WR 121 // ENGLISH COMPOSITION

Fall 2019 Term

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| Instructor | Email | Office Location & Hours |
| Colleen B. Lawrence | lawrenc@linnbenton.edu | RCH 203, TR 10 - 11:30 AM |

# General Information

## Description

Covers processes and fundamentals of writing expository essays, including structure, organization and

development, diction and style, revision and editing, mechanics and standard usage required for college-level writing.

Prerequisite: Placement in WR 121 is determined by pre-enrollment testing (CPT) or by passing WR 115 or ENL 115W (Introduction to College Writing for ELLs) with a grade of &quot;C&quot; or better.

## Learning Outcomes

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| * Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments. * Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application,analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment. * Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment. * Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment. * Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions to make their writing clear, credible, and persuasive. |  |  | Grading Scale **A = 900 - 1000**  **B = 800 - 899**  **C = 700 - 799**  **D = 600 - 699**  **F = 599 or fewer** |

# Course Materials

## Required Text *(2 copies on 2-hour reserve at the main campus LBCC library)*

***They Say / I Say*** 3rd or 4th Edition, W.W. Norton & Company (ISBN: 9780393631678)

## Required Materials

* Notebook for note-taking, freewriting, and writing assignments
* 5 Green Books (1 for in-class reading checks, 2 for the practice exam, 2 for the final exam)
* Access to the internet and Google Classroom (Google Classroom invite code: **y5f3vb**)

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| **Course Requirements** | | In a writing class, each assignment does not automatically begin with full scores that are then docked as the teacher finds things that are wrong or missing. Rather, each assignment begins at zero; each point awarded is earned.  Overall grades are viewable at any time in Google Classroom, and points are distributed according to the breakdown on the left.  Assignment directions, evaluation guidelines, and any associated resources will always be housed in Google Classroom. |
| Assignments | |
| **500** | **Major Essays** |
| **50** | **Reading Checks** |
| **50** | **Writing Tasks** |
| **50** | **Participation** |
| **50** | **Practice Final Exam** |
| **300** | **Final Exam** |
| Reading Checks | | |
| ✓ + | Entry shows a clear understanding of, or concerted engagement with, the content of the assigned reading. Entry uses specific, textual examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading. | |
| ✓ | Entry shows some understanding of, or some engagement with the content of the assigned reading. Entry uses some examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading. | |
| ✓— | Entry shows little to no understanding of or engagement with the content of the assigned reading. Entry uses few or no examples (quote, paraphrase, or summary) from the reading to support claims. It is unclear whether the student read the assigned reading. | |

# Course Policies

## Attendance & Participation

Your presence in class is one of the ways in which you craft your ethos as a student. While I will not deduct grades for poor attendance, missing too many classes will harm your grade because you will miss Reading Check entries and valuable learning activities that you will not be able to make up.

Being a body in a seat is not full attendance – while you are in class, you are expected to pay attention, arrive prepared, take notes, and participate in class discussion. I will ask you to leave the class that day if you are not actively learning (i.e. sleeping in class, not paying attention to the course materials, or using your phone/laptop extensively). Please also make all efforts to arrive to class on time.

If you anticipate needing to miss class on the day that work is due, email me so that you can arrange turning the work in *before* the due date.

## Absences

Absence is not an excuse for ignorance. If you are absent, it is your responsibility to contact one of your classmates and/or check Google Classroom for any learning materials posted (lecture slides, assignment prompts, rubrics, etc.) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, then I’ll be happy to answer emails about specific questions.

## Due Dates, Extensions, & Late Work

It is your responsibility as a student to make up the applicable work you’ve missed. I will only accept missed in-class assignments if you bring them as a hard copy on the first day you are back in class.

I provide specific instructions for assignment turn-ins on the course calendar below and on Google Classroom; I may also ask you to bring hard copy drafts for in-class work. Extension requests must be emailed to me at least 48 hours in advance of an assignment deadline; they must also include a rationale for the extension and propose a new due date.

Late work will drop 1/3 of a letter grade for each day it is late. If the assignment has not been turned in within four days of the due date, I will no longer accept it. This is to ensure that you don’t fall too far behind.

## Google Classroom & Email

I will make regular use of Google Classroom and email to post materials, log grades, and contact you with announcements. You will receive an invite code from me during Week 1 to join our Google Classroom course site, so be sure to sign up as soon as you’re able.

You are responsible for checking your email regularly, as well as setting your Google notifications to receive new announcements. If you do not have ready access to the internet (in a way that will prevent you from successfully completing assignments), please inform me at the start of the term so that we can discuss alternatives. You must get my explicit, written permission for this. I will endeavor to respond to emails within twenty-four hours during the work week; if it has been longer than two days and you have not heard back from me, send me a follow-up email or check with me during class. Please plan accordingly.

## Classroom Environment & Technology

The success of our class discussions and activities depends on you being present and respectful; you owe yourself, your classmates, and me the courtesy of being both physically and mentally present. Cell phone use during class is disrespectful and distracting to your classmates, to me, and to yourself as a learner. I will let you know if/when you may use your cell phones, computers, or other technology during class. Otherwise, please respect the learning environment and make sure your devices are put away when class starts.

