

Linn-Benton Community College, Corvallis Campus

931 NW Reiman Avenue, Corvallis, OR 97330

Writing 122Z: Composition II

Fall 2023, CRN 28412 | 44 lecture hours / 4 credit hours

Meets Tuesday, 2:30 – 4:20 pm face to face in Chinook Hall, Room 212 and online



Email

mittelj@linnbenton.edu



Office hours

Thurs, 1:45 – 2:45 pm and by appt.



Phone

503-XXX-XXXX X



Instagram:

@jean.mittelstaedt #WR122Z

ABOUT WRITING 122Z

WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions. Prerequisite: WR 121Z Composition I or equivalent with a grade of C or better.

ABOUT ME

I am Jean Mittelstaedt, and I will be teaching you about writing this term. I also teach writing and driver education at Chemeketa Community College. Previously, I taught middle school and high school English language arts and literature courses. I can't remember ever wanting to be anything other than a teacher. I love words and language, which is why I enjoy teaching writing to students like you.

I have a Bachelor of Science in Education from Western Oregon University and a Master of Arts in Teaching in English and a Master of Arts in English from Portland State University. My professional interests include community in American literature, the teaching of writing, and the use of technology in education.

I live in SE Portland with my husband and goofy dog. My son is an auto mechanic and college student, and my daughter is a mechanical engineering college student. In addition to reading and writing, I enjoy singing, crocheting, cycling, listening to music, discussing politics, and watching favorite shows like *Star Trek*, *The Orville*, and *The Mandalorian*.



TEXTBOOKS and TECHNICAL RESOURCES

- Online writing textbooks and readings (links provided in Moodle) – **Required**
- College dictionary and thesaurus – **Recommended**
- Computer with Internet connection: If you don't have this at home, you can use one on campus.
- Email: I communicate extensively via email. I can only use your LBCC Gmail account, so check it regularly.
- Moodle: We will use Moodle for class materials and activities, communication, work turn-in, and grades.
- Word processing program: Microsoft Word (docx), Google Docs, or other compatible formats.

IN THE CLASSROOM

EXPECTATIONS

- **Attend** every class. Come ready to learn and to participate fully in class activities. Have all needed materials (paper/notebook, pen/pencil, completed assignments, questions). Complete each week's activities.
- Regular **communication** is vital. Tell me about questions, issues, problems, absences, and other concerns so that we can address them together.
- When we **interact**, we will do so professionally and respectfully. This means communicating regularly, understanding assignments, asking questions, doing your best work, and collaborating constructively.
- **Devices are welcome for class activities.** If you need to be connected to family or to work, please take care of this quietly and respectfully. If you use your device during instructional time for noninstructional purposes, I will ask you to put it away.
- **I trust you to take care of yourself.** We'll take brain breaks and you can take your own bio break as needed.
- Outside of these sessions, **you can expect to** read texts, complete activities, watch videos, work on assignments, and engage in discussion and collaboration with classmates.

COMMUNICATION WITH ME

- **Best way to contact me:** Email me at mittelj@linnbenton.edu using your LBCC Gmail.
- **Responses to email:** I will generally respond to email within 24 hours. Often, my response time will be shorter, while sometimes it might be longer (like weekends).
- **Feedback from me on assignments:** Expect feedback and a grade within 7 days but often sooner. You will be able to read my comments on your assignment in Moodle. Note: Assignments turned in after the due date will usually receive only a grade with no comments.



Created by Oksana Latysheva
from Noun Project

LATE WORK

Due dates are in the Course Schedule and in each week's module in Moodle. If your work is there when I grade it, it's on time and gets graded. If it isn't, it gets a 0. If you can't make a due date, tell me ahead of time if possible. If you miss a due date and/or have gotten a 0, communicate with me when you expect to turn your work in **and** when you actually turn it in. **Work turned in without communication with me will receive a 0, also.** Communicate with me so that I know what your circumstances are and can help you to be successful in our class.

The **absolute last date to turn in any work except for the final project** is the day work is due in the final module. This date is listed in the Course Schedule. Don't wait until this date! Communicate with me so that you can successfully complete your work, benefit from it, and receive the best grade.

ATTENDANCE

Success in this class is dependent upon **consistent attendance and active, engaged participation**. We read, write, think, discuss, collaborate...in short, if you miss a class, you miss a lot. Please inform me of (hopefully minimal) absences.

