in academic reading and writing. Students critically read, summarize and respond in paragraph format. Students develop expository essay writing skills, review conventions, and use individual and collaborative writing processes.

Required Texts and Materials

- *They Say, I Say: With Readings* (3rd Edition), Publisher: W.W. Norton
- *The Little Seagull Handbook*, (2nd Edition), Publisher W.W. Norton
- Access to a computer and your LBCC email account and my instructor website are essential:
- Microsoft Word and a USB or web drive (Microsoft Office 365 is free for all students)
- Paper, pencil/pen, and a folder to save your assignments, notes, handouts, etc.

WR 115 Learning Outcomes

Students who successfully complete all course assignments will be able to:

1. Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes.
2. Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting.
3. Distinguish your ideas from others' ideas.
4. Focus a main point and develop this main point clearly and logically using examples and illustrations in a well-organized essay.
5. Revise writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).

Note: This course is transferable as an elective, but does not satisfy institutional writing requirements for the degree seeking or transfer student.

PREREQUISITE: Placement by CPT or successful completion of WR95.

Assessment

- Students will write at least three summary paragraphs and three response paragraphs and two short essays (at least 500 – 750 words). In these writing projects, students will demonstrate mastery of a writing process (pre-writing, shaping, drafting, and revising).
- Students will complete in-class and out-of-class grammar exercises. Mastery of grammar conventions will be assessed within the context of the student's writing.
- Students will pass an exit final exam (holistically graded) worth 30% of the final grade. In a two-hour testing situation, students critically read a short essay then handwrite a summary and response paragraph. Instructor's grades of classroom activities, projects, and assignments will be 70% of the final grade.

What I Expect From You

I expect you to succeed in this class. To do that I need you to be in class every day possible. You will need to complete all reading assignments, homework, and essays on time and to the very best of your ability. I expect you to come to class prepared, awake, sober, and fully-engaged. Bring your books to class. Silence your phone before class and sit by the door if you are waiting for an emergency call/text and need to step outside to answer. Ask questions, engage in discussion, and be prepared to work in groups with any and all class members. Bring an open-mind, a positive attitude, and act at all times as a professional.

What You Can Expect From Me

I will respond to your questions and concerns as clearly and sincerely as possible and am always happy to talk about any aspect of the class. I will be on-time to class and office hours and respond to emails within 48 hours. I will provide you with the same level of instruction as students I teach at Oregon State University and the University of Oregon (where I work full time). I will listen to you and treat you with the utmost respect. I will grade fairly and provide detailed feedback

Attendance and Late Work

Attendance will be taken daily. Frequent absence will impact your ability to complete in-class assignments and earn participation points and thus will impact your overall course grade. Frequent tardiness equals absence. If you miss class, check with a classmate to see what you missed and send me an email, preferably before the class. Reading Responses and other homework assignments accepted up to 1 week late at a 40% penalty. I do not typically accept late essays unless you contact me prior to a missed deadline to explain the situation and make arrangements for catching up in a timely manner, typically at a 40% penalty.

Academic Honesty

All work submitted in this course must be your own and written exclusively for this course. The use of sources (for quotations, paraphrases, and ideas) must be properly documented. Please consult *Rules for Writers* for a definition of plagiarism and information on documentation. Violations in academic honest will result, at minimum, in a failing grade on the assignment and depending on the severity of the violation may result in course failure.

Sustainability

To reduce paper consumption, please feel free to print all documents double-sided and to use recycled paper whenever possible. Expand page margins to reduce white space and avoid waste.

LBCC Disability Services

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this 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 CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

LBCC Comprehensive Statement of Nondiscrimination

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 see Board Policy P1015 at <http://po.linnbenton.edu/BPsandARs/>

LBCC Diversity Commitment Statement

Linn-Benton Community College recognizes and affirms difference and variety as integral to an inclusive representation of humanity and the educational community. To thrive as an academic institution, LBCC fosters a learning and working environment that encourages multiple perspectives and the free exchange of ideas. LBCC expects all who work, study or teach at the college to be committed to these principles which are an essential part of our focus, goals, and mission.

Incompletes

Incompletes will not be awarded in this course except under extraordinary circumstances and only with the approval of the English Department chair.

Course Work and Grading

Your final course grade will be based on the following percentages (A = 90+%, B= 80+%, etc)

10% - Homework and Class Participation

30% - Three Summary Response Assignments

30% - Two Major Essays

30% - Final Exam

Participation 10%

This course requires active participation in class discussions and in-class assignments. Homework is kept to a minimum but since we have limited class time you will need do some reading and writing outside of class each week so we can make the most use of our time in class. Missing class more than 3-4 times during the term will inevitably impact your participation grade.

Additionally, you are required to make use of the LBCC Writing Center at least once during the term and may make extra visits up to three times during the term for an extra credit bonus of 1% to your final course grade for each visit. From initial ideas to final drafts, the Writing Center located above the Library can help you take your writing to the next level. Feedback is also available from online tutors. You must have your paper stamped by the Writing Center and must take your assignment in for feedback at least one day before it is due, no exceptions. For more information, head to <http://linnbenton.edu/learning-center/writing-center>

Summary Response Assignments 30 %

Summary Response assignments are the backbone of WR 115 and direct preparation for the common final exam to pass into WR 121. Therefore, we will spend considerable time in and outside of class working on these assignments and writing a variety of paragraph styles and practicing the core learning outcomes for this course. Reading quizzes are a strong possibility to make sure you're on target with preparing for each class period by spending two-three hours prepping for class.

