WR115 English Composition

Instructor: Debbie Killingsworth

Office: SSH 205

Office Hours: M/W/F: 10:00 - 11:00

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**Course Info:**

CRN: 32235 (WR 115-AL4)

Time: MWF 12:00-12:50 am

Location: NSH 107

**Course Description:**

WR 115 introduces college-level critical inquiry in academic reading and writing. Students critically read, summarize and respond in paragraph format. Students develop expository essay writing skills, review conventions, and use individual and collaborative writing processes.

Note: *This course is transferable as an elective, but does not satisfy institutional writing requirements for the degree seeking or transfer student*.

**Prerequisite**:

Placement by CPT or successful completion of WR95.

**WR 115 Outcomes:**

1. Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes.
2. Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting.
3. Distinguish your ideas from others’ ideas.
4. Focus a main point and develop this main point clearly and logically using examples and illustrations in a well-organized essay.
5. Revise writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).

**WR 115 Course Assessments:**

• Students will write at least three summary paragraphs and three response paragraphs and two short essays (at least 500 – 750 words). In these writing projects, students will demonstrate mastery of a writing process (pre-writing, shaping, drafting, and revising).

• Students will complete in-class and out-of-class grammar exercises. Mastery of grammar conventions will be assessed within the context of the student’s writing.

Class grade breakdown:

Short Writing Exercises and Grammar/Style Worksheets………………..80 pts

Rough Drafts and Peer Review (2 x 10) ……………………………....….20 pts

Essays (2 x 100)..........................................................................................200 pts

**Textbooks / Required Material:**

1. *The Little Seagull Handbook*. 3e. 2017. Bullock and Weinberg. ISBN: 9780393602647. Publisher: Norton
2. Access to the Linn-Benton library website
3. Access to Canvas

**Accessing Canvas:**

Canvas is the learning management system (LMS) for this class. It is the storage space for all assignment information and the space where you will upload your assignments. No assignment will be officially turned in unless it has been uploaded to Canvas.

While Canvas is a wonderful tool, it can also have some quirks. Canvas is notorious for getting times wrong by an hour or so. For instance, your cell phone or watch might say that it is 2pm, but Canvas might say it 1pm or 3pm. Therefore, *all assignments should be uploaded to Canvas before class on the day that it is due.* Please do not worry if you time stamp says something wrong. I am aware of Canvas’s problem and adjust accordingly.

If you do not already have a Canvas login from another class here at Linn-Benton, please go to this address :

<https://canvas.instructure.com/enroll/7DJLHX>

If you already have a Canvas login from another class here at Linn-Benton (not i-Learn), please go to this address:

<https://canvas.instructure.com/register> and use the code: 7DJLHX

**Attendance / Participation and Time Management:**

*Attendance* is essential for many reasons. In this class, we expect you to be a team player in

reading responses and writing processes. Also, material is often covered in class that is not in

your texts. Plan to attend every class session. If you miss a class, you are responsible for

getting the missed information.

*Organize* and plan your time wisely. Allow at least two hours outside class for every hour spent

in class. Please, do your work on time.

*Tardiness* is also very distracting to the classroom environment as a whole. Please come to class

on time.

**Emailing your instructor:**

I do not guarantee a timely answer to student emails. As a teacher, I enjoy discussing topics with students, but I find in-person conversations to be much more efficient and effective. If you have questions about assignments or problems you need assistance with, please ask your questions in class or come to my office hours so that we can talk face-to-face.

**Classroom behavior:**

The LBCC community is enriched by diversity of all kinds. We all share the privilege of

thinking, learning, and working together in an encouraging environment. In our classroom

community, we will work toward creating and enjoying a community of mutual respect,

appreciation, and goodwill.

**Using computers in this class:**

This course is based largely on discussion. Therefore, it is important that we all allow ourselves

to be free of any impediments that might discourage open communications. While laptops, tablets, or phones, are often necessary in class, please understand that these objects can create physical barriers between people. In order to be open to one another, please remember that the majority of class time should focus on human interaction.

**Cell phones:**

Of course all personal technological devices should be silenced during class. There might be

times when you absolutely must be available to take a phone call. I understand that. If such a

day arises, please sit in one of the chairs nearest the door and place your phone on vibrate. Take

your call outside the classroom.

**Grades and commentary:**

For this class, I will comment on some assignments, but not on others. We will often go over grammar assignments and worksheets in class so you are expected to take notes on your own work.

Other assignments, like papers, need commentary from me to help you fix a mistake (grammar/syntax) or to help you focus on specific locations of your writing for expansion or perspective. I attempt to limit my comments to reasonable and manageable amounts for you to reflect upon and grow with. For this reason, I will return your papers comments back to you within a week of receiving them.

*Rough drafts and peer reviews:*

I have very specific peer review techniques that target focused areas of student papers; therefore, I do not comment on rough drafts. If you have specific questions about your draft, ask these in class or in my office hours.

*Formal written work:*

This is a writing class, so your writing will carry the bulk of your grade. It should follow MLA formatting and be your best work. Do not be afraid to show your own voice within your work. Cultivating style will serve you well regardless of the genre of writing you need to do.

*Warnings:*

If you turn in a late assignment (only with my permission), I will not comment on your work. It will also become a lower priority than other upcoming assignments.

You may redo any assignment (except for the final paper) within a week of receiving it from me. You may or may not receive a higher grade.

If you turn in a piece of writing that does not meet the assigned length, has too many grammar mistakes, or does not properly cite sources (MLA), I will give that work a grade of 0 and ask you to redo. It will then be considered late.

Plagiarism:

Taking ideas or words from someone else and using those as your own is plagiarism, which is unethical. Please cite all work that is not your according to MLA so that you are not plagiarizing. Any intentional or unintentional plagiarizing will earn an F.

**Accessability:**

Unless I have been contacted by the Office of Disability Services (ODS) on your behalf, it is

LBCC English Department policy that all students, including ESOL students, will have the exact

same amount of time to answer the final.

Disability Statement:

1. You should meet with your instructor during the first week of class if:
2. You have a documented disability and need accommodations,
3. Your instructor needs to know medical information about you, or
4. You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability

Services, 917-4789.

**Nondiscrimination Statement:**

LBCC prohibits unlawful discrimination based on race, color,

religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status,

disability, veteran status, age, or any other status protected under applicable federal, state, or

local laws.

**Campus Resources:**

1. Conferences with your teacher– Please visit with me (SSH205) early in the term and often throughout the term with interests, questions, problems, or concerns.
2. LIBRARY (917-4638)
3. Writing Helps: a cooperative writing service including ESOL, Writing Center, Writing and Study Skills Labs and more.
4. Writing Center and OWL (Online Writing Lab)
5. Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting!) with specific paragraph and essay assignments.

APPROXIMATE WEEKLY SCHEDULE & THEMES:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Day | Date | Prepare before Class | Do before coming to class | Turn In (EOD) |
| 1 | M | 1/7 | Introductions |  |  |
| W | 1/9 | Syllabus, “Superman and Me”, Introduce Summary Response #1 |  |  |
| F | 1/11 | WE#1 | WE#1 | WE#1 |
| 2 | M | 1/14 | Critical Reading Strategies | -Read “Dumpster Diving”  -Read “Salvation” |  |
| W | 1/16 | Using Sources |  | WE#2 |
| F | 1/18 | Grammar Diagnostic |  |  |
| 3 | M | 1/21 | No class - MLK Birthday! |  |  |
| W | 1/23 | Revision Workshop |  | Summary Response #1 Due |
| F | 1/25 | Introduce Unit #2: Literacy Narrative, The Writing Process: Narration |  |  |
| 4 | M | 1/28 | Thesis, Unity, Organization, Beginnings, Endings, Transitions: Shaping / Outlining |  |  |
| W | 1/30 | WE#3: Literacy Narrative PreWriting |  | WE#3 |
| F | 2/1 | Grammar / Editing Workshop |  |  |
| 5 | M | 2/4 | WE#4: Peer Review Workshop |  |  |
| W | 2/6 | Unit Three: Summary and Response: “Privacy Has a Politics” | -Read “Privacy Has a Politics” | Literacy Essay |
| F | 2/8 | Integrating Sources |  |  |
| 6 | M | 2/11 | Discuss Reading | -Read “In Praise of Chain Stores |  |
| W | 2/13 | Discuss Reading | -Read “The Ritual of Fast Food” |  |
| F | 2/15 | WE#5: Sentence Play |  | WE”5 |
| 7 | M | 2/18 | No class - President’s day!! |  |  |
| W | 2/20 | WE#6: Peer Review Workshop |  |  |
| F | 2/22 | Introduce Essay #2 |  | Summary and Response #2 |
| 8 | M | 2/25 | Discuss topics for essay |  |  |
| W | 2/27 | WE#7 Clauses and Phrases |  | WE#7 |
| F | 3/1 | Discuss organization strategies for essay |  |  |
| 9 | M | 3/4 | Discuss introductory paragraphs |  |  |
| W | 3/6 | Research |  |  |
| F | 3/8 | Work on integrating sources |  |  |
| 10 | M | 3/11 | WE#8 Peer Review |  |  |
| W | 3/13 | Readings / Celebration |  | Essay #2 |
| F | 3/15 | Readings / Celebration |  |  |