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| *CRN*: 28401 | *Office*: BC 236/Via Zoom |
| *Classroom*: CH 212 | *Email*: rushm@linnbenton.edu |
| *Class meeting times*: M/W 12:30pm-2:20pm | *Mailbox*: BC Admin Office |
| *Credits*: 4  *Website*: LBCC Moodle portal | *Office hours:* By arrangement |

#### **Course Description:**

This course is meant to develop the conventions and skills of college-level writing, compositional organization and coherence, and critical reading and thinking.You can expect a rich assortment of reading assignments, collaborative activities,and independent writing in a variety of academic styles. The skills involved are vital for success in college, and the habits of mind inherent to them will help you succeed no matter what you do in life.

#### **Prerequisites:**

#### Placement into WR121 by placement test or successful completion (C or better) of WR115. Still, this is likely a good place for a quick reminder/caution: this is a four-credit college writing class. Understand up front that it will be a fair amount of work, including what may be difficult reading, and analytical, critical writing. To succeed in this class, you’ll need to be an active participant, and I expect as much from each of you. So, only continue if you are willing to commit to the following:

**Understand the Course Schedule and manage your time.** You have to be organized and keep yourself on task. It is no one else’s responsibility to remind you to complete and submit assignments as they are due. With that in mind, be forewarned: this class may be particularly rigorous. A typical credit-level writing course is, on average, expected to take **10-15 hours per week**. Of course, a lot depends on your strength as a reader and a writer. Still, most people find that **writing classes are more work than average**.

**Master the technology.** For this class, you will need to be able to navigate Moodle, format documents in a word processor, and attach files appropriately. **Be sure** that you have reliable access *and* a backup plan in case this is lost! Computer problems will not excuse you from your obligations to the class.

**Get help when you need it.** If I don’t hear from you, I’ll assume that you’re doing fine.

#### **Required Texts:**

• Birkenstein, Cathy, and Graff, Gerald, *They Say/I Say*. 5th Edition. W.W. Norton & Company, 2021

• Additional readings will be assigned and distributed via Moodle

**\*If you don’t already have the required text, get it as soon as possible!**

**Technology Recommendations**

To be as prepared as possible, LBCC encourages you to obtain the recommended equipment (listed below). Students who cannot afford these resources can contact the [Roadrunner Resource Center](https://www.linnbenton.edu/current-students/student-support/roadrunner-resource-center.php) about funding.

**Standard equipment recommendations**

* Broadband internet (plan to check your LBCC email account and the course site regularly!)
* A computer with 256g SSD, 8G RAM, i5 6th gen processor, a camera, a microphone, and a speaker

Upon successful completion of this course, students will be able to:

1. Anticipate and identify the needs of your audience in a variety of academic writing situations.
2. Use rhetorical elements (such as introduction, thesis, development and support, rebuttal, narration, and conclusion) to organize and clarify your writing.
3. Practice foundational research methods by finding, evaluating, incorporating, and citing appropriate sources.
4. Write in clear, effective language.

\*In this class, we will achieve (and perhaps surpass) the page count recommended by OWEAC (Oregon Writing and English Advisory Council): 10 full pages of revised writing.

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| State of Oregon General Education Outcomes for Writing Courses |
| As a result of completing the General Education Writing sequence, a student should be able to:   * Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; * Locate, evaluate, and ethically utilize information to communicate effectively; and * Demonstrate appropriate reasoning in response to complex issues. |

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| State of Oregon General Education Outcomes for Information Literacy |
| As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:   * Formulate a problem statement; * Determine the nature and extent of the information needed to address the problem; * Access relevant information effectively and efficiently; * Evaluate information and its source critically; and * Understand many of the economic, legal, and social issues surrounding the use of information. |

**Course Requirements & Other Vital Information**

**Attendance:** You are expected to attend class, and to complete and submit all assignments before their deadline. Should you have to miss any portion of the term, know that it is **your responsibility** to get notes, assignments, etc. from your peers, or by contacting me via email. **Students who do not attend the first week of class and do not contact me by 12:00pm on Friday of week 1 will be dropped as no-shows.**

**Participation:** Collegial, respectful participation in class activities is expected; it is crucial to success in this course, and largely that of any professional setting. This means that all students must:

* Arrive promptly and be prepared for class
* Listen and respond respectfully and appropriately to the ideas, drafts, and statements of classmates
* Do their fair share of group work cooperatively
* Silence cell phones and be responsible with its use
* Alert me immediately if there is a concern

\*Students who have difficulty maintaining appropriate classroom behavior will be asked to leave.

