

WR 121 English Composition

FALL TERM 2018

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Office: SSH 215, MWF 12:00-12:50pm
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CRN 23720 (3 credits) MWF 2:00-2:50pm meets in NSH-209

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

Required materials: one **folder with pockets** for submitting essays, another **folder for research** (Essay #4), the current edition of W. W. Norton's ***The Little Seagull Handbook***, **two Green Books** for the final exam, and Merriam-Webster's ***Everyday Language Reference Set***.

Welcome to WR 121!

WR121 is the **first** term of a three-term sequence in college composition, focusing on the writing of expository essays. To take WR121, you must have earned at least a 'C' grade for WR115 or to have been placed into WR121 by passing the computer placement test. If you have any questions about your readiness for WR121, please speak with me. **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 grammar, syntax, spelling and punctuation. Your writing group will conduct peer reviews of the drafts of all the essays, collaborate in revising and rewriting, and will also discuss responses to the readings. Over the course of the term, you will each personally write **several short essays, increasing in length from two pages to eight pages minimum**, and help to produce **two collaborative reports** with your writing group. Each report will require research and proper **MLA** documentation. You should **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 rise.*

Read ahead in the Class Calendar so that you can effectively prepare for each class meeting.

Expect to work hard, and you will accomplish much!

Academic Decorum Statement:

The English Department expects the classroom 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 worksheets to fill out on each other's drafts; after you have read and commented on the drafts, your group will reconvene to share constructive criticism, pointing out the strengths of each draft and identifying areas that need reworking. ***For these opportunities to be successful, your attendance and participation is necessary, and your grade will be affected accordingly.***

RESOURCES:

- **The Writing Center:** While enrolled in WR 121, you are **encouraged** to seek extra help at the Writing Center (541-917-4708), located on the second floor of Willamette Hall on the main campus. During the regular school year, they are open MTuThF 9:00am to 4:30pm, and from 9:00am to 6:00pm on Wednesdays. You may drop in without making an appointment; however, appointments are recommended if you wish to meet with a tutor during busy times throughout the term. *This is an included service available to all LBCC students.*
- **Computer Lab Resources:** The Library classroom may be used as a drop-in computer lab whenever space is available.
- **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 we will be doing research to support our essays, please note that because **WIKIPEDIA IS NOT YET A PROPER ACADEMIC SOURCE**, you should **ALWAYS refer to the ORIGINAL sources** if you pursue a topic found on Wikipedia.

Submitting Assignments:

All **essays** must be submitted in a **folder which bears your name**. Please place your **rough drafts**, with your **peer reviews on top** of them, in the **left pocket** of your folder. Your **final drafts** must be **date stamped** and go into the **right pocket**.

All required papers **must be typed** and must follow **proper MLA format**: your work should be **double-spaced**, printed in *12-point Times New Roman* or other **equally-legible** font (*I prefer Verdana*), feature **one-inch margins and numbered pages**, and employ **MLA documentation**.

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 adherence to the assignment guidelines.

You will sign **attendance** daily. If you are **absent** due to illness or a verifiable emergency, **it is your responsibility to find out what you are missing and to get notes from your writing group**.

POLICY ON LATE WORK: Work is to be submitted the day it is due.

Our classroom 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 SUITABLE ARRANGEMENTS are made, 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.symplicity.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 in the **Single Stop Office (T-112)**: Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources.

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

WEEK ONE: September 24 - 28

Class Activities:

Monday: Discussion of course description, handouts, and class calendar. Selection of members for **writing/peer review groups** (please exchange **names** and **email addresses**).

Tour of the Writing Center, Wednesday, September 26.

Schedule an appointment for next week to have someone in the Writing Center review your rough draft of Essay #1 before next Friday when we will complete Peer Reviews on the rough drafts.

Friday: We will be looking at *the variety of clichés* in the July 2009 Smithsonian article "**There Oughta Be a Law**" by William Ecenbarger. Please be sure to print out your copy and bring it to class.

Writing Assignments/Homework:

Draft a **five-paragraph explanation** of what you **like** about *your* writing **and** what you plan to **accomplish** in this course. **Due Monday, Week 2.**

*Be sure to complete next week's readings to be ready for the discussions.

WEEK TWO: October 1 - 5

FIVE-PARAGRAPH EXPLANATION DUE MONDAY

Readings to be discussed:

Integrating sources and avoiding Plagiarism, Little Seagull, pg.107-118
Description, pg. 23; ***Personal Narratives***, pg. 58-61

Monday: Lecture on the plagiarism scandal... **QUIZ**, end of class.

Writing Assignment: ESSAY #1: Narration and Description: For this 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 need to focus this essay toward a *specific* audience, and the essay must be a **minimum of two (2) pages in length**. You will not be required to gather any outside sources for this assignment, but the essay must be formatted according to MLA guidelines. **The rough draft** will be **reviewed** in your writing group **on Friday**; final draft is due Monday.

For next week, be sure you read and print out your copies of "**The World of Doublespeak**" by William Lutz, and "**Male and Female Communication: Differences Worth Noting**" by Laurie M. Stewart.

