

WR 121 - Winter 2022

Text: Readings on Moodle
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Visit me!

Official office hours are Monday 3 - 4 and Friday 10 - noon. More office hours are listed on my [calendar](#) (depending on my availability). Sign up for an appointment to talk to me one-on-one. All office hours are held on Zoom.

Course Expectations

Prerequisites:

WR 115 with a C or higher or a placement score that places the student in WR 121.

Welcome to Writing 121: English Composition.

As a study of academic writing, this course is designed to make you a better reader, writer, and thinker. We are going to explore a variety of viewpoints within complex issues, through critical reading, thoughtful discussions, and the completion of several well-reasoned essays.

Course objectives and outcomes in plain language:

After taking Writing 121, successful students will have learned to

- write at the college level
- read at a college level
- perform research
- use research in writing
- [Course outcomes click here](#)

Course Work & Grade Distribution:

- Assigned reading

- Three essays -- 60%
- Other homework, practice final -- 10%
- Final -- 30%

Turn essays in via Moodle.

Required texts and materials:

- Access to a computer, internet (available on campus)
- Camera and microphone for Zoom classes (Contact me if you don't have these.)

Grading Procedure

My goal is to return every assignment to you within one week of the due date. I am always happy to grade your assignment first. Just email me and let me know that you'd like priority grading.

I will comment on every assignment. My comments will focus on one or two things you did particularly well and one or two areas where you could improve your writing. If you'd like more feedback, contact me.

My expectations for you:

Show up. Do your best. Ask questions. Ask for help. Don't be a jerk to your classmates.

Kindness Policy:

Treat everyone in the class like a friend. Accept and embrace different opinions. Share your thoughts respectfully. Do not scapegoat or make fun of any group of people.

Do not turn on your camera (or use a neutral background) if showing your room/space would show something pornographic, threatening, or prejudiced.

Attendance and Attention Policy:

Please be in class. You won't get much out of the class if you're not and you won't get much out of the class sessions if you are multitasking while in class.

My promise to you:

I am tough but fair, and I'm here to help you in any way I can. That includes writing stuff and life stuff. If I can't help, I'll find someone who can. I check email once a day, Monday through Friday

and try to empty my inbox every time. I answer student emails first, so put WR 121 in the subject line.

Late Work Policy

- Essays 1 & 2 and the practice final can come in up to one week late (no grade penalty, but they cannot be revised).
- Essay 3 cannot be revised.
- In-class work and quizzes cannot be made up but there will be extra credit opportunities to make up for missed work.
- Talk to me if you have an emergency.
- Please turn your work in on Moodle.

Revisions

- You may revise the first or second paper for a higher grade.
- To revise, you must visit the Writing Center and have them send me proof of your visit. (They're used to doing this.)
- If you did not submit your first draft on Moodle, please include the first draft with your revision.
- Changes you made to the revised essay must be highlighted in **bold** or noted in some other way.
- Revisions of the first paper must come in before your hand in the second paper. Revisions of the second paper must come in before your turn in the third.

For Extra Writing Help Visit the LBCC Writing Center

From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will receive a personalized response within 1-2 business days.

For more information, visit the Writing Center online at <http://www.linnbenton.edu/go/learning-center/writing-help>

School Policies

Incompletes

If you have completed 70 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete.

Center for Accessibility Resources

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](#) for steps on how to apply for services or call (541) 917-4789.

Academic Honesty

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:

- Obtaining a paper on the Internet and turning it in as the student's own work; this is obviously intentional
- 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;
- 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;
- Copying the structure of another's argument or premise, thesis, theory, design, or composition and merely translating key parts;
- 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.

LBCC Non-Discrimination Policy

All genders, races, sexual orientations, countries of origin, religions, abilities, languages, citizen statuses, welcome. The [official policy is here](#).

Mask Policy

This class does not contain an on-campus component, but if you are on campus, please note the mask policy:

Wear a mask or face covering indoors at all times. Your mask or face covering must be properly

worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement. State guidelines do not limit class size. Physical distancing accommodations can be made upon request and cleaning supplies are also available for personal use.

Major Assignments

Essay One: See Me For Who I Am

The goal of this assignment is for you to practice these skills:

- Using personal experience to engage others
- Making a point
- Following a model
- Writing clear, correct prose

To do this, do the following

1. Read a collection of personal essays from the Huffington Post provided below.
2. You will model your essay after these. Study the models. (We'll work on this in class.)
3. Write an essay based on your own experience that roughly follows the model essays in content, length, tone, and structure. In general, essays will be uplifting stories about an aspect of your life that some people might not understand. Your goal will be to entertain, inspire, and/or educate. Your essay will make a point not just tell a story from beginning to end (although it may do that too).

LENGTH: 500 - 750 words. A short, well-written essay is better than a long, fluffy essay.

SUBMISSION: Submit your essay in Moodle.

LATE WORK: Essays can be one week late. Late work cannot be revised. After a week, essays receive zero points.

REVISIONS: On time work can be revised for a higher grade. You can turn your revision in any time before the next essay is due. You must make use of the [Writing Center](#) if you choose to do a revision.

The best way to get familiar with the type of writing you'll be doing is to read some articles in the [HuffPost Personals](#) section. It's an online publication so they definitely have some clickbait. Feel free to read the more titillating articles or skip them.

