

WR 121 Syllabus

English Composition
Fall 2020

General Information

Instructor Information and Availability

Instructor: Elizabeth Wilks

Phone: N/A

Email: wilkse@linnbenton.edu

Office hours: M/W 8:00-10:00am or by appointment

Office: Online via Zoom

Course Information

CRN: 26536

Scheduled time/days: M/W 2:30-3:50pm

Classroom(s): Remote/Online. Moodle, Google Classroom, and Zoom.

Required Textbook

The textbook below is available at the LBCC bookstore. The book is required. Please refer to the [COVID-19 and LBCC Frequently Asked Questions](#) page for more information on ordering and pick up.

- *They Say, I Say: Moves that Matter in Academic Writing with readings*, 2nd ed., Graff, Birkenstein, and Durst, W.W. Norton & Co., 2012. ISBN 9780393631678.

Course Description: Writing 121 Focuses on college-level expository writing and critical thinking. Improves fluency with elements such as thesis, support, organization, basic research/citation, and conventions of language. Utilize processes such as critical reading, prewriting, drafting, peer feedback, revision, editing, and reflection. Asks students to employ these elements and processes while considering the audience, purpose, and genre of a given writing task. **3 credits.** Prerequisite: placement into [WR 121](#) or [WR 115](#) with a grade of C or better.

Student Learning Outcomes

Students who successfully complete WR 121 will be able to:

- **Outcome #1:** Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.

- **Outcome #2:** Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.
- **Outcome #3:** 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.
- **Outcome #4:** Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.
- **Outcome #5:** 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.

Class Policies

Active Pursuit of the Course

Welcome to WR121! This term you will get lots of practice writing, and learning to write well—like any skill—takes frequent practice, commitment, a positive attitude, and patience! Your writing this term should reflect critical thinking as well as thoughtful response and analysis. Stretch the boundaries of what you have thought and learned in the past, and be open to new ideas and different perspectives. To support that process, you will be reading, responding to, and analyzing a variety of essays throughout the term. I look forward to working with you as you work on writing and hone your reading and thinking skills.

As a member of our WR121 community this term, you also have a responsibility to your fellow students and to me to be civil, respectful, and actively engaged in class activities. This means that you work together, sharing your writing, offering responses and input to ultimately achieve a higher quality outcome and a more enjoyable process, than you could have achieved in isolation.

This trust is something we will have to earn and develop over time, since sharing involves risk. We often feel exposed when we share our writing. But because writing is, after all, about communicating with others, we will work together to gain confidence and ultimately improve our writing. Students who are not earning a passing grade after midterm and/or are not actively pursuing the course, may want to consider withdrawing.

Online Learning

Online learning requires a high level of independence and self-motivation. This means that you give yourself the best chance to do well in the course by being proactive: logging-in to our course site frequently, reading online instructions carefully, paying

close attention to the course calendar, and contacting me well ahead of time when you have questions, not a few hours before an assignment is due. Students who lack time management skills and self-motivation typically don't fare well in online courses. Because all courses are being taught remotely, it is essential that you have uninterrupted access to a reliable computer and internet connection.

All course materials will be posted on [Google Classroom](#), which can be accessed with the class code **rbfpopb**. I strongly recommend using Google Drive to store your files since it's synced with your LBCC email and is integrated with Google Classroom. When you turn an assignment in through Google Classroom, I am able to give you strategic and effective feedback. Google Docs also allows you to easily share your work with me and your peers. Our course site on Moodle will be used as a "landing page" where you will find a link to our Google Classroom and login instructions, a copy of the syllabus, office hours, contact information, weekly announcements, and links to all of our assignments. If you ever encounter problems with Google Classroom, please contact me rather than the student help desk.

