Intro to College Writing, WR115 and ALP Syllabus

# General Information

## Instructor Information and Availability

Tristan Striker

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Office Hours: Monday and Wednesday 10-12 and 2-3; Friday 10-12

Office Location: North Santiam Hall 214

## Course Information

Course name: WR 115 Intro to College Writing

CRN: 24639

Scheduled time/days: MWF 1-1:50

Number of credits: 3

Classroom(s): North Santiam Hall 106

### Prerequisites:

Prerequisite: Placement in [WR 115](http://linnbenton.smartcatalogiq.com/en/2015-2016/Catalog/Courses/WR-Writing/100/WR-115) is determined by pre-enrollment testing (CPT) or by passing [WR 095](http://linnbenton.smartcatalogiq.com/en/2015-2016/Catalog/Courses/WR-Writing/090/WR-095) or ENL 095W (College Writing Fundamentals for ELLs) with a grade of C or better. Students may challenge their mandatory placement, with an advisor's approval, by signing a self-placement form through their counselor.   
  
If this section is a Writing LAB, students are required to attend a Writing Lab Orientation at the beginning of the term. Orientation times and dates can be found at: [www.linnbenton.edu/go/writinglab](http://www.linnbenton.edu/go/writinglab)

## Course Materials

Required:

* *They Say/ I Say: The Moves That Matter in Academic Writing*. Edited by Gerald Graff and Cathy Birkenstein. 4th Edition. Published by W.W. Norton and Company. ISBN: 978-0-393-63167-8
* *The Little Seagull Handbook with Exercises*. Edited by Richard Bullock, Michal Brody, and Francine Weinberg. 3rd Edition. Published by W.W. Norton and Company. ISBN: 978-0-393-60264-7
* All other readings and materials will be posted on Moodle! For Free!

Optional:

* A dictionary (dictionary.com will work just fine!)
* The Purdue Online Writing Lab (OWL)

## Course-Specific Requirements

Your presence and a high tolerance for puns and bad jokes.

## Course Description

Welcome to Intro to College Writing! I am thrilled to be your guide through this exciting process. Writing is a journey. Ok, I know that is a cliché, but it really is. One of the key goals for us in this class will be to explore your unique writing process. For all of us, this process involves three basic steps: prewriting (exploring, brainstorming, drafting), writing (exploring, brainstorming, drafting), and rewriting (explo…wait, this sounds familiar!). Think of writing as a wonderful, never-ending cycle of creating, testing out, recreating, revising, creating again, and eventually tearing yourself away from your writing because you must submit it. While there may not be a straightforward “process” or “method” to writing (and this is what makes it so wonderful!), there are skills and models we can use as springboards. Let’s dive in!

In terms of tangible assignments and assessments, we will be exploring summary and response. Our goal will be to create an assignment as a community that will help us practice and develop these important writing skills while having a ton of fun. Below, you will see a detailed assignment write-up, which we will discuss in week 2 and solidify by week 4. We will devote our time together exploring grammar, rhetorical strategies, and the conversation skills from They Say I Say (our main textbook) to get ourselves a solid foundation upon which we can build our unique writing styles.

## WR 115 Student Learning Outcomes

# Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes.

# Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting.

# Distinguish your ideas from others' ideas in your writing.

# Focus a main point and develop this main point clearly and logically using examples and illustrations in a well-organized essay.

# Revise writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).

# Class Policies

## Behavior and Expectations

You are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

### Guidelines for communication

1. Stay focused on the conversation. Refer back to texts we are reading in class to make your points.
2. Engage ideas instead of attacking each other.
3. If you start feeling defensive, attacked, or put on the spot, try asking yourself why you feel that way. Share your feelings with the class.

### Use of cell phones

Please put away your cell phones until class is finished. See it as a test to determine if screens and electronic devices really are addictive.

## Attendance/Tardiness Policy

I expect you to be on time and to attend every class. Attendance is worth 10 points out of 100 for the course. I understand that life happens. You have two (2) freebies, or absences that will not count against your final grade. My policy is simple:

1. Each absence is worth two (2) points. This means that each time you are absent beyond the two freebies, you will lose two points.
2. Every two tardies, or every two times you are late to class, will count as one absence. So, if you are tardy four times, that counts as two absences.

