

Writing 115/ALP

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Welcome to Writing 115 ALP (Accelerated Writing Program). This class is taken during the same term as Writing 121 and is, in large part, a support class for the Writing 121 class.

Succeeding in Writing 115/ALP:

- 1. Attendance is a priority.** Attentive listening skills, as well as active participation in in-class assignments, will be essential for your success in this class. Staying on top of assignments, *completing them and submitting them on time*, is expected in an accelerated learning class. Motivation, commitment, and hard work is essential. The willingness to work well with others in a small group setting is also a key part of the ALP program.
- 2. Please communicate with me any concerns you may have during the term.** Let me know how things are going for you both in 115 and 121.
- 3. It is helpful, especially in ALP, to connect with other students in class.** If you miss a class, you can help each other out by finding out what we covered.
- 4. Become familiar with campus resources:**
 - ◆ Willamette Hall Library (541-917-4683)
 - ◆ Writing Center, second floor Willamette Hall: ESOL, Writing Center, with specific essay assignments—bring your instruction sheet. Willamette Hall 226 (541-917-4684)
 - ◆ OWL (Online Writing Lab) Visit the Learning Center Website linked to the Linn Benton website.

Assignments:

In Writing 115 ALP, some graded assignments will be in conjunction with Writing 121. In addition, your grade will be based on the following:

- Summary Response #1 (Main Assignment #1)
- 11-Sentence Paragraph (Main Assignment #2)
- 5 remaining Summary-Responses (Collective Main Assignment #3)
(Responses also fulfill WR 121 Response Assignment)
- 6 Proficiency tests
- In-class group work, free-writes, etc.
- 1 Summary-Response Final Exam

Tentative Course Schedule:

- Week 1 **Begin Summary-Responses**
Sentence Fragment Review
- Week 2 **Commonly Confused Words**
Writing 121 Class Review
Steps of the Writing Process
Summary Response Main Assignment due.
- Week 3 **Commonly Confused Words**
WR 121 Class Review
Writing Single Paragraphs
Run-On Sentence Review
Summary-Response #2 due.
- Week 4 **Commonly Confused Words**
WR 121 Review
Paragraph Main Assignment due.
Summary-Response #3 due
- Week 5 **Commonly Confused Words**
WR 121 Review
Comma Review
Summary-Response # 4 due.
- Week 6 **Commonly Confused Words**
WR 121 Review
Commas, cont.
Summary-response #5 due.
- Week 7 **Commonly Confused Words**
WR 121 Review
Subject-verb Agreement Review
Summary-Response #6 due 3
- Week 8 **Commonly Confused Words**
WR 121 Review
Apostrophe Review
- Week 9 **Commonly Confused Words Review**
WR 121 Review
- Week 10 **Summary-Response Final Exam**

*No cell phone use during class time—thanks!

ENGLISH COMPOSITION

Linn Benton Community College

Syllabus

Strong Writing Skills are the Mark of an Educated and Competent Person

English Composition is one of the most important courses you will take in college. The skills and principles you learn will lay the foundation for impressions you will leave professionally and personally for the rest of your life.

The primary focus of writing is to help students build the skills necessary to write effectively. You will learn to master the strategies that are effective in clear expository writing.

Assignments are designed to be relevant to your present life and career goals. You will gain considerable practice writing both in-class and out-of-class assignments working both individually and groups. Your active participation in in-class edits and collaborative assignments are essential.

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YOU WILL NEED:

They Say I Say with Readings

Two Exam Green Books

The activities and readings used in the course will assist and reinforce your learning, enhance your academic performance, and enrich your social interactions.

Welcome to English Composition.

"I admire anyone who has the guts to write anything at all."

-E.B. White

LEARNING OUTCOMES HELP TO KEEP YOU FOCUSED ON YOUR GOAL

This course is designed to help you express your ideas clearly, logically, confidently, by improving your skills in the following areas.

1. Critical thinking, including in reading, audience analysis, selection of purpose and strategy, and collection and citation of information.
2. The Writing Process: steps in prewriting, writing, revision.
3. Organization.
4. Developing ideas (constructing a thesis supporting the thesis developing paragraphs with specific and concrete details).
5. Diction, voice, and style.
6. Reinforcement of syntax, grammar, mechanics.
7. Becoming an effective communicator of plain, clear writing.

MAKING THE GRADE

COURSE REQUIREMENTS AND GRADING POLICY

Your final grade in Writing 121 is based on two parts. Seventy percent of the course grade is carried in your class work. Thirty percent of your final grade is based on a two-day English Department final exam given to all writing 121 students at LBCC.

CLASSROOM ASSIGNMENTS

build the bulk of your grade and prepare you to do well on the final.

Each classroom essay carries equal weight toward the classroom grade. To engage all writers with the reality of the writing process and to promote opportunities for improvement, emphasis will be placed on revision and options to revise for additional points (often resulting in a higher letter grade). All students will be given encouragement and suggestions to help improve their essays. Students may choose to seek additional assistance during office hours, during in-class workshops and edits, or at The Writing Center, located in Willamette Hall.

