

WR 121-A01 English Composition SUMMER TERM 2021

Donna Trask ("Mrs. T") traskd@linnbenton.edu

CRN 10008 4 credits **VRT **MW 9:00-10:50am****

*As students will access assigned articles ONLINE, we have **NO TEXTBOOK.***

Required materials:

The current edition of W. W. Norton's ***The Little Seagull Handbook***.
(*Recommended: Merriam-Webster's Everyday Language Reference Set.*)

WR 121 is the first term of a three-term sequence in composition, which "Focuses on college-level expository writing and critical thinking. Improves fluency with elements such as thesis, support, organization, basic research/citation and conventions of language. Uses processes such as critical reading, prewriting, drafting, peer feedback, revision, editing, and reflection. Asks students to employ these elements and processes while considering the audience, purpose, and genre of a given writing task. Requires 3000-3500 words (about 10 pages) [*20 pages double-spaced*] of revised, final draft copy each term, or an appropriate multimodal analog for this amount of text."

The primary objective of this course is to strengthen your proficiency in college-level expository writing.

Over the course of the term, each of you will write **four brief essays**, increasing in length from ***two pages minimum to eight pages minimum***. Plan to schedule time with the Writing Center for reviews of all your essays. You will also produce **two collaborative reports** with your writing team, and each report will require research and proper **MLA** documentation.

I suggest you ***anticipate investing nine to twelve hours per week*** preparing for and completing the assignments for this class. The more effort you put into your work, the more strength and confidence you will gain, *because the quality of your work will improve.* Always **read *ahead* in the Class Calendar** to be prepared for the next assignment.

Expect to work hard, and you will accomplish much!

Academic Decorum Statement:

The English Department expects class to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with ***clarity and tact***. These same standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

RESOURCES:

The LBCC Library : You can easily navigate from the LBCC homepage to the Library homepage by going to Quick Links in the upper right corner of the screen and clicking on *Library*. The site posts library hours, an online catalogue, **over 75 research databases** (Academic Search Premier, Opposing Viewpoints, etc.), several digital magazines, an interlibrary loan service and a Student HelpDesk, just to name a few of the benefits provided by our *excellent* Library.

The Writing Center: While enrolled in WR 121, you will need to have your rough drafts reviewed by the Writing Center. Here is the link to their new Moodle page:

<https://moodle.linnbenton.edu/mod/page/view.php?id=613017>

As you will be doing **research** to support your essays, please note that **WIKIPEDIA IS NOT YET CONSIDERED A PROPER ACADEMIC SOURCE**, so you should ***ALWAYS refer to the ORIGINAL sources*** if you pursue a topic found on Wikipedia.

*****POLICY ON LATE WORK:*****

Work is to be submitted any time between 6:00am and 10:00pm on the day it is due, in order to receive full credit.

Our class standards reflect workplace standards: **a due date is a deadline**, and you don't miss deadlines at work without informing your supervisor of your progress. If circumstances are working against you, *please make arrangements for an extension prior to the DUE DATE.*

Unless you make **suitable arrangements** with me by discussing your challenge, LATE WORK WILL NOT RECEIVE CREDIT if it is presented **MORE THAN ONE CLASS DAY AFTER** the due date: **It will receive a ZERO.**

Submitting Assignments:

All **essays, summaries, and reports** will be submitted to Moodle and must follow **proper MLA format**: your work should be ***double-spaced***, printed in **12-point *san serif font* such as *this (Verdana)***, feature ***one-inch margins and numbered pages***, and employ ***MLA documentation*** where needed.

In the ***UPPER LEFT CORNER of the first page*** (but *no other page*) of the final draft, be sure **your name, your instructor's name, the course title and meeting time, and the date** are all listed in a column, just as if it were the front page of *business correspondence*. The **title** of your paper should directly follow, and it must have *center alignment* on the page. Please keep an electronic copy of every paper you submit.

Criteria for Grading:

Half of your grade on each writing assignment will be a reflection of the quality and organization of your ideas, the clarity and conciseness of your writing, the appropriateness of your tone and format, the quality and effectiveness of your proofreading, and *the level of your adherence to the assignment guidelines*; the other half of your grade will depend upon your correct use of standard American grammar, syntax, spelling, punctuation, and academic vocabulary.

Successful completion of this course means that you have demonstrated the following outcomes:

You can "1. Anticipate and identify the needs of your audience in a variety of academic writing situations; 2. Use rhetorical elements (such as thesis, introduction, development and support, rebuttal, narration, and conclusion) to organize and clarify your writing; 3. Practice foundational research methods by finding, evaluating, incorporating, and properly citing appropriate sources; [and] 4. Write in clear, effective language."

Request for Special Needs or Accommodations

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) 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, gender, gender identity, 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 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Katie Winder, CC-102, 541-917-4547, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/public-report

Discrimination/Harassment Complaints

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by a person while at LBCC or wish to report any concern or complaint, please use this form: [Report Concerns / Complaints Form](#)
Any complaint about a student or a student complaint about the College,
Contact Katie Winder, (541) 917-4547, winderk@linnbenton.edu, CC-102, Albany, OR 97321

Any complaint about an LBCC staff member, contact Scott Rolen, (541) 917-4425, rolens@linnbenton.edu, CC-108, Albany, OR 97321

Basic Needs Statement

Any student who has difficulty affording groceries, or who lacks a safe and stable place to live, is urged to contact the Student Resource Navigator Amanda Stanley, stanlea@linnbenton.edu, in the back of the Advising Center: 541-917-4877. The navigator can connect students to resources.

WR 121 CLASS CALENDAR SUMMER TERM 2021

"I reserve the right to make changes to this syllabus at any time during the term."

WEEK ONE: June 28 - July 4

Welcome! Your first assignment is to **thoroughly read the syllabus** and take **a virtual tour of the Writing Center before Wednesday.**

Arrange to have someone in the Writing Center review your rough draft of Essay #1 before Thursday of Week 2. **They open July 6** at 11:00am, and their Summer 2021 schedule is "Tuesday through Thursday, 11am-5pm and Saturday 1pm-5pm." The Online Writing Lab (OWL) opens July 6 also.

Writing Assignments/Homework:

Draft a **five-paragraph explanation** (due July 7) of what you **like** about **your** writing **and** what you plan to **accomplish** in this course.

WEEK TWO: July 5 - 11 (No class Monday: Independence Day!)
FIVE-PARAGRAPH EXPLANATION DUE WEDNESDAY

To eliminate the need for QUIZZES, **you will summarize the assigned readings** and I will be evaluating you for accurate observations and logical conclusions. Your first readings are: **Personal Narratives**, *The Little Seagull*, pp. 58-61, and **Integrating sources and avoiding Plagiarism**, *The Little Seagull*, pp.107-118. The summaries are DUE this Wednesday, by 10:00pm.

Writing Assignment: ESSAY #1: Narration and Description:

For this two-page essay, you will be writing a personal narrative to illustrate **what you learned** from an impressive and insightful **incident** in your own life. You will not be required to gather any outside sources for this essay, but it must be formatted according to MLA guidelines. **The rough draft** must be **reviewed** in the Writing Center by **this Thursday**; final draft is due next Wednesday.

To prepare to work with your writing team next week, **read online** the essay "**The World of Doublespeak**" by **William Lutz**, and *take notes*.

WEEK THREE: July 12 - 18

ESSAY #1 DUE WEDNESDAY by 10:00pm

Activities/Writing Assignment: Considering William Lutz.

With your writing team, **discuss your own experiences of the problems with "doublespeak."** Write **a group summary** of your team's opinions and **their recommendations** for ways we all can improve communication. Final draft from each team **due Monday, Week 4**. Read and summarize **Arguments, The Little Seagull**, pp. 43-48 to prepare for next week's Research Workshops. (Summary due this Wednesday by 10:00pm.)

WEEK FOUR: July 19 - 25

TEAM SUMMARIES DUE MONDAY; **thesis statements** due Wednesday.

*******Research Workshops Monday and Wednesday *******

Begin work on the final paper for this course, **ESSAY #4: Persuasion**.

In this essay, due August 30, you will present **your argument about an issue of your choice**, and persuade the audience to accept your

perspective. You will need **at least four academic sources**, and must document them according to **MLA style** (*The Little Seagull*, pp. 119-169.)

The essay must be **a minimum of eight (8) content pages**, followed by an alphabetized Works Cited page. While no topics are forbidden, you must substantiate your position by using vetted sources, and removing all fallacies in logic.

HOMEWORK due Wednesday: Draft your initial **thesis**, and govern it with the considerations discussed in **Arguments** (*The Little Seagull*, pp. 43-48.)

Your initial thesis statement is due this Wednesday, by 10:00pm.