## Testing

One of our purposes will be to prepare for the WR121 final exam for this class. This exam will be made up of two days. On the first day, you will write a rough draft of a given writing prompt. The second day is your chance to revise your essay. We will also have a practice run for this final exam towards the end of the quarter.

* Our final exam is scheduled for the following days during Finals week: Monday, 12-12:50, and Tuesday, 11:30-12:20. Students must test both days.

## Grading

Here’s how the class breaks down (out of 100 points):

* Class Participation- 30 points
* In-Class Writing- 20 points
* Summary/Response Paper- 30 points
* Practice Final Exam- 10 points
* Attendance- 10 points

The main goal of this class, next to our larger writing assignment, will be to support what we do in WR121. The in-class writing and class participation grades will be based on class work and discussions throughout the term. We will also have a practice final exam, separate from the WR121 practice final exam, to give you extra preparation.

Final Grade Calculation:

|  |  |  |
| --- | --- | --- |
| 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 |

### Late Assignment Policy

Because of how short quarters are, I cannot and will not accept late papers. However, do not hesitate to contact me if you are feeling overwhelmed or something happens. It is always better to let me know than to not hand anything in.

# 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 the class, please talk to your instructor 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) 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.

## 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](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717?) 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/Campus Security/[Emergency Resources](http://www.linnbenton.edu/public-safety-emergency-planning):

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at [541-926-6855](tel:(541)%20926-6855) and [541-917-4440](tel:(541)%20917-4440).

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](http://lbccpublicsafety.mobapp.at/landing/Desktop) 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

## Learning Center

This is an amazing resource. You should go here for all of your classes. For this class, you can go to the Writing Center for help with your writing assignments. I strongly encourage all of you to use this resource as much as you can. Many studies have shown that students who use the Writing Center perform better on their assignments. Did I mention that it’s free?

## Library

The library is your best friend. We have excellent librarians here who are trained in helping you with your research projects. You can use the library online or in person. Either way, use it! It is such a wonderful place. Why wouldn’t you want to go?

## Me

Seriously? Seriously. I am here for you. I want you to succeed. I am not a gatekeeper. I am not here to see whether you make the cut. I am here to do whatever I can to get you where you want to go. We are in this together, so please remember that I would LOVE to help you succeed in this class beyond our given class time. Use my office hours or let me know if there is a better time for you. We can make it work.

# Tips for Success in This Class

1. Hand in your assignments, even if they aren’t finished.
2. Take on the mindset that you are coming to class on time every day. Treat our class like a professional environment.
3. Come to office hours or communicate with me in some other way. Do this as often as you want to. The relationships you build with your instructors here are vital to your success.
4. Make friends and build a community here! Your classmates are perhaps your most valuable resource (even more valuable than me, and that’s saying something).

# 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.

**WR 115 Schedule**

**Unit 1: Writing for Yourself, Writing Yourself (Mon 9/24 to Fri 10/12)**

|  |  |  |
| --- | --- | --- |
| **Date** | **In-Class Discussion/Activity** | **Homework for Next Class** |
| Mon 9/24 | Introductions | Read p. 2-16 in Little Seagull |
| Wed 9/26 | Composition Wishlist | Read p. 366-367 in LS for next class assignment in 121 |
| Fri 9/28 | Cover Letter Writing Contexts and Writing Process | List the minimum and preferred qualifications for your job |
| Mon 10/1 | Cover Letter Workshop | Read p. 58-61 in LS |
| Wed 10/3 | Personal Narratives | No Homework |
| Fri 10/5 | Peer Review Reflection | Read p. 314-321 in LS |
| Mon 10/8 | Sentences | Read p. 322-334 in LS |
| Wed 10/10 | Verbs | Read p. 49-53 in LS |
| Fri 10/12 | Rhetorical Analysis | Read p. 334-339 in LS |