Major Essays 30%

Major essays in this course are written to prepare you to succeed in WR 121 at any university or community college. These essays are written in portfolio cycles. Your first version, will be commented on, revised, and resubmitted for a final grade. To benefit from instructor and peer comments, all drafts must be complete, on-time, and written in formal, academic prose. Because this course relies on revision, final versions of essays will not be accepted until earlier versions are completed. Major essays must be typed, double-spaced and in **12-point Times New Roman font** with one inch margins. Title each essay and put your name and a page number on every page. Follow MLA guidelines, which are outlined in *The Little Seagull Handbook*. Detailed guidelines and rubrics for each essay cycle will be provided in class and posted to my faculty page.

Major Essay 1 is worth 15% of your course grade. You will write a 3-4 page (double-spaced) personal narrative. This is the kind of essay you will be required to write for scholarship and job applications. The process of writing this essay will help you to learn more about the self you present to the world. The skills you learn while writing this essay will also help you compose cover letters, resumes, answer job interview questions, and generally assess and pitch your writing to specific audiences.

Possible topics include:

- Dream Job – Identify a business where you would like to work, a university you would like to attend, or a major you would like to pursue.
- My Hero – Describe one person who has been influential in your life and explain how that person shaped the person you are today.
- Being a Teacher – Think of a skill or idea that you have taught to someone else. Narrate the events that made up the process of teaching the skill or idea, and the story behind the events.

Major Essay 2 is worth 15% of your course grade. You will write a 1200-word (4-page) argumentative paper on a question at issue in American. You will answer to this question in the form of a reasoned thesis and support with your own reasoning and evidence from two readings in *They Say/I Say*. The skills you learn while composing this essay help you succeed in WR 121.

Final Exam

All students enrolled in WR 115 at LBCC take a common final exam. The exam consists of two one-hour tests on Monday from 12:00-12:50 and on Tuesday from 11:30am-12:20pm. Location TBA. Bring two blue books. On Monday you will be given two questions. You will choose one question and have 50 minutes to draft your short essay response. Your draft will be turned in at the end of the period. On Tuesday, you will revise, edit, and proofread your essay. You may use a dictionary. If possible, we will have access to a computer classroom for the final. All work for this class will help you prepare for the final, including the major and minor essays. Extra time will only be allowed if you have a documented learning disability or if English is not your native language. Your final will be graded by another English Department faculty member using a 6 point scale.

COURSE SCHEDULE

(Subject to change. Any changes will be announced in class and posted to my instructor webpage)
Bring your textbooks to class every day.

Week One: Introductions and Expectations

Tuesday Introductions, Syllabus Review, WR 115 Pretest

Thursday Finish Pretest, Visit to Campus Writing Center

Week Two: Summarizing

Tuesday Begin Summary/Response Assignment #1, Read Sherman Alexi essay before class

Thursday **Due:** Summary Response #1 (Bring a complete first draft to class to workshop)
Read *Little Seagull Handbook* p. 9-27 and bring this book to class

Week 3: Making Ethical Arguments and Assessing Narrative Essays

Tuesday **Due:** Summary Response #1 (Bring a finished final draft to class)
Read *They Say / I Say* p. 255-283 and bring this book to class

Thursday Begin Summary Response #2 Read *They Say*

Week Four: Identifying Your Audience and Establishing Your Voice

Tuesday **Due:** Summary Response #2 (Bring a complete first draft to workshop)

Thursday **Due:** Summary Response #2 (Bring a finished final draft to class)

Week Five: The Craft of Research

Tuesday Read *Little Seagull* p. 58-60 and *They Say* p. 623-626 and bring both books to class
Begin Major Essay #1

Thursday **Due:** Major Essay #1 (Bring a complete first draft to workshop)

Week Six: Focusing Attention: Thesis Statements and Introductions

Tuesday **Due:** Major Essay #1 (Bring a finished final draft to class)
Read *They Say* p. 1-28 and bring this book to class

Thursday Read *They Say* p. 30-50 and bring this book to class

Week 7: Strategies for Success: Organizing Your Ideas and Incorporating Evidence

Tuesday Read *They Say* p. 313-360 and bring this book to class
Begin Summary Response # 3

Thursday **Due:** Summary Response #3 (Bring a complete rough draft to class for workshop)
Read *They Say* p. 55-77 and bring this book to class

Week 8: Driving Home Your Argument: Conclusions and Transitions

Tuesday **Due:** Summary Response #3 (Bring a finished final draft to class)
Read *They Say* p. 78-100 and bring this book to class

Thursday Read *They Say* p. 105-128 and bring this book to class
We will work on Major Essay #2 drafts in class

Week 9: Rebuilding, Revising, Reflecting

Tuesday Read *They Say* p. 139-144, **Due:** Major Essay #2 draft for peer review

Thursday **Due:** Major Essay #2 final drafts due

Week 10: Review and Final Exam Prep

Tuesday Final Exam Review Day

Thursday Final Exam Prep Day

Finals Week: Success!

Monday Final Exam Part 1: 12:00-12:50pm, Location TBA – Bring two Green Books

Tuesday Final Exam Part 2: 11:30am-12:20pm, Location TBA