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| *CRN*: 32909 | *Office*: BC-123 |
| *Classroom*: BC-236 & BC-225 | *Email*: rushm@linnbenton.edu |
| *Class meeting times*: M/W 11:30-12:50 | *Mailbox*: BC Admin Office |
| *Credits*: 3  *Website*: LBCC Moodle portal | *Office hours:* MW 1:30-2:30 |

#### **Course Description:**

This course introduces informative and analytical writing supported by research. Students will design a research plan, use primary and secondary sources critically, develop research methods, use proper documentation and develop writing strategies for longer papers. The skills involved are vital for success in college, and the habits of mind inherent to them will help you succeed no matter what you do in life.

#### **Prerequisites:**

Prerequisite: Successful completion of WR 121 English Composition with a grade of “C” or better. Nonetheless, this is likely a good place for a quick reminder/caution: this is more advanced than an entry-level college writing class. Understand up front that it will be a fair amount of work, including substantial and sometimes difficult reading and analytical and critical writing. To succeed in this class, you’ll need to be an active participant, and I expect as much from each of you. So, only continue if you are willing to commit to the following:

**Understand the Course Schedule and manage your time.** You have to be organized and keep yourself on task. It is no one else’s responsibility to remind you to complete and submit assignments as they are due. With that in mind, be forewarned: this class may be particularly intense. A typical credit-level writing course is, on average, expected to take **10-15 hours per week**. Of course, this varies, and a lot depends on your strength as a reader and a writer. Still, most people find that **writing classes are more work than average**.

**Master the technology.** For this class, you will need to be able to navigate Moodle, format documents in a word processor, and attach files appropriately. **Be sure** that you have reliable access *and* a backup plan in case this is lost! Computer problems will not excuse you from your obligations to the class.

**Get help when you need it.** If I don’t hear from you, I’ll assume you’re doing fine.

#### **Required Texts:**

• Aquiline, Danielle, and Holdstein, Deborah H., *Who Says? The Writer’s Research*. 2nd Edition. Oxford University Press, 2017 (abbreviated here as ***WS***)

• *The Little Seagull* (Style Guide)

• Additional readings may be assigned and will be distributed as handouts in class or via Moodle

**\*If you don’t already have the required text, please get it as soon as possible!**

#### **Additional Required Resources:**

• Internet access (plan to check your email account and the course site regularly!)

• A notebook or binder with loose leaf paper for in-class writing

• Printer ink. You will be asked to print periodically (readings, copies of your essays etc.)

Upon successful completion of this course, students will be able to:

* Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level research-based writing assignments.
* Apply critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in written assignments, with an emphasis on in-depth evidence-based analysis and evaluation.
* Implement appropriate rhetorical elements and organization (introduction, thesis, development and research-based support, visual evidence, conclusion, etc.) in their written assignments, with an emphasis on in-depth evidence-based analysis and evaluation.
* Locate, evaluate, and integrate high-quality information and opinion appropriate for in-depth research-based informational, analysis and argument assignments.
* Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear and credible.

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| State of Oregon General Education Outcomes for Writing Courses |
| As a result of completing the General Education Writing sequence, a student should be able to:   * Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; * Locate, evaluate, and ethically utilize information to communicate effectively; and * Demonstrate appropriate reasoning in response to complex issues. |

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| State of Oregon General Education Outcomes for Information Literacy |
| As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:   * Formulate a problem statement; * Determine the nature and extent of the information needed to address the problem; * Access relevant information effectively and efficiently; * Evaluate information and its source critically; and * Understand many of the economic, legal, and social issues surrounding the use of information. |

**Course Requirements & Other Vital Information**

**Attendance:** You are expected to attend classes and complete all assignments. There will be many in-class assignments that cannot be made up. Should you have to be absent, please remember that it is **your responsibility** to get notes, assignments, or announcements from your peers or by contacting me via email.

Students who miss the first class and do not contact me by Friday of week 1 will be dropped as no shows.

**Participation:** Collegial, respectful participation in class activities is expected; it is crucial to success in this course, and largely that of any professional setting. This means that all students are expected to:

* Arrive promptly and be prepared for class
* Listen and respond respectfully and appropriately to the ideas, drafts, and statements of classmates
* Do their fair share of group work cooperatively
* Silence cell phones and refrain from texting during class
* Alert me immediately if there is a concern

Students who have difficulty maintaining appropriate classroom behavior will be asked to leave.

