

WR 121: English Composition  
CRN # 20045 — M/W/F 9:00 – 9:50 AM — NSH 108  
Fall 2018

**Instructor Information**

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Office Hours: T/Th 1-2 PM

**Course Description**

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.

Prerequisite: Placement in WR 121 is determined by pre-enrollment testing (CPT) or by passing WR 115 or ENL 115W (Introduction to College Writing for ELLs) with a grade of "C" or better.

**Required Texts**

- *They Say / I Say*, 4<sup>th</sup> edition (by W.W. Norton & Company)

**Required Materials**

- Notebook for note-taking, freewriting, and writing assignments
- 3 Green Books (1 for in-class reading checks, and 2 for the final exam)
- Access to the internet and the Canvas website (you will receive an invite via email to join our Canvas course during Week 1)

**Learning Outcomes for WR 121:**

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 Requirements & Grade Breakdown:**

Below is a preliminary list of assignments. A note on grading: each assignment does not automatically begin with full points. Rather, each assignment begins with zero points; each point awarded is earned.

Major Essays.....	500 points	} 1000 points total
Writing Tasks & Participation .....	100 points	
Reading Checks .....	50 points	
Practice Final Exam.....	50 points	
Final Exam.....	300 points	

**Major Essays:** Students will write **three major essays**, totaling 50% of your final grade. Each essay will build off the other in terms of skills and abilities learned through this course.

**Writing Tasks & Reading Checks:** Beginning the second day of class, we will use examination Green Books available at the LBCC Book Store at the start of every class period. These "green books" will be the way in which you receive credit for the reading you do outside of class, as well as allowing you a space to further engage with the material. Sometimes I will ask you to complete specifically directed questions intending to

show that you have done the reading; more often I will ask you to engage with the reading more extensively by freewriting in your green book. There will also be longer in-class writing tasks intended to deepen your understanding of key writing and rhetoric principles. There are more reading checks in this term than there are points available, which means that you can miss a couple without it negatively impacting your grade. Green books will be graded as follows:

**7 points**—entry shows a clear understanding of, or concerted engagement with, the content of the assigned reading. Entry uses specific, textual examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading.

**4-6 points**—entry shows some understanding of, or some engagement with the content of the assigned reading. Entry uses some examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading.

**0-3 points**—entry shows little to no understanding of or engagement with the content of the assigned reading. Entry uses few or no examples (quote, paraphrase, or summary) from the reading to support claims. It is unclear whether the student read the assigned reading.

## Grade Information

**A: Excellent Work.** Exceptional achievement; 4 quality points per credit.

**B: Above Average Work.** Superior achievement; 3 quality points per credit.

**C: Average Work.** Satisfactory work, meets requirements; 2 quality points per credit.

**D: Below Average Work.** Requirements not met, but worthy of credit; 1 quality point per credit.

**F: Failing Work.** Failure to meet requirements; 0 quality points per credit.

Grade Point Average (GPA) is calculated by dividing total quality points by total hours. Transcripts show current GPA (one term) and cumulative GPA (all classes taken at LBCC). You can obtain your final grades via your WebRunner student account.

**Please note that I will not “round up” final grades at the end of the term, so please do not ask me.**

Grades *will* be calculated based on the below scale. To revise any scores simply to alter a final grade defeats the purpose of the carefully designed rubrics and policies that I must apply across the board to all assignments.

## Grade Scale

Final grades will be calculated as follows, out of 1000 total points. Canvas grades will show point totals (not percentages) in order to show point accumulation toward a final grade. Assignments are graded using four criteria: 1) Quality of thinking, 2) Organization and coherence, 3) Style and technique, and 4) Use of conventions, according to the below standards.

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 599 or fewer points

In a writing class, each assignment does not automatically begin with full points that are then docked as the teacher finds things that are wrong or missing. Rather, each assignment begins with zero points; each point awarded is earned.

## Course Policies

***Attendance & Participation:*** I will take attendance every day. While I will not take points off for poor attendance, missing too many classes will affect your grade, **because you will miss Green Book entries and in-class assignments that you will not be able to make up.** Additionally, your presence in class is one of the ways in which you craft your ethos as a student.

Being a body in a seat is not full attendance – while you are in class, you are expected to pay attention, take notes, participate in discussion, and complete writing tasks. I will ask you to leave the class that day if you are not actively learning (i.e. sleeping in class, not paying attention to the course materials, or using your phone extensively). If you need to miss class on the day that work is due, email me so that you can arrange turning the work in *before* the due date. Please also make all efforts to arrive to class on time.