Zoom Etiquette

Our class will be held during the scheduled times through Zoom. I expect you to treat the virtual environment much like a physical classroom with the understanding that some adjustments may be necessary. The new teaching and learning environment may come with a steep learning curve, but we are in this together. In order for class to run smoothly, here are some guidelines to follow:

- Mute your microphone if you aren't talking.
- If you have the camera/internet capabilities, have your video on, so your peers and I can see you.
- Be aware of your surroundings.
- Use the chat feature to ask relevant questions.
- Use the "Raise Hand" feature and wait to be called upon.
- Be professional
 - Be Prompt
 - Be Prepared
 - Be Positive
 - Be Productive
 - Be Polite

Communicating with Me

Email is the best way to communicate with me if you have questions or concerns. It is essential that you check your LBCC student email at least once daily. You can find

[information about accessing your LBCC email here](#)). Checking email frequently and reading my messages carefully is your best way to stay current in the class. I have a 24-hour turnaround when replying to emails Monday through Friday, although I typically reply much sooner than that. On weekends, I observe a 48-hour turnaround. When you have questions about an assignment, do not wait until a few hours before it is due to email me. Instead, be working on the course content early, and allow yourself time for questions--and time for me to answer those questions. I also encourage you to schedule a time in advance for office hours to discuss any questions or concerns you may have.

Attendance

Even though class will be conducted remotely, students are expected to show up to class. **Absence is not an excuse for ignorance.** If you are absent, it is your responsibility to check Google Classroom for the information 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**.

It is your responsibility as a student to make up the work you've missed. You are responsible for knowing and implementing any changes to the schedule or expectations on assignments. **You should be checking Google Classroom and your email daily.**

Students may be dropped from the class if they do not attend class during the first week. The last day to Add/Drop is **October 5, 2020**. The last day to Withdraw with a "W" is **November 15, 2020**. If you are still enrolled after this point, you must receive a grade. Be aware that withdrawing from a course can impact your financial aid, so be sure to consult with the Financial Aid Office if you have questions before withdrawing.

Academic Integrity and Honesty

Any plagiarized elements in your work will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure. If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you're not sure how to do this, please ask me for help before submitting your paper. Once you submit a plagiarized paper, the consequences mentioned above will be enforced.

Plagiarism is a type of academic dishonesty that involves the theft of another person's idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts, such as:

1. Obtaining a paper on the Internet and turning it in as the student's own work; this is obviously intentional
2. Copying sections of another's original document, photographs, artwork, songs/sounds, film, video images, lab project, or electronic files and putting the source material or text into one's own work without documentation, as if it were one's own original work;
3. Copying a sentence, or an important exact phrase of two words or more, or a coined word (which may or may not have copyright protection) without the use of quotation marks and credit;
4. Copying the structure of another's argument or premise, thesis, theory, design, or composition and merely translating key parts;
5. Using another's results in one's own words without giving him or her credit, failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic, sound bite or other medium.

(Administrative Rule No. 7030-02)

Course Content and Grading

Course Set-up and Due Dates

Course content will be organized into weekly sections that will be available at 9:00 AM on the Sunday before the upcoming week. Assignment due dates will always be on Tuesdays, Thursdays, or Sundays by 11:59 PM (days may be adjusted due to holidays). A typical week might look something like this:

- Sunday before the upcoming week: materials for next week will be available at 9 AM.
- Tuesday or Thursday: a "minor" assignment(s) (explained below) will be due by 11:59 PM.
- Thursday: a reading response (explained below) will be due by 11:59 PM.
- Sunday: a "major" assignment (explained below) will be due by 11:59 PM.

Always give yourself adequate time to prepare for the unexpected. Waiting until a few minutes before the deadline to submit an assignment is NOT a good idea.

Assignment Overview

Over the course of the term, students will write three major essays. At least one essay must include outside research and MLA documentation. In addition to the three major essays, we will be reading, responding to, and analyzing essays by published authors. You will also work with your classmates on the process of revision. Sharing your writing with others and giving feedback on others' writing will be a big part of participating in this

class. Assignments will fall into one of four categories outlined below: reading responses, minor assignments, major assignments, and the final exam.

Reading Responses (10%)

Assignments in this category will be fairly short tasks that are based on the reading for that week. These assignments, unless noted otherwise, will be worth 10 points each. Instead of receiving written feedback, most minor assignments will be graded on this

10-point scale:

- 10-9 = Excellent to very good
- 8 = Good
- 7 = Adequate
- 6 = Inadequate
- 5 and below = Fundamentally flawed.

Minor assignments (15%)

Assignments in this category will be fairly short tasks that are often taken from the textbook. These assignments, unless noted otherwise, will be worth 10 points each. Instead of receiving written feedback, most minor assignments will be graded on this

10-point scale:

- 10-9 = Excellent to very good
- 8 = Good
- 7 = Adequate
- 6 = Inadequate
- 5 and below = Fundamentally flawed.

