WR121 English Composition

**Instructor:** Debbie Killingsworth

**Office:** SSH 205

**Office Hours:** T/R 8:30 – 10am

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**Course Info:** (ALP) CRN 23451 MWF 8-8:50am IA 207

 CRN 20043 MWF 8-8:50am IA 207

 (ALP) CRN 20538 MWF 9-9:50 IA 207

**Final Exams:** Monday, Dec 5 @ 12 – 12:50 and Tuesday, Dec 6 @ 11:30 – 12:20

 Note: All students must be present at both meeting times for the final.

**Course Description:** Welcome to our writing class.  I firmly believe that this class is among the most practical of classes you will take during your college career.  The skills you develop in this class will help you as you apply for jobs, woo potential significant others, and get refunds for bottles of spaghetti sauce that were hiding marinated insects.  This last situation actually happened to me.  I have photos.  I sent my letter to Ragu and they responded immediately with coupons for free bottles of Ragu.  It was something of a refund and it came to me because I know the skills that we cover in this class.

This class helps you find your own writing process as I share with you the useful bag of tricks all writers need to keep their audiences interested while they make their specific points.  I’ll give you strategies for drafting, organizing and revising your essays until they sparkle.

The key here is practice: you’ll encounter writing practice in a variety of situations and for several different purposes, but you’ll never be on your own.  I’m always available to help you peek at your own writing through my pair of possibly more experienced eyes.

There’s one important thing to remember in this class: you and I are on the same team!

**Course Prerequisites:** College Placement Test and/or grade of “C” or higher in WR115 or registration in ALP

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. In the spirit of such openness, I do not allow laptops or other electronic devices to be used during class time, unless otherwise specified. Bring your book and papers to class. I will give one warning about this problem. After that, any day without your book or paper will be counted as the equivalent of an absence.

**WR 121 Outcomes:**

1.     *Analyze the* *rhetorical needs* (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.

2.     *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.

3.     *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.

4.     *Locate, evaluate, and integrate* *high-quality information and opinion* in response to the rhetorical needs of an assignment.

5.     *Craft sentences and paragraphs* that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions to make their writing clear, credible, and persuasive.

**WR 121 Course Assessments:**

You will have the opportunity to demonstrate these learning outcomes by accomplishing the following tasks:

* Three Essay Projects linked to writing exercises, collaborative/peer review workshops, and essay postscripts.
* WR 121 Final Exam: All LBCC WR121 students take a common exit final exam, an essay you will compose in response to a given topic. Your essay will be read by a team of English Instructors and holistically scored. This final essay counts 30% toward your final grade for WR121:

GENERAL IDEA OF THE GRADING BREAKDOWN:

Essay 1                         100

Essay 2                          100

Essay 3                          100

Reading/Thinking Checks     100

Quizzes                         50

Peer Review 50

TOTAL                           500 points (not including final exam)

**Final Exam:** 30% of total grade in class.

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.

**Skills:**

* Work in teams through reading groups and peer editing workshops
* Demonstrate each of the steps in your writing process (developing, drafting, revising, and editing)
* Provide critical response to peers’ work
* Develop your responses to readings
* Focus, develop, and organize your thoughts in writing
* Evaluate your own work using commonly accepted standards for thoughtful writing
* Follow standard grammatical conventions for academic writing
* Integrate outside sources using MLA or APA standards

**Textbooks:**

* *They Say, I Say*. Graff, Birkenstein, Durst ISBN978-0-393-93274-7. 2009. Publisher: Norton.
* *The Little Seagull Handbook*.  Bullock and Weinberg. ISBN: 978-0-393-91151-0. Publisher: Norton
* A good college dictionary
* One jump drive, disc or CD for work in the computer lab, a pocket folder, and a binder for your class work

**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.

To ensure that your attendance is satisfactory, you will only be allowed to miss a total of **6 days** throughout the term before incurring a reduction of your final grade. Every additional missed day of class will result in a 3.33% drop in your final letter grade; for example if you miss 9 days (3 more than you are allowed), your grade will drop from a B to a C.

Tardiness is also very distracting to the classroom environment as a whole. Please come to class on time. If you are tardy more than 4 times, I will start counting every tardy as 1/3rd of an absence.

**PLEASE COMPLETE READINGS AND WRITING ASSIGNMENTS BEFORE COMING TO CLASS.**

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.

**Additional Guidelines:**

* Word-process final revised paragraphs and essays.
* Turn in rough drafts and peer comments (workshop notes) with polished, revised essay assignments.
* An assignment is not considered “turned in” until I have a hard copy of that assignment. While electronic submissions are useful, any work that is not turned in to me as a hard copy will be considered late regardless of whether or not you have emailed me an electronic version of your assignment.
* **Do your work on time.** Our class is organized around extensive revision: therefore, your rough drafts and final papers need to be on time. **Late work is not accepted without prior written permission from me.** This means that if you need more time on an assignment, you must ask (not tell) me if you can turn that assignment in at a specific later date. Be prepared for me to say no.
* **Do your own work.** Simply put: Don’t plagiarize (using someone else’s work as your own without proper in-text citations and documentation).

**Disability Statement:**

You should meet with your instructor during the first week of class if:

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* 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**

* **Conferences with your teacher**– Please visit with me (SSH205) early in the termand often throughout the term with interests, questions, problems, or concerns.
* **LIBRARY (**917-4638)
* **Writing Helps:** a cooperative writing service including ESOL, Writing Center, Writing and

Study Skills Labs and more.

* **Writing Center and OWL (Online Writing Lab)**

Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting!) with specific paragraph and essay assignments.

**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.

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| Schedule of Assignments |
| Week | Day | Before Class | In Class | Handouts to Receive | Work To Turn In: |
| 1 | W 1/6 |   | Welcome and Overview | Syllabus |   |
| F 1/8 | *LS*: "Reading with a Critical Eye" pp. 75 - 78 | Discuss Readings | Essay #1 |   |
| *TSIS:*Introduction pp. 1 - 15 | Discuss Essay #1 |
| *TSIS:* "Better than Human" pp. 299 - 312 |   |
| 2 | M 1/11 | *TSIS*: "They Say" pp. 19 - 29 | Discuss Readings | "Summary and Response Handout" |  |
| *TSIS*: "Is Google Making Us Stupid?" pp. 313 - 329 |
| W 1/13 | "Summary and Response Handout" | Discuss Readings |   |   |
| *TSIS*: "Her Point Is" pp. 30 - 41 |
| *TSIS*: "The Influencing Machines" pp. 330 - 339 |
| F 1/15 | Come to class having summarized one of the readings that we have covered in class | Discuss summaries / Peer Review / Discuss expectations for Essay #1 |   |  |
| 3 | M 1/18 | MLK Birthday - no class!! |   |   |   |
| W 1/20 | Proofread and finalize Essay #1 draft | Essay #1 Draft Peer Review |   | Essay #1 Draft |
| F 1/22 | Revise Essay #1 | Reflection and Looking Ahead | Essay #2 | Essay #1 Final |
| Reflection #1 |
| 4 | M 1/25 | *TSIS*: "As He Himself Puts It" pp. 42 - 51 | Discuss Readings |   | **Grammar Quiz #2** - the grammar of quoting |
| *LS:* Quoting Issues pp. 97 - 108 |
| *TSIS:* "Escape from the Western Diet" pp. 420 - 427 |
| W 1/27 | *TSIS*: "Yes / No / Okay, But" pp. 55 - 67 | Discuss Readings |   |   |
| *TSIS*: "And Yet" pp. 68 - 77 |
| *TSIS*: "What Are You Buying When You Buy Organic?" pp. 428 - 441 |
| F 1/29 | *TSIS:*"Skeptics May Object" pp. 78 - 91 | Discuss Readings |   |  |
| *TSIS*: "Food as Thought" pp. 442 - 447 |
| 5 | M 2/1 | *TSIS*: "Saying Why It Matters" pp. 92 - 101 | Discuss Readings |   |   |
| *TSIS:* "Against Meat" pp. 448 - 461 | Discuss Essay #2 |
| W 2/3 | *LS*: Commas and Such pp. 324 - 333 | Grammar Quiz #3 |   | **Grammar Quiz #3** |
| F 2/5 | Proofread and finalize Essay #2 draft | Essay #2 Draft |   | Essay #2 Draft |
| 6 | M 2/8 | Revise Essay #2 | Peer Review Workshop |   |   |
| W 2/10 | Revise Essay #2 | Reflection and Looking Ahead | Essay #3 | Essay #2 Final |
| Reflection #2 |
| F 2/12 | *TSIS*: "Ain't So / Is Not" pp. 121 - 128 | Discuss Readings |   |   |
| *TSIS: TSIS: "*Inequality" pp. 542 - 548 |
| 7 | M 2/15 | Faculty Workday - Campus closed |   |   |   |
| W 2/17 | *TSIS:* "Metacommentary" pp. 129 - 138 | Discuss Readings |   |  |
| *TSIS*: "RIP, the Middle Class" pp. 549 - 560 |
| F 2/19 | *TSIS*: "Reading for the Conversation" pp. 173 - 183 | Discuss Readings / Discuss Essay #3 |   |  |
| *TSIS:* "Confronting Inequality" pp. 561 - 580 |
| 8 | M 2/22 | Proofread and finalize Essay #3 draft | Essay #3 Draft |   | Essay #3 Draft |
| W 2/24 |   | Peer Review Workshop |   |   |
| F 2/26 |   | Peer Review Workshop |   |   |
| 9 | M 2/29 | Revise Essay #3 | Discuss final exam | Rangefinder Essay | Essay #3 Final |
| WR121 Final Exam and Scoring Guide | Reflection #3 |
| W 3/2 | WR121Final Exam and Scoring Guide | Rangefinder Discussion |   |   |
| Rangefinder Essay |
| F 3/4 |   | Rangefinder Discussion |   |   |
| 10 | M 3/7 |   | Practice Final Exam |   | Practice Final Exam |
| W 3/9 |   | Practice Final Exam |   | Practice Final Exam |
| F 3/11 |   | Discuss Practice Final Exam |   |   |
| Finals | M 3/14 - 12-12:50 |   | Bring 2 "Blue" books and pens and pencils to the exam |
| T 3/15 - 11:30 - 12:20 |   |