

# WR 121 - Fall 2019

**Meeting Times: MW 2:30 - 3:50**

**Text: Readings on Moodle**

[Office Hours Click Here](#)

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## Course Expectations

### Prerequisites:

WR 115 with a C or higher or a placement score that places the student in WR 121.

### Welcome to Writing 121: English Composition.

As a study of academic writing, this course is designed to make you a better reader, writer, and thinker. We are going to explore a variety of viewpoints within complex issues, through critical reading, thoughtful discussions, and the completion of several well-reasoned essays.

### Course objectives and outcomes in plain language:

After taking Writing 121, successful students will have learned to

- write at the college level
- read at a college level
- perform research
- use research in writing
- [Course outcomes click here](#)

### Official outcomes as stated in the catalog:

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

- Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.

- Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.
- 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.
- Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.
- 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 Work & Grade Distribution:**

- Assigned reading
- Three essays -- 60%
- In-class work, quizzes, practice final -- 10%
- Final -- 30%

Turn essays in via Moodle.

### **Required texts and materials:**

- Occasional printed articles
- Four blue books (for sale at bookstore)
- Pen, paper
- Access to a computer, internet (available on campus)

### **Grading Procedure**

My goal is to return every assignment to you within one week of the due date. I am always happy to grade your assignment first. Just email me and let me know that you'd like priority grading.

I will comment on every assignment. My comments will focus on one or two things you did particularly well and one or two areas where you could improve your writing. If you'd like more feedback, contact me.

### **My expectations for you:**

Show up. Do you very best. Ask questions. Ask for help. Don't be a jerk to your classmates.

## Cell phone policy:

If you need to text, go outside the classroom. It's really no problem, just do it outside. If you're using your phone to put something on your calendar, just give me that nod that says, *I'm putting something on the calendar*. Also--and this is a weird one--do not use your phones while waiting for class to start. (If you want to use your phone, wait a ways down the hall.) Instead, please talk to each other. There will be a conversation started posted on the door or whiteboard.

## My promise to you:

I am tough but fair, and I'm here to help you in anyway I can. That includes writing stuff and life stuff. If I can't help, I'll find someone who can. I check email once a day, Monday through Friday and try to empty my inbox every time. I answer student emails first, so put WR 121 in the subject line.

## Late Work Policy

- Essays 1 & 2 and the practice final can come in up to one week late (no grade penalty, but they cannot be revised).
- In-class work and quizzes cannot be made up but there will be extra credit opportunities to make up for missed work.
- Talk to me if you have an emergency.
- Please turn your work in on Moodle.

## Rewrites

- You may revise the first or second paper for a higher grade.
- Revisions must be accompanied by the original essay and my comments.
- Changes you made to the revised essay must be highlighted in **bold** or noted in some other way.
- Revisions of the first or second paper must come in before you hand in the third paper.

## For Extra Writing Help Visit the LBCC Writing Center

From initial ideas to final drafts, 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 one of the supportive Writing Assistants. In addition to your draft, please 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 receive a personalized response within 1-2 business days.

For more information, visit the Writing Center online at <http://www.linnbenton.edu/go/learning-center/writing-help>

# School Policies

## Incompletes

If you have completed 70 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete.

## Center for Accessibility Resources

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.

## Academic Honesty

Plagiarism is a type of academic dishonesty that involves the theft of another person's idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts, such as:

- Obtaining a paper on the Internet and turning it in as the student's own work; this is obviously intentional
- Copying sections of another's original document, photographs, artwork, songs/sounds, film, video images, lab project, or electronic files and putting the source material or text into one's own work without documentation, as if it were one's own original work;
- Copying a sentence, or an important exact phrase of two words or more, or a coined word (which may or may not have copyright protection) without the use of quotation marks and credit;
- Copying the structure of another's argument or premise, thesis, theory, design, or composition and merely translating key parts;
- Using another's results in one's own words without giving him or her credit, failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic, sound bite or other medium.

## LBCC Non-Discrimination Policy

All genders, races, sexual orientations, countries of origin, religions, abilities, languages, citizen statuses, welcome. The [official policy is here](#).

# Major Assignments

## ESSAY 1: Personal Essay

The goal of this assignment is for you to practice writing to a particular audience--in this case the Huffington Post personal essay collection--about something that matters to you. I also want you to practice writing in your own voice. I want your essay to be professional and sound like you.

The best way to get familiar with the type of writing you'll be doing is to read some articles in the [HuffPost Personals](#) section. It's an online publication so they definitely have some clickbait. Feel free to read the more titillating articles or skip them.

If you want a list of nice, clean articles, here are three:

- [I Went To Sibling Therapy With My Adult Sister And It Saved Our Relationship](#)
- [The One Thing Parents Should \(But Often Don't\) Consider Before Sending Their Kids To College](#)
- [Here's What Being Married For 63 Years Has Taught Me About Love And Life](#)

You will write an essay like this. Draw on your own experience to share one specific thing from your life. It should be interesting and the essay should be useful to some of your readers.

Length: 1000-2000 words. A short, well-written essay is better than a long, fluffy essay.

**And also...before you write your essay you will turn in typed answers to these questions:**

- Briefly summarize your story idea.
- Briefly explain why you're the right person to write the piece. What's your relevant expertise or experience?
- Briefly explain why this argument or story matters. What are the stakes here?
- Briefly outline how the piece will start and end.

**After your essay has been graded (and revised if you choose to) you will submit the answers to the questions above to: [pitch@huffpost.com](mailto:pitch@huffpost.com).**

## ESSAY 2: Giving Up Your Thing

Nope. This essay is not about giving up on something you wanted or dreamed about. It's about giving up something you consider unhealthy. The goal of this essay is to blend personal experience with a little bit of research in order to educate your reader while keeping them interested with stories.

Here's what you're going to do. Get ready. It's hard. You have to give something up for one week. Don't give up something healthy and productive! Here are some ideas of things you could give up:

- Social media
- Gossip
- Video games
- Speeding
- Smoking
- Eating refined sugars
- Buying anything in plastic packaging
- TV
- Junk food
- Complaining about work
- Checking your online dating sight
- Raising your voice to your child
- Drinking

A few people might give up something that's usually considered healthy, if it's become unhealthy for *them* (like exercise addiction or obsessing about counting calories.)

Make sure you give up something you do regularly (i.e. if you smoke pot twice a year, giving it up for this assignment doesn't make sense.)

And of course, don't give something up if it's going to hurt you. Don't stop taking your meds! Don't stop going to work!

Next, you'll keep a journal of your week. Write about your experiences giving up your thing. Some questions you might answer are:

- How much did I miss by thing and when?
- What did my friends and family think about me giving up my thing?
- How would my life change if I gave up my thing forever?
- What does my thing mean to me? Why do I do it?

You don't have to turn in your journal. Be as honest as you can.

Next, I'll help you do a little bit of research. Your essay will talk about your experiences in the

context of larger issues. For example, if you give up purchasing things in plastic packaging, you might research plastic pollution. If you give up social media, you might research the link between social media and depression.

Finally, you will craft a 1500-2500 essay about your experience and your research findings. The tone should be professional and authentically you. Your classmates are your audience.

Very roughly speaking your paper will answer these questions in this order:

- What did I experience?
- What are people saying about this topic?
- Why is this important?
- What are my conclusions?

You will include MLA style citation and a bibliography. (Don't worry. I'll help you with that.)

Source requirement: Three source. Each must be 1500 words or more. Each must reference *other* research.

## ESSAY 3: Hello Strange New Friend

The last essay started with your experience and then added some research. This essay is going to start with research and add some personal experience. A lot of popular non-fiction books are written this way.

The goal of this assignment is to develop your research skills (which are going to be really important in college) and to develop your getting-to-know-different-kind-of-people skills. That's really important for success in the workplace where you are expected to work with all different types of people.

This assignment also starts with my friend Mitzi's New Years Resolution. Every year she resolves to do something she hasn't done before with people she hasn't met in a place she hasn't been.

New people.  
New activity.  
New place.

First you'll pick your people, place, and activity. Then you will research the people, activity, and/or place. You will use your research to inform your experience, to increase your empathy, and to make you a gracious visitor in this new community. Then you will write an essay that includes your experience but draws heavily on research. You will write honestly about your group, place, and activity, but you will not criticize them. If there are multiple perspectives to share, you will share them equally and fairly. The reader should see you as an unbiased observer.

Very roughly speaking your paper will answer these questions in this order:

- Why is this study of people, place, and activity important?
- What assumptions did I have going in?
- What was my experience like?
- What does academic research say about this group/place/activity?
- What should people outside this group/place/activity know about them/it?

You will include MLA style citation and a bibliography. (Don't worry. I'll help you with that.)

Source requirement: Five source. Each must be 1500 words or more. Each must reference *other* research.

## **Choosing your new people, places, and activities**

First, be safe! Choose activities that take place in public places. Do not accept rides from strangers. Do not go to activities or events where you will be unsafe for any reason. Now is not the time to “take risks” in your writing.

Activities you might explore:

- Attend a religious service for a religion or denomination you are unfamiliar with.
- Attend a crafting class at Jo-Ann’s fabrics.
- Eat at the restaurant in the Lebanon Veterans Home
- Go to the Lebanon Speedway
- Go on a historic tour of homes
- Attend a PFLAG (Parents and Friends of Lesbians and Gays) meeting
- Go to drag bingo
- Attend a yoga class
- Go to a free first session at a martial arts studio

## **Rules of Engagement**

Be safe. I mean it.

Do not choose an activity that is very similar to something you already do. If you attend Grace Lutheran Church, don’t pick a service at Faith Lutheran Church as your activity.

Try to choose activities that involve interacting with other people.

Consider an activity that challenges gender norms.

Remember that some things will be easier to research than others. Choose accordingly. I can help.

You do not have to enjoy your activity or adore the people you meet, but you must choose an activity and group of people you know you can feel empathy for. If you know that nothing will

make you care about these people, choose another group. Empathy is a skill like any other. Assess how developed your empathy-skill is and choose accordingly.

Do not criticize or judge the group or activity. Present factual information in your paper including a relatively unemotional, impartial description of your experience.

Do not go to your activity with people you know unless your safety requires it. If it's not safe or not feasible for you to go alone, do not interact with your own people while you are there.

When in doubt, ask if you would be welcome at the activity.