**Grading:** Your grade is based on your ability to actively read, to critically select and evaluate sources, and to manage the rigors of an extensive writing process (as demonstrated by the formal written work that you submit). The result is as follows: Research Paper: 25% Research Paper Proposal: 10% Thesis Statement & Outline 5% Annotated Bibliography: 10% Working Draft Workshop: 10% Research Paper Presentation: 10% Writing Zone Appointment & Reflection: 5% Quizzes & In-Class/Informal Assignments: 25%. I don’t offer incompletes.

**Grading Scale:**  A: 100%-90%, B: 89%-80%, C: 79%-70%, D: 69%-60%, F: 59%-0%

If you have a question about your grade at any point during the term, please contact me, and I’ll be happy to discuss it with you. You can check your grades at any time via the Moodle portal.

**Informal Assignments:** There will be a number of informal writing assignments (largely done in class) throughout the term, including brief written responses and group activities. These informal assignments are graded as either passing or failing. If you complete the assignment satisfactorily and turn it in on time, you will earn credit for the assignment. If you don’t complete it satisfactorily or turn it in, you will not.

**Late Assignments:** Final drafts of assignments are due via Moodle on their due dates. Late work risks outright rejection, and at a minimum, suffers grade penalties.

# **(Albany) Campus Resources**

The Writing Center

The Writing Center helps students become more confident, effective, and expressive writers - and works to make the writing process more joyful. Writing assistants are available to help students with any class in which writing is assigned and at any stage of the writing process, from brainstorming to a final draft. The Writing Center offers three ways to use our services: drop-in, 30-minute appointments for a specific day and time through TutorTrac, and online submissions with written feedback through our online writing lab (OWL).

**\*Benton Center students\***: be reminded that your LBCC ID card gets you free rides on the Benton County Loop Bus to the Albany Campus to visit the Writing Center.

**Drop-in Services**

* Our computer kiosk uses software called TutorTrac. All credit-bearing students are enrolled in it. To check in, enter your student ID (X number, or if you are dual with OSU, ID# starting with a "9").
* After signing in on the computer, write your name on the small white board waiting list; this process lets us know which students need a session and ensures we help students in the correct order.
* We do not limit the number of drop-in sessions per day or per week, but if we have helped you several times that day, we will first serve students who have not been helped before helping you again.
* Please remember to sign out on our computer kiosk when you are finished with a session.
* Sometimes students drop-in because they enjoy this comfortable and welcoming space to write in, whether they need help that day or not. We are delighted to be your writing hub!

**Scheduling a 30-minute Appointment:**

* Students make 30-minute appointments through our TutorTrac software program. If you are a credit-bearing student, you are already enrolled. To make an appointment, your user name is your student ID number (your X number or if you are dual enrolled with OSU, your ID# starting with a “9”). Your password will be your birthday European style: 1952/07/22 (full year, then month, then day)! Once you have signed in the first time, please change your password to a secure one of your choice.
* Instructions for how to make an appointment are at the Writing Center check-in area, and on the Writing Center website. If you have any problems, we would be happy to step you through it.
* **ELL Students Please Note:** If you are a student whose native language is not English (ELL) and you would like **to make an appointment specifically with our ELL Specialist, Sarah Mosser,** under "Center" you will need to select "ELL Writing Center - Albany" to see Sarah's appointment schedule. When you come in for your appointment with Sarah, you will also need to select "ELL Writing Center" when you check in on the computer kiosk. If you don't select "ELL Writing Center," TutorTrac will think you did not come for your appointment. **If you are not scheduling an appointment with Sarah, you would select "Writing Center Albany."**
* **You can make only 1 appointment per day; 3 appointments per week.** However, if you need more assistance, you can combine appointments with drop-in services and the Online Writing Lab (OWL).
* For every appointment, remember to log in and log out on the Writing Center computer kiosk.

**OWL (Online Writing Lab)**

* You can submit your writing to us online and receive a written response in 24-48 hours. However, we are not staffed in the evening or weekends; writing submitted on the weekend will not be assigned until Monday morning.
* Go to [**lbcc.writingcenteronline.net**](http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php) to use the OWL. The first time you use it you must register; the computer will walk you through the steps. Once you are registered, simply sign in using your email and password. If you have any problems registering, we have a handout on the Writing Center website - or come to the Writing Center and we will assist you.
* We do not limit the number of times you submit papers to the OWL.

**(Benton) Campus Resources**

**The Writing Zone**

The Writing Zone in the Learning Annex at the Benton Center provides students with writing help on assignments across the curriculum and those beyond academic, including scholarship essays and resumes. Writing support for students is designed to cover any phase of the writing process: brainstorming, organization, development, prewriting, drafting, revising, grammar, and documenting and citing sources (MLA, APA, CMS).