**Grading:** Your grade is based on your ability to critically read and respond, your proficiency with writing and the writing process (as demonstrated by the formal written work that you submit), and the Final Exam. The result is as follows: Essay 1: 15% Essay 2: 15% Essay 3: 15% Response Prompts (x 10) 10% Summary & Analysis (x2): 10% Attendance/Participation 5% Final Exam: 30% \*Note: the Final Exam—and its weight of 30% of your grade—are a department-wide practice that applies to all students taking WR121\*

**Grading Scale:**  A: 100%-90%, B: 89%-80%, C: 79%-70%, D: 69%-60%, F: 59%-0%

You can check your grade at any time via the Moodle portal. If you have a question about it at any point during the term, contact me, and I’ll be happy to discuss it with you. Generally speaking, I don’t offer incompletes.

**Informal Classwork:** There will be a number of “informal” assignments throughout the term (response prompts, group activities, forums, etc.). These informal assignments are graded as either passing or failing. If you complete the task as assigned, you will earn a grade of Pass. If you don’t complete it satisfactorily or turn it in on time, you receive a grade of Fail.

**Late Essays:** Final drafts of essays are due via Moodle according to the assigned date and time, and deadlines are firm. **Late essays risk outright rejection, and at the minimum, suffer severe grade penalties.** To say the least, it is always better to get your essay in on time, even if you feel it could still use some work.

**Peer Review Sessions:** Working drafts of your essays are due prior to the beginning of class whenever a peer review session is scheduled. If you are more than ten minutes late to class, or if your draft is less than 75% complete, you will not earn full credit for participation in the peer review session.

**No Essays:** Failure to turn in an essay constitutes failure to complete the requirements of this course and will result in an F for the term.

**Revision Project:** You may revise one essay to be submitted during finals week. The grade you earn on the revision will replace the grade you earned on the original essay. Details will be provided later in the term.

**(Benton) Campus Resources**

**The Writing Zone**

The Writing Zone in the Learning Annex at the Benton Center provides students with writing help on assignments across the curriculum and those beyond academic, including scholarship essays and resumes. Writing support for students is designed to cover any phase of the writing process: brainstorming, organization, development, prewriting, drafting, revising, grammar, and documenting and citing sources (MLA, APA, CMS).

The Writing Zone operates on a **drop-in** basis, and students must be present to receive assistance. Students can receive one-on-one writing help in sessions that average 30 minutes, but can range from 10 minutes to an hour.

Students can also benefit from access to computers, a printer, textbooks, and a dedicated study area.

**Hours of Operation: Monday & Wednesday 1:00-4:00 p.m. Tuesday & Thursday 2:00-5:00 p.m.**

For more information: (541) 757-8944 ext. 5122

## **CENTER FOR ACCESSIBILITY RESOURCES**

Pronounced See-Far, CFAR can be a great help to students who complain to you that they have trouble with reading, concentration, focus, ailments, conditions, or injuries. Obviously we need to respect students’ privacy regarding these kinds of sensitive interactions. When a student mentions any of these situations to us, we find a private moment to casually let them know about CFAR.

**Main Office Hours, RCH-105**

Monday-Friday 9:00 AM - 3:00 PM.

**Support Lab Hours, RCH-114**

Monday-Friday 8:00 AM - 3:00 PM

Please see the Support Lab staff if you need to make testing arrangements outside normal hours.

**Other Vital Information**

**Academic Honesty**

Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are responsible for understanding and avoiding academic dishonesty whether such incidences are intentional or unintentional. Violations may result in failure of the course.

**Diversity**

We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

**Students with Disabilities**

LBCC is committed to equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please tell me as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) to apply for services or call 541-917-4789.

**Affirmative Action**

It is the policy of Linn-Benton Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran’s status, disabilities and tobacco usage in any educational programs, activities or employment.

**Advising and Counseling**

Research indicates that community college students who seek out academic advising are more likely to meet their educational goals. Meeting with an advisor can help:

* Clarify your academic and life goals
* Choose classes that prepare you for a career
* Ensure whether your credits will transfer to another institution

**OWL (Online Writing Lab)**

You can submit your writing to the Online Writing Lab (OWL) and receive a written response in 24-48 hours. <https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/online-writing-lab.php> is their URL. The first time you use it you must register; the site will walk you through the steps. Once you are registered, simply sign in using your email and password. If you have any problems registering, there is a handout on the Writing Center website, or email the contact person listed. There is no limit to the number of times that you can submit papers to the OWL, but be advised: they are not staffed on weekends, so writing that is submitted on the weekend will not be assigned until Monday morning.

**And finally…**

If/when you need to reach me for any reason, the best way is always VIA EMAIL. My email address is [**rushm@linnbenton.edu**](mailto:rushm@linnbenton.edu)**.** You can also email me from the Moodle portal. I generally check my email several times a day, and I will try to respond to you in a timely fashion. Once again, welcome to the class!

