

WR 121: English Composition  
CRN # 30677 — M/W 9:30 – 10:50 AM — BC 104  
Winter 2019

**Instructor Information**

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Office: BC 102A (Benton Center) & SSH 206 (Main Campus)  
Office Hours: Th 12-1 PM (Benton Center) & F 2-3 PM (Main Campus)

**Course Description**

Covers processes and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing, mechanics and standard usage required for college-level writing.

Prerequisite: Placement in WR 121 is determined by pre-enrollment testing (CPT) or by passing WR 115 or ENL 115W (Introduction to College Writing for ELLs) with a grade of "C" or better.

**Required Texts**

- *They Say / I Say*, 4<sup>th</sup> edition (by W.W. Norton & Company)

**Required Materials**

- Notebook for note-taking, freewriting, and writing assignments
- 5 Green Books (1 for in-class reading checks, 2 for the practice exam, 2 for the final exam)
- Access to the internet and Google Classroom (Google Classroom invite code: n1ubz3)

**Learning Outcomes for WR 121:**

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.

**Course Requirements & Grade Breakdown:**

Below is our list of assignment categories. A note on grading: each assignment does not automatically begin with a full score. Rather, each assignment begins at zero; each point awarded is earned.

Major Essays.....	500 points	} 1000 total
Reading Checks & Participation .....	90 points	
Writing Tasks .....	60 points	
Practice Final Exam.....	50 points	
Final Exam.....	300 points	

**Major Essays:** Students will write **three major essays**, totaling 50% of your final grade. Each essay will build off the other in terms of skills and abilities learned through this course.

**Writing Tasks & Reading Checks:** Beginning the second day of class, we will use examination Green Books available at the LBCC Book Store at the start of every class period. These "Green Books" will be the way in which you receive credit for the reading you do outside of class, as well as allowing you a space to further engage with the material. Sometimes I will ask you to complete specifically directed questions intending to

show that you have done the reading; more often I will ask you to engage with the reading more extensively by freewriting in your green book. There will also be longer in-class writing tasks intended to deepen your understanding of key writing and rhetoric principles. Green Books will be graded as follows:

- ✓ + Entry shows a clear understanding of, or concerted engagement with, the content of the assigned reading. Entry uses specific, textual examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading.
- ✓ Entry shows some understanding of, or some engagement with the content of the assigned reading. Entry uses some examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading.
- ✓ - Entry shows little to no understanding of or engagement with the content of the assigned reading. Entry uses few or no examples (quote, paraphrase, or summary) from the reading to support claims. It is unclear whether the student read the assigned reading.

## Grade Information

- A: Excellent Work.** Exceptional achievement; 4 quality points per credit.
- B: Above Average Work.** Superior achievement; 3 quality points per credit.
- C: Average Work.** Satisfactory work, meets requirements; 2 quality points per credit.
- D: Below Average Work.** Requirements not met, but worthy of credit; 1 quality point per credit.
- F: Failing Work.** Failure to meet requirements; 0 quality points per credit.

Grade Point Average (GPA) is calculated by dividing total quality points by total hours. Transcripts show current GPA (one term) and cumulative GPA (all classes taken at LBCC). You can obtain your final grades via your WebRunner student account.

## Grade Scale

In a writing class, each assignment does not automatically begin with full scores that are then docked as the teacher finds things that are wrong or missing. Rather, each assignment begins at zero; each point awarded is earned. Final grades will be calculated as follows, out of 1000 points total. Google Classroom grades will show scores for individual assignments in order to show grade accumulation toward a final grade. Assignments are graded using four criteria: 1) Quality of thinking, 2) Organization and coherence, 3) Style and technique, and 4) Use of conventions, according to disciplinary standards.

- A = 900 - 1000
- B = 800 - 899
- C = 700 - 799
- D = 600 - 699
- F = 599 or fewer

**Please note that I will not “round up” final grades at the end of the term, so please do not ask me.** To revise any scores simply to alter a final grade defeats the purpose of the carefully designed rubrics and policies that I must fairly apply across the board to all assignments and all students.

## Course Policies

**Attendance & Participation:** I will take attendance every day. While I will not deduct grades for poor attendance, missing too many classes will affect your grade, **because you will miss Reading Check entries and in-class work that you will not be able to make up.** Additionally, your presence in class is one of the ways in which you craft your ethos as a student.

Being a body in a seat is not full attendance – while you are in class, you are expected to pay attention, take notes, participate in discussion, and complete writing tasks. I will ask you to leave the class that day if you are not actively learning (i.e. sleeping in class, not paying attention to the course materials, or using your phone

extensively). If you anticipate needing to miss class on the day that work is due, email me so that you can arrange turning the work in *before* the due date. Please also make all efforts to arrive to class on time.

