

## Writing 121: English Composition

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Hours: MW 4-4:30pm or by appointment

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CRN 48827  
MW 04:30-05:50pm  
BC-104

### I. CLASS MATERIALS

Required textbooks: *They Say I Say* 2E. *Little Seagull Handbook (current ed.)*: You should also have a dictionary and a thesaurus.

### II. COURSE OUTCOMES

Students will learn, practice, and apply

- A. The writing process
  - 1. Focusing the main idea
  - 2. Developing the main idea
    - a. Gathering internal information
    - b. Gathering external information – primary/secondary research
  - 3. Organizing the information
  - 4. Drafting the paper
  - 5. Revising and editing
  - 6. Documenting researched information
- B. Different types of writing for different purposes
  - 1. Writing from personal experience
  - 2. Writing to convey information
- C. Polishing mechanical/organizational content development skills<sup>2</sup>

### **III. GRADING OF CLASS ASSIGNMENTS** (70% of your grade = class work and Portfolio!)

A. In-class participation (peer discussion/editing assignments 100 points and two library research days' findings turned in to LRC desk.

B. Four essays (50-100 points each): 400 points All may be related to a central theme if you choose.

1. **Autobiographical Essay** (pre-test – post-test submission)

2. **Descriptive Profile** of an experience based on current first-hand observation (original research)

3. **Concept Description** essay (of an idea, belief, theory, or principle)

4. A problem/situation/condition-oriented **Cause Analysis and Solution Proposal** essay (with secondary research and MLA documentation)

C. The Portfolio Report – assembled (stapled) revised drafts and other inclusions as described below due Thursday of Week 7

Total assignment points: 500 points

Please note: I will accept only one late paper from each student, which must be submitted within one week of the original due date. Revisions must be handed in the following week after receipt of instructor-graded drafts.

**Final Exam:** (30% of your grade): One essay written in Week 10, which will be graded by a committee of instructors.

**Grading Scale** (percentage of total points):

90 – 100 = A 80 – 90 = B 70 – 80 = C 60 – 70 = D3

#### IV. THE WRITING PORTFOLIO DEFINED

The writing projects that you produce during the quarter are considered “works in progress,” may be revised twice, and will be submitted as your best work in a neatly labeled (cover page and spine) 3-ring, thin binder collection (your portfolio), which will be due the week preceding finals week. Portfolios will not be accepted late. The portfolio should contain the items listed below:

1. A **Table of Contents**, which states titles, assignments, and tabbed sections
2. **Final graded drafts** of the four major writing projects for the quarter stapled on top of all previous graded drafts, including #6 below
3. A two-page **Reflection on your work** for the term (essay form – one paragraph about each essay discussing your topic choice, the process of writing it, and your satisfaction with the results)
4. A one-paragraph explanation of your **Writing Methodology** (the writing process of steps that you have developed by the end of this class) and how well it now works for you
5. A one-paragraph **Class Grade Justification** (a proposal for the grade you honestly believe you deserve in this class using evidence based on the Grading of Class Assignments criteria listed above)
6. One **hand-corrected (not re-typed)** Autobiographical Essay (showing your corrections and comments), which you submitted the first week as a “pre-test” benchmark – an indication of what you learned in the class; include in the portfolio for final grading

#### V. PROPOSED CLASS SCHEDULE

SCHEDULE, Part 1 (subject to revision)

Note: All readings come from *They Say / I Say* unless otherwise noted.

week 1

- welcome, introductions, walk through syllabus
- in-class: “what’s my motivation?” activity
- read: pp. 1-15, “Entering the Conversation”
- prepare: Exercise #1, p. 14

week 2

- read: Addison, “Two Years Are Better Than Four” (pp. 211-214) and pp. 19-29
- prepare: questions 1-3, p. 214
- in-class: working with templates
- read: Zinzenko, “Don’t Blame the Eater” (pp. 391-394) and pp. 30-41
- prepare: Exercise #1, p. 40
- in-class: Exercise #2, p. 41
- read: pp. 42-51
- in-class: quoting Addison, Zinzenko, and each other’s writing
- DUE: outline/rough draft of Essay #1

week 3

- read: Herbert, “Hiding From Reality” (pp. 564-567) and Thomas, “Is the American Dream Over?” (pp. 568-571) and pp. 55-67
- prepare: Exercise #1, p. 67; questions 1-2, p.567
- in-class: question 5, p. 567
- read: King, “The American Dream” (pp. 572-579) and pp. 68-77
- prepare: Exercise #1, p. 75
- in-class: responding to Herbert, Thomas, King, each other
- read: pp. 78-91
- in-class: peer workshop for Essay #1

week 4

- DUE: Essay #1
- (readings, etc. TBA)

Week 5

Monday—Discussion of Essay 2.

Wednesday—Discussion of research for Essay 2.

Week 6

Monday—Peer review of your Juvenile Justice papers. Individual conferences for Essay 1.

Wednesday—Computer time to edit essays if needed (20 mins.). Practice mid-term!

Week 7

Monday—Juvenile papers due. Discussion of the Day and Mid-term activity.

Wednesday—Discussion of Final Paper and Final Test. Finding sources and quotes in Lab.

Week 8

Monday—Peer review of Final Paper and Discussion of the Day. Citing sources assignment.

Wednesday—Source citing presentations and editing in Lab.

Week 9

Monday—OWL or in-person visitations to the Writing Help Desk for Final Papers.

Wednesday—Final Papers Due. Final Test Practice

Week 10

Monday—Summary and Response lecture (final test peptalk).

Wednesday—Lab. Unfinished business.

Week 11

AA!!!

**WEEK 9**

A. Practice Final Exam – bring four bluebooks

**WEEK 10**

A. Portfolios due (keep a copy for yourself)

B. Final Exam (in class)<sup>5</sup>

## **VI. IMPORTANT POLICIES**

1. **Plagiarism:** Using another's work (exact words or paraphrase or content summary) as one's own without proper acknowledgement is called plagiarism and may result in failure of the class and suspension. Referenced work must be correctly cited and listed in the Works Cited (MLA) Section of an essay. In-text citations, a Works Cited Section, and a highlighted copy of the source page are required if internet sources are used.

2. **Waitlist Policy:** If this class is full, registered students not attending the first class during the first week will be withdrawn and waitlisted students who are attending class will be admitted to the class on a first-come first-served space available basis.

3. **Disabilities Services and Emergency Planning** – Meet with Instructor Week One If you have emergency medical information for your instructor, need special arrangements to evacuate campus, or have a documented disability, please meet with your instructor by appointment no later than the first week of the term to discuss your needs and present your ODS accommodation letter. If you have a documented disability that will impact you at college and you have yet to seek accommodations, contact the Office of Disability Services (ODS) for intake and to document your disability with LBCC. Only students who document a disability and present an accommodation letter to an instructor are entitled to academic accommodation. Each term, when you register for classes and at least two to three weeks prior to the start of a term, submit you "Request for Accommodations" form to ODS. Week 1, pick up letters for your instructors and deliver in person to each instructor during office hours or by appointment. Instructors may need time to arrange your accommodations. ODS may be reached from any LBCC campus/center by email to ODS@linnbenton.edu or by calling 917-4789. Letter pickup is available at each LBCC campus/center. "Additional instructional services, beyond classroom instruction and instructor consultations, are available for all students at the Library and the Learning/Research Center and The Support Lab" (LBCC Faculty Guidelines).