Absences: Absence is not an excuse for ignorance. If you miss class, do not simply email me to ask “did we do anything important today.” I reserve the right to not answer those emails. **If you are absent, it is your responsibility to contact one of your classmates and/or check Canvas for any learning materials posted** (PowerPoints, assignment prompts, rubrics, etc.) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, then I’ll be happy to answer emails about specific questions. I ask that, if you know you will miss class, that you please contact me as soon as possible.

It is your responsibility as a student to make up the applicable work you’ve missed. You are responsible for knowing and implementing any changes to the schedule or expectations on assignments before arriving to the next class.

Due Dates and Late Work: All major essays are due to Canvas by 11:59 PM on the date listed on the syllabus – any work that is not turned in through Canvas (by email, by Google Docs, etc.) will still be considered late. I will often provide more specific instructions for assignment turn-ins, and may also ask you to bring hard copies for in-class work. I reserve the right to deny any extension request, but if you contact me with an adequate plan for completion, I am happy to accommodate schedules.

Late work will drop 1/3 of a letter grade for each day that it is late. **If the assignment has not been turned in within five days of the due date, I will no longer accept it.** This is to ensure that you don’t fall too far behind. If you need an extension or know that a piece of work will be late, **email me** so that we can arrange something. Keeping in contact is key!

Canvas and Email: I will make regular use of the Canvas course site and email to post materials, log grades, and contact you with announcements. You will receive an invite code from me during Week 1 to join our Canvas site, so be sure to sign up as soon as you’re able (the code is also on the front page of this syllabus). You are responsible for checking your email regularly, as well as setting your Canvas notifications to receive new announcements. If you do not have ready access to the internet, in a way that will prevent you from successfully completing assignments, please inform me at the start of the term so that we can discuss alternatives. You must get my explicit, written permission for this.

Contacting Me: The easiest and fastest way to contact me is through my LBCC email (available on the first page of this syllabus). I will endeavor to respond to emails within twenty-four hours; if it has been longer than two days and you have not heard back from me, send me a follow-up email or check with me during class. I stop checking my email after 7pm every weekday and I do not check my email consistently on weekends. Please plan accordingly when contacting me.

It is your responsibility as a student to conduct yourself with rhetorical awareness and consideration. Therefore, emails that are not properly addressed or are without the proper respect and awareness of a student to teacher email will be promptly ignored.

Extra Credit: Occasionally, I may offer (SMALL) extra credit opportunities. You should not, however, rely on these for your grade improvement. Rather, focus on doing your best work without an additional point boost.

Essay Revisions: Because the majority of points in this class is made up of the essay grades, you are invited to complete revisions of these essays as many times as you’d like; by putting in that effort and investing deeply in your education, your writing will improve – and thus the grade you’ve earned will reflect that. More information will be available on this as the essays are introduced.

Classroom Environment & Technology: The success of our class discussions and activities depends on your being physically and mentally present, as well as respectful; you owe yourself, your classmates, and me the courtesy of **being both physically and mentally present**. Cell phone use during class is disrespectful and

distracting—to your classmates, to me, and to yourself as a learner. I will let you know if/when you may use your cell phones, computers, or other technology during class. Otherwise, please respect the learning environment and make sure your devices are put away when class starts. If you choose to use your device during class, distracting yourself, your classmates, and me in the process, I will give you one warning. For any subsequent occurrences, you will be asked to choose one of two options: take a 5 point deduction from your participation grade, or bring snacks for your classmates within the week of class meetings. This is to ensure that you unplug and focus during class. Again, consider how you are crafting your ethos as a student.

*Statement of Inclusion:* To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

*Academic Honesty:* Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving full accurate credit to the original source – **including forgetting to put quote marks around your sources** – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. **Recycling your own work from other classes is considered self-plagiarism** and is not allowed without prior written approval from me.

*High School Students:* If you are a student currently enrolled in high school taking college-level courses at LBCC, keep in mind that I will not fill out progress reports before, during, or after class time. You will be required to meet with me during my office hours or by appointment for me to fill out these reports. Simply handing them to me will result in me handing it back without filling it out. Please plan accordingly to give yourself enough time to fill this requirement.

## **Resources Available to You:**

*Student Disability Accommodations:* You should meet with me during the first week of class if:

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- 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 Online Services web page 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 at <http://www.linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

*Writing Center and OWL (Online Writing Lab):* From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net) where you will get a personalized response within 2-3 business days. For more information, visit [www.linnbenton.edu/go/learning-center/writinghelp](http://www.linnbenton.edu/go/learning-center/writinghelp).

**You will be required to attend the Writing Center at least once during this term.** Failure to do so will negatively impact your major essays’ grade.

