

## **WR 121 English Composition**

**FALL TERM 2016**

**Donna Trask ("Mrs. T")**  
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**Office: SSH 215 MWF 12:00-12:50pm**  
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**CRN 25136 (3 credits) MWF 10:00-10:50am meets in IA-201A**

**CRN 25137 (3 credits) MWF 11:00-11:50am meets in IA-201A**

*Because students will access assigned articles **ONLINE**, we have **NO TEXTBOOK**.*

**Required materials:** a **USB drive**, a **suitable folder** for submitting essays, a **folder for research/Essay #4**, and **two Green Books** for the final exam.

**Required tools:** *Current editions* of W. W. Norton's **The Little Seagull Handbook** and **Merriam-Webster's Everyday Language Reference Set**. Both are in the Bookstore.

### **Welcome to WR 121!**

**WR121** is the **first** term of a three-term sequence in college composition, focusing on the writing of expository essays. To take WR121, you need to have earned at least a 'C' grade for WR115 or to have been placed into WR121 by passing the computer placement test. If you have any questions about your readiness for WR121, please speak with me.

**The primary objective of this course is to strengthen your proficiency in college-level expository writing.** You will have the opportunity to employ a variety of formats – essay, report, and peer review – to accomplish this goal. As a successful student in this course, you will learn to write effectively for specific audiences and particular purposes. Two-thirds of your grade on each writing assignment will be a reflection of your skill in organizing and developing ideas and in choosing the most effective structure for your presentation; one-third of your grade will depend upon your correct use of standard grammar, syntax, spelling and punctuation. Early in the term, you will join a group of classmates with whom you will conduct peer reviews of the drafts of your essays and collaborate in revising and rewriting. Your writing group will also discuss responses to the readings. Over the course of the term, you will each personally write **several short essays, increasing in length from two pages to six pages minimum**, and help to produce **two collaborative reports** in your writing group. Each report will require research and proper **MLA** documentation. You should **anticipate investing nine to twelve hours per week** preparing for and completing the assignments for this class. The more effort you put into your work, the more strength and confidence you will gain, *because the quality of your presentations will rise.*

**Read ahead in the Class Calendar**  
**so that you can effectively prepare for each class meeting.**

***Expect to work hard, and to accomplish much!***

## **Academic Decorum Statement:**

The English Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with ***clarity and tact***. These standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

## **Peer Reviews:**

Writing Peer Reviews provides an opportunity for you to give and receive helpful feedback. These reviews are designed to further develop your audience awareness, helping you understand not only how your writing sounds to others, but also how your writing affects or fails to affect them. You will be given worksheets to fill out on each other's drafts; after you have read and commented on the drafts, your group will reconvene to share constructive criticism, pointing out the strengths of each draft and identifying areas that need reworking. ***For these opportunities to be successful, your attendance and participation is necessary, and your grade will be affected accordingly.***

## **RESOURCES:**

- **The Writing Center:** We will be touring the Writing Center in the first week of the term. While enrolled in WR 121, you are **encouraged** to seek extra help at the Writing Center (917-4684), located on the second floor of Willamette Hall on the main campus. Visit their website at <http://www.linnbenton.edu/go/learning-center/writing-help> for their current term hours. No appointment is necessary; however, appointments can be made at the Center to meet with a tutor during regular times throughout the term. ***This is a free service to all LB students. Students are encouraged to seek help early in the term.***
- **Computer Lab Resources:** The Library classroom may be used as a drop-in computer lab whenever space is available.
- **Library Information:** The LB library homepage can be found by following the links from: <http://www.linnbenton.edu>. The site provides library hours, an online catalogue, as well as many helpful research databases, including EBSCOHost, Electric Library, Facts on File, NetLibrary, Oregonian, Wall Street Journal, and other periodical indexes. To use these resources, you must log into your account by entering your Student ID# and the last four digits of your home phone number. ***Please make sure your contact information is current in LB's student records database; contact Registration and Records if it is not.***

**As we will be doing research to support our essays, please note that**

## **WIKIPEDIA**

**IS NOT YET CONSIDERED A PROPER ACADEMIC SOURCE**,  
so **ALWAYS refer to the ORIGINAL sources** if you pursue a topic found  
on Wikipedia.

