

WR 121 VRT English Composition

FALL TERM 2020

Donna Trask ("Mrs. T")

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CRN 20045

MWF 9:00-9:50am

*As students will access assigned articles ONLINE, we have **NO TEXTBOOK.***

Required materials:

The current edition of W. W. Norton's ***The Little Seagull Handbook***.
(*Recommended: Merriam-Webster's Everyday Language Reference Set.*)

WR 121 is the first term of a three-term sequence in college composition, focusing on the writing of expository essays. To take WR 121, you must have earned at least a 'C' grade for WR 115 or have passed the WR 121 computer placement test.

The primary objective of this course is to strengthen your proficiency in college-level expository writing.

Half of your grade on each writing assignment will be a reflection of your skill in organizing and developing ideas, and in choosing the most effective structure for your essay; the other half of your grade will depend upon your correct use of standard American grammar, syntax, spelling, punctuation, and academic vocabulary. Your writing team will conduct peer reviews of the drafts of all your essays, and will discuss responses to the readings. Over the course of the term, each of you will write **four brief essays**, increasing in length from **two pages to eight pages minimum**, and help to produce **two collaborative reports** with your writing team. Each report will require research and proper **MLA** documentation. I encourage you to **anticipate investing nine to twelve hours per week** preparing for and completing the assignments for this class. The more effort you put into your work, the more strength and confidence you will gain, because the quality of your work will improve. Always **read ahead in the Class Calendar** to be prepared for the next assignment.

Expect to work hard, and you will accomplish much!

Academic Decorum Statement:

The English Department expects class to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with **clarity and tact**. These standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

Peer Reviews:

Writing Peer Reviews provides an opportunity for you to give and receive helpful feedback. These reviews are designed to further develop your audience awareness, helping you understand not only how your writing sounds to others, but also how your writing affects or fails to affect them. You will be given questions to answer about each other's drafts; after you have carefully read the draft and written your comments, you will share constructive criticism, pointing out the strengths of each draft and the areas that need reworking.

For these opportunities to be successful, your participation is necessary, and your grade will be affected accordingly.

RESOURCES:

The Writing Center: While enrolled in WR 121, you will need to have your rough drafts reviewed by the Writing Center. Here is the link to their new Moodle page:

<https://moodle.linnbenton.edu/mod/page/view.php?id=613017>

The LBCC Library : You can easily navigate from the LBCC homepage to the Library homepage by going to Quick Links in the upper right corner of the screen and clicking on *Library*. The site posts library hours, an online catalogue, **over 75 research databases** (Academic Search Premier, Opposing Viewpoints, etc.), several digital magazines, an interlibrary loan service and a Student HelpDesk, just to name a few of the benefits provided by our *excellent* Library.

As you will be doing research to support your essays, please note that **WIKIPEDIA IS NOT YET A PROPER ACADEMIC SOURCE**, so you should **ALWAYS refer to the ORIGINAL sources** if you pursue a topic found on Wikipedia.

Submitting Assignments:

All **essays, summaries, and reports** must be submitted to traskd@linnbenton.edu and must follow **proper MLA format**: your work should be **double-spaced**, printed in 12-point **san serif font** such as this (*Verdana*), feature **one-inch margins and numbered pages**, and employ **MLA documentation** where needed.

Make sure **your name**, the **instructor's name**, the **course title and meeting time**, and **the date** all appear in the **UPPER LEFT CORNER** of the **first page** of the final draft, much as if it were the front page of business correspondence. The **title** should directly follow, and it must have **center** alignment. Please keep an electronic copy of every paper you submit.

Criteria for Grading:

Assignments earn points on the following: the quality and organization of your ideas, the clarity and conciseness of your writing, the appropriateness of your tone and format, the quality and effectiveness of your proofreading, and *the level of your adherence to the assignment guidelines*.

POLICY ON LATE WORK:

Work is to be submitted any time between 6:00am and 10:00pm on the day it is due, in order to receive full credit.

Our class standards reflect workplace standards:

a due date is a deadline, and you don't miss deadlines at work without informing your supervisor of your progress.

If circumstances are working against you, *please make arrangements for an extension prior to the DUE DATE.*

Unless you make **SUITABLE ARRANGEMENTS** with me by discussing your challenge,

LATE WORK WILL NOT RECEIVE CREDIT if it is presented **MORE THAN ONE CLASS DAY AFTER** the due date:
It will receive a ZERO.

Request for Special Needs or Accommodations

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. 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 (CFAR) [Online Services webpage](#) 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](#) for steps on how to apply for services or call 541-917-4789.