If you choose to use your device during class, distracting yourself, your classmates, and me in the process, I will give you one warning. For any subsequent occurrences, you will be invited to leave the classroom for the day.

## Statement of Inclusion

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

## Academic Honesty

Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving full accurate credit to the original source, *including forgetting to put quote marks around your source*s – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. Recycling your own work from other classes is considered self-plagiarism and is not allowed without prior written approval from me.

## High School Students & Student-Athletes

If you are a student-athlete or a student currently enrolled in high school taking college-level courses at LBCC, keep in mind that I will not fill out progress reports during class time. We must chat before I fill out any progress reports; simply handing them to me will result in me handing it back without filling it out. Please plan accordingly to give yourself enough time to fill this requirement.

# Resources Available to You

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| Writing Center & OWL (Online Writing Lab) From invention to revision, beginning to end, the Writing Center can help you take your writing to the next level. Please feel free to [make an appointment](http://tutortrac.linnbenton.edu) or drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment prompt and any questions you have.  You may also [submit your writing online](https://www.linnbenton.edu/current-students/campus-locations-and-maps/benton-center/learning-and-career-services/learning-annex.php) where you will get a personalized response within 2-3 business days. |  |  | Student Disability Accommodations You should meet with me during the first week of class if: you have a documented disability and need accommodations; I need to know medical information about you, or; 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 Online Services web page 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](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789. Tutoring If you are enrolled in a credit course at LBCC, you are eligible to use the [Learning Center tutoring service](http://www.linnbenton.edu/tutoring-center) for free. |
| Diversity Achievement Center The [Diversity Achievement Center](http://www.linnbenton.edu/dac.) (DAC) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space where all students are welcome. The DAC also offers opportunities for skill development, coaching, mentorship and empowerment that enhance capacity for self-advocacy in a diverse world, along with helping students with academic and career choices. |

# Course Schedule // Dates and assignments are subject to change at instructor’s discretion

*TS/IS* = reading from *They Say / I Say* textbook

✱ = reading from Google Classroom / major assignment submitted via Google Classroom

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| Date | Topic | Reading Due | Assignments Due |
| 1 // (10/1) | Introduction/overview to class; classroom community building |  |  |
| 1 // (10/3) | Introduction of summarizing; Writing Center Tour | *TS/IS:* Chapter 2 | Purchase Green Book & bring to class |
| 2 // (10/8) | Practice with summarizing | ✱“Hidden Intellectualism” | Writing Task #1 – Practice  summarizing (done in class) |
| 2 // (10/10) | Introduction/overview of critical analysis, introduce Essay #1: Analysis Essay |  |  |
| 3 // (10/15) | Introduction/overview of rhetorical analysis: ethos, pathos, logos | ✱ “Rhetorical Analysis” | Submit Essay #1 choice (✱ 11:59 PM) |
| 3 // (10/17) | Practice with analysis; audience awareness, argument vs. purpose |  | Writing Task #2 – Practice analysis & audience awareness (done in class) |
| 4 // (10/22) | Introduce rhetorical research practices & Essay #2: Object Lesson |  | Essay #1 (✱ 11:59 PM) |
| 4 // (10/24) | Plagiarism awareness & avoidance; rhetorical analysis of sources | *TS/IS:* Introduction  ✱ “Evaluating Sources” |  |
| 5 // (10/29) | Introduce/practice quoting, paraphrasing, summarizing; review claims vs. evidence | *TS/IS:* Chapters 1 & 3 | Writing Task #3 – Practice  quoting & claims vs. evidence (done in class) |
| 5 // (10/31) | Practice with rhetorical analysis; sample essays to see structure in writing | ✱ Essay #2 Sample Set |  |
| 6 // (11/5) | Review of structure in writing; explore introductions/conclusions |  |  |
| 6 // (11/7) | Connecting our writing through transitions & clear footpaths from claim to evidence to reasoning | *TS/IS:* Chapter 8 | Last day to submit Writing Center Appointment & Reflection (bring to class) |
| 7 // (11/12) | Introduce Essay #3: Profile Essay; demonstrating why your argument matters to your audience | *TS/IS:* Chapters 4 & 7 | Essay #2 (✱ 11:59 PM) |
| 7 // (11/14) | Introduce practice exam, strategies for success in timed writing | *TS/IS:* Chapter 9  ✱ Sample Final Exam & Student Essay Set | Writing Task #4 – Rhetorical Analysis of Persuasive Essays (done in class) |
| 8 // (11/19) | Practice Exam  Review analysis, source integration, structure | ✱ Practice Final Exam Reading |  |
| 8 // (11/21) | Practice Exam |  | Practice Final Exam (done in class) |
| 9 // (11/26) | Review practice exam; strategies for success on final exam |  |  |
| 9 // (11/28) | *No class - Thanksgiving Break* |  |  |
| 10 // (12/3) | Self-guided discussion of final exam reading |  |  |
| 10 // (12/5) | Course conclusion & final questions |  | Essay #3 (✱ 11:59 PM) |
| Finals // | Final Exam (students must test BOTH days): location TBD  Monday, 12 PM - 12:50 PM and Tuesday, 11:30 AM - 12:20 PM | | |