At the start of the term, you have **40 Attendance points**. When you do not attend class, I deduct 10 points from your Attendance total up to 40 points. You can make up these points (see the separate "Making Up Attendance Points" page in Moodle). Note: If you still have 40 points at the end of the term (because you missed no classes or because you made up absences), I will double this to 80 points—that's an extra 40 bonus points!

If you **miss a class**, please make sure to submit your work on time and to get caught up on what you missed. Review Moodle or ask a classmate if you need to.

TURNING IN ASSIGNMENTS

All **assignments** will be typed, double-spaced, using 10- or 12-point font size and will follow MLA format. If I give you a template or a form to use, please use it. Assignments may be submitted in these ways:

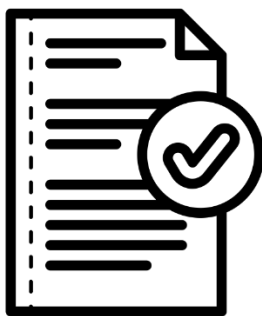
1. Place in the designated assignment **dropbox in Moodle** on the same day it is due by 11 pm.
2. **Email** it to me on the same day it is due by 11 pm. Send it as an attachment, not as text within the email itself. You can also share a Google Doc to me by the due date. **Note: Please use this option only if the Moodle dropbox is not working.**

Save your work as a computer document in **.docx, Google Doc, PDF, RTF, or compatible format but NOT .zip, or .pages**. The **document name** should include your full name, the class, and the assignment title. Here are some examples.

- Your Name WR121 Essay 1.docx (Word example)
- Your Name WR121 Writing Journal 2 (Google Doc example)

Any work without **heading information** or that is **submitted in a format that I can't open** will be returned to you. If any of this is a challenge for you, please talk to me.

Please check your progress regularly. If you notice anything that needs my attention, please let me know as soon as possible so that I can take care of it. If you **need help finding my feedback or comments**, please ask.



Created by agus raharjo
from Noun Project

DRAFTS OF WORK and REVISION OF WORK

Want some **feedback** on your work before you turn it in? Email a draft of any assignment to me before the due date. Please email it as an attachment, not text copied and pasted into an email. I will respond within 24 hours. Please do not email drafts for comments after 12:00 pm the day before the assignment is due; you will not get my comments in time for them to help you.

If you receive an **unsatisfactory grade on an assignment**, you may **revise it** for a higher grade. If your grade is higher, that grade goes in my grade book. I am happy to give you feedback about how to improve your grade.

Visit [the Writing Center in Willamette Hall](#) in person or remotely for writing help.

OFFICE HOURS

Please visit me during office hours, which are listed on the front of the syllabus and in Moodle. “Office hours” means the time I am available to you to answer questions, not the time I set aside to get work done. **This time is for you.** An appointment is not necessary, but you might want to check with me to make sure I’m not already scheduled with another student.

CLASSROOM COMMUNITY

Our class is our community, and all are welcome here. Our infinite diversities make for infinite combinations, so we will honor them all. We may do unfamiliar activities or work outside of our comfort zones, but in our classroom, all viewpoints are welcome and will be met with equal time and respect.



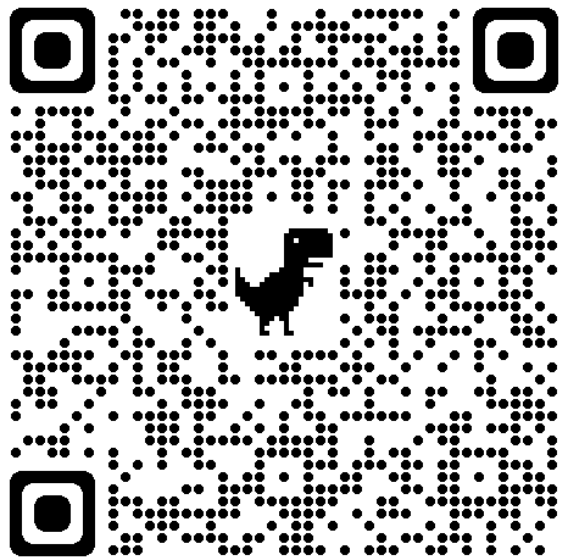
Created by Gan Khoon Lay
from Noun Project

STUDENT RESOURCES

- [Writing Center in Willamette Hall](#)
- [Linn-Benton Library](#) - help with research and with MLA/APA citation
- [Purdue Online Writing Lab \(OWL\)](#)
- [Excelsior College Online Writing Lab \(OWL\)](#)

TELL ME ABOUT YOU

Scan the QR code to help me learn about you!