Grading Standards

In evaluation of student's classroom writing, the following are used as criteria:

1. An identifiable thesis sentence.
2. An identifiable general method of development.
3. Well-developed, logically organized paragraphs.
4. Well related to the intended reading audience.
5. Clear, correct, and appropriate diction.
6. Correctly constructed and punctuated sentences.*

Late papers will lose points. No late essays will be accepted after week 7. In order to receive full credit on in-class writings, you must use full writing workshop class time.

Incomplete course grades will be awarded at my option when, for reasons such as hospitalization, you have not fulfilled the tasks listed by the final day of class. Eighty percent of the term's work must be completed to qualify and a signed agreement must be filed with the department.

	A ?	C
	? B	?
Grade –		
Essays		– 50%
Reading responses, in-class free-writes, miscellaneous assignments, edits		-- 20%
Final Exam		
		– 30%

* Assignments must be free of the following deficiencies:		
<ol style="list-style-type: none"> 1) Sentence fragments. 2) Comma splices/Run-on sentences 3) Errors in punctuation 4) Errors in subject/verb agreement 5) Errors in pronoun/antecedent agreement 6) Misplaced or dangling modifiers 7) Significant errors in spelling 		

Writing 121 Assignment Instructions

In-Class Free-writes

We will free-write usually during the first 5-10 minutes of most classes. Some will be focused free-writes, on given topics; others will be on a subject of your choice. If you are ever unable to respond to a given topic, you may free-write on whatever topic you wish. If you do not finish a free-write during the class time, you may complete it later **if you were in class and in progress on the day it was assigned.**

Free-writing is a great way to “warm up” for writing and thinking of ideas to write about. Many free-writes can be developed into later paper subjects for this or other classes. You can relax with respect to spelling, punctuation, sentence structure, etc., since these matters will not be evaluated in any free-written work. (approx. 10-15 free-writes). *(10 points per free-write)*

Reading/Responses (Out of Class/Self-Directed)

Select one reading of your choice from the textbook each week. Write a thoughtful, full one-page typed analytical response to your selection. Base your reading selections on what topics catch your interest. Complete six responses for the term.

(20 points per response)

In-Class Responses, Group Assignments, and Peer Edits

We will include a series of in and out of class assignments which complement the writing process. Instructions will be given in class. *(Points assigned per assignment.)*

Major Essay Grade Descriptions * **

A An Outstanding Grade. This student's writing would include all of the grading standards and, in addition, would demonstrate originality of thought and sophistication of style. (90-100)

B Above Average. This student's writing would demonstrate the achievement of the grading standards criteria with no more than minimal errors and would include a thesis which is not only clear but significant. (80-89)

C The Average Grade. This student's writing should include all the grading standards criteria with only occasional deviations from major grammatical conventions. Certain strengths may compensate for other weaknesses. (70-79)

R/R Revise and Resubmit. The work is in progress. In some cases the work has significant difficulties and needs additional work.

The Revision Procedure – A Window of Opportunity (R/R)

1. Revisions are designed to be self-paced. A due date gives a window of time in which to return the revision, whether optional or required.
2. Word-process any revisions.
3. Submit the first copy and checklist stapled to the back of the revision.
4. Remember: the sooner you revise and resubmit, the sooner you can see how your grade is forming.

**Plagiarism—any works that are plagiarized will receive a failing grade.

Tentative Course Outline

(Subject to Change—refer to daily sign-in sheet for specific due dates.)

- Week 1: Syllabus Review. Course introduction.
In-class Reading Response.
- Week 2: Step 1: Choosing the Topic Step 2: Focusing the topic. Writing with specifics. How to write the Narrative Essay. **Reading Response #1 is due.**
- Week 3: Types of Essays. Range of formality /style/tone/voice.
Reading Response #2 due.
Step 3: Thesis sentence. **Narrative Essay is due.** In-class edit.
- Week 4: Step 4: Gather Support Material. Paragraph development
How to write the Evaluative/Contrast Essay. **Reading Response #3 due.**
- Week 5: Step 5: Organize the essay. In-text citations and works cited.
Step 6: Write the essay. **Reading Response #4 due.**
- Week 6: Writing under pressure. **Evaluative/Contrast Essay due.** In class edit.
How to write the Process Essay. **Reading Response #5 due.**
- Week 7: **Process Essay in class.** In class edit. How to write a Position/Cause-Effect Essay. **Reading Response #6 due.**
- Week 8: Step 7: Revision techniques. Titles. **Position/Cause or Effects Essay in class.**
In class edit. **Revised Process Essay due.**
- Week 9: **Revised Position/Cause-Effect Essay, revision in class.** Diction.
- Week 10: Preparation for final exam.
- Week 11: **Final Writing 121 Department Exam: Monday Noon--12:50 and Tuesday 11:30--12:20. You must attend both days.** More details will follow.

**Students who may need accommodations due to a documented disability who have medical information which the instructor should know or who need special arrangements in an emergency should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services 917-4784.*

LBCC Non-discrimination policy

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under Non-applicable federal, state, or local laws. (For further information : Nondiscrimination and Nonharassment Policy.pdf)