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.symplcity.com/public-report

Discrimination/Harassment Complaints

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by a person while at LBCC or wish to report any concern or complaint, please use this form: [Report Concerns / Complaints Form](#)
Any complaint about a student or a student complaint about the College, contact Lynne Cox, (541) 917-4806, coxly@linnbenton.edu, T-107B, Albany, OR 97321

Any complaint about an LBCC staff member, contact Scott Rolen, (541) 917-4425, rolens@linnbenton.edu, CC-108, Albany, OR 97321

Basic Needs Statement

Any student who has difficulty affording groceries, or who lacks a safe and stable place to live, is urged to contact the Student Resource Navigator Amanda Stanley, stanlea@linnbenton.edu, in the back of the Advising Center: 541-917-4877. The navigator can connect students to resources.

WR 121

CLASS CALENDAR

FALL TERM 2020

"I reserve the right to make changes to this syllabus at any time during the term."

WEEK ONE: September 28 – October 2

Welcome! Your first assignment is to **thoroughly read the syllabus.** Members for **writing/peer review teams** have been assigned; please **exchange email addresses** so that your collaborations may begin.

Take a virtual tour of the Writing Center before Wednesday.

Arrange to have someone in the Writing Center review your rough draft of Essay #1 before October 9, when we will complete a Peer Review on it. This week, we will be looking at **the variety of clichés** in the July 2009 Smithsonian article "**There Oughta Be a Law**" by William Ecenbarger. Submit your completed clichés list next Monday, October 5, before 10:00pm.

Writing Assignments/Homework:

Draft a **five-paragraph explanation** (also due October 5) of what you **like** about **your** writing **and** what you plan to **accomplish** in this course.

WEEK TWO: October 5 - 9

FIVE-PARAGRAPH EXPLANATION and Clichés List DUE MONDAY

To eliminate the need for QUIZZES, **readings will be summarized** and I will be evaluating you for accurate observations and logical conclusions on the following: **Personal Narratives**, *The Little Seagull*, pp. 58-61, and **Integrating sources and avoiding Plagiarism**, *The Little Seagull*, pp.107-118. The summaries are DUE this Wednesday, by 10:00pm.

Writing Assignment: ESSAY #1: Narration and Description:

For this two-page essay, you will be writing a personal narrative to illustrate **what you learned** from an impressive and insightful **incident** in your own life. You will not be required to gather any outside sources for this essay, but it must be formatted according to MLA guidelines. **The rough draft** will be **reviewed** by your writing team **this Friday**; **final draft is due next Monday.**

For next week, to prepare to collaborate with your team, **read online** "**The World of Doublespeak**" by William Lutz, and "**Male and Female Communication: Differences Worth Noting**" by Laurie M. Stewart.

WEEK THREE: October 12 - 16

ESSAY #1 DUE MONDAY by 10:00pm

Activities/Writing Assignment: considering authors Stewart and Lutz. With your writing team, **discuss your own experiences of differences in communication styles between men and women, and the problems with “doublespeak.”** Write **a group summary** of your team’s opinions and **their recommendations** for ways we all can improve communication. Final draft from each team **due Monday, Week 4.** Read and summarize **Arguments, The Little Seagull**, pg. 43-48 to prepare for next week’s Research Workshops. (This reading summary due Monday by 10:00pm.)

WEEK FOUR: October 19 - 23

TEAM SUMMARIES DUE MONDAY; **thesis statements** due Wednesday.

*******Research Workshops Monday and Friday *******

Begin work on the final paper for this course, **ESSAY #4: Persuasion.** In this essay, due Nov. 30, you will present **your argument about an issue of your choice**, and persuade the audience to accept your perspective. You will need **at least four academic sources**, and must document them according to **MLA style, The Little Seagull**, pp. 119-169. The essay must be **a minimum of eight (8) content pages**, followed by an alphabetized **Works Cited page.** While no topics are forbidden, you must substantiate your position by using **vetted sources**, and removing all fallacies in logic.

HOMEWORK due Wednesday: Draft your **thesis**, and govern it with the considerations discussed in **Arguments, The Little Seagull**, pp. 43 – 48. **Your thesis statement is due this Wednesday,** by 10:00pm.

For next week, read and summarize **Comparison and Contrast, The Little Seagull**, pages 21–22 and 517 (due this Friday by 10:00pm). **Read online** both of these articles: **“The Designer Player”** by Rodrigo Villagomez and **“Too Much Pressure”** by Colleen Wenke. **Arrange an appointment for next week** with someone in the **Writing Center** to review your rough draft of Essay #2 before the Peer Reviews next Friday.