The Writing Zone operates on a **drop-in** basis, and students must be present to receive assistance. Students can receive one-on-one writing help in sessions that average 30 minutes, but can range from 10 minutes to an hour.

Students can also benefit from access to computers, a printer, textbooks, and a dedicated study area.

**Hours of Operation: Monday & Wednesday 1:00- 4:00 p.m. Tuesday & Thursday 2:00- 5:00 p.m.**

For more information: (541) 757-8944 ext. 5122

## **CENTER FOR ACCESSIBILITY RESOURCES**

Pronounced See-Far, CFAR can be a great help to students who complain to you that they have trouble with reading, concentration, focus, ailments, conditions, or injuries. Obviously we need to respect students’ privacy regarding these kinds of sensitive interactions. When a student mentions any of these situations to us, we find a private moment to casually let them know about CFAR.

**Main Office Hours, RCH-105**

Monday-Friday 9:00 AM - 3:00 PM.

**Support Lab Hours, RCH-114**

Monday-Friday 8:00 AM - 3:00 PM

Please see the Support Lab staff if you need to make testing arrangements outside normal hours.

Tentative Course Schedule Winter 2020 \*I will notify you in advance of any known changes, both in class and via email\*

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| WK | **DAY** | **READING ASSIGNMENTS, WRITING DUE, IN-CLASS ACTIVITIES**  **Reading Assignments should be completed *by the day* they are listed on the schedule.**  **Key: *WS*=*Who Says?*** |
| 1 | M 1/6 | **In class:** Introductions, Moodle, Syllabus |
| W 1/8 | **Read:** *WS* Chapter 1 (1-6) and Sample Student Research Papers: MLA and APA (149-174)  **In class:** Quiz 1, Review Sample Student Research Papers, Critical Reading Strategies assignment  **Assigned (via Moodle): Research Paper Sequence & Stages (Research Proposal, Annotated Bibliography, Thesis Statement & Outline, Working Draft Peer Workshop, Presentation)** |
| 2 | M 1/13 | **Due:** Writing Survey (via Moodle), “Critically-read” article (hard copy in class)  **Read:** *WS* Chapter 2 (7-18)  **In Class**: Quiz 2, Review articles, Rhetoric 101 |
| W 1/15 | **Read:** *WS* Chapter 7 (90-100)  **In class:** Group Practice:Integrating Sources, Review Research Proposal/Student Samples |
| 3 | M 1/20 | **NO CLASS (MLK Day Holiday)** |
| W 1/22 | **Read**: *WS* Chapter 4 (32-52)  **In class:** Identifying the Problem assignment, Andrews’ “Dude, Do I Look Fat?” |
| 4 | M 1/27 | **Read**: *WS* Chapter 6 (70-89) **Due (via Moodle): Research Proposal/Personal Statement**  **In class:** Quiz 3, LBCC Research Databases (BC-225) **Librarian Visit** |
| W 1/29 | **Read:** *WS* Chapter 3 (19-31) **Due: One source that you intend to use (hard copy)**  **In class:** Quiz 4, Source Peer Evaluation, Database Exploration Reflection/Discussion |
| 5 | M 2/3 | **In class: Conferences** |
| W 2/5 | **In class: Conferences** |
| 6 | M 2/10 | **Read**: *WS* Chapter 9 (118-132)  **In class:** Quiz 5, Review Annotated Bibliography/Student Samples |
| W 2/12 | **Read**: *WS* Chapter 5 (53-69) **Due: Annotated Bibliography (by 11:30am via Moodle)**  **In class**: Quiz 6, Review Thesis Statement & Outline/Student Samples |
| 7 | M 2/17 | **NO CLASS (President’s Day)** |
| W 2/19 | **Read**: *WS* Chapter 8 (101-117) **Due: Thesis Statement & Outline (by 11:30am via Moodle)**  **In class:** Quiz 7, Review Research Paper Working Draft Expectations |
| 8 | M 2/24 | **Read**: *WS* Chapter 10 (133-147)  **In class:** Quiz 8, Review Research Paper Working Draft Student Samples |
| W 2/26 | **Due**: **Research Paper Working Draft (bring 3 hard copies to class)**  **In class**: Research Paper Peer Workshop |
| 9 | M 3/2 | **No Class (Instructor Absence)** |
| W 3/4 | **Due (hard copies to class): Peer Feedback**  **In class:** Presentation Sign-Ups, Review Research Paper Final Draft Student Samples |
| 10 | M 3/9 | **Presentations** |
| W 3/11 | **Presentations** |
| 11 | **M 3/16** | **Due 3/16 by 9:30am via Moodle:** **Research Paper** |