Major assignments (45%)

Assignments in this category will be longer, more involved tasks that require more planning and work than minor assignments. This includes the three major essays for the course:

1. Essay #1 - An Imagining/visioning paper
2. Essay #2 - Joining the Conversation, a response essay
3. Essay #3 - The Issue Essay

For each major assignment, a grading rubric with specific criteria will be included in the instructions, and I will give you written feedback along with your grades.

The Final Exam (30%)

You will take an exit final exam (holistically graded) worth 30% of the final grade. The final will take place during finals week, week 11. The test days are Monday at 12:00-12:50

p.m. and Tuesday at 11:30 a.m.-12:20 p.m. Students must test both days. You will write an essay in response to questions about an essay you've read critically one week in advance. You will be tested on your ability to do the following:

- write an effective introduction with a thesis
- include discussion and a conclusion
- use supporting examples, experiences, observations, details, and description
- use summaries and/or paraphrases from the original source material (essays) provided
- use at least one direct quotation from the original source material (essays) provided
- use appropriate lead-in phrases (phrases like "according to...")
- use proper in-text citation in MLA style. (You do not need to rewrite the bibliographic entry)

ASSIGNMENTS	% OF FINAL GRADE
Reading Responses	10%
Minor Assignments	15%
Major Assignments	45%
Final Exam	30%
TOTAL →	100%

Final Grade

Your final grade will be determined by the following point breakdown:

Grade	Total Points	Description
A	90% and up	Passing work that is excellent
B	80% to 89.99%	Passing work that is good
C	70% to 79.99%	Passing work that is average
D	60% to 69.99%	Non-passing work that is below average
F	59.99% and below	Non-passing work that is fundamentally lacking

Revisions and Second Chances

Since this class emphasizes the process of writing, you are allowed to revise final drafts of Essay #1 and Essay #2 **if they are turned in by the due date**. Use this opportunity for a second chance wisely. It is not likely that you will raise your grade by simply changing a word or two; make sure your revision shows significant improvements. **Turn in your completed revision along with your original final draft no later than one week after you get back your graded final draft.** Dates will be posted on Moodle and Google Classroom. There are no revision opportunities for the final draft of Essay #3. You will, however, have ample time to get feedback on this essay (as long as you keep up with the calendar due dates).

Late Work

All due dates appear on the course calendar and will also be included with assignment instructions. 11:59 PM is the deadline for all assignments; after that, assignments will be considered late. In fairness to all students, an assignment that is submitted after its deadline will either lose points or receive a zero. Specific policies for late penalties are included with assignment instructions, so please read them carefully. Major assignments submitted late will not receive written feedback.

Campus Resources

- **[The LBCC Writing Center](#)**: The LBCC Writing Center (WH-200) is a fantastic free resource for students. Tutors are available to assist you with all aspects of your writing assignments. The Writing Center also offers online tutoring services as well.
- **[The LBCC Library](#)**: The LBCC Library is located on the first floor of Willamette Hall, but all services will be available remotely. The library has several databases for research articles that you can access both on and off-campus.
- **[Center for Accessibility Resources \(CFAR\)](#)**: LBCC is committed to inclusiveness and 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 this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

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

LBCC is committed to inclusiveness and 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 this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

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 Statement of Non-Discrimination](#).

Basic Needs Statement:

Any student who has difficulty affording food or finding a safe and stable place to live, or who needs assistance with resources for transportation, childcare, etc., is urged to contact the [Roadrunner Resource Center](#) for support and referral to community resources. Also, please talk with your instructor if you are comfortable doing so. This can help them direct you to the appropriate office and resource.

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.

Non-Discrimination Policy

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. Everyone in the LBCC community has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

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/Google Classroom Announcement, or through LBCC e-mail.

Class Schedule

All readings and assignments are subject to change; double-check the Weekly Announcements for updated information. Readings and Assignments should be completed by the day listed on this course calendar.

Bold red font = Major Assignments

Week	Day	Readings Due: Complete these reading on the day they are listed	Assignments Due: Complete these assignments by the day they are listed.
1	Tues	<input type="checkbox"/> Anne Lamott's "Short Assignments and Shitty First Drafts" and "Perfectionism"	<input type="checkbox"/> Analyze Rhetorical Situations
	Thurs	<input type="checkbox"/>	<input type="checkbox"/> The Writing Process: Revise, Edit, and Proofread
	Sun	<input type="checkbox"/>	<input type="checkbox"/> Mini Essay
2	Tues	<input type="checkbox"/>	<input type="checkbox"/> Introduction Practice
	Thurs	<input type="checkbox"/> Riverbends's "Bloggers Without Borders..." <input type="checkbox"/> Barbara Ehrenreich's "Serving in Florida"	<input type="checkbox"/> Success Paragraph <input type="checkbox"/> Reading Response #1

	Sun	<input type="checkbox"/>	<input type="checkbox"/> Article Research
3	Tues	<input type="checkbox"/>	<input type="checkbox"/> Down Draft for Essay #1
	Thurs	<input type="checkbox"/> Brent Staples' "Black Men in Public Space" <input type="checkbox"/> Stephanie Ericsson's "The Ways We Lie"	<input type="checkbox"/> Informal Outline for Essay #1 <input type="checkbox"/> Reading Response #2
	Sun	<input type="checkbox"/>	<input type="checkbox"/> First Full Draft of Essay #1
4	Tues	<input type="checkbox"/>	<input type="checkbox"/> Peer Feedback
	Thurs	<input type="checkbox"/> Amy Sutherland's "What Shamu Taught Me About a Happy Marriage" <input type="checkbox"/> Alex Wright's "Friending, Ancient or Otherwise"	<input type="checkbox"/> Reading Response #3
	Sun	<input type="checkbox"/>	<input type="checkbox"/> Final Draft of Essay #1
5	Tues		
	Thurs	<input type="checkbox"/> <i>They Say / I Say</i> pages 1-52	<input type="checkbox"/> Graphic Organizer for Summary Assignment <input type="checkbox"/> Reading Response #4
	Sun	<input type="checkbox"/>	<input type="checkbox"/> Summary Assignment
6	Tues	<input type="checkbox"/>	<input type="checkbox"/> Down Draft for Essay #2
	Thurs	<input type="checkbox"/> <i>They Say / I Say</i> pages 53-100	<input type="checkbox"/> Graphic Organizer for Essay #2 <input type="checkbox"/> Reading Response #5
	Sun	<input type="checkbox"/>	<input type="checkbox"/> First Full Draft of Essay #2
7	Tues	<input type="checkbox"/>	<input type="checkbox"/> Peer Response
	Thurs	<input type="checkbox"/> <i>They Say / I Say</i> pages 101-161	<input type="checkbox"/> Reading Response #6 <input type="checkbox"/> Practice Final
	Sun	<input type="checkbox"/>	<input type="checkbox"/> Final Draft Essay #2
8	Tues	<input type="checkbox"/>	<input type="checkbox"/>
	Fri	<input type="checkbox"/> Jane S. Shaw's "Nature in	<input type="checkbox"/> Reading Response #7

		<ul style="list-style-type: none"> the Suburbs” <input type="checkbox"/> William Raspberry’s “Black-By Definition” 	
	Sun	<input type="checkbox"/>	<input checked="" type="checkbox"/> Annotated Bibliography
9	Tues	<ul style="list-style-type: none"> <input type="checkbox"/> Alexander T. Tabarrok’s “A Moral Solution to the Organ Shortage” <input type="checkbox"/> Virginia Postrel’s “Need Transplant Donors? Pay Them” 	<input type="checkbox"/> Down Draft for Essay #3
	Wed	<input type="checkbox"/>	<input type="checkbox"/> Graphic Organizer for Essay #3
	Sun	<ul style="list-style-type: none"> <input type="checkbox"/> Gerry Garibaldi’s “How the Schools Shortchange Boys” <input type="checkbox"/> Michael Kimmel’s “A War Against Boys” 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Response #8 <input checked="" type="checkbox"/> First Full Draft of Essay #3
10	Tues	<input type="checkbox"/>	<input type="checkbox"/> Peer Feedback
	Thurs	<ul style="list-style-type: none"> <input type="checkbox"/> Joan Didion’s “Marrying Absurd” 	<input type="checkbox"/> Reading Response #9
	Sun	<input type="checkbox"/>	<input checked="" type="checkbox"/> Final Draft of Essay #3