**Absences:** Absence is not an excuse for ignorance. If you miss class, do not simply email me to ask “did we do anything important today.” I reserve the right to not answer those emails. **If you are absent, it is your responsibility to contact one of your classmates and/or check Google Classroom for any learning materials posted** (PowerPoints, assignment prompts, rubrics, etc.) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, then I’ll be happy to answer emails about specific questions. I ask that, if you know you will miss class, that you please contact me as soon as possible.

It is your responsibility as a student to make up the applicable work you’ve missed. I will only accept missed in-class Writing Tasks if you bring them **as a hard copy on the first day you are back in class**. You are responsible for knowing and implementing any changes to the schedule or expectations on assignments before arriving to the next class.

**Due Dates and Late Work:** All major essays are due to Google Classroom by 11:59 PM on the date listed on the syllabus – any work that is not turned in through Google Classroom (by email, as a hard copy, etc.) will still be considered late. I will often provide more specific instructions for assignment turn-ins, and may also ask you to bring hard copy drafts for in-class work. Extension requests must be emailed to me at least 48 hours in advance of the essay deadline; I reserve the right to deny any extension request, but if you contact me with an adequate plan for completion, I am happy to accommodate schedules.

Late work will drop 1/3 of a letter grade for each day that it is late. **If the assignment has not been turned in within five days of the due date, I will no longer accept it.** This is to ensure that you don’t fall too far behind. If you need an extension or know that a piece of work will be late, **email me** so that we can arrange something. Keeping in contact is key!

**Google Classroom and Email:** I will make regular use of Google Classroom and email to post materials, log grades, and contact you with announcements. You will receive an invite code from me during Week 1 to join our Google Classroom course site, so be sure to sign up as soon as you’re able (the code is also on the front page of this syllabus). You are responsible for checking your email regularly, as well as setting your Google notifications to receive new announcements. If you do not have ready access to the internet, in a way that will prevent you from successfully completing assignments, please inform me at the start of the term so that we can discuss alternatives. You must get my explicit, written permission for this.

**Contacting Me:** The easiest and fastest way to contact me is through my LBCC email (available on the first page of this syllabus). I will endeavor to respond to emails within twenty-four hours; if it has been longer than two days and you have not heard back from me, send me a follow-up email or check with me during class. I stop checking my email after 7pm every weekday and I do not check my email consistently on weekends. Please plan accordingly when contacting me.

It is your responsibility as a student to conduct yourself with rhetorical awareness and consideration. Therefore, emails that are not properly addressed or are without the proper respect and awareness of a student to teacher email will be promptly ignored.

**Extra Credit:** Occasionally, I may offer (SMALL) extra credit opportunities. You should not, however, rely on these for your grade improvement. Rather, focus on doing your best work without an additional point boost.

**Essay Revisions:** Because the majority of your grade in this class comes from the major essays, you are invited to complete revisions of these essays as many times as you’d like; by putting in that effort and investing deeply in your education, your writing will improve – and thus the grade you’ve earned will reflect that. However, you **must** turn in an essay by the original due date/time; otherwise, every subsequent revision submission will automatically lose 5% of its total grade. More information will be available on this as the essays are introduced.

**Classroom Environment & Technology:** The success of our class discussions and activities depends on your being physically and mentally present, as well as respectful; you owe yourself, your classmates, and me the

courtesy of **being both physically and mentally present**. Cell phone use during class is disrespectful and distracting—to your classmates, to me, and to yourself as a learner. I will let you know if/when you may use your cell phones, computers, or other technology during class. Otherwise, please respect the learning environment and make sure your devices are put away when class starts. If you choose to use your device during class, distracting yourself, your classmates, and me in the process, I will give you one warning. For any subsequent occurrences, you will be asked to choose one of two options: take a 5 point deduction from your participation grade, or bring snacks for your classmates within the week of class meetings. This is to ensure that you unplug and focus during class. Again, consider how you are crafting your ethos as a student.

*Statement of Inclusion:* To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

*Academic Honesty:* Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving full accurate credit to the original source – **including forgetting to put quote marks around your sources** – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. **Recycling your own work from other classes is considered self-plagiarism** and is not allowed without prior written approval from me.

*High School Students & Student-Athletes:* If you are a student-athlete or a student currently enrolled in high school taking college-level courses at LBCC, keep in mind that I will not fill out progress reports during class time. We must chat before I fill out any progress reports; simply handing them to me will result in me handing it back without filling it out. Please plan accordingly to give yourself enough time to fill this requirement.