If you want a list of nice, clean articles, here are some:

[This Is Why Poor People Pay More At The Grocery Store](#)

[After College, I Decided To Be A Farmer. Here's Why And What's It's Really Like](#)

[The One Thing Parents Should \(But Often Don't\) Consider Before Sending Their Kids To College](#)

[I Thought I Was 'Driven.' Actually, I Was Addicted To Work](#)

[This Is What It's Really Like to Suffer from Hypochondria](#)

[My Husband Was Diagnosed With Asperger's At 55. Here's How It Improved Our Marriage.](#)

[When My Friend Temporarily Moved In, I Never Thought I'd Fall For Her. I Was Wrong.](#)

ESSAY 2: I Quit

Description of Essay

For this essay, you are going to give up something you consider unhealthy for a week and then write about the experience. The goal of this essay is to blend personal experience with a little bit of research in order to educate your reader while keeping them interested with stories.

Here are some things people have given up:

- Social media
- Watching media with violence
- Gossip
- Video games
- Speeding
- Smoking
- Eating refined sugars
- Buying anything in plastic packaging
- TV
- Junk food
- Complaining about work
- Checking your online dating sight
- Raising your voice to your child
- Drinking

A few people might give up something that's usually considered healthy, if it's become unhealthy for them (like exercise addiction or obsessing about counting calories.)

Make sure you give up something you do regularly (i.e. if you smoke pot twice a year, giving it up for this assignment doesn't make sense.)

And of course, don't give something up if it's going to hurt you. Don't stop taking your meds! Don't stop going to work!

Keeping a Journal

Keep a journal during your quitting week. Write about your experiences giving up your thing. Some questions you might answer are:

- How much did I miss by thing and when?
- What did my friends and family think about me giving up my thing?
- How would my life change if I gave up my thing forever?
- What does my thing mean to me? Why do I do it?

The purpose of the journal is to give you things to write about, experiences to describe, observations etc. when you go to write your paper.

You don't have to turn in your journal. Be as honest as you can.

Research

Next, you'll do a little bit of research. Your essay will talk about your experiences in the context of larger issues. For example, if you give up purchasing things in plastic packaging, you might research plastic pollution. If you give up social media, you might research the link between social media and depression.

Finally, you will craft a 750-1500 essay about your experience and your research findings. The tone should be professional and authentically you. The strongest essays will make a point, not just present an array of facts/information.

Source requirement:

- Two sources
- Each must be 1000 words or more
- Each must reference other research

Essay Organization

Here are two organizational structures you could use to write your paper. (There are other structures. These are just two possibilities).

ONE OPTION:

Answer these questions in this order (or a different order):

- What did I experience?
- What are experts saying about this topic?
- Did my experience line up with what they are saying or differ from what they are saying?
- Why is this important?
- What are my conclusions?

A DIFFERENT OPTION:

Choose a researched essay and use it as a model. Follow it's organizational structure.

Citation

You will include a bibliography and signal phrases. You do not need to use in-text citation yet. If you haven't done citation before. Don't worry; we'll cover it in class.

ESSAY 3: Hello New Friend

Overview

The last essay started with your experience and then added some research. This essay is going to start with research and add some personal experience. A lot of popular non-fiction books are written this way.

Goal of Assignment

The goal of this assignment is to develop your research skills (which are going to be really important in college) and to develop your getting-to-know-different-kind-of-people skills. That's really important for success in the workplace where you are expected to work with all different types of people.

Attend and Event

First you'll pick a live online event or activity to attend.

Research

Then you will research the people, activity, and/or place. You will use your research to inform your experience, to increase your empathy, and to make you a gracious visitor in this new community.

Source Requirements

Five sources. Each must be 1000 words or more. Each must reference *other* research.

Citation

You will include MLA style citation and a bibliography. (Don't worry. I'll help you with that.)

The Essay

Then you will write an essay that includes your experience but draws heavily on research. You will write honestly about your group, place, and activity, but you will not criticize them. If there are multiple perspectives to share, you will share them equally and fairly. The reader should see you as an unbiased observer.

Very roughly speaking your paper will answer these questions in this order:

- Why is this study of people, place, and activity important?
- What assumptions did I have going in?
- What was my experience like?
- What does academic research say about this group/place/activity?
- What should people outside this group/place/activity know about them/it?

This essay can be more informative than point driven, but it's still important that your reader knows why you included the information you did. Avoid the essay that simply presents a list of facts.

Choosing your new people, places, and activities

First, be safe! Choose activities that take place in public places. Do not accept rides from strangers. Do not go to activities or events where you will be unsafe for any reason. Now is not the time to “take risks” in your writing.

Activities you might explore. These are all online:

- Painting class
- Lecture on an interesting topics
- Play, comedy show etc.
- Religious service for a religion or denomination you are unfamiliar with (Be sure you have permission to attend).
- Support group like [PFLAG](#) (Parents and Friends of Lesbians and Gays) (Be sure you have permission to attend.)
- Exercise class
- [Library event](#) event
- Live LBCC event
- Conference
- Gaming event
- Fundraiser (you don't have to give money)
- Political event (be courteous if you do not agree with the political position)

Use a tool like [Eventbrite](#) to find events.

Rules of About Choosing an Event

Be safe. I mean it.

Think about what you want to research and write about before your choose your activity. It might be fun to take a yoga class online, but if you don't want to write about yoga, it's not a great choice.

Don't feel like you need to choose an event that costs money. There are lots of great free events.

Do not choose an activity that is very similar to something you already do. If you attend Grace Lutheran Church, don't pick a service at Faith Lutheran Church as your activity.

Try to choose activities that involve interacting with other people at least in the chat field.

You do not have to enjoy your activity or adore the people you meet, but you must choose an activity and group of people you know you can feel empathy for. If you know that nothing will make you care about these people, choose another group. Empathy is a skill like any other. Assess how developed your empathy-skill is and choose accordingly.

Do not criticize or judge the group or activity. Present factual information in your paper including a relatively unemotional, impartial description of your experience.

When in doubt, ask if you would be welcome at the activity.