

WR 115: Introduction to College Writing

Instructor: Professor Jasmine La Rue

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Office Location: Albany, **NSH (North Santiam Hall) 212**

Office hours: MWF 8 AM - 10 AM | Tu 10 AM - 12 PM | Thu 9 AM - 12 PM

Appointments Zoom or In-Person

*(**by appointment** - if these hours don't work; we can make separate arrangements)*

COLLEGE JARGON:

- **Drop-in hours:** USUALLY HELD ON TUESDAY FROM 12:00PM - 2:00PM. Students can come to discuss and raise any questions, comments or concerns (FEEDFORWARD) about CURRENT writing assignment
- **Office hours:** Students can come to discuss current grade on a specific assignment or current overall grade in class so far, and questions about **ONE** future assignment
- **Conference hours:** These hours are optional and **ONLY** occur a week before the FINAL EXAM thus students will receive individual tips on specific things they can do to improve their scores on the final exam (time management, thesis clarity, support from source essay and how to strongly incorporate it, etc.)

Changes to the Syllabus:

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

Course Information:

Course name: WR 115: Introduction to College Writing

Section number: 08

CRN: 28562

Scheduled time/days: Tuesday and Thursday 3:00 PM - 4:20 PM

Number of credits: 3

Classroom(s): Albany, NSH (North Santiam Hall) | Room 107

Course Moodle Shell: [WR 115 - Moodle Shell/TR:3PM-420PM](#)

Course Materials:

- Access to the internet (our Moodle pages)
- Flash drive or access to google drive for saving work

Required:

- No Textbook
- Access to Moodle
- Binder or Folder
- 1 Subject Notebook

Course Description

Welcome to WR115, a workshop and discussion class in introductory writing. WR115 introduces college level critical inquiry in academic and professional reading and writing. WR 115 students critically read, summarize, and respond in paragraph format. Students develop expository essay writing skills, review conventions, and use individual and collaborative processes. Note: This course does not satisfy institutional writing requirements for the degree seeking or transfer student

Prerequisites:

Placement in **WR 115** is determined by pre-enrollment testing (CPT) or by passing **WR 095** or ENL 095W (College Writing Fundamentals for ELLs) with a grade of C or better.

You can look forward to:

Practicing a variety of techniques for writing and revising paragraphs and essays.
Reading a rich assortment of essays to develop your good critical reading skills and enhance your writing.
Reviewing and using strong study skills, grammar and mechanical skills, and collaborative skills throughout the term.

Student Learning Outcomes:

With your successful completion of this class, you will be able to:

1. Write thoughtful, clear, and effective expository paragraphs and essays for a variety of purposes.
2. Read critically; paraphrase, summarize, and directly quote from readings.
3. Write clear, focused, and well-organized summary and response paragraphs using in-text citations.
4. Focus a thesis and develop this thesis clearly and logically using examples and illustrations in a well-organized essay.
5. Revise writing using standard college editing and proofreading conventions

(grammar, syntax, spelling, punctuation).

6. Enjoy confidence in your own writing.

My Expectations for You

Things to Do:

- Do complete all reading and assignments.
- Do come to class.
- Do talk to me if you are having difficulties.
- Do be kind and respectful toward everyone in the class (even if you don't like them).
- Do turn off your phone while in class. *If you are waiting for an emergency call/text, please take that call/text outside.*
- Do exchange contact information with another classmate.
- Leave smokeless tobacco and electronic cigarettes at home (or at least in your bag) during class.

Things NOT to Do:

- Don't cheat or plagiarize. Violations in academic honesty will result in failure of an assignment or failure of the course. [Click here for more information on plagiarism.](#)
- Don't text in class.
- Don't talk while others are talking.

Late Work Policy:

- You must upload your paper to **MOODLE TURNITIN** to receive credit for assignments.
- I don't accept emailed papers unless a special circumstance, emergency, or you have cleared it with me prior.
- Work that is later than one week (or after the last day of class) will receive a zero.
- Assignments that come in late may not be revised.

Rewrites:

- [Almost] every assignment that arrives on time may be rewritten once for a higher grade. (Work that contains really obvious plagiarism may not be rewritten and will receive a final score of zero.)
- Revisions must be accompanied by the original essay and my comments.
- All changes you made to the essay must be highlighted in **bold**.
- All rewrites are due within one week of the day I hand back papers. This deadline is the same whether you were in class to receive your paper or not.