## **Resources Available to You:**

*Student Disability Accommodations:* You should meet with me during the first week of class if:

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR website at <http://www.linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

*Writing Zone and OWL (Online Writing Lab):* From invention to revision, beginning to end, the Benton Center Writing Zone 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. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net) where you will get a personalized response within 2-3 business days. For more information, visit <https://www.linnbenton.edu/current-students/campus-locations-and-maps/benton-center/learning-and-career-services/learning-annex.php>. You may also visit the Writing Center at the main Albany Campus, if it is more convenient to your schedule. Either way, **you will be required to attend the Writing Zone/Center at least once during this term**. Failure to do so will negatively impact your major essays’ grade.

*Tutoring Center:* If you are enrolled in a credit course at LBCC, you are eligible to use the Learning Center tutoring service for free. <http://www.linnbenton.edu/tutoring-center>

*Diversity Achievement Center:* The Diversity Achievement Center (DAC) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space where all students are welcome. The DAC

provides opportunities to learn about diversity, cultural enrichment, inclusion and unity in a relaxing atmosphere for students of all walks of life. Students can study, socialize or just hang out. The DAC also offers opportunities for skill development, coaching, mentorship and empowerment that enhance capacity for self-advocacy in a diverse world, along with helping students with academic and career choices. For more information, visit [www.linnbenton.edu/dac](http://www.linnbenton.edu/dac).

### Course Calendar and Due Dates

(Dates and assignments are subject to change at instructor's discretion)

Week	Date	Topic	Read/Due Today
1	1/7	Course overview & introductions; initial writer's inventory	—
	1/9	Introduction to summarizing & Initial Writer's Inventory	TS/IS – “The Art of Summarizing” (p. 30-41) <b>Due: Purchase Green Book &amp; bring to class; Syllabus Scavenger Hunt</b>
2	1/14	Practice with summarizing	TS/IS – “Don't Blame the Eater” (p. 245-247) <b>Due (in class work): Writing Task #1 – Practice summarizing</b>
	1/16	Introduction/overview of critical analysis & Essay #1: Analysis Essay; rhetorical analysis: ethos, pathos, logos	Google Classroom – “Rhetorical Analysis” <b>Due at 11:59 PM: Submit advertisement choice (via Google Classroom)</b>
3	1/21	No class – MLK Jr. Day	—
	1/23	Practice with analysis; audience awareness, argument vs. purpose	<b>Due (in class work): Writing Task #2 – Practice analysis &amp; audience awareness</b>
4	1/28	Practice with rhetorical analysis & analytical writing	<b>Due at 11:59 PM: Essay #1 (via Google Classroom)</b>
	1/30	Plagiarism awareness & avoidance; rhetorical analysis of sources; Introduce Essay #2: Rhetoric of Objects Essay	TS/IS – “Introduction” (p. 1-16) Google Classroom – “Evaluating Sources”
5	2/4	Introduce/practice quoting, paraphrasing, summarizing; review claims vs. evidence	TS/IS – “Starting with What Others are Saying” (p. 19-28) & “The Art of Quoting” (p. 43-51) <b>Due (in class work): Writing Task #3 – Practice quoting &amp; claims vs. evidence</b>
	2/6	Practice with rhetorical analysis; structure in writing	Google Classroom – Sample Essays #2
6	2/11	Connecting our writing through transitions & practice claims to evidence to reasoning	TS/IS – “Connecting the Parts” (p. 101-114)

	2/13	Review of structure in writing; explore introductions/conclusions	<b>Due in class: Writing Zone appointment slip</b> <b>Due at 11:59 PM: Essay #2 &amp; Writing Zone Reflection (via Google Classroom)</b>
7 <i>2/24 is last day to withdraw from a course online</i>	2/18	<i>No class – Presidents’ Day</i>	—
	2/20	Demonstrating why your argument matters to your audience; introduce Essay #3: Profile Essay	<i>TS/IS</i> – “Three Ways to Respond” (p. 53-66) & “Saying Why it Matters” (p. 91-99)
8	2/25	Review analysis, source integration, structure	<i>TS/IS</i> – “Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice” (p. 117-130) <b>Due (in class work): Writing Task #4 – Rhetorical Analysis of Persuasive Essays</b>
	2/27	Introduce practice exam, strategies for success in timed writing	<i>Google Classroom</i> – Sample Final Exam & Student Essay Set
9	3/4	Practice Exam	<i>Google Classroom</i> – Practice Final Exam Reading <b>Due in class: Practice Exam</b>
	3/6	Review practice exam; strategies for success on final exam	—
10	3/11	Essay #3 Workshop	<b>Due in class: Essay #3 draft (bring 75% draft as hard copy to class)</b>
	3/13	Course conclusion, real world examples of rhetorical awareness, final questions	<b>Due at 11:59 PM: Essay #3 (via Google Classroom)</b>
Finals	3/18 <b>and</b> 3/19	<b>Final Exam (students must test BOTH days): location TBD</b> <b>Monday, 12 PM - 12:50 PM and Tuesday, 11:30 AM - 12:20 PM</b>	