*Tutoring Center:* If you are enrolled in a credit course at LBCC, you are eligible to use the Learning Center tutoring service for free. <http://www.linnbenton.edu/tutoring-center>

*Diversity Achievement Center:* The Diversity Achievement Center (DAC) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space where all students are welcome. The DAC

provides opportunities to learn about diversity, cultural enrichment, inclusion and unity in a relaxing atmosphere for students of all walks of life. Students can study, socialize or just hang out. The DAC also offers opportunities for skill development, coaching, mentorship and empowerment that enhance capacity for self-advocacy in a diverse world, along with helping students with academic and career choices. For more information, visit [www.linnbenton.edu/dac](http://www.linnbenton.edu/dac).

### Course Calendar and Due Dates

*(Dates and assignments are subject to change at instructor's discretion)*

Week	Date	Topic	Read/Due Today
1	9/24	Course overview & introductions	—
	9/24	Introduction to summarizing	<i>TS/IS</i> – “The Art of Summarizing” (p. 30-41) <b>Due: Purchase Green Book &amp; bring to class</b>
	9/28	Writing Center tour & initial writer's inventory	—
2	10/1	Practice with summarizing	<i>TS/IS</i> – “Don't Blame the Eater” (p. 245-247) <b>Due (in class work): Writing Task #1 – Practice summarizing</b>
	10/3	Introduction/overview of critical analysis & Essay #1: Analysis Essay	—
	10/5	<i>Guest Lecture:</i> Essay #1 work & brainstorm day	<b>Due: Confirm advertisement choice via email to Colleen</b>
3	10/8	<i>Guest Lecture:</i> Introduction/overview of rhetorical analysis: ethos, pathos, logos	<i>Canvas</i> – “Rhetorical Analysis”
	10/10	<i>Guest Lecture:</i> Practice with analysis	—
	10/12	<i>Guest Lecture:</i> Audience awareness, argument vs. purpose	<b>Due (in class work): Writing Task #2 – Practice analysis &amp; audience awareness</b>
4	10/15	<i>Guest Lecture:</i> Introduce rhetorical research practices & Essay #2: Rhetoric of Objects Essay	<b>Due at 11:59 PM: Essay #1 (via Canvas)</b>
	10/17	Plagiarism awareness & avoidance	<i>TS/IS</i> – “Introduction” (p. 1-16)
	10/19	Rhetorical analysis of sources	<i>Canvas</i> – “Evaluating Sources”
5	10/22	Introduce/practice quoting, paraphrasing, summarizing; review claims vs. evidence	<i>TS/IS</i> – “Starting with What Others are Saying” (p. 19-28) & “The Art of Quoting” (p. 43-51)
	10/24	Practice with rhetorical analysis	<b>Due (in class work): Writing Task #3 – Practice quoting &amp; claims vs. evidence</b>

	10/26	Structure in writing	<i>Canvas</i> – Sample Essay #2
6	10/29	Review of structure in writing; explore introductions/conclusions	<i>Canvas</i> – Sample Essay #2
	10/31	Connecting our writing through transitions & clear footpaths from claims to evidence to reasoning	<i>TS/IS</i> – “Connecting the Parts” (p. 101-114)
	11/2	Practice claims to evidence to reasoning	—
7 <i>11/9 is last day to withdraw from a course online</i>	11/5	Practice connecting writing; introduce Essay #3: Profile Essay	<b>Due at 11:59 PM: Essay #2 (via Canvas)</b>
	11/7	Demonstrating why your argument matters to your audience	<i>TS/IS</i> – “Three Ways to Respond” (p. 53-66)
	11/9	Demonstrating why your argument matters to your audience, cont.	<i>TS/IS</i> - “Saying Why it Matters” (p. 91-99)
8	11/12	No class – Veteran’s Day	—
	11/14	Review analysis, source integration, structure	<i>TS/IS</i> – “Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice” (p. 117-130) <b>Due (in class work): Writing Task #4 – TBD</b>
	11/16	Introduce practice exam, strategies for success in timed writing	<i>Canvas</i> – Sample Final Exam
9	11/19	Practice Exam	<i>Canvas</i> – Practice Final Exam
	11/21	Practice Exam, cont.	<i>Canvas</i> – Practice Final Exam <b>Due in class: Practice Exam</b>
	11/23	No class – Thanksgiving Holiday	—
10	11/26	Review practice exam; strategies for success on final exam	—
	11/28	Real world examples of rhetorical awareness,	—
	11/30	Course conclusion & final questions	<b>Due at 11:59 PM: Essay #3 (via Canvas)</b>
Finals	12/3 <i>and</i> 12/4	<b>Final Exam (students must test BOTH days): Monday, 12 PM - 12:50 PM and Tuesday, 11:30 AM - 12:20 PM</b>	