Your Expectations for Me

When and How to Reach Me:

- I am happy to talk to you about this class. Call, email, or come by my office.
- If you cannot attend my office hours, I will schedule an alternative time to meet.
- I will check and respond to emails once a day, Monday through Friday. I will not respond to emails after business hours, on weekends, or on holidays.
- When you email me please include the following information in the subject line:
 - First Name | Last Name | Class (WR 115 Tues/Thurs 3PM) | Specific reason for your email. (e.g. I would like to meet to discuss the draft of the second essay assignment.)
- Please allow 24 hrs to respond to your email.
- Please reply to any email I send to you so that I know you have received my response.

Accessing Grades:

- I will grade and return your work within one week of the original due date.
- I will talk to you about your grade if you have questions.
- Grades will be posted on Moodle.

I will always try to be enthusiastic, honest, fair, and inspiring. I expect you to be interested, consistently present, engaged, a contributor to class workshops and discussions, and a diligent reader and writer.

Student Code of Conduct:

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

Use of cell phones:

- Turn off your phone while in class. If you are waiting for an emergency call/text, please take that call/text outside.

Attendance/Tardiness Policy:

Attendance is crucial for many reasons. In this class, the expectations are to

- Plan to attend every class
- Be on time
- Be prepared and organized
- Ask questions
- Actively participate i.e. class discussions, readings, peer review, etc.
- If you miss a class, you are responsible for getting the missed information.
- Organize and plan your time wisely.
- Complete assignments on time and in their entirety

- Get to know someone in class

**PLEASE COMPLETE READINGS AND WRITING ASSIGNMENTS
PRIOR TO ATTENDING CLASS.**

The LBCC community is enriched by diversity of all kinds. We all share the privilege of thinking, learning, and working together in an encouraging environment. In our classroom community, we will work toward creating and enjoying a community of mutual respect, appreciation, and goodwill.

Final Exam: Will be Tuesday, December 5, 2023

Grading:

- Assignment(s): Activities = 10%
- Assignment(s): Reading & Writing (R&W) = 25%
- Assignment(s): Quizzes = 15%
- Assignment(s): Final Exam = 30%
- Assignment(s): Participation = 20%
- Total = 100%

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

College Policies:

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement:

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special

arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services or call (541) 917-4789.

Statement of Inclusion:

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

[Equal Opportunity and Non-Discrimination Policy](#)

Academic Integrity:

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

Students are expected to adhere to high standards of honesty in their academic endeavors. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of "F" by the instructor. Simply put: Don't Plagiarize (using someone else's work as your own without proper in-text citations and documentation).

Students will work together when specifically assigned by the instructor. Otherwise students are expected to produce their own work without collaboration. The use of technology should be used to assist but not to replace the work of your own creation.

ChatGPT/AI:

Things you can do: ask ChatGPT questions! When you read what it says, keep in mind that it's probably at least 60-70% correct, but perhaps not more than that. Given that you're considering whatever IT told you with a big grain of salt, you'll then need to do some research to find peer reviewed and reliable evidence that might corroborate (or

disagree with!) what the AI tool told you. Use those articles to find other articles that consider the same question (review the citation list for other articles to read). Either before or after you ask ChatGPT a question, try a google search with the same sort of query and see what it turns up; also, try a search on the LBCC library system. Review, compare, and investigate. Repeat this cycle, keeping in mind that what you're getting from AI is crowdsourced information, not the reliable product of research and assessment. Things you cannot do: Do not use ChatGPT to draft your paper. Do not use ChatGPT to give you citations. I am saying this both for purposes of coming up with reliable evidence and also from an academic integrity (i.e, cheating) standpoint. If you didn't write it, don't put your name on it and claim that you wrote it. Don't modify a few words here and there and claim you wrote it either. Close the window before you start drafting and put the real evidence and articles you've found into your own words. Do your own analysis and critical thinking.

If there are questions about the about whether something is in the parameters of plagiarism please ask the instructor for clarification. If a student has knowingly violated LBCC's academic integrity a drop of a full grade for the class will be applied.