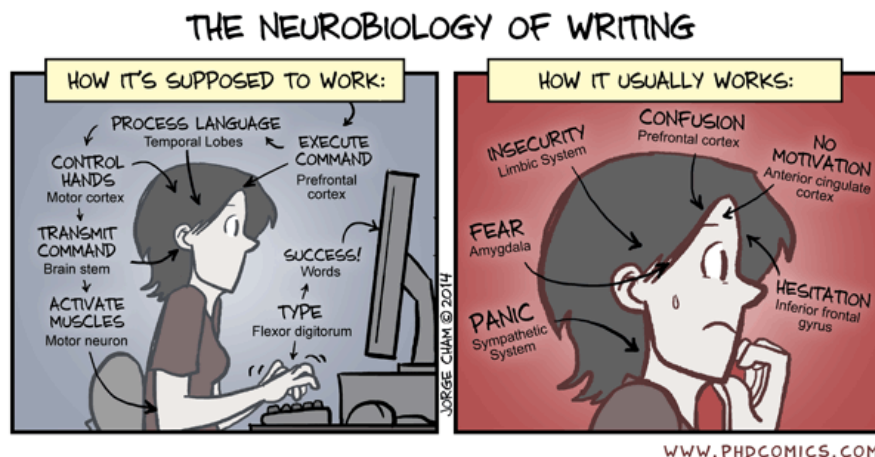
ASSIGNMENTS AND GRADES

If you ever have a question about your grade, please ask me.

- Letter grades:
 - 90-100% or 432-480 points = A
 - 80-89% or 384-431 points = B
 - 70-79% or 336-383 points = C
 - 60-69% or 288-335 points = D
 - Below 60% or below 287 pts = F
- Turn in every assignment, even if it's after the due date.
- Bonus points may be available if ALL assignments have been completed.



Assignment	Points
Writing journals (WJs) See the separate instructions (5 WJs/10 pts each)	50
Going Deeper discussions (GD) Deeper discussion of a larger question (4 GDs/10 pts each)	40
Essay projects (E) Narrative and researched argument (2 essays/50 pts each)	100
Essay Topic Interest Survey (ETIS)	10
Planning Exercises (PE) Exercises designed to help you plan your essays (3 PEs/10 pts each)	30
Google Doctivities (GDoc) Collaborative activities, related to class content, completed with your workshop team and due during class (8 GDocs/10 pts each)	80
Reading Quizzes (RQ) Based on class readings and activities (5 RQ/5 pts each)	25
Final exam project (FE) A written essay based on a prompt, which you'll complete in one three-hour block in Moodle (100 pts)	100
Attendance (Att) A pool of 40 points (for each absence, I deduct 10 points, up to 40—see "Making Up Attendance Points" in Moodle)	40
Because I Like Round Numbers (BILRN)	5
TOTAL	480



[Image from Piled Higher and Deeper Comics](#)

LINN-BENTON POLICIES

ACADEMIC INTEGRITY

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, changing or misusing college documents, using any form of generative artificial intelligence (such as text, image, or code generators like ChatGPT or Bing Chat) to complete your assignments or exams for this class, unless specifically allowed, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

COMPREHENSIVE STATEMENT OF NONDISCRIMINATION

Linn-Benton Community College does not discriminate based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws in its programs or activities. For further information see [Board Policy 1015](#) and [Administrative Rule 1015-01](#).

ACCESSIBILITY RESOURCES

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in the 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 Accessibility Resources, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services or call 541-917-4789.

EMAIL AND COURSE COMMUNICATIONS

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

TITLE IX REPORTING POLICY

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

PUBLIC SAFETY / EMERGENCY RESOURCES

In an emergency, call 911. Also, call LBCC Public Safety and Loss Prevention Office at 541-926-6855 and 541-917-4440. From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety is also the home for LBCC's Lost and Found. They provide escorts for safety when needed.

