

Writing 115: Introduction to Writing (CRN 38459)
Winter 2014
Class Hours: Mon/Wed/Fri 12:00-12:50
Location: IA-233

Instructor: Andrew P. Brottlund
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Office Hours: SSH-215 M/W/F 2:00-3:00

Course Description:

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.

Learning Outcomes:

With your successful completion of this class, you will be able to:

- Write thoughtful, clear, and effective expository paragraphs and essays for a variety of purposes.
- Read critically; paraphrase, summarize, and directly quote from readings.
- Write clear, focused, and well-organized summary and response paragraphs using in-text citations.
- Focus a thesis and develop this thesis clearly and logically using examples and illustrations in a well-organized essay.
- Revise writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).
- Enjoy confidence in your own writing.

Required Texts and Materials:

Rosa, Alfred and Paul Escholz. *Models for Writers* (11th ed.)
Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*
Two *Examination Blue Books* for WR 115 Final Exam Pretest and WR 115 Final Exam

Assignments and Grading*:

Summary/Response One: 10%
Essay Cycle One: 10%
Summary/Response Two: 15%
Essay Cycle Two: 15%
Final Exam Pretest: 10%
In-Class Participation, Reading Worksheets, and Quizzes 10%
WR 115 Final Exam: 30%

*Writing rubrics will be used to grade all written work in this class. Copies of these rubrics will be given to students with the class syllabus.

Essay Cycles:

Throughout the course of the term, you will complete two essay cycles. You will turn in the following assignments for each essay cycle:

The outline: 10% of the essay cycle grade

The first version (rough draft): Pass/No Pass*

The peer review: 10% of the essay cycle grade

The final draft: 80% of the essay cycle grade

***Please note that while I will not give a letter grade for the rough draft, I do require you to turn in a rough draft and receive feedback from me before the due date of the final draft in order to receive credit for the essay cycle.**

In order to facilitate the revising process, you will be working with your peers during in-class exercises as well as a one-on-one conference with me in my office hours during the term.

The minimum word count for each essay is as follows:

Essay One: 800 words

Essay Two: 900 words

The topics and instructions for each essay will be given out throughout the course of the term.

Summary/Response Assignments:

Throughout the term we will be reading several short works and discussing them in class. These works will help facilitate classroom discussions and prompt summary/response topics. During the course of the term you will be responsible for writing two summary/response papers, using the writing process we will discuss in class. These assignments should be clear, focused, and include well-organized summary and response paragraphs using in-text citations. You will receive specific instructions and prompts for both of the summary/response assignments. Each summary/response should contain two typed 10-12 sentence paragraphs with double-spaced lines, in accordance with the guidelines for all out of class written work. Each Summary/Response cycle will be made up of the following assignments:

The outline: 10% of the S/R cycle grade

The first version (rough draft): Pass/No Pass*

The peer review: 10% of the S/R cycle grade

The final draft: 80% of the S/R cycle grade

***Please note that while I will not give a letter grade for the rough draft, I do require you to turn in a rough draft and receive feedback from me before the due date of the final draft in order to receive credit for the S/R cycle.**

In-Class Participation:

In order to create a productive discourse community, attendance and active participation during lectures and discussions is essential and mandatory. This is the primary and most basic responsibility of all students. Furthermore, because this class involves a large amount of group discussion, all students are expected to adequately prepare for class by reading the assigned works and be prepared to share their thoughts and ideas and actively engage with their peers in a respectful and considerate manner.

One of your responsibilities this term will be a conference with me in my office hours during one of the four writing cycles of the course. During this conference we will discuss your current writing assignment and your progress in the writing process. **This conference is mandatory, and must be completed by Friday, March 7th of Week Nine.** If you miss your conference, a letter grade will be deducted from your final participation grade. **If you cannot attend my office hours due to a scheduling conflict, you must contact me via email to set up an appointment for your conference.** Please be aware that my office hours are first-come, first serve, and while I do my best to meet with every student who comes to see me, this is not always possible. For this reason, do not put off this course requirement as I cannot guarantee how many students will need to see me on any given day.

Reading Worksheets:

During the course of the term, you will be responsible for reading several short essays. These essays will help us come up with essay topics, and will be used as material for our summary/response assignments. To help facilitate this process, we will discuss each essay in class in small groups and as a larger whole. During the class period before we are scheduled to talk about an essay, you will receive a worksheet with questions pertaining to the content of the reading. **You will need to fill out the worksheet and answer the questions before the next class period.** Each of these worksheets will help you focus your active reading skills and prepare you for the subsequent in-class discussion. At the beginning of each discussion, you will turn in the worksheet for participation credit. These worksheets cannot be made up, and are due on the day we discuss the reading in class. **Late worksheets will not be accepted.**

Quizzes:

To ensure that everyone has completed the assigned reading, there will be a quiz at the beginning of each class period. This quiz will take approximately five minutes and will be based on the content we are scheduled to discuss that day. **All quizzes are closed-book.** Beginning the second week of the term, these quizzes will also count as attendance. **Quizzes cannot be made up, so it is important to come to class on time.** These quizzes will contribute to your class participation grade.

Final Exam:

In a two-hour testing situation, you will critically read a short essay then handwrite a two-paragraph summary and response paper. This final exam will draw on skills practiced throughout the term, and require you to demonstrate an understanding of those skills. To help you prepare for this exam, we will be holding a practice exam and workshop over a few class periods. You will receive more information about the final as the term progresses.

Course Policies:

Attendance:

Regular class attendance is mandatory. You are permitted three absences without penalty. For every subsequent unexcused absence, a fraction of your final participation grade will be deducted. If you cannot attend class due to emergency or illness, please contact me via e-mail as soon as possible, preferably before class.

Electronics:

Please turn off and put away all electronic devices during the class period. This includes laptops, MP3 devices, and cell phones. These devices easily become distractions and interfere with the class. A continued failure to do so will result in the use of one allotted unexcused absence. If you must use an electronic device such as a laptop for academic purposes or due to a physical or learning disability please let me know before class or during my office hours during the first week of the term.

Late Work:

Because this class builds upon concepts and assignments given in previous sessions, it is extremely important that all work is turned in on the day it is due. While I do not generally accept late work, I understand that circumstances and life sometimes create complications. If you miss the due date of an assignment, it is very important that you contact me immediately, either in person or via email to inquire about turning in an assignment late. This is especially important with first and second versions of essays and summary/responses. Because **I will not accept final versions of essays and summary/responses unless I have already received the first version**, you **must** contact me if for any reason you cannot turn in your first version on time.

Email Etiquette:

One of the purposes of this course is to help you communicate more effectively in your day-to-day life through the written word, and this extends to email communication as well as academic assignments. I strongly encourage you to contact me via email if you have any concerns or questions about the course or its components. However, I do ask that students write their emails in a semi-professional manner, and include the following components:

A title that accurately describes the matter you wish to discuss (for example: Essay One Thesis)

Your full name

The name and CRN of the class you wish to discuss

A greeting of some kind (for example: Dear Andrew,)

A conclusion of some kind (for example: Sincerely, Oliver B. Meredith)

Including these components will not only help you practice the kind of professional communication you are expected to use in a college setting, but allow me to answer your questions or address your concerns in a more efficient manner.

Incompletes:

If you have completed 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete.

Academic Honesty:

Academic honesty is an indispensable value as students acquire knowledge and develop skills in college. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are ultimately responsible for understanding and avoiding academic dishonesty whether such incidences are intentional or unintentional. Violations may result in failure of an assignment or failure of the course. If you have any questions about academic honesty or plagiarism, please see me, or consult your *Little Seagull Handbook*.

LBCC Non-Discrimination Policy:

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. For further information about LBCC's Non-Discrimination policy, go to: <http://www.linnbenton.edu/about-lbcc/policies/equal-opportunity>.

Disability Services:

If you have a documented disability, I will help you in any way I can. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services at 541-917-4789. For further information about disability services at LBCC, go to: <http://www.linnbenton.edu/go/disability-services>.

Writing Center - Second Floor Willamette Hall:

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 our regular hours (Monday–Thursday, 9-4) to work one-on-one with one of our Writing Assistants. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will get a personalized response within 1 – 2 business days. For more information, please visit us at www.linnbenton.edu/go/learningcenter/writinghelp

Important Dates to Remember:

Last day to drop the class for tuition refund: January 13th

Last day to meet for a conference: March 7th

Course Schedule:

(Please note, this schedule is tentative and subject to change)

MfW: *Models for Writers*

LS: *The Little Seagull Handbook*

Reading Unit One: Writing and Language

Week One

Mon 1/6 Syllabus and course overview

Assignment: Pass/No Pass Entrance Essay

Wed 1/8 Due: Pass/No Pass Entrance Essay

MfW: Chapter One: The Writing Process (7-12)

LS: Writing Contexts (2-5)

In Class Discussion: Prewriting

Assignment: "Becoming a Writer" Worksheet

Summary/Response One

Fri 1/10 Due: "Becoming a Writer" Worksheet

MfW: Baker, Russell "Becoming a Writer" (203)

Discussion: "Becoming a Writer"

Week Two

Mon 1/13 MfW: Chapter One: The Writing Process (12-21, 32)

Chapter Three: Thesis (81-83)

LS: Writing Processes (6-9)

In-Class Discussion: Finding Your Thesis and Organizing Your Essay

Assignment: "I Just Wanna Be Average" Worksheet

Wed 1/15 Due: "I Just Wanna Be Average" Worksheet

MfW: Rose, Mike. "I Just Wanna Be Average" (183)

Discussion: "I Just Wanna Be Average"

Fri 1/17 MfW: Chapter Four: Unity (99-102)

Chapter Five: Organization (119-123)

Discussion: Unity in an Essay

Week Three

Mon 1/20 **No Scheduled Class Meeting--MLK**

Wed 1/22 MfW: Chapter Ten: Writing with Sources (238-245)

LS: Synthesizing Ideas (80-82)

Integrating Sources, Avoiding Plagiarism (82-87)

Quotation Marks (291-295)

In-Class Discussion: Using Quotes, Paraphrases, and Summary Effectively

In-Class Activity: Summarization Exercise

Assignment: Summary/Response One

Fri 1/24 MfW: Chapter Ten: Writing with Sources (246-254)
LS: Integrating Sources, Avoiding Plagiarism (87-92)
In-Class Discussion: Evaluating and Integrating Sources
In-Class Activity: Citation Exercise

Week Four

Mon 1/27 MfW: Chapter Fourteen: Narration (372-375)
LS: Personal Narratives (46-49)
In-Class Discussion: Using Narration

Wed 1/29 MfW: Chapter Thirteen: Illustration (339-342)
Chapter Fifteen: Description (400-401)
Chapter Twelve: Figurative Language (314-315)
In-Class Discussion: Descriptive Writing and Figurative Language

Fri 1/31 In-Class Activity: Summary/Response One Prewriting/Outlining Workshop
Assignment: Summary/Response One Outline

Reading Unit Two: Race in America

Week Five

Mon 2/3 Due: Summary/Response One Rough Draft (**Please bring a hardcopy to class as well as submit an electronic version**)
Discussion: Summary/Response One Debriefing
In-Class Activity: Summary/Response One Peer Review

Wed 2/5 MfW: Chapter Seven: Paragraphs (172-175)
Chapter Eight: Transitions (193-196)
LS: Developing Paragraphs (14-16, 22-26)
In-Class Discussion: Paragraph Structure and Transitions
Assignment: "What's in a Name?" Worksheet

Fri 2/7: Due: "What's in a Name?" Worksheet
MfW: Gates, Henry Louis Jr. "What's in a Name?" (376)
Discussion: "What's in a Name?"

Week Six

Mon 2/10 Due: Summary/Response Final Draft
In-Class Activity: Essay One Brainstorming Session/Thesis Workshop
Assignment: Essay One
Essay One Thesis

Tues 2/11 Due: Essay One Thesis (**Please submit your thesis statement electronically by 12:00 midnight**)

Wed 2/12 MfW: Chapter Seventeen: Definition (444-446)
In-Class Discussion: Definition
Assignment: Essay One Outline

Fri 2/14 Due: Essay One Rough Draft (**Please bring a hardcopy to class as well as submit an electronic version**)
In-Class Activity: Essay One Peer Review
Assignment: "Why and When We Speak Spanish in Public"

Week Seven

Mon 2/17 **No Scheduled Class Meeting: President's Day***
MfW: "Marquez, Myriam. "Why and When We Speak Spanish in Public" (531)

***Although we will not be meeting as a class, students will still be responsible for reading this essay and submitting the worksheet electronically by midnight. Any worksheets submitted after this time will not receive participation credit.**

Wed 2/19 MfW: Chapter Eighteen: Division and Classification (461-464)
Discussion: Division and Classification
Assignment: "The Ways of Meeting Oppression" Worksheet

Fri 2/21 Due: Essay One Final Draft
MfW: King Jr. Martin Luther. "The Ways of Meeting Oppression" (465)
Discussion: "The Ways of Meeting Oppression"
Assignment: Summary/Response Two
Summary/Response Two Outline

Week Eight

Mon 2/24 Due: Summary/Response Two Rough Draft (**Please bring a hardcopy to class as well as submit an electronic version**)
In-Class Activity: Peer Review

Wed 2/26 MfW: Chapter Nineteen: Comparison and Contrast (483-487)
In-Class Discussion: Compare and Contrast

Fri 2/28 Due: Summary/Response Two Final Draft
MfW: Chapter Twenty: Cause and Effect (517-520)
In-Class Discussion: Cause and Effect
Assignment: Essay Two
Essay Two Thesis Statement

Sat 2/29 Due: Essay Two Thesis Statement (**Please submit your thesis statement electronically by 12:00 midnight**)

Week Nine

Mon 3/3 MfW: Chapter Sixteen: Process Analysis (423-426)

In-Class Discussion: Process Analysis

Assignment: Essay Two Outline Worksheet

Wed 3/5 MfW: Chapter Twenty-One: Argument (539-546)

LS: Arguments (32-37)

In-Class Discussion: Writing Argument

Fri 3/7 Due: Essay Two Rough Draft (**Please bring a hardcopy to class as well as submit an electronic version**)

In-Class Activity: Essay Two Peer Review

Week Ten

Mon 3/10 In-Class Activity: Final Exam Pretest

Note: Be sure to bring an Examination Blue Book to this class period. One will not be provided for you.

Wed 3/12 Due: Essay Two Final Draft

In-Class Activity: Final Exam Pretest (continued)

Fri 3/14 In-Class Discussion: Final Exam Pretest Debriefing

In-Class Activity: Final Exam Pretest Grading Session

Week Eleven

Mon 3/17 **12-12:50 pm** WR 115 Final Exam

Tues 3/18 **11:30-12:20 pm** WR 115 Final Exam

Note: Students must test both days. Do not forget to bring an Examination Blue Book to this class period. One will not be provided for you.

The Final Exam will be held in Building _____ Room _____