

# WR 121Z: English Composition 1

Fall 2023 CRN 28577

Online

Course Information	
<b>Instructor</b>	Name: Marley Badolati Email: marley.badolati@linnbenton.edu Office location: Online via e-mail Office hours: By appointment. Please email for a Zoom link.
<b>Course Overview</b>	Writing 121Z is an introduction to argumentative writing and critical inquiry. For this course, an <i>argument</i> is not a debate in which one side wins and the other loses, but a form of intellectual inquiry in which participants propose different answers to questions at issue and explain the logic behind those answers. This course will help you learn how to read both sympathetically and critically, engage with your peers, develop your voice as a writer, and create compelling arguments in your essays.
<b>Composition Program Learning Outcomes</b>	Upon completion of this course, students should be able to achieve the following outcomes: <ol style="list-style-type: none"><li>1. Analyze the rhetorical needs (audiences, purpose, and subject) of a variety of academic and practical writing assignments.</li><li>2. Apply critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.</li><li>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.</li><li>4. Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.</li><li>5. Practice writing as a social process through compassionate and critical response to their peer's work and revision of their own writing in response to peer and instructor feedback.</li><li>6. Craft sentences and paragraphs that communicate ideas clearly and effectively using words, sentence patterns, and writing conventions to make writing clear, credible, and persuasive.</li><li>7. Practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives.</li></ol>
<b>WR121Z Objectives</b>	<ul style="list-style-type: none"><li>• Analyze a subject, research a topic, present an argument, and write an essay presenting your views.</li><li>• Write with confidence.</li><li>• Write under pressure.</li><li>• Discover, develop, and use your own best reading and writing processes.</li><li>• Work on writing projects both collaboratively and independently.</li><li>• Organize and write a well-structured persuasive essay.</li><li>• Clearly and effectively express your ideas.</li></ul>

**Required  
Texts &  
Materials**

Textbook:

- This course will not require a textbook. All materials will be scanned and uploaded to Moodle. If you would like to purchase a book, the majority of the essays and texts we will be reading this term will come from: ***Language: A Reader for Writers, 1<sup>st</sup> Edition***, by Gita Das Bender & ***They Say/ I Say: The Moves that Matter in Academic Writing***, by Gerald Graff & Cathy Birkenstein
- You do NOT need to purchase these books to fully participate in this course.

Access:

- Course Moodle Site

## Course Work and Grading

<b>Essay Cycles</b>	<p><b>50% of Course Grade: Cycle 1 = 25%, Cycle 2 = 25%</b></p> <p>The course will include two essay cycles, each comprising of a reading analysis and an argumentative essay drafted and revised between two versions (x.1 and x.2).</p> <p><b><u>First drafts of the argumentative essay are expected to be complete and polished (not a “rough draft”).</u></b></p>
<b>Reflections/Final Portfolio</b>	<p><b>5% of Course Grade</b></p> <p>Be sure to keep all work related to the argumentative essays along with any assigned reflective essays for inclusion in a final portfolio to be submitted at the end of the term. Further instructions for portfolios will be provided later in the term.</p>
<b>Final Exam</b>	<p><b>30% of Course Grade</b></p> <p>The final exam for this course will be a written exam held on campus. Details will be provided near the end of term.</p>
<b>Participation/Engagement/ Other Assignments</b>	<p><b>15% of Course Grade</b></p> <p>Includes engagement in peer reviews, weekly discussion board posts, and all writing assignments other than the two essay cycle assignments.</p>

<b>Essay Cycle 1</b>	<b>25% (total)</b>
<i>Reading Analysis 1</i>	10%
<i>Argumentative Essay (1.1 and 1.2)</i>	15%
<b>Essay Cycle 2</b>	<b>25% (total)</b>
<i>Reading Analysis 2</i>	10%
<i>Argumentative Essay (2.1 and 2.2)</i>	15%
<b>Final Exam</b>	<b>30%</b>
<b>Reflections &amp; Final Portfolio</b>	<b>5%</b>
<i>Reflection 1 (“Initial Reflection”)</i>	
<i>Reflection 2 (“Final Reflection”)</i>	
<b>Participation &amp; Engagement &amp; Other Assignments</b>	<b>15%</b>
<i>Peer Reviews</i>	
<i>Weekly Discussion Posts</i>	
<i>Additional writing assignments</i>	

## Course Policies & Information

<b>Attendance</b>	<p>As this course is asynchronous, your attendance will be gauged by your completion of weekly discussion posts and assignments. If you do not complete any discussion posts or assignments within the first two weeks of the term, you will be dropped from the course.</p>
<b>Late Work</b>	<p><u>No late work will be accepted in this class.</u> All assigned work is due by the date and time specified on Moodle. If you are ill or have an emergency or any other circumstance that is impacting your ability to complete your assignments, please be in contact as soon as possible. I am willing to grant <u>extensions</u> and help create a plan so that you can catch up in this course but again, <u>no frivolously late work will be accepted.</u> This course is asynchronous and quite flexible so long as your work is in by the deadline. Dates are firm because we will be interacting with each others' writing.</p>
<b>E-Handbooks</b>	<p>The following electronic handbooks will be available for grammar and citation reference during this course:</p> <p><i>Purdue OWL</i> (<a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a>)</p> <p><i>UNC Writing Center Handouts</i> (<a href="http://writingcenter.unc.edu/handouts/">http://writingcenter.unc.edu/handouts/</a>)</p> <p><i>Writing for Success</i> (<a href="http://open.lib.umn.edu/writingforsuccess/">http://open.lib.umn.edu/writingforsuccess/</a>)</p> <p>NOTE: Does not reflect the most recent MLA edition (8<sup>th</sup>). Refer to <i>Purdue OWL</i> for citations.</p>
<b>Formatting Guidelines for Written Work</b>	<p>All written work should be typed and double-spaced, using 12- point Times New Roman font and 1" margins. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade.</p>
<b>Writing Center &amp; OWL</b>	<p><b>Writing Center and OWL (Online Writing Lab)</b></p> <p>From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. You may submit your writing online at <a href="http://lbcc.writingcenteronline.net">lbcc.writingcenteronline.net</a> where you will get a personalized response within 1 – 2 business days. <a href="http://www.linnbenton.edu/go/learning_center/writinghelp">www.linnbenton.edu/go/learning_center/writinghelp</a></p> <hr/> <p><b>Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting!) with specific paragraph and essay assignments.</b></p>

**Student  
Resources**

**Center for Accessibility Resources (CFAR):**

If you believe you may need accommodation services, please contact the Center for Accessibility Resources, 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services webpage every term in order to receive accommodations.

*(Additional note: It is no longer necessary to obtain a doctor's note to get accommodations.)*

## Tentative Schedule of Assignments (SUBJECT TO CHANGE, SEE MOODLE)

Week	Day	Topic	Readings Due	Assignments Due on Moodle
<b>1</b>	M	Introductions & Welcomes		
	W	Discourse Communities & Tips for Reading		<ul style="list-style-type: none"> <li>• <b>Discussion Post 1</b> due by midnight</li> </ul>
	F		Please read through the linked pages on the Moodle site under Week 1 module	<ul style="list-style-type: none"> <li>• <b>Discussion Post 1 response</b> due by midnight</li> <li>• <b>Initial Reflection</b> due by midnight</li> </ul>
<b>2</b>	M	Critical & Sympathetic Reading	Article: “How Does Our Language Shape the way We Think?” pg. 2	
	W	Reading Discussion	Kaminer’s “Let’s Talk About Gender, Baby,” pg. 138  Rothschild’s “Sweden’s New Gender-Neutral Pronoun: Hen,” pg. 145  “Proud that Your Daughter Bailed on Pink Princess Dresses? Maybe Don’t Be” on Moodle	<ul style="list-style-type: none"> <li>• <b>Discussion Post 2</b> due by midnight</li> </ul>
	F	Reading Discussion: Questions at Issue & Workshop	Hernandez’s, “Spanglish Moves into the Mainstream” pg. 167  de Ortego Y Gasca’s, “Regarding Spanglish” pg. 174	<ul style="list-style-type: none"> <li>• <b>Discussion Post 2 response</b> due by midnight</li> </ul>

3	M	Questions to Thesis Statements	Salais's, "Saying 'Adios' To Spanglish" pg. 171 "Mother Tongue" on Moodle	
	W	Thesis Statements to Structure/ Essay Organization		• <b>Discussion Post 3</b> due by midnight
	F			• <b>Reading Analysis 1</b> due by midnight
4	M	Writing Workshop: Sources and Citations	"Why We Cite" < <a href="http://guides.lib.unc.edu/citing-information/why-we-cite">http://guides.lib.unc.edu/citing-information/why-we-cite</a> > "Plagiarism" < <a href="http://writingcenter.unc.edu/handouts/plagiarism/">http://writingcenter.unc.edu/handouts/plagiarism/</a> > "MLA Guide" < <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> >	
	W	Writing Workshop: Peer Review		• <b>Discussion Post 4</b> due by midnight
	F			• <b>Essay 1.1</b> due by midnight
5	M	Individual Conferences (No Class)		
	W	Individual Conferences (No Class)		• <b>Workshop Feedback</b> due by midnight
	F	Individual Conferences (No Class)		• <b>Essay 1.2</b> due by midnight

6	M	Student Led Reading Discussion	Wiens's, "I Won't Hire People Who Use Poor Grammar, Here's Why" pg. 102  Baldwin's "If Black English Isn't a Language, Then Tell Me, What Is?" pg. 156	
	W	Student Led Reading Discussion	Sedivy's, "Are you a Mac or a Mac User" pg. 230  Solnit's, "When Media is the Disaster" pg. 237  Flower, "Writing for an Audience" pg. 74	• <b>Discussion Post 5</b> due by midnight
	F			• <b>Discussion Post 5</b> response due by midnight
7	M	Student Led Reading Discussion	Cardoso's, "The Death of an Indian-Born Language" pg. 325  Eede's, "You Can't Google It and Get It Back" pg. 311	
	W	Question at Issue Workshop		
	F			• <b>Reading Analysis 2</b> due by midnight
8	M	Thesis Workshop and Structure of essay	Readings on Moodle	
	W	Structure of essay continued	Readings on Moodle	• <b>Practice Final Exam</b>
	F	Structure of essay continued		
9	M	Peer Review	Readings on Moodle	
	W	Peer Review	Readings on Moodle	
	F			• <b>Essay 2.1</b> due by midnight



10	M	Revision stations	Readings on Moodle	
	W	Preparation for Final Exam and Portfolio	Readings on Moodle	<ul style="list-style-type: none"> <li>• <b>Workshop Feedback</b> due by midnight</li> </ul>
	F			<ul style="list-style-type: none"> <li>• <b>Essay 2.2 &amp; Final Reflection</b> due by midnight</li> </ul>
<b>Finals Week</b>		<b>Details about the Final Exam will be given near the exam date.</b>		