BASIC NEED STATEMENT

Any student who has difficulty affording basic needs such as housing, groceries/food, transportation, or utilities and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu), or visit us on the web www.linnbenton.edu/RRC. Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

DISCLAIMER

The Surgeon General has determined that eating this syllabus can be hazardous to your health. Side effects associated with use of this syllabus for prolonged periods include dizziness, nausea, vomiting, headaches, anxiety attacks and spontaneous writing. If you have experienced such side effects when using other syllabi, please consult your doctor to see whether this syllabus is right for you. If you experience an interest in writing lasting more than 4 hours, please consider becoming an English major. Any resemblance to any other course or syllabus living or dead is completely coincidental. No animals were harmed in the making of this syllabus. Some students may have been. Not intended for use as a floatation device.



COURSE OUTCOMES

Common Course Numbering Outcomes

1. Apply rhetorical concepts to achieve writing goals within a given discourse community.
2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources.
3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses.
4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection.
5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.

WRITING 122Z HACKS

- Ask questions about things you don't understand. You can do this during office time, before/after/during class, or in email.
- You can keep drafts in separate files to work on, but put all drafts of an essay in a single document when you turn it in on Moodle, in a Google Doc, or via email. Label each draft and part.
- Remember to give me editing privileges when you share a Google Doc.
- When emailing me, compose a new email to me. Hitting "reply" to a previous email may get your email overlooked.
- Check your LBCC Gmail regularly. You can set it up to forward to a different email address.
- Once you visit the class page in Moodle, bookmark it in your browser. Visit regularly for class materials and updates.
- Put the due dates from the Course Schedule and the Moodle Calendar in a planner or in your phone's calendar and set reminders for yourself.
- Visit the Writing Center or Online Writing Center with drafts of essays to get help on your writing.



Created by Chattapat
from Noun Project

COURSE SCHEDULE (SUBJECT TO CHANGE)

Each class week begins on Monday morning at 8 am and ends the following Sunday at 11 pm.
With a few exceptions, noted below, all assignments due on Sunday by 11 pm.

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
<p>Week 1</p> <p>September 25 – October 1</p>	<p>Class: September 26</p> <p>Question: Is a college education worth the money?</p> <ul style="list-style-type: none"> • Read “Is College Worth It?” (Moodle) and “We Send Too Many Students to College” (Moodle) • Writing journals • The Tools of Argument: Aristotle’s appeals—Google Doctivity 1 • Multimodal Minute: Linguistic and visual modes • Mixer for workshop teams 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read “Research Writing and Argument: All Writing Is Argument” (Moodle) • Using Moodle in writing classes (video, Moodle) • Look at “You’re not going to believe what I’m about to tell you” from <i>The Oatmeal</i> • Read What is the Rhetorical Situation? (Moodle) • Listen to “More than 1 million fewer students are in college. Here’s how that impacts the economy” on NPR (Moodle) 	<p>Due date: October 1</p> <ul style="list-style-type: none"> • Writing Journal 1 • Reading Quiz 1 • Practice discussion: Introductions
<p>Week 2</p> <p>October 2 - 8</p>	<p><i>October 2: Last day to drop classes</i></p> <hr/> <p>Class: October 3</p> <p>Question: Is a college education worth the money?</p> <ul style="list-style-type: none"> • The Tools of Argument: Evaluation arguments and the CRAAP Test – Google Doctivity 2 • Multimodal Minute: Aural and gestural • Meet your workshop team • Essay Topic Interest Survey 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read Developing a Research Question (Moodle) • Going Deeper Discussions • Read “Should Neo-Nazis Be allowed Free Speech?” (Moodle) • Read “Progressive Ideas Have Killed Free Speech on Campus” (Moodle) 	<p>Due date: October 8</p> <ul style="list-style-type: none"> • Essay Topic Interest Survey • Going Deeper Discussion 1 • Planning Exercise 1
<p>Week 3</p> <p>October 9 - 15</p>	<p>Class: October 10</p> <p>Question: How free should free speech be?</p> <ul style="list-style-type: none"> • The Tools of Argument: Style and tone • How free should free speech be? – Google Doctivity 3 • Multimodal Moment: Spatial • Perspectives Project Day 1 and 2 	<p>Please complete for the next class</p> <ul style="list-style-type: none"> • Read Writing Summaries • Perspectives Project • Read Quoting • Read “In College and Hiding from Scary Ideas” (Moodle) • Read and “Universities are Right to Crack Down on Speech and Behavior” (Moodle) 	<p>Due date: October 15</p> <ul style="list-style-type: none"> • Writing Journal 2 • Planning Exercise 2 • Reading Quiz 2