### **Submitting Assignments:**

All **essays** must be submitted in a **folder which bears your name**. Please place your **rough drafts**, with your **peer reviews on top** of them, into the **left-hand pocket** of your folder. Your **final drafts** must be **date stamped** and go into the **right-hand pocket**.

**All** required papers **must be typed** and must follow **proper MLA format** : your work should be **double-spaced**, printed in *12-point Times New Roman* or other **equally-legible font**, feature **one-inch margins and numbered pages**, and employ **proper MLA documentation**.

**PLEASE NOTE:** Make sure **your name**, the **instructor's name**, the **course title and meeting time**, and **the date** all appear in the **UPPER LEFT-HAND CORNER** of the first page of the final draft, much as if it were business correspondence. The **title** should directly follow, and it must have **center** alignment.

***Please keep an electronic copy of every paper you submit.***

### **Criteria for Grading:**

**Assignments** earn points on the following: the quality and organization of your ideas, the clarity and conciseness of your writing, the appropriateness of your tone and format, the quality and effectiveness of your proofreading, and the level of adherence to the assignment guidelines.

**Attendance** earns you 10 points each hour class meets. You will sign attendance daily. If you are **absent** due to illness or a verifiable emergency, ***it is your responsibility to find out what you are missing and to get notes from your writing group.***

### **POLICY ON LATE WORK:**

***Work is to be submitted the day it is due.***

Our classroom standards reflect workplace standards: **a due date is a deadline**, and you don't miss deadlines at work without informing your supervisor of your progress.

If circumstances are working against you, **please make arrangements for an extension PRIOR TO THE DEADLINE.**

Please understand that late work **causes you to lose opportunity** for Peer Reviews, and **these lost opportunities lower your grade.**

**Unless SUITABLE ARRANGEMENTS are made,**

**LATE WORK WILL NOT RECEIVE CREDIT**

**if it is presented MORE THAN ONE CLASS DAY after the due date:**

**It will receive a ZERO.**

**Nondiscrimination & Non-harassment Policy;  
Center For Accessibility Resources (CFAR);  
LBCC Student Code of Conduct;  
Nondiscrimination Policy;  
Support of Diversity:**

NOTICE: "All references in this booklet or document to harassment and discrimination and how to report these situations have been replaced by new Board Policy 1015, "NONDISCRIMINATION & NONHARASSMENT POLICY" available at the following link: <http://po.linnbenton.edu/BPsandARs/1015%20-%20Nondiscrimination%20Policy.pdf> Please refer to this site."

Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you think you may need accommodation services, please contact the Center for Accessibility Resources, 917-4789.

LBCC students are expected to learn college rights and responsibilities. Please go to <http://www.linnbenton.edu/go/student-rights> to learn what you *must* do and what you *may* do in college. All students need to follow the LBCC code of conduct.

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.) *These guidelines are abbreviated and not intended to be comprehensive. We have a commitment to meeting student and faculty needs in a collaborative fashion for development of an improved learning environment.*

"The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse." (related to Board Policy #1015)

# WR 121 CLASS CALENDAR FALL TERM 2016 D.Trask

"I reserve the right to make changes to this syllabus at any time during the term."

## **WEEK ONE:** September 26 - 30

### **Class Activities:**

Monday: Discussion of course description, class packet, and class calendar; Selection of members for writing/peer review groups (*be sure to exchange names and email addresses*)

**Tour of the Writing Center, Wednesday, September 28.**

**Schedule an appointment in next week** to have someone in the Writing Center review your rough draft of Essay #1 before next Friday when we will complete Peer Reviews on the rough drafts.