WEEK FIVE: October 26 - 30

With your writing team, discuss the implications of **the obsession with "perfection"**, and some **common societal consequences** that such an obsession produces. Take notes during the discussion to help you draft **ESSAY #2, Comparison and Contrast**. In this four-page essay, you will set the two readings side by side, compare them, and then contrast them. You will be expected to document quotations within your essay, according to **MLA style**. Rough drafts will be **peer reviewed** this Friday, and the final draft is due Monday by 10:00pm. **A Note on YOUR RESEARCH FOLDERS:** Because I need to see that you are making progress on ESSAY #4, please **email your research folders to me by 6:00pm next Wednesday.**

WEEK SIX: November 2 - 6

ESSAY #2 DUE MONDAY by 10:00pm

***** RESEARCH FOLDERS WILL BE CHECKED ON WEDNESDAY*****

Writing Assignments:

Work with your writing team, and use your dictionaries and thesauruses to **prepare a five-page team report citing examples of denotation and connotation** for **each** of the following: **liberal, conservative, bias, cool, and green**. Divide the list so that each word is covered, and ensure that each person in your group writes on only one word. Finished reports must have in-text citation of all sources, using **MLA style**. Remember to (*put your name in parentheses at the end of your section*) in order to receive credit for your contribution. Final drafts will be due this Friday, when we will begin the six-page **Essay #3, Analysis**, in which you will **analyze a stereotype that has personally affected you, and how it helped you grow as a person**. For next week, read and summarize **Rhetorical Analyses, The Little Seagull**, pg.49 – 61 (due Friday by 10:00pm) and **read** the following: **"Race Relations and Law Enforcement/Imprimis"** by Jason Riley; **"Hiring a Working Mom – Myth vs. Reality"** by Shannon McLay; and **"Single Parent? No, Your Kids are Not Doomed!"** by Bella DePaulo. Remember to arrange an appointment for next week to have someone in the **Writing Center** review your rough draft of Essay #3 before we have the Peer Reviews next Friday.

WEEK SEVEN: November 9 and 13 (Wednesday is VETERANS' DAY)

Activities/Writing Assignment:

As teams, discuss the dangers/losses suffered in society when stereotypes are allowed to stand as "truth." Then discuss the grains of truth embedded in every stereotype: where do they come from? Take notes you can use in drafting ESSAY #3. Rough drafts should be ready for **peer review Friday**. (Remember to contact the Writing Center!) **Final drafts are due next Monday, by 6:00pm.**

WEEK EIGHT: November 16 - 20

ESSAY #3 DUE MONDAY

RESEARCH all this week

Open time for working on **Essay #4, Persuasion**. The **rough draft** of the essay is **due next Monday**. *Be ready to share **copies** within your writing team*. Remember your finished project needs to include a total of **three** reviews: **your own critique**, and **two peer reviews from your team**. **Arrange an appointment for this week or next** to have **someone in the Writing Center** review your rough draft of Essay #4 **before** all the Peer Reviews are completed on Wednesday of next week.

WEEK NINE: November 23 and 25 (Friday: Thanksgiving continues)

ROUGH DRAFTS OF ESSAY#4 DUE MONDAY

Activities:

Peer Reviews of Essay #4 Monday and Wednesday this week. Working with your writing team, review the rough drafts of Essay #4. At least **two people** on your team must review your draft and offer their improvements for it by 6:00pm on Wednesday. The **final drafts** of **Essay #4** are **due next Monday by 6:00pm.**

WEEK TEN: November 30 – December 4

ESSAY #4: RESEARCH DUE MONDAY

Class Activities:

Be sure to **email me your Final Draft of Essay #4 by 6:00pm Monday** so that I can have your *grades ready this Friday*.

All this week, we will practice for next week's final exam.

Homework:

Go to the LBCC Bookstore and buy your two Green Books for the final.

WEEK ELEVEN: December 7 and 8

FINAL EXAM: Bring **both** your Green Books on Monday.

TWO DAYS OF TESTING: **LOCATION TBA.**

MONDAY, December 7: ROUGH DRAFTS. We meet at 11:50am; timing will begin at 12:00pm and end at 12:50pm.

TUESDAY, December 8: FINAL DRAFTS. We meet at 11:20am; timing will begin at 11:30am and end at 12:20pm.

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Names and e-mail addresses of your Peer Review Team: