

WR 121 English Composition – Summer 2018

Instructor: Matthew J. Schmidgall Email: schmidm@linnbenton.edu Course WR 121 CRN: 15345	Class Hours: 9:30 – 10:50AM MTWTh Class Location: BC-244 Office hours: TBA Office Location: TBA
Required Texts	<i>They Say I Say W/O readings</i> by GRAFF 3rd Edition <i>The Little Seagull</i> by Richard Bullock 3rd Edition
Other materials	You will need to purchase two examination booklets ("Green Book") for the Final You will need to bring paper and a writing utensil to class

Course Objectives

WR 121 is designed to help you develop and strengthen your academic writing skills and prepare you for other writing you will do in other academic settings. My emphasis in WR 121 is on the process of writing which includes reading and research, critical thinking, prewriting, drafting, and multiple revisions.

Because the final product is important, much of our class time will be spent on this multi-step process. Habitual attendance and participation are strongly encouraged.

Outcomes

Basic WR outcomes

As a result of taking WR 121, students will be able to:

1. *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments.
2. *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with a focus on factual, analytical, and evaluative writing.
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 informational, analytical and evaluative 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 precise.

Specific WR 121 Outcomes: Successful students will demonstrate their ability in Academic Writing in the following areas:

Rhetorical Knowledge

- Respond to different rhetorical situations and audiences – especially academic audiences – using appropriate format and structure; claims, support, evidence, appeals, voice, tone, and level of formality

Critical Thinking, Reading, and Writing

- Use writing and reading for inquiry, learning, thinking, and communicating
- Locate, read, evaluate, analyze, and synthesize appropriate print and online primary and secondary sources
- Integrate personal ideas (“I say”) with those of others (“they say”) ethically and effectively

Processes

- Use multiple informal and formal drafts to create, re-think, revise and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Collaborate in the writing process and critique personal and peers’ works

Knowledge of and Skill Using Conventions

- Use appropriate academic page formats and genre conventions

- Document sources correctly within the essay and on the works cited page with MLA style
- Use correct syntax, grammar, word choice, punctuation, and spelling

Grading

****Note:** *A final grade of a “C-” or better is required in order to pass WR 121.*

Unless otherwise specified, papers are primarily graded according to the following criteria:

- | | |
|----------------------------------|------------------------|
| 1) Quality and depth of thinking | 3) Style and technique |
| 2) Organization and coherence | 4) Use of conventions |

Due to the importance of attaining basic proficiency in academic writing, a heavy emphasis is placed on class work as well as the final test for the course. Your final grade consists of:

- 70% in-class work and assignments
 - 45% Essays (3 @ 15% each)
 - 15% Unit 1 Essay
 - 15% Unit 2 Essay
 - 15% Unit 3 Essay
 - 15% Small Assignments (turned in with each essay)
 - 5% Unit 1 Small Assignments
 - 5% Unit 2 Small Assignments
 - 5% Unit 3 Small Assignments
- 10% In-Class Participation
- 30% Final Exam

Assignments

Your work for this course will constitute three (3) major papers (including all required drafts and peer reviews), and several supporting assignments. The course will be broken into three primary units ending with a major essay:

- Unit 1 – Narrative Paper
- Unit 2 – Informative Paper (Writing Center visit REQUIRED)
- Unit 3 – Persuasive Paper

Specific instructions and criteria will be provided as each of the essays are assigned. Unless otherwise indicated, all major papers and supporting assignments must follow MLA Style Guidelines, be typed in Times New Roman, 12-point font, double-spaced, and stapled in the upper left corner. In-class writing and/or quizzes may occur at any time, but they will not always be collected.

Late Papers

Major papers will be marked down a full letter grade for the first day of lateness and 1/3 of a letter grade for each following day of lateness. If you are ill or cannot submit your paper on time, please email or speak to me **IN ADVANCE** to make arrangements.

Late papers will not be accepted if they are more than a week late. This cut-off will not be invoked if you have had a documented medical emergency or have discussed turning the paper in late before it was officially due.

Non-Essay assignments will not be accepted late unless you have made arrangements with me ahead of time.

In-class participation cannot be made up under any circumstance. I tend to offer an extra credit assignment at the end of the term for anyone who needs to off-set missed in-class participation points.

Participation & Attendance

Participation is expected. Active participation—voicing your opinions by regularly speaking in class, asking questions, sharing in-class writing, contributing to group activities is essential. Treat class like you would a job—show up on time, stay involved, and do your best to attend. Frequent absences and/or disengagement in the classroom will make it much harder to receive a passing grade.

Email

One of the primary ways we'll stay in contact is through email. Though not graded, emails are important and will be expected to be professional. I do my best to respond to emails Monday through Friday, but I typically do not check my email over the weekend. Complex questions are best saved for in-person conversations. Please do not use email as a substitute for attending class.

Classroom Conduct

The classroom is a safe environment in which students and an instructor come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process. Behaviors that are disruptive to learning include but are not limited to: talking while others have the floor, using cell phones, texting, reading the newspaper, arriving late or leaving early. Conduct which repeatedly disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Academic Dishonesty

Do not cheat. Any plagiarism or use of someone else's writing (including sentences or phrases), information, or ideas without proper attribution and citations – intentional or accidental – may result in an F on the paper or for the course. As a general rule, if you did not write an assignment for this specific class, during this specific term, specifically for me, do not turn it in.

Regarding Self-Plagiarism

Do not submit any papers you have written for another class or instructor even if you were the one who wrote the paper. Please speak with me if you have any questions or would like clarification on what constitutes self-plagiarism.

Incompletes

If you have completed approximately 80 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. Please note that the final exam is worth a full 30% of the grade--incompletes are uncommon and should be avoided if at all possible.

Disability Services

If you have a documented disability, I will help you in any way I can. Talk to me during the first week of class if there's anything I can do to improve your learning environment. If you think you might have a disability, but you are not sure, contact Disability Services, 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; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symlicity.com/public report](http://linnbenton-advocate.symlicity.com/public-report).

Writing Center

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. You may also submit your writing online at <http://linnbenton.edu/current-students/study/learning-center/writing-assistance/> where you will get a personalized response within 1 – 2 business days.

Though work with the writing center is required for only one of your major papers, you are encouraged to make use of the resource often.

Regarding this Syllabus

This syllabus may evolve as the needs of the class change. You will be notified if any changes are made.