**Friday:** We will be looking at *the variety of clichés* in the July 2009 Smithsonian article "There Oughta Be a Law" by William Ecenbarger. Please be sure to **print out your copy and bring it to class.**

### **Writing Assignments/Homework:**

Compose a five-paragraph explanation of what you **like** about *your* writing **and** what you want to **accomplish** in this course. **Due Monday, Week 2.**

*Be sure to complete next week's readings to be ready for the discussions.*

## **WEEK TWO:** October 3 - 7

FIVE-PARAGRAPH EXPLANATION DUE MONDAY

### **Readings to be discussed:**

***Integrating sources and avoiding Plagiarism***, Little Seagull, pg. 97-108

***Description***, pg. 23; ***Personal Narratives***, pg. 58-61

**Class Activities:** Lecture on the plagiarism scandal... **QUIZ on plagiarism, end of class Monday.**

**Writing Assignment: ESSAY #1: Narration and Description:** For this essay, you will be writing a personal narrative to **illustrate what you learned from an impressive and insightful incident in your own life.** You will need to focus this essay toward a *specific* audience, and **the essay must be a minimum of two (2) pages in length.** You will not be required to gather any outside sources for this assignment, but the essay must be formatted according to MLA guidelines. **The rough draft will be reviewed** in your writing group **on Friday.** **The final draft is due Monday, Week 3.**

For next week, I will provide copies of "The MAN Rules," but be sure you read and print out your copies of "The World of Doublespeak" by William Lutz, and "Male and Female Communication: Differences Worth Noting" by Laurie M. Stewart.

## **WEEK THREE:** October 10 - 14

ESSAY #1 DUE MONDAY

**Class Activities/Writing Assignment:** Intro to the communication differences between men and women: **Discussion** of Stewart and Lutz, and "The MAN Rules". Working in your writing groups, **discuss your personal experiences of differences in communication styles between men and women**, and the problems with "doublespeak." Write **one summary** of your group's opinions and **their recommendations** for ways everyone can improve communication. Final draft from each group must be **typed**, and is **due Monday, Week 4.** Read about **Arguments**, pg. 43-48 in your handbook *The Little Seagull* to prepare for the Research Workshops.

**WEEK FOUR:**        October 17 - 21  
COMMUNICATION SUMMARIES DUE MONDAY

**Research Workshops in WH-224, Monday and Friday, October 17 and 21 :** We will begin work on the final paper for this course, **ESSAY #4: Persuasion**. In this essay, you will **present your own argument about an issue of your choice**, and persuade your audience to accept your perspective. You will need **at least three sources** for this essay and must document according to **MLA**. The essay must be **a minimum of six (6) content pages**, followed by a **Works Cited** page. While no topics are forbidden, you must substantiate your position using credible sources, and fallacies in logic must be eliminated.

**HOMEWORK:** Draft your thesis, and govern it with the questions and considerations mentioned in "Know Thy Audience". **Thesis is DUE first of class THIS Wednesday.**

**For next week**, read **Comparison and Contrast**, pg. 21–22 and 455 in your handbook, and be sure to **read and print out your copies** of the articles "The Designer Player" by Rodrigo Villagomez and "Too Much Pressure" by Colleen Wenke. **Schedule an appointment for next week** with someone in the Writing Center to review your rough draft of Essay #2 before the Peer Reviews next Friday.

**WEEK FIVE:**        October 24 - 28

**Class Activities/Writing Assignment:**

In your writing groups, **consider the implications of the obsession with "perfection"**, and **the societal consequences that ensue**. You should **TAKE NOTES** to help you draft **ESSAY #2, Comparison and Contrast** from the results of your discussions. This essay will require you to **set the two readings side by side**, compare them, and then contrast them. Your essay must be **at least three (3) pages in length**, having an introduction, a central idea (thesis), topic sentences, transitions, and a conclusion. Remember to document quotations within your essay. Rough drafts will be peer reviewed this Friday, and the final draft is due Monday.

