

# MAGIC, POWER, AND CHANGE THROUGH WRITING

WRITING 121 --- ENGLISH COMPOSITION --- CRN # 22293

Linn-Benton Community College --- Benton Center  
Fall Term 2016

## Syllabus and Course Outline

INSTRUCTOR: W. Kent Buys, Ph.D.

CLASS TIME AND LOCATION: Tuesday / Thursday from 2:30 PM to 3:50 PM in  
BC-205

OFFICE HOURS: by appointment

PHONE: Call 10:00 am to 6:00 PM, 541-752-7720

No emailed papers accepted. Attendance required.

### I. CLASS MATERIALS

Required textbooks:

- A. *The Little Seagull Handbook*, by Bullock, Brody & Weinberg.
- B. *They Say / I Say*, by Graff & Birkenstein.

Other: You should also have a dictionary and a thesaurus.

### II. COURSE OUTCOMES

Students will learn, practice and apply

- A. The writing process
  - 1. Focusing the main idea
  - 2. Developing the main idea
    - a. Gathering internal information
    - b. Gathering external information -- primary / secondary research
  - 3. Organizing the information
  - 4. Drafting the paper
  - 5. Revising and editing
  - 6. Documenting researched information
- B. Different types of writing for different purposes
  - 1. Writing from personal experience
  - 2. Writing to convey information
- C. Polishing mechanical / organizational / content development skills & informal project presentations

### III. GRADING OF CLASS ASSIGNMENTS

(70% of your grade = class work and Portfolio!)

- A. In-class participation (peer discussion/editing assignments and two library research days' findings turned in to LRC desk. 100 points
- B. Four essays (50-100 points each) ; using double spaced 12 pt. font. 400 points  
All may be related to a central theme if you choose.
1. **Autobiographical Essay** (pre-test - post-test submission) personal narrative.
  2. **Descriptive Profile** of an experience based on current first-hand report observation (original research)
  3. **Concept Description** essay (of an idea, belief, theory, or principle), using examples and/or quoted information.
  4. A problem, situation, or condition-oriented **Cause Analysis and Solution Proposal** essay (with secondary research and MLA documentation)
- C. The Portfolio Report -- assembled (stapled) revised drafts and other inclusions as described below due last regular class meeting (keep a copy for yourself).

Total assignment points:

500 points

Please note: I will accept only one late paper from each student, which must be submitted within one week of the original due date. Revisions must be handed in the following week after receipt of instructor-graded drafts.

#### **Final Exam:**

(30% of your grade): Final exam essay written will be graded by a committee of instructors. Writing time for final exam is two hours maximum.

#### **Grading Scale:**

(percentage of total points):

90-100 = A

80-90 = B

70-80 = C

60-70 = D

#### IV. THE WRITING PORTFOLIO DEFINED

The writing projects that you produce during the quarter are considered "works in progress," may be revised twice, and will be submitted as your best work in a neatly labeled (cover page and spine) 3-ring, thin binder collection (your portfolio), which will be due the week preceding finals week. Portfolios will not be accepted late. The portfolio should contain the items listed below:

1. A **Table of Contents**, which states titles, assignments, and tabbed sections.
2. **Final graded drafts** of the four major writing projects for the quarter stapled on top of all previous graded drafts, including #6 below.
3. A two-page **Reflection of your work** for the term (essay form - one paragraph about each essay discussing your topic choice, the process of writing it, and your satisfaction with the results)
4. A one-paragraph explanation of your **Writing Methodology** (the writing process of steps that you have developed by the end of this class) and how well it now works for you
5. A one-paragraph **Class Grade Justification** (a proposal for the grade you honestly believe you deserve in this class using evidence based on the Grading of Class Assignments criteria listed above)
6. One **hand-corrected (not re-typed)** Autobiographical Essay (showing your corrections and comments), which you submitted the first week as a "pre-test" benchmark -- an indication of what you learned in the class; include in the portfolio for final grading.

#### V. PROPOSED CLASS SCHEDULE --- \*assignments for each week:

- Week 1** --- Survey both textbooks! (Table of Contents and Index), including Templates (*They Say / I Say* text, page 163).
- A. Syllabus and Overview, essay form and sentence proficiency requirements  
\* Read Chapter 1 (*Seagull*). Autobiographical Essay assigned (2-3 pages)  
--- Narration Description Profile Overview (description vs. interpretation vs. evaluation)
  - B. Autobiographical essay due Week 2 (topic assigned in class)
- Week 2**
- A. Profile -- Observation subjects and topics -- Brainstorming & discussion (large and small groups)  
Topic clustering / outlining (organization of Discussion)
  - B. Do observation for profile essay, take field notes for further organizing and completion of first draft outline next week



### Week 3

- A. Discuss observation essay requirements, structure, format, trouble spots
  - \* Follow writing process (see text) to produce observation description profile
  - \* Write draft of Profile, using rich descriptive elements (again, see essay examples in Sunday *New York Times*, Travel section (notice adjectives and adverbs).
- B. Essay due next class meeting to exchange (class participation points)
- C. Peer editing

### Week 4

- A. Submit Profile for grade, peer exchange; read
- B. Begin Concept discussions: What is a concept? Brainstorm subjects / topics
- C. Discuss a chosen concept; be prepared to explain a concept with at least one good, developed example in writing for submission, due in class

### Week 5

Essay format (Use examples), explain one idea / one belief / one principle or one theory

### Week 5

- A. Problem Identification and Analysis Model
- B. \*Cause Analysis : refer to *Seagull* pp 19-20, Topic brainstorming, discussion, and selection
  - \*Begin first draft of Problem / Cause Essay, outline due next class
- C. Documentation: *Seagull* pp 109-146. MLA Style Format (in-text citations and Works Cited section).

### Week 6

- A. Discuss Problem / Effects / Cause / Solution Proposal essay – outline due
- B. Peer edit / correct cause essay outline after presentation (small groups)
- C. Solution discussion
- D. Essay with solution page due next class

### Week 7

- A. Problem Cause / Solution paper due
- B. Portfolio review
- C. Grading criteria for Final Exam; organization, content, mechanics

### Week 8

- A. Informal presentations of favorite writing projects (follow essay format)
- B. 6 minute time limit each. Entertain 3 questions & discussion (see text *They Say / I Say* p. 163

### Week 9

Practice Final Exam -- bring four bluebooks

### Week 10

Portfolios due (keep a copy for yourself); Final Exam details TBA

## VI. IMPORTANT POLICIES

1. **Plagiarism:** Using another's work (exact words or paraphrase or content summary) as one's own without proper acknowledgement is called plagiarism and may result in failure of the class and suspension. Referenced work must be correctly cited and listed in the Works Cited (MLA) Section of an essay. In-text citations, a Works Cited Section, and a highlighted copy of the source page are required if internet sources are used.
2. **Waitlist Policy:** If this class is full, registered students not attending the first class during the first week will be withdrawn and waitlisted students who are attending class will be admitted to the class on a first-come first-served space available basis.
3. **Disabilities Services and Emergency Planning:** Meet with Instructor Week One if you have emergency medical information for your instructor, need special arrangements to evacuate campus, or have a documented disability, please meet with your instructor by appointment no later than the first week of the term to discuss your needs and present your ODS accommodation letter. If you have a documented disability that will impact you at college and you have yet to seek accommodations, contact the Office of Disability Services (ODS) for intake and to document your disability with LBCC. Only students who document a disability and present an accommodation letter to an instructor are entitled to academic accommodation. Each term, when you register for classes and at least two to three weeks prior to the start of a term, submit "Request for Accommodations" form to ODS. Week 1, pick up letters for your instructors and deliver in person to each instructor during office hours or by appointment. Instructors need time to arrange your accommodations. ODS may be reached from any LBCC campus/center by email to [ODS@linnbenton.edu](mailto:ODS@linnbenton.edu) or by calling 541-917-4789. Letter pickup is available at each LBCC campus / center. "Additional instructional services, beyond classroom instruction and instructor consultations, are available for all students at the Library and the Learning / Research Center and The Support Lab" (LBCC Faculty Guidelines).