For next week, read and summarize **Comparison and Contrast, The Little Seagull**, pages 21-22 and 517, due this Thursday by 10:00pm. Read online

both of these articles: **"The Designer Player"** by Rodrigo Villagomez and

"Too Much Pressure" by Colleen Wenke. **Arrange an appointment for next week** with someone in the **Writing Center** to review your rough draft of Essay #2 before next Thursday.

WEEK FIVE: July 26 - August 1

With your writing team, discuss the implications of **the obsession with "perfection"**, and some **common societal consequences** that such an obsession produces. Take notes during the discussion to help you draft **ESSAY #2, Comparison and Contrast**. In this four-page essay, you will *set the two readings side by side*, **compare** them, *and then contrast* them. You will be expected to *document quotations within your essay*, according to **MLA style**. Rough drafts must be **reviewed in the Writing Center** by this Thursday, and the final draft is due Monday by 10:00pm.

A Note on YOUR RESEARCH FOLDERS: Because I need to see that you are making progress on ESSAY #4, **please put your research folders in Moodle by 6:00pm next Wednesday.**

WEEK SIX: August 2 - 8

ESSAY #2 DUE MONDAY by 10:00pm

***** RESEARCH FOLDERS WILL BE CHECKED ON WEDNESDAY*****

Writing Assignments:

Work with your writing team, and use your dictionaries and thesauruses to **prepare a five-page team report citing examples of denotation and connotation** for **each** of the following: **liberal, conservative, bias, cool,** and **green**. Divide the list so that each word is covered. Finished reports must have in-text citation of all sources, using **MLA style**. Remember to *(put your name in parentheses at the end of your section)* in order to receive credit for your contribution. Final draft of the report will be due this Wednesday, when we will begin the six-page **Essay #3, Analysis**, in which you will **analyze a stereotype that has personally affected you, and how it helped you grow as a person**. For next week, read and summarize **Rhetorical Analyses, The Little Seagull**, pp. 49–61, due Thursday by 10:00pm, and **read** the following:

"Race Relations and Law Enforcement/Imprimis" by Jason Riley;
"The Most Common Stereotypes About Student Athletes, Debunked" by Dakota Buhler; and "The Fallacy and Danger of Mommy Stereotypes" by Rebecca Hill. Remember to arrange an appointment for next week to have someone in the **Writing Center** review your rough draft of Essay #3 before next Thursday.

WEEK SEVEN: August 9 - 15

Activities/Writing Assignment:

As teams, discuss the dangers/losses suffered in society when stereotypes are allowed to stand as "truth." Then discuss the grains of truth embedded in every stereotype: where do they come from? Take notes you can use in drafting **ESSAY #3**. When you write the rough draft, *discuss the three readings in your first three pages; save your own stereotype experience for the last three pages.* Rough drafts should be ready for **Writing Center review by Thursday**. Final drafts are due next Monday, by 6:00pm.

WEEK EIGHT: August 16 - 22

ESSAY #3 DUE MONDAY

RESEARCH all this week; *your revised thesis statement is due this Wednesday*

Open time for working on **ESSAY #4, Persuasion**. The first **rough draft** of the essay must be ready by **next Monday**. Remember your finished project needs to include a total of **three** reviews: **your own critique**, and **two reviews from the Writing Center**. **Arrange appointments for next week** to have **someone in the Writing Center** review your rough drafts of Essay #4 **two separate times** before Thursday of next week. Your first Rough Draft of ESSAY #4 must be ready by August 23 to be reviewed at the Writing Center. After you receive the first review, edit and rewrite the Rough Draft to reflect suggestions made in that review, and submit the Revised Rough Draft for your second review by the Writing Center before Thursday, August 26.

WEEK NINE: August 23 - 29

ROUGH DRAFTS OF ESSAY#4 ready to review by MONDAY

Open time for working on ESSAY #4.

Prepare your ***Critique of the Research Experience*** and submit it this week. Please describe your personal experience researching Essay #4, and offer suggestions for useful changes in the assignment that will enhance the experience for the next group of students. The **final drafts of Essay #4** are **due next Monday by 6:00pm**.

WEEK TEN: August 30 - September 5

ESSAY #4: RESEARCH, DUE **MONDAY** by **6:00pm**

Class Activities:

We will prepare for **this week's final exam** by analyzing the article on which the exam questions will be based. Select a timeframe that works well for you, and **complete the Final online this week.**

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Names and e-mail addresses of your Writing Team: