**Writing 121/115**

**ACCELERATED LEARNING PROGRAM (ALP)**

**FALL 2018**

Class Location: NSH 107

MWF: 4:00-4:50 pm

CRN: 26411/26415

Instructor: Peter Bañuelos

banuelp@linnbenton.edu

Office: South Santiam Hall (SSH 205)

Office Hours: By Appointment/After Class

**Course Description**

***Upon successful completion of this course, students in this ALP class will be able to do the following:***

Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment. 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. Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment. Craft sentences and paragraphs that communicate ideas clearly and effectively using words, sentence patterns, and writing conventions to make their writing clear, credible, and persuasive. **This is a supplemental course for Writing 121, where additional support, extra information, resources, discussion, and in-class assignments are to prepare students for success in Writing 121.**

**Required Texts**

*They Say, I Say: Moves that Matter in Academic Writing,* 3rd Ed., by Graff and Birkenstein (without readings).

*All other texts will be available online*, via Moodle or handed out in class.

**Attendance Policy**

This is a collaborative class that **requires participation and preparation**. **You must do the readings for the course on the day they are assigned.** Students should not miss any class as ALP is a smaller class and collaboration is *necessary*, so if you are not here, you will not learn. This could also be a hindrance to the other students’ learning too and the class outcomes. If you are a student-athlete or involved in student activities that make it difficult to attend class, please come speak to me about this sooner rather than later to see if we can come up with alternatives. If you know in advance that you will not be able to attend class due to necessary obligations, please email me to notify me. Email should have your name, the name of the course, some information and a possible meeting time to discuss alternatives for the missed work. Linn-Benton Community College strives to respect all religious practices. If you have religious holidays that conflict with any of the requirements of this class, please contact me so we can make alternative arrangements. Excused absences, such as those for religious observances, *important* meetings or appointments, or LBCC-sanctioned travel for inter-collegiate athletics, will not affect your grade, but it is your responsibility to contact me. If you are sick, I would advise that you not attend class and send me an email as soon as you can to let me know. It will be up to you to find out what you missed, including instructions, in-class assignments, and handouts. Please keep track of the specific day(s) that you missed and look at the syllabus and Moodle for more clarification as well.

**Participation & Engagement**

Active engagement—asking questions, participating in discussion, contributing to group activities, respecting classmates, and critical listening, for example—are central to your success in ALP and your development as a writer. It will be important that you do the reading, that you come to class ready to participate and to learn, and it will be helpful in creating awareness and knowledge. Participation and engagement means being aware of others, with honesty and respect being pivotal in this space. Try to include others and allow others to speak and be heard, but also knowing that your experience in ALP will be, hopefully, a positive experience. At the very least, it will create awareness and add depth to your understanding when discussing the varying topics.

**Online Communication & Resources**

I will be making use of online communication and provide resources/materials via Moodle. Please familiarize yourself with this site if you have not already, as we will use it for class. This site is also the location where you will find uploaded readings and articles that you will be required to read for class, for the designated week (see the Term Schedule for more information about what readings you should do throughout the term). There will be weekly prompts for Weeks 2-10 and students will have until *that weekend* to respond to the prompt(s)—for that designated week.

*Be sure to check your email and the class online site regularly (Moodle).* If you have any issues with your school email or class site, please do email me to let me know about the tech-issue and you can also visit the Help Desk located on the First Floor of the Learning Center or try the Linn Benton Community College *Media Services* located in Willamette Hall, Room 110. You can contact them via phone at (541) 917-4672. LBCC Media Services’ Hours of Operation and Support are: Monday through Friday, 8:00 am-4:30 pm.

**Disability Access Services**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](http://linnbenton.edu/42145BA0-3DCC-11E3-AA36782BCB47BBE7). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public report](http://linnbenton-advocate.symplicity.com/public_report).

**Student Conduct**

The classroom is a unique environment in which students and faculty work together to promote learning and growth. To foster and maintain this learning environment, it is essential that you respect the rights of others seeking to learn and those facilitating the course. Differences of perspective should be expressed in terms that are supportive of the learning process, and which helps create an environment where communication occurs with clarity and respect. Behavior that is disruptive to this learning environment will not be tolerated and may lead to disciplinary action and/or removal from the class. Please refer to the Student Conduct Relations for additional information. Questions regarding classroom conduct may be directed to the Director of Writing, and/or Associate Dean of Student Development.

**Academic Misconduct**

The Student Conduct Code defines *Academic Dishonesty* as “an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the student’s own efforts or the efforts of another.” Academic misconduct includes all forms of student academic misconduct wherever committed; it is illustrated by, but not limited to, cases of plagiarism. Academic misconduct is a serious offense that will not be tolerated in any form at Linn Benton Community College. All instructors of ALP are required to report all instances of alleged misconduct so that the matter can be properly and thoroughly investigated. Students found to be in breach of the code will be subject to significant disciplinary action.

CHEATING—use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

FABRICATION—falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references).

ASSISTING—helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell parts of an assignment or a finished assignment to another person (ORS 165.114).

TAMPERING—altering or interfering with evaluation instruments and documents.

PLAGIARISM—representing the word or ideas of another person as one’s own OR presenting someone else’s words, ideas, artistry or data as one’s own. This includes copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project, then submitting it as one’s own.

**The Writing Center**

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with a Writing Assistant. The LBCC Writing Center is located on the 2nd Floor of Willamette Hall, Albany Campus (Entrance on Courtyard Side). They can be contacted by phone at (541) 917-4684. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online via Online Writing Lab (OWL) at lbcc.writingcenteronline.net where you will get a personalized response within 1-2 business days, not counting weekends. www.linnbenton.edu/go/learning-center/writinghelp

**College Skills Zone**

The College Skills Zone (CSZ) offers an interactive, quieter study space in the Learning Center where students can access drop-in support, textbooks, and information related to college success, reading strategies, and college writing fundamentals. The College Skills Zone is located next to the Writing Center on the 2nd Floor of Willamette Hall.

**Evaluation & Point Breakdown**

Assignments % Points

Class Participation 10% 20

Moodle Prompts 10% 20

Journals 5% 10

Identity Essay (#1) 10% 20

Argumentative Essay (#2) 25% 50

Analysis Essay (#3) 10% 20

Final Exam (Blue Book) 30% 60

TOTAL 100% 200 pts.

**TERM SCHEDULE**

*WEEK*  *TOPICS/READINGS*  *ASSIGNMENT INFO*

WEEK 1 **MON**: **FIRST DAY SYLLABUS DAY**

 **Syllabus Discussion**

**WED***:* Introduction/Expectations

 Essay #1 Handout/Brainstorm

 **FRI:** Narrative Elements in Writing

 Quick questions regarding Essay #1

 “Dangers of a Single Story” Discussion

WEEK 2 **MON:** Discuss Chapter 12 **Last day to add/drop**

 In-class Discussion Overview **Tues., October 2nd**

 Writing Mechanics

 **WED**: Discuss Introduction/Main points

Journal/Style in Writing/Voice

**FRI:**  Moodle Prompt #1 Overview Discuss Planning and Organization **SUBMIT ROUGH DRAFT**

**College Skills Zone Tour** **Moodle Prompt #1**

WEEK 3 **MON**: **SUMMARY PACKET** “Superman and Me”

 Continue Alexie Summary **SUMBIT BY FRIDAY**

Discuss Readings/ Main Ideas

**WED:** Summary Talk/Cont. Monday **IDENTITY ESSAY FINAL DUE**

Essay #2 Handout/Steps **FRIDAY BY 5:00 PM**

“Entering the Conversation” Journal/Argumentative Essay

 **FRI:** **LIBRARY RESEARCH WORKSHOP**

Using Online Databases for Research

 Sources and Credibility **Moodle Prompt #2**

Superman Summary Due

WEEK 4 **MON:** Peter Elbow: Suspending Beliefs

Find sources for Essay #2

Basic Elements of Essays/Handout for Essay

ARGUMENTATIVE RESOURCE PACKET

 **WED:** Summary Writing Overview/Use FeedbackGo over ARG. PACKET/Global Concerns

 Rubric for Essay #2/3 A’s of Source Materials

**FRI:** Sample Student Paper  **Moodle Prompt #3**

Analyzing/Critiquing Sample Paper

What worked? What needs changing or adding?

WEEK 5 **MON: Cont. Sample Paper/Rubric**

 Class Grading Exercise/Elements of WR

 Discuss Transitions/Quotes Journal

Analysis/I Say Writing

**WED: Submit Summaries** Wednesday ALL Due Halloween

 The “So What?” Factor in Essays Journal

Fallacies Handout

**FRI:** Video/Discussion

“Voice Markers” in Writing **Moodle Prompt #4**

WEEK 6 **MON:** Discuss Essay #2 Journal

 Adding Transitions/Paragraphs

 Finding Balance/Explicit

 **WED**: WORKSHOP HANDOUT **Bring Draft to Class/FRI.**

 Introductions and Conclusions

 Fallacies Handout Cont. In-Class Activity

 **FRI: Fallacies WS/Grammar**

 Language and Tone/Rhetoric

 MLK, Jr. Reading Questions submit **Moodle Prompt #5**

WEEK 7 **MON:** **WORKSHOP DAY SUBMIT ESSAY #2 RD FRIDAY**

Rough Draft of Essay #2

Naysayers/Counterarguments **Election Day, Tues. Nov. 6th**

 **WED**: Discuss Analysis Writing

 Thesis Practice Handout

 TRANSITIONS TALK

 **FRI**: **INTROS/CONCLUSIONS CONT.**

 Moodle Video/Questions

 Metacommentary/Lang. & Wording **Moodle Prompt #6**

WEEK 8 **NO SCHOOL: VETERAN’S DAY**

 **WED**: Discuss Reading/Critical Thinking **Begin Essay #3/Take-home**

 Look at Student Analysis’/Critique

 Personal Experience/Connection in WR

**FRI**: Video/Discussion **ESSAY # 2 DUE—FINAL DRAFT**

**Discuss Practice Final of Week 9**

 Essay #3: Discuss Expectations/Questions  **Moodle Prompt #7**

WEEK 9 **MON: PRACTICE TEST/50 MIN.**

 Discuss Rough Draft: Day 2 Prep.

 **WED: PRACTICE TEST/50 MIN.**

 Using info/practiced elements on Final Exam

**FRI**: **NO SCHOOL: THANKSGIVING HOLIDAY**

WEEK 10 **MON:** Get feedback on Practice Test Return Essay #2

Most Common Issues Cont.

RESOURCES for Final Exam/MOODLE

**FINAL READING AVAILABLE TODAY**

 **WED**: **HAND IN ALL JOURNALS**

 Discuss Final Exam/Prepare **\*Alternate Final on Thursday**

 Examine Final Reading and Essay #3 **6:00-9:00 PM/Location TBA**

 **FRI**: **RETURN JOURNALS**

 FINAL EXAM Discussion

 LAST DAY OF CLASS **All Moodle Prompts Due**

 Exam Grading/Rubric Discussion

 Submit Essay #3

WEEK 11 **MON: Rough Draft of Blue Book Exam (50 minutes)**

 **DAY ONE: 12:00-12:50 PM**

 **LOCATION: TBA**

FINALS **TUES: Final Draft of Blue Book Exam (50 minutes)**

 **DAY TWO: 11:30-12:20 PM**

 **LOCATION: TBA**

**\*\*ALTERNATE TESTING TIME IS THURSAY OF WEEK 10, FROM 6-9:00 PM, SAME AMOUNT OF TIME GIVEN**