WEEK THREE: October 8 – 12

ESSAY #1 DUE MONDAY

Class Activities/Writing Assignment: Intro to the communication differences between men and women: **Discussion** of Stewart and Lutz, and “The MAN Rules”. Working in your writing groups, **discuss your personal experiences of differences in communication styles between men and women**, and the problems with “doublespeak.” Write **one summary** of your group’s opinions and *their recommendations for ways everyone can improve communication*. Final draft from each group must be **typed**, and is **due Monday, Week 4**. Read about **Arguments**, pg. 43-48 in your handbook *The Little Seagull* to prepare for the Research Workshops.

WEEK FOUR: October 15 – 19

GROUP SUMMARIES DUE MONDAY

Research Workshops in WH-222, Monday and Friday

We will begin work on the final paper for this course, **ESSAY #4: Persuasion**. In this essay, you will **present your own argument about an issue of your choice**, and persuade your audience to accept your perspective. You will need **at least four sources** for this essay and must document according to **MLA**. The essay must be **a minimum of eight (8) content pages**, followed by a **Works Cited** page. While no topics are forbidden, you must substantiate your position using *credible sources*, and all fallacies in logic must be *eliminated*.

HOMEWORK: Draft your **thesis**, and govern it with the considerations discussed in *The Little Seagull*, pp. 43 – 48, **Arguments**.

Your thesis is due first of class this Wednesday.

For next week, read **Comparison and Contrast**, pg. 21–22 and 517 in your handbook, and be sure to **read and print out your copies** of the articles **“The Designer Player”** by Rodrigo Villagomez and **“Too Much Pressure”** by Colleen Wenke. **Schedule 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 22 - 26

Class Activities/Writing Assignment:

In your writing groups, consider the implications of **the obsession with "perfection"**, and **the societal consequences** that ensue. You should take notes to help you draft **ESSAY #2, Comparison and Contrast** from the results of your discussions. This essay will require you to **set the two readings side by side**, compare them, and then contrast them.

Your essay must be **at least three (3) pages in length**, and you are expected to document quotations within your essay. Rough drafts will be peer reviewed this Friday, and the final draft is due Monday.

*****RESEARCH FOLDERS** are due **next WEDNESDAY**, showing your progress on ESSAY #4.

WEEK SIX: October 29 – November 2

ESSAY #2 DUE MONDAY

RESEARCH FOLDERS DUE WEDNESDAY

Writing Assignments:

Work in your writing groups, using your dictionaries and thesauruses to **prepare a four-page report** on denotation and connotation, citing examples of both by explaining the uses of the following words: [*the words will be written on the board when class starts*]. Your finished papers must be typed and must have in-text citation of your sources, following **MLA style (pg.119-169, Little Seagull)**. Because **each member of the group must contribute** to the printed work, be sure that you (*put your name in parentheses at the end of your section*) in order to receive credit for your contribution. Final drafts will be presented in class this Friday.

To prepare for next week's discussions, read **Rhetorical Analyses**, pg.49 - 61 in your handbook, and be sure to read and print out your copies of each of the following: **"Race Relations and Law Enforcement/Imprimis"** by Jason Riley; **"Hiring a Working Mom – Myth vs. Reality"** by Shannon McLay; **"Why Geeks Get Bullied (It's Not Necessarily for Being Geeks)"** by Noah Berlatsky; and **"Single Parent? No, Your Kids are Not Doomed!"** by Bella DePaulo . Remember to **schedule an appointment for next week** to have someone in the Writing Center review your rough draft of Essay #3 before the Peer Reviews next Wednesday.

WEEK SEVEN: November 5 – 9

Class Activities/Writing Assignment:

As a class, 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 for drafting **ESSAY #3, Analysis**. For this essay, discuss **a stereotype that has personally affected you**, whether positively or negatively, **and how you have grown as a person because of that experience**.

Class meets in WH-224, the computer classroom, on Wednesday

Research to **find two articles** explaining other peoples’ experiences with a similar stereotype, and comment on what happens when that stereotype is accepted as “truth”. You will need to document those authors in the text of your essay, using **MLA** style. The essay must be **a minimum of four (4) pages**. Rough drafts should be ready for **peer review Friday this week**. Final drafts are due next Wednesday.

WEEK EIGHT: November 14 – 16 (**Monday: VETERANS’ DAY**)

ESSAY #3 DUE WEDNESDAY

Class meets in WH-224 on Wednesday, and WH-222 on Friday

Class time for working on **Essay #4, Persuasion**. The **rough draft** of the essay is **due** at the **beginning of class** next Monday. Be sure to bring **two copies** to circulate within your writing group. Remember that you will need to submit a total of **three reviews: your own critique, and two peer reviews** from your group. **Schedule 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 19 – 21 (**Friday: Thanksgiving continues**)

ROUGH DRAFTS OF ESSAY#4 DUE MONDAY

Class Activities:

Peer Reviews of Essay #4 Monday and Wednesday. Working in your writing groups, review the rough drafts of Essay #4. At least **two people** in your group must review each draft and offer their observations for improving it. Each person should have all rough draft reviews back from the peer reviewers by the end of class on Wednesday.

The **final drafts** of **Essay #4** are **due next Monday, beginning of class.**

WEEK TEN: November 26 – November 30

ESSAY #4 DUE MONDAY

Class Activities:

Monday: Beginning of class, turn in your Final Draft of **Essay #4.**

All this week, we will have in-class 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 3 and 4

FINAL EXAM:

TWO DAYS OF TESTING: LOCATION TBA.

MONDAY, Dec. 3, 12:00-12:50, Rough Drafts;

TUESDAY, Dec. 4, 11:30-12:20, Final Drafts.