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
Week 4 October 16 - 22	Class: October 17 Question: How free should free speech be? <ul style="list-style-type: none"> • Causal arguments – Google Doctivity 4 • Essay 1 project • Perspectives Project Day 3 and 4 	Please complete for the next class <ul style="list-style-type: none"> • Read “Cause and Effect” (D2L) • Perspectives Project 	Due date: October 22 <ul style="list-style-type: none"> • Reading Quiz 3 • Planning Exercise 3 • Going Deeper Discussion 2
Week 5 October 23 - 29	Class: October 24 Question: Does society work equitably for people with disabilities? <ul style="list-style-type: none"> • Equity and disability – Google Doctivity 5 (Part 1) • Perspectives Project Day 5 	Please complete for the next class <ul style="list-style-type: none"> • Finish looking over your individual text(s) from Google Doctivity 5 	Due date: October 29 <ul style="list-style-type: none"> • Writing Journal 3 • Reading Quiz 4
Week 6 October 30 – November 5	Class: October 31 -- BOO! Question: Does society work equitably for people with disabilities? <ul style="list-style-type: none"> • Finish Equity and disability – Google Doctivity 5 (Part 2) • Perspectives Project Day 6 • Essay 1 rough draft and workshop • Essay 2 project 	Please complete for the next class <ul style="list-style-type: none"> • Multimodal Project Introductory Exploration 	Due date: November 5 <ul style="list-style-type: none"> • Writing Journal 4 • Essay 1 final draft • Reading Quiz 5
Week 7 November 6 - 12	Class: November 7 <ul style="list-style-type: none"> • Perspectives Project Conversation • Multimodal Project introduction • Multimodal Project workshop #1 	Please complete for the next class <ul style="list-style-type: none"> • Anything you need to work on for the MMP or Essay 2 	Due date: November 12 <ul style="list-style-type: none"> • Essay 1 final draft • Essay 2 proposal / sources • Going Deeper discussion 3
Week 8 November 13 - 19	<p><i>November 13: Last day to withdraw or to change grade option</i></p> <hr/> Class: November 14 <ul style="list-style-type: none"> • Multimodal Project workshops #2 - #3 	Please complete for the next class <ul style="list-style-type: none"> • Anything you need to work on for the MMP or Essay 2 	Due date: November 19 <ul style="list-style-type: none"> • Multimodal Project Proposal • Essay 2 plan/sources

Week	What we are doing in class	What other activities to complete	What is due Sunday by 11 pm
Week 9 November 20 - 26	Class: November 21 <ul style="list-style-type: none"> • Multimodal Project workshops #4 - #5 • Essay 2 workshop 	Please complete for the next class <ul style="list-style-type: none"> • Anything you need to work on for the MMP or Essay 2 	Due date: November 26 <ul style="list-style-type: none"> • Essay 2 rough draft and workshop • Reading Quiz 5 • Multimodal Project Status Update <hr/> November 21: Bring your rough draft of Essay 2 to class for a workshop and submit a copy to Moodle.
Week 10 November 27 - December 3	Class: November 28 <ul style="list-style-type: none"> • Multimodal Project workshop 6 • General workshop time to work on Essay 2, Going Deeper Discussion 4, Writing Journal 5, and the MMP. 		Due date: December 3 <ul style="list-style-type: none"> • Essay 2 final draft • Going Deeper Discussion 4 • Writing Journal 5 <hr/> <i>All work except for the MMP is due Sunday by 11.</i>
Week 11	Final exam, December 5, 4:30 – 6:20 pm <ul style="list-style-type: none"> • You'll present your Multimodal Project final product to your team. • All components of the MMP (Proposal, Status Update, final product, reflection / evaluation) are due by this time. 		

Questions about Writing 122? Write them down and bring them to class!



Image by [Peggy und Marco Lachmann-Anke](#) from [Pixabay](#)