Title IX Reporting Policy:

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety/Emergency Resources:

In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](#) at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Campus Resources & Other Help Tips:

[Learning Center](#) | [First Resort](#) | [Grammarly](#)

Tips for Success in This Class:

- Attend all in-person class meeting times.
- Actively participate in class.
- Read all Moodle announcements and email updates from the class daily/weekly.
- Do all your required writing assignments to the best of your ability. Quality over Quantity.
- Incorporate changes you have made from Professor La Rue to final drafts of required writing assignments.
- Review notes from the previous class session.
- Take adequate notes during class.
- Find a study partner in class.
- Utilize the Writing Center & learning from the beginning to end of the term.
- Ask Questions

Class Schedule

Tentative - Exact Schedule Subject to Change

<p>Week 1 - Tuesday, Sept. 26th:</p> <hr/> <p>Week 1- Thursday, Sept. 28th:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #1: Vocabulary & Grammar <hr/> <p>Notes:</p>	<p>Class Introductions Introduction to Syllabus Guidelines Paper Format Pre-Writing Style Strategies Grammar Vocabulary Reading #1 Discussion How to do a Summary</p> <hr/> <p>In-class Activities</p>
<p>Week 2 - Tuesday, Oct. 3rd:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #2: Vocabulary & Grammar <hr/> <p>Week 2 - Thursday, Oct. 5th:</p> <ul style="list-style-type: none"> • Summary #1: Due in Moodle <hr/> <p>Notes:</p>	<p>Subject Purpose/Goal Audience/Intended Reader Annotation Grammar Vocabulary Reading #2 Discussion How to do a Response</p> <hr/> <p>In-class Activities</p>

<p>Week 3 - Tuesday, Oct. 10th:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #3: Vocabulary & Grammar <hr/> <p>Week 3 - Thursday, Oct. 12th:</p> <ul style="list-style-type: none"> • Response #1: Due in Moodle <hr/> <p>Notes:</p>	<p>Formulating a Thesis Statement Introductions & Conclusions Organization Transitional Words & Phrases Grammar Vocabulary</p> <hr/> <p>In-class Activities</p>
<p>Week 4 - Tuesday, Oct. 17th:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #4: Vocabulary & Grammar <hr/> <p>Week 4 - Thursday, Oct. 19th:</p> <ul style="list-style-type: none"> • Rewrite Summary #1: Due in Moodle <hr/> <p>Notes:</p>	<p>In-Text Citation (Summarizing, Quoting, Paraphrasing, Patchwriting) Developing Paragraphs Grammar Vocabulary</p> <hr/> <p>In-class Activities</p>

<p>Week 5 - Tuesday, Oct. 24th:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #5: Vocabulary & Grammar <hr/> <p>Week 5 - Thursday, Oct. 26th:</p> <ul style="list-style-type: none"> • Rewrite Response #1: Due in Moodle <hr/> <p>Notes:</p>	<p>Different Types of Essays (Analytical, Argumentative/Persuasive, Descriptive, Expository, Narrative, Compare & Contrast) Developing Paragraphs Grammar Vocabulary</p> <hr/> <p>In-class Activities</p>
<p>Week 6 - Tuesday, Oct. 31st:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #6: Vocabulary & Grammar <hr/> <p>Week 6 - Thursday, Nov. 2nd:</p> <ul style="list-style-type: none"> • Summary & Response #2: Due in Moodle <hr/> <p>Notes:</p>	<p>Revising Editing Proofreading Peer Review Grammar Vocabulary</p> <hr/> <p>In-class Activities</p>

<p>Week 7 - Tuesday, Nov. 7th:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #7: Vocabulary & Grammar <hr/> <p>Week 7 - Thursday, Nov. 9th:</p> <ul style="list-style-type: none"> • Rewrite Summary & Response #2: Due in Moodle <hr/> <p><u>Notes:</u></p>	<p>Sources Grammar Vocabulary Writing Timeline Review of Week 1 - 6 Concepts</p> <hr/> <p>In-class Activities</p>
<p>Week 8 - Tuesday, Nov. 14th:</p> <p>In-class:</p> <ul style="list-style-type: none"> • Quiz #8: Vocabulary & Grammar <hr/> <p>Week 8 - Thursday, Nov. 16th:</p> <hr/> <p><u>Notes:</u></p>	<p>Practice Final Exam</p>

<p>Week 9 - Tuesday, Nov. 21st:</p> <hr/> <p>Week 9 - Thursday, Nov. 23rd:</p> <p style="text-align: center;">No Class</p> <hr/> <p>Notes:</p>	<p>Practice Final Exam Results Q & A</p>
<p>Week 10 - Tuesday, Nov. 28th:</p> <hr/> <p>Week 10 - Thursday, Nov. 30th:</p> <hr/> <p>Notes:</p>	<p>Final Exam Preparation One on One Conferences</p>
<p>Week 11 - Tuesday, Dec. 5th</p> <hr/> <p>Notes:</p>	<p>FINAL EXAMINATION</p>

Notes: