**WR 121 English Composition**

***Fall 2019***

**INSTRUCTOR:** Haley Laningham

**OFFICE:** RCH 203

**OFFICE HOURS:** Thursdays 1-3pm and by appointment

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**CRN:** 10-11:15AM 21054/ 11:30- 12:50PM 21236

**Final Exam:** Monday, December 9 @ 12:00 – 12:50

 and Tuesday, December 10 @ 11:30 – 12:20 (must attend both slots)

**COURSE DESCRIPTION**

**Welcome** to our writing class.  This course is designed as a workshop and discussion class in essay writing.  We’ll study critical thinking and reading strategies, and well as key hard skills.

    Good writing is hard work and incredibly satisfying.  Good writing involves prewriting, writing, and rewriting.  **Nobody is born “good at it**.” Our aim in WR121 is to develop and master our own process of writing, of critical reading, and of critical thinking.

    I’m looking forward to working with you this term.  I will always try to be enthusiastic, honest, fair, and inspiring.

**LEARNING OUTCOMES**

1. *Analyze the* *rhetorical needs* (audiences, purpose, and subject) of a variety of academic and practical writing assignments.
2. *Apply critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.
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.
4. *Locate, evaluate, and integrate* *high-quality information and opinion* in response to the rhetorical needs of an assignment.
5. *Craft sentences and paragraphs* that communicate ideas clearly and effectively using words, sentence patterns, and writing conventions to make writing clear, credible, and persuasive.

**OBJECTIVES**

* to write with better confidence
* to discover, develop, and use your own best reading and writing processes
* to do effect writing work both collaboratively and independently
* to better organize and write a well-structured and effectively persuasive essay
* to analyze a subject, research a topic, present an argument, and write an essay presenting your views
* to better write under pressure
* to more consciously write for specific audiences and specific purposes
* to more clearly and effectively express your ideas

**ACADEMIC DISHONESTY**

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.

Academic dishonesty may involve the misuse of electronic devices. Cell phones or other similar wireless electronic devices must not be used during any test, quiz or other student assessment without the prior approval of the instructor/supervising staff member.

**THE CENTER FOR ACCESSIBILITY RESOURCES**

“Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call (541) 917-4789.” \*In addition class, CFAR is there for so many other different kinds of hardship than documented disability, and in fact do not need doctor’s proof to work with you.

 **CHILDREN**

So as to be equitable to parents in a pinch, kids are allowed in class as long as they are not disruptive.

**COURSE ASSESSMENT**

**ESSAYS**

* Essay #1: *Narrative* (200 points)
* Essay #2: *Yes or No* (300 points)
* Essay #3: *Your Genres* (300 points)
* Essay #4: *Practice Final Exam* (100 points)

**ONLINE EXERCISES— (Non-essay homeworks)** (50 points)

(\*Note that the Yes or No Essay Draft 1 is to be 75 points)

Writing exercises focused on skills related to the essay project must be completed when assigned.  These writings are given full credit if they complete the exercise in a focused, thorough, and thoughtful way and are turned in on time.  No late exercises will be accepted for credit.

**Peer Review Workshop Comments in Class** (50 points)

* your peers’ commentary as to how your work is coming off can be super-helpful
* these are often in-class workshops but you may be expected to take them home

**Participation**

 **Your daily participation with no phones out and taking care not to speak over other students is 50 points.**

**Textbooks & Materials:**

* Access to the internet for linked essays and assignments on Moodle
* A pocket folder, and a binder or spiral for your class work
* Four examination Books for the WR121 Final and Practice Final

**College Resources**

**Library** and **Writing Center** and **ONLINE WRITING LAB (OWL)**

**Office Hours:**See above— consider me a resource at your disposal to help improve your work and if need be to connect you with unrelated on-campus help.

**ATTENDANCE: Attendance is essential**.  In this class, you are expected to help others with their writing as well as to revise your own. Please plan to attend class regularly and to arrive on time.  More than two absences will negatively affect your grade.  Exchange phone numbers with class members and discuss class assignments with them – they’re working on the same projects**. Please communicate with CFAR if you need to talk attendance with me.  If you miss a class, you are responsible for getting missed material and the assignment on our Moodle site.**

 Again: 2 free absences, 3 and 4 have grade penalties, and the 5th is possible fail.

**Classroom Etiquette:**Please arrive on time, and turn cell phones off and put them away during class.  During class time, please be fully focused and engaged in what our class is doing. Furthermore, a copy of our own mutual understanding of expected respect and conduct will be put on Moodle and will act as a governing document for our behavior.

**SCHEDULE OF EVENTS** \*\*ALL HOMEWORK DUE ONLINE BY THE **NEXT** CLASS, EXCEPT MAJOR ESSAYS AND DRAFTS WHICH ARE DUE ONLINE AND IN HARDCOPY\*\*\*

|  |  |
| --- | --- |
| **10/1*** **personal policies**
* **intro to rhetorical situation**
 | **10/3*** **college policies**
* **rhetorical analysis**

**Homework: Exercise 1-Your Own Text** |
| **10/8*** **multiplicity of perspective, purpose, and the rhetorical situation**
* **tone and its uses authorship**

**Homework: Exercise 2- thinking of tone in your narrative**  | **10/10** * **OPEN RESPONSE QUIZ on rhetorical situation and star**
* **changing scholarships, the I-VOICE, and narrative**
* **the self and data mining**

**Homework: Exercise 3- Narrative Outline** |
| **10/15*** **the I-VOICE reviewed**

**Homework: read and respond to Source 1-data mining** | **10/17*** **reaction and our interpretation of purpose**

**Homework: Narrative Essay due** |
| **10/22*** **Peer edits**
* **the essay and honing audience**

**Homework: read and respond to Source 2-the selfie and misogyny**  | **10/24*** **reaction and our interpretation of purpose**

**Homework: only read Sources 3 and 4- is social media helpful, hurtful, or both** |
| **10/29*** **in-class discussion of 3 and 4**
* **linear logic and its limits in argumentation**
* **audience parameters in essay writing**

**Homework: read and respond to Source 5- an existential take on leaving social media** | **10/31*** **Breaking the Five paragraph essay**
* **Essay structure**
* **outlining**

**Homework: The Yes or No Essay outline**  |
| **11/5*** **counterargument and what it reveals**
* **peer edits**

**Homework: The Yes or No Essay** **draft 1** | **11/7*** **how to be critical of sources**
* **peer reviews**

**Homework: work on paper** |
| **11/12*** **the role of genre**

**Homework: The Yes or No essay**  | **11/14*** **writing for your own studies**
* **genres for your own studies**

**Homework: Find your interest**  |
| **11/19*** **technical lesson: transitions and conclusions**
* **creative genres**

**Homework: Rhetorical Star your role in explaining your interest**  | **11/21*** **technical lesson: transitions and conclusions**
* **creative visual tools and basic design**

**Homework: plan presentations (this counts as the third paper)** |
| **11/26*** **Your Genre presentations**
 | **11/28** **Class cancelled for Thanksgiving** |
| **12/3*** **effective writing review day for the final exam**
* **Extra Credit due (100 points)**
 | **12/5*** **effective writing review day for the final exam**
* **in-class practice run**
* **potluck in class**
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