

Instructor: Susan Pesti-Strobel

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Course information: WR 121 – English Composition - CRN 30293 – Winter 2020

Meeting place/time: NSH (North Santiam Hall) 206; TTH 8:30 – 9:50

Welcome to class!

I am excited to have you in my class and look forward to coaching you to become a conscious writer.

*****IMPORTANT: This syllabus contains crucial information about class and your assignments. Read it carefully; read it often. You are responsible for knowing the contents.**

Required course materials:

- 2 “green books” for Final Exam

Reading materials will be posted and linked on Moodle

Strongly recommended:

- Online Writing Lab/OWL Purdue: https://owl.purdue.edu/owl/purdue_owl.html . Excellent site to look up citations, but it also offers help with grammar.
- Access to a dictionary, e.g. dictionary.com. Free...

Campus resources:

- Me. Of course. Please come see me often with questions and concerns.
- The Writing Center (WH) and the OWL (Online Writing Lab – not to be confused with OWL Purdue)
- The campus library.

Highly recommended:

- 3-ring binder or comparable folder to keep all your handouts, rough drafts, notes, and graded essays. Be sure to **keep all your written work till the end of the semester for your own reference.**
- Some kind of memory device – flash drive, USB. You can print your papers on campus – in some places for free. Be sure to investigate.

Course description

From LBCC Catalog: This course covers processes and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing, mechanics and standard usage required for college-level writing.

How we will do it: You will have the opportunity to practice and exercise your skills in reading, writing, responding, analyzing, and citing others. I am excited to be your coach throughout this process, so please come see me often. I am happy to answer questions and help.

Outcomes

Important: It is very important to me that I help you do well in class. Good writing skills can make a huge difference for all of us on the job market. In this class, we will focus on the following skills to help you become a better writer. Think of it as sharpening your tools.

Upon successful completion of this course, students will be able to:

- 1 **Analyze** the rhetorical **needs** (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical **writing assignments**.
- 2 **Apply** appropriate levels of **critical thinking strategies** (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.
- 3 **Implement** appropriate **rhetorical elements and organization** (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment.
- 4 **Locate, evaluate, and integrate high-quality information and opinion** in response to the rhetorical needs of an assignment.
- 5 **Craft sentences and paragraphs that communicate their ideas clearly and effectively** using words, sentence patterns, and writing conventions to make their writing **clear, credible, and persuasive**.

Course policies, or how to do well in class:

**Ultimately: 1) come to class
2) do the work
3) communicate**

Attendance and participation

- Come to class and come prepared: do the reading, writing, or other tasks due.
- You may miss one class – a freebie – without losing points.
- After the **freebie**, each time you miss a class, you will lose 2 points. **After the fifth absence, you will have lost all your participation points, i.e. 10% of your final grade.**
- Come to class on time. Tardiness is disruptive to others and you will feel lost. **After every three tardiness, you will lose 2 participation points.** Talk to me about a special circumstance, if any.
- **Engage/participate in class discussions** – it is the best way to learn. Ask relevant questions. If it is hard for you to talk in front of others, let me know, and we will find a way for you to engage.
- **Make friends in class.** If you miss a class, you are **responsible** for catching up and from a classmate. **Get contact info from as many mates as you can.** That is always a good thing.

Cell phones and other devices

- Turn off and stow electronic devices. I love instant research, so please wait until I ask you to use your device. If there is a special circumstance, let me know.

Safe conduct

- In order to create our class a **safe place** for everyone, **be respectful both to yourself and others.**
- We will be discussing a variety of issues and ideas in class. It will be inevitable that stances will differ on them. Please respect the differences and remember that such conversations should never target the person, just the ideas. Even so, we will also endeavor to find common grounds.

Academic Dishonesty – Administrative Rule No: 7030 – 02 (LBCC website)

In essence, do not claim somebody else's writing or other intellectual material as your own, i.e. do not plagiarize (see details below).

Students at LBCC are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, **plagiarism**, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college, violating copyright or trademark, or copying college software. ... [A]n instructor has the right to issue a grade of "F" or "NP" for the assignment or course when the instructor has sufficient information to reasonably believe the student violated this policy.

General guidelines for turning in written assignments:

- Rough drafts – you must bring your work-in-progress draft to peer review workshop. It can be very rough, like brainstorming even, but have a text for a colleague to read. You may lose your participation points for the day if you come without a rough draft.
- Final drafts – you must turn it in completed and revised **on paper (in class) as well as on Moodle (the night of the due date) for credit.**
- **I will not accept emailed assignments.** Also, you must turn in your paper on paper for me to grade it. Submission on Moodle is a backup, as such, mandatory, but cannot take the place of a paper copy.
- You have **one "Get out of Jail" card**: you must notify me ahead of time that you would like to use it. It means that you may hand in the final draft one class after the due date and get full credit.
- A paper that is late by one week will get a zero (0). Again, be sure to let me know of extenuating circumstances **before** the paper is due.
- Plagiarized papers – missing citations and/or Works Cited included – please see above.

Revised papers:

- I will be happy to help you get a better grade on a paper if you do the following:
 - Let me know you want to revise one class after you received your graded paper
 - You work on the revision with the Writing Center – they will stamp your paper
 - You hand in your revised paper with the revisions **in bold. These revisions must be substantial improvements on the original text.** Staple your revised copy on top of the original paper with my comments and the original grades.
- All revisions must be handed in before Week 9. No exceptions.

For in-class accommodations:

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 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 CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call [\(541\) 917-4789](tel:5419174789).

On what you will be graded in class:

Attendance	10 pts
Object Essay	30 pts
They Say I Say Paper	30 pts
Career Narrative	30 pts
Homework, minis	20 pts

These 120 points will provide your Class Work grade, which will be **70% of your final grade.**

Testing/Final exam

One of our writing assignments will be the final exam for this class. **The Final Exam will count for 30% of your final grade.** This exam will be made up of two days. On the first day, you will write a rough draft of a given writing prompt. The second day is your chance to revise your essay. We will also have a practice run for this final exam towards the end of the quarter.

- Our final exam is scheduled for the following days during Finals Week: Monday, 12-12:50, and Tuesday, 11:30-12:20. Students must test both days.

Overall grading:

Letter	Percentage	Performance
A	90% – 100%	Excellent work
B	80% - 89%	Good work
C	70% - 79%	Average work
D	60% - 69%	Poor work
F	0 – 59%	Failing work

Written assignments at a glance:

You will receive a detailed description when we begin work on each assignment.

1. **Object Essay:** you will write a contemplative narrative of an experience through which you can explore and link connections between an object, a group you belong to, and which functions similarly to a family, and the life of this object beyond your immediate experience. You will also include information from library research. (750+ words)
2. **They Say I Say Paper:** for this assignment, you will explore a group with which you may have had some experiences, but you still do not know enough about them to form an educated stance. This paper will give you exactly that: a chance to get to know them better. You will do primary research as well as library research. (750+ w)
3. **Career Narrative:** For this paper, you will write a narrative reflection of yourself as a professional meeting the requirements of a future (dream) job, coping with the joys and the pressures of said job. You will trace how relevant events and people have been preparing you for your future occupation. You will also research the requirements for the job, i.e., special skills, education, etc.
4. **Practice Final Exam:** We will practice, and practice some more, for the Final Exam in class. In fact, everything we will do during the term will lead up to helping you tackle the exam. During the last few weeks, we will devote time to read previous prompts, unpack them together, and practice answering the questions, etc. – 5 points earned towards participation

Tentative Class/Assignment Schedule – Subject to change. I will notify you of necessary changes ahead of time.

Week	Assignment due	Topics/Focus
1 1.7/1.9	Tues.: none! 😊	Introductions. Breaking the ice. Syllabus. Diagnostic writing= Mini #1.
	Thurs.: Read: The syllabus! Read: <i>They Say I Say (TSIS)</i> “Introduction” pp. 1-18. On Moodle Update: Update: *Read Object Essay assignment description on Moodle*	The rhetorical triangle. The writing process. Pre-writing exercise. Visit library and Learning Center
2 1.14/1.16	Tues.: Read: Lamotte, “Shitty First Drafts” on Moodle Read: Sample “Object Essay 1” on Moodle	Learn – relearn – unlearn exercise. Activity 1: Supporting details. Show, don’t tell. Answering the “So what?” question Activity 2: Finding quotes for paper
	Thurs.: Read: Sample “Object Essay 2” Bring intro paragraph and rough draft of your Object Essay – I will pick these up	Writing a story. The writer’s voice. Activity: Grammar Bites
3 1.21/1.23	Tues.: Object Essay rough draft due for peer review Read: <i>TSIS</i> pp. 104 – 106. *On Moodle*	Transitions exercise. The point of this story is... Titles, anyone?
	Thurs.: Read the description of <i>They Say I Say</i> paper on Moodle.	LIBRARY? Brainstorming exercise. Evaluating sources.
4 1.28/1.30	Tues.: Object Essay final draft due – paper in class; on Moodle tonight	Activity: Summary exercise. Discuss: primary research – observing, interviewing. Sentence style exercise.
	Thurs.: Mini-assignment #2 due: Summary Bring source materials you have collected so far for your <i>They Say I Say</i> paper	“Three ways to respond.” “Distinguishing What <i>You</i> Say from What <i>They</i> Say.” Activity: using templates and quoting.
5 2.4/2.6	Tues.: Bring very rough draft of your <i>They Say</i> paper for workshop Read relevant MLA citations on https://owl.purdue.edu	Back to basics: what is your point (thesis)? Writing in the middle. Writing graceful paragraphs – also with quoted material Writing Workshop
	Thurs.: Bring rough draft of <i>They Say I Say</i> paper for peer review	Self-revision: sentence style. Code-meshing – maintaining your voice in an academic paper. A serious look at audience Peer review workshop
6 2.11/2.13	Tues.: <i>They Say I Say</i> Paper final draft due: paper in class - on Moodle tonight Read description of Career Narrative paper on Moodle Read Sample Career Narrative on Moodle	Back to So what? How do you make them care/listen? Brainstorming. Discuss: job-hunting paragraph

	Thurs.: Bring mini-assignment #3: job hunting paragraph Read “They Always Call Me Miss” http://dogsdays.com/callmisssunmarch2005.pdf	Discuss: So what? Organizing your essay – weaving together your own story and outside sources Activity: Revisit: detail selection – creating a scene in a narrative
7 2.18/2.20	Tues.: Bring rough draft of Career Narrative paper	Peer review workshop
	Thurs.: Keep working on Career Narrative paper	Career Narrative paper Q&A – if needed Introduce Final Exam
8 2.25/2.27	Tues.: Turn in Career Narrative final draft (paper+Moodle)	Prep for Final Exam
	Thurs.: no homework	Prep for Final Exam
9 3.3/3.5	Tues.: no homework	Prep for Final Exam
	Thurs.: no homework	In-class activity: Write practice Final Exam=Mini #4 (5 pts)
10 3.10/3.12	Tues.: no homework	Prep for Final Exam: final Q&A. Respond the practice FE
	Did somebody say party? What does your favorite food say about you?	
11 3.16/3.17	Final exam for WR 121 exams will be Monday , 12:00 noon – 12:50 p.m., and Tuesday , 11:30 a.m. - 12:20 p.m. <u>Students must test both days.</u> Finals will be held in regularly scheduled classrooms.	

Enjoy writing. Always. 😊