

**WR121 English Composition**  
Linn-Benton Community College  
Fall term 2019

WR121

CRN 25136 MWF 10 AM IA217

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

Instructor: Pam McLagan

Contact info: e-mail [mclagap@linnbenton.edu](mailto:mclagap@linnbenton.edu) (preferred)

LBCC phone: 541-917-4525 Office: SSH210

Office hours: MWF 9 AM 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 the 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.\*\*\***

### 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!

**To minimize distraction to yourself and others, all phones must be silenced and stowed when class begins.**



### 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

+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 Proposed Schedule

Please check the screen at the beginning of class for updates.

Fall term 2019

Week 1	Intro course, class, diagnostic Discuss reading Assign narrative Writing center visit	Read: Readings pp. 1-27
Week 2	Narrative First Look Monday In-class writing on Wednesday Peer review Narrative Friday	Read: Readings 28-33
Week 3	Narrative due Assign Evaluation (C/C) Activities for evaluation/c-c First look Friday	Read: Readings pp 35-43
Week 4	Evaluation peer review Monday In class writing Wednesday Evaluation due Friday Assign Profile	Read: Evaluating sources and Writing Profiles from supplemental Readings 88-104
Week 5	Documentation and organization Library orientation	Readings: 105-116 Download and print "summary" information on my instructor web site.
Week 6	Continue work with Profile/research In class writing Wednesday (w/source) First Look Profile	Readings: 71-73
Week 7	Veterans' Day holiday...no class Continue profile Peer Review Profile	Read: Readings 52-64
Week 8	Profile due – Intro to Practice Final Practice Final on Wednesday and Friday	Read: Readings 129-131
Week 9	Assign Revision Blue/Green books due for final Prep for final exam Thanksgiving holiday... no class Friday	TBA
Week 10	Revision due In-class writing on Friday	



Generally, readings are due on the first class meeting of the week  
so students are prepared for class activities.

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.