**Unit 2: Writing About Others For Others (Mon 10/15 to Mon 10/29)**

|  |  |  |
| --- | --- | --- |
| **Date** | **In-Class Discussion/Activity** | **Homework for Next Class** |
| Mon 10/15 | Subject-Verb Agreement | Read p. 54-57 in LS |
| Wed 10/17 | Reporting and Staying Objective | Read p. 366-367, and 373-375 in LS |
| Fri 10/19 | Prepositions  Articles  Deciding on Summary and Response Assignment (Assignment due Friday, 11/16) | Read p. 370-373 in LS |
| Mon 10/22 | Adjectives and Adverbs | Read p. 386-392 in LS |
| Wed 10/24 | Commas | Read p.392-408 in LS |
| Fri 10/26 | Punctuation | Read p. 102-105 in LS  Bring in list of sources for Informative Paper |
| Mon 10/29 | Evaluating Sources | Read p. 43-48 in LS |

**Unit 3: Entering the Conversation (Wed 10/31 to Fri 11/16)**

|  |  |  |
| --- | --- | --- |
| **Date** | **In-Class Discussion/Activity** | **Homework for Next Class** |
| Wed 10/31 | Conjunctions | Read p. 348-349 in LS |
| Fri 11/2 | Arguing | Read p. 17-29 in LS |
| Mon 11/5 | Paragraphs | Write tentative argument sentence |
| Wed 11/7 | Crafting a Solid Thesis | Find an archive for your favorite thing |
| Fri 11/9 | Archive activity | Bring in your Informative Paper |
| Mon 11/12 | College Closed |  |
| Wed 11/14 | Writing Self-Assessment | Review Revising Section of Little Seagull and find your area of improvement (p. 268-313 in LS) |
| Fri 11/16 | Peer Review for Persuasive Paper Reflection  Summary and Response Paper Due | Read Sample Final Exam Essay (TBD) |

**Unit 4: The FInal Exam (Mon 11/19 to Tues 12/4)**

|  |  |  |
| --- | --- | --- |
| Mon 11/19 | Final Exam Prep: How to answer the questions | No homework |
| Wed 11/21 | Practice Final Exam in Class  Discussion and Reflection | No homework |
| Fri 11/23 | College Closed |  |
| Mon 11/26 | Final Exam Discussion | No Homework |
| Wed 11/28 | Final Exam Rewrite Reflection | No Homework |
| Fri 11/30 | Rewrite discussion | Get some sleep! |
| Mon 12/3 | Final Exam part 1-noon to 12:50 in this room |  |
| Tues 12/4 | Final Exam part 2-11:30-12:20 in this room |  |

Writing Assignment: Summary and Response

For this assignment, we will be exploring ways to assess two central aspects of our 115 experience: summarizing and responding to others. We will use the first two Units in our 121 class for guidance, but we will create our own assignment sequence.

The purpose of this activity is:

1. To provide you with experience in crafting assignments.
   1. I will provide some ideas, but ideally we will come together as a class and create an assignment sequence uniquely designed for our class
   2. Next to assessing summary and response skills, this activity will assess critical thinking, audience awareness, and rhetorical strategies
2. Familiarize you with summarizing texts.
3. Familiarize you with responding to other texts.
4. Exploring how summarizing and responding work together.

Ideally,  we will create three assignments that assess number 2,3, and 4. We can also create one larger assignment that assess all three at the same time. Either way, the only requirement I have is that what you decide on will assess summary and response.

Please find some sample assignments below:

1. In the spirit of debate, decide together on a topic of interest. Create a list of sub-issues or topics and have each person in the group pick one (for example, if you choose gaming as the larger topic, your list will have topics like violence in video games, video games as artistic expression, the rise of mobile gaming and its impact on video games, etc). Each person will then pick an article or piece of writing that represents or talks about their topic. Each person writes a summary their article and shares it in class. Next, we partner up and respond to our partner’s article. We share these in class. Finally, we write a summary response for the larger conversation, almost like an Op-Ed.
2. We respond to each other’s Assumption papers from 121. We summarize them first, then respond to them.
3. We take some time to each pick a text/article/piece of writing we really like or are tickled by. We put our texts in a pile and I assign each summary randomly to another person. This person responds to that summary.

This is a great resource for finding topics, articles, and opinions: http://theconversation.com/us