**RESEARCH FOLDERS** are **DUE next WEDNESDAY**, showing your **progress on ESSAY #4**.

**WEEK SIX:**        October 31 – November 4  
ESSAY #2 DUE MONDAY

**RESEARCH FOLDERS DUE WEDNESDAY**

**Writing Assignments:**

**Working in your writing groups**, use your dictionaries and thesauruses to **prepare a four-page report** on **denotation** and **connotation**, citing examples of both by explaining the uses of the following words: [*the words will be written on the board when class starts*] Your finished papers must include in-text citation of your sources which follows **MLA style (pg.119-145, Little Seagull)** and the final drafts must be typed. Because **each member of the group must contribute to the printed work**, (*put your name in parentheses at the end of your section*).

**Final drafts will be presented in class this Friday.**

To prepare for next week's discussions, read **Rhetorical Analyses**, pg.49 - 53 in your handbook, and be sure to **read and print out your copies** of each of the following:

**"Race Relations and Law Enforcement/Imprimis"** by Jason Riley; **"Hiring a Working Mom – Myth vs. Reality"** by Shannon McLay; **"Why Geeks Get Bullied (It's Not Necessarily for Being Geeks)"** by Noah Berlatsky; and **"Single Parent? No, Your Kids are Not Doomed!"** by Bella DePaulo . **Schedule an appointment for next week** to have someone in the Writing Center review your rough draft of Essay #3 before the Peer Reviews next Wednesday.

**WEEK SEVEN:** November 7 – 9 (No class Friday: VETERANS' DAY)

**Class meets in WH-224, the computer classroom, on Monday, November 7**

**As a class, discuss** the dangers/losses suffered in society when stereotypes are allowed to stand as "truth." Then discuss the grains of truth embedded in every stereotype: where do they come from? Be sure to take notes you can use in Essay #3.

**Writing Assignment:**

**ESSAY #3: Analysis:** For this essay, **discuss a stereotype that has personally affected you, whether positively or negatively, and how you have grown as a person because of that experience.** Research to **find two articles** explaining other peoples' similar experiences, and comment on what is suffered when that stereotype is accepted as "truth". You will need to document those authors in text, according to **MLA**. The essay must be **a minimum of four (4) pages**. Rough drafts should be ready for **peer review Wednesday this week**. Final drafts are due next Monday.

**WEEK EIGHT:** November 14 - 18

ESSAY #3 DUE MONDAY

**Class meets in WH-224, the computer classroom, on Monday and Friday, November 14 and 18**

Class time for working on **Essay #4, Persuasion**. The **rough draft** of the essay is **due at the beginning of class next Monday**. Be sure to **bring two copies to circulate within your writing group**. Remember that you will need to submit **a total of three reviews: your own critique, and two peer reviews** from your group. ***Schedule an appointment for this week or next*** to have ***someone in the Writing Center*** review your rough draft of Essay #4 **before** all the Peer Reviews are completed on Wednesday of next week.

**WEEK NINE:** November 21 – 23 (No class Friday: Thanksgiving holidays)

ROUGH DRAFTS OF ESSAY#4 DUE MONDAY

PEER REVIEWS OF ESSAY #4 MONDAY and WEDNESDAY

**Working in your writing groups, review the rough drafts of Essay #4. At least two people in your group must review the draft and offer **their observations for improving it**.** Each person should have all of his/her rough draft reviews back from the peer reviewers by the end of class on Wednesday. **The final drafts of Essay #4 are due next Monday, beginning of class.**

**WEEK TEN:** November 28 – December 2

ESSAY #4 DUE MONDAY

**Monday, beginning of class: turn in your Final Draft of Essay #4, Research/Persuasion.**

**ALL WEEK:** In-class practice for next week's final exam.

**Your homework:** Go to the LBCC Bookstore and buy your Green Books for the final!!

**WEEK ELEVEN:** December 5 and 6

**FINAL EXAM: TWO DAYS OF TESTING: MONDAY, Dec. 5, 12:00-12:50, Rough Drafts; TUESDAY, Dec. 6, 11:30-12:20, Final Drafts. LOCATION TBA.**