Tentative Course Schedule Fall 2023 \*I will notify you in advance of any known changes, both in class and via email\*

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| WK | **DAY** | **READING ASSIGNMENTS, WRITING DUE, IN-CLASS ACTIVITIES**  **Reading Assignments should be completed *by the day* they are listed on the schedule.**  **Key: *TSIS*=*They Say I Say* RP=*Response Prompt*** |
| 1 | M 9/25 | **In class:** Introductions, Moodle, Syllabus  **Forum Post:** Response to Politico article **Assigned**: Writing Survey |
| W 9/27 | **Read:** *TSIS* Preface and Introduction (xiv-18), Essay 1 (Career Narrative) Samples on Moodle  **Due (via Moodle) by 12:30 pm**: RP #1 & Writing Survey **Assigned**: **Essay 1 (Career Narrative)** |
| 2 | M 10/2 | **Read:** *TSIS*Chapter One(19-31), Essay 1 Outline instructions (on Moodle)  **Due (via Moodle) by 12:30 pm**: RP #2 |
| W 10/4 | **Read:** *TSIS*Chapter Two(32-46), Gerald Graff “Hidden Intellectualism” & Michelle Alexander “The New Jim Crow: Mass Incarceration in the Age of Colorblindness” (291-309)  **Due (via Moodle) by 12:30 pm**: RP #3 **In class:** Summary and Analysis introduction / practice  **Due (via Moodle) by 11:59 pm**: **Essay 1 Outline** **Assigned**: **Summary and Analysis 1** |
| 3 | M 10/9 | **Read**: *TSIS* Chapter Three(47-56)  **Due (via Moodle) by 12:30 pm**: RP #4 |
| W 10/11 | **In class: Essay 1 Peer Review, Essay 1 Writing Workshop**  **Due (via Moodle) by 11:59 pm**: **Summary and Analysis 1**  **Due by 11:59 pm (submit to the LBCC OWL for review): Essay 1 Working Draft** |
| 4 | M 10/16 | **\*NO CLASS\***  **Read:** *TSIS* Ch. Four(57-71), “Walmart Banned Open Carry and I Know Why” article (on Moodle), MLA Format for Citations/Quotations (on Moodle), Essay 2 (Informative Writing) Samples |
| W 10/18 | **Due (via Moodle) by 12:30 pm**: RP #5  **In class:** MLA Format for Citations/Quotations Quiz, Essay 1 Reflection  **Due (via Moodle) by 11:59 pm**: **Essay 1 Final Draft** **Assigned**: **Essay 2 (Informative Writing)** |
| 5 | M 10/23 | **Read**: *TSIS* Ch. Five(72-81) & Littman: “‘Rise of the Machines’ is Not a Likely Future” (326-330)  **Due (via Moodle) by 12:30 pm**: RP #6 |
| W 10/25 | **Read**: *TSIS* Chapter Six(82-95), Coryell “The Manipulation Behind ‘All Lives Matter’” (312-325)  **Due** **(via Moodle) by 11:59 pm**: **Essay 2 Outline Assigned**: **Summary and Analysis 2** |
| 6 | M 10/30 | **\*NO CLASS\***  **Due (via Moodle):** RP #7 |
| W 11/1 | **Read**: *TSIS* Ch Seven(96-106), Reid “The Electoral College Embodies…” (331-338), Moodle article  **Due (via Moodle) by 12:30 pm**: RP #8  **Due** **(via Moodle) by 11:59 pm**: **Summary and Analysis 2**  **Due by 11:59 pm (submit to the LBCC OWL for review): Essay 2 Working Draft** |
| 7 | M 11/6 | **Read:** *TSIS* Chapter Eight(107-122)  **Due (via Moodle) by 12:30 pm**: RP #9, **Essay 2 Peer Review, Essay 2 Writing Workshop** |
| W 11/8 | **Due** **by 11:59 pm**: **Essay 2 Final Draft \*Conferences\*** |
| 8 | M 11/13 | **Read:** *TSIS* Chapters Nine & Ten(123-148),Essay 3 (Argumentative Writing) Samples  **Due (via Moodle) by 12:30 pm**: RP #10 **Assigned**: **Essay 3 (Argumentative Writing)** |
| 9 | M 11/20 | **Read:** Andrews: “Dude, Do I Look Fat?” (on Moodle), List of Past/Potential Essay 3 Topics |
| 10 | M 11/27 | **In class: Essay 3 Peer Review, Essay 3 Writing Workshop**  **Due 11/28 by 11:59 pm (submit to the LBCC OWL for Review): Essay 3 Working Draft** |
| 11 | **M 12/4** | **Due 12/4 by 11:59 pm via Moodle:** **Essay 3 Final Draft, Revision Portfolio**  **\*The WR121 Final Exam will be held online over an assigned period of time—details TBD\*** |