

# LINN-BENTON COMMUNITY COLLEGE

6500 Pacific Blvd. SW, Albany, Oregon 97321-3755

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## WRITING 115, INTRO TO COLLEGE WRITING

CRN 30032

Winter 2014

Section: 07· Tuesday/Thursday 2:30-3:50pm · T-207

### CONTACT INFORMATION

Instructor: Patrick J. Misiti

Offices: BC-102c (Benton Center); SSH-210 (Albany Campus)

Google Voice Phone: 541.264.5713

E-mail: [patrick.misiti@linnbenton.edu](mailto:patrick.misiti@linnbenton.edu)

### OFFICE HOURS

Benton Center no scheduled office hours @ BC this term

Albany Campus Tuesday/Thursday 11:30am-1:00pm

Or by appointment as needed

### REQUIRED TEXT

*Models for Writers, Short Essays for Composition*, 11th edition, Rosa & Eschholz

### MATERIALS/SUPPLIES NEEDED

- paper for writing and some form of writing utensil
- a folder to keep and organize handouts, drafts, etc.
- access to a thesaurus and dictionary
- access to a word processor and printer
- access to the internet
- access to a stapler
- access to Adobe's free, Reader software for .pdf files
- one blue standard size bluebook

### COURSE DESCRIPTION

Students study a variety of rhetorical situations, the contextual appropriateness of language, the individual and collaborative nature of the writing process, and the beginning of critical inquiry. Throughout the course, writing will be approached as a process that includes guided discussion to generate ideas, prewriting, drafting, revision and finally careful proofreading. Assigned readings will require students to analyze and summarize, addressing a variety of issues.

### COURSE OBJECTIVES

Writing 115 is an introductory composition course that focuses on writing well developed, unified, coherent paragraphs, and formulating and developing a main idea in the composition of short, expository essays. Although we will review paragraph structure and will spend time throughout the course on writing unified, coherent, and well-developed paragraphs that are relatively free of grammatical and/or sentence-level errors, the main focus of this course will be to prepare you to write academic essays, or more specifically, ones that require you to write in response to one or several assigned readings. You will respond to assigned reading material and work together to improve your ability to read for meaning and articulate your written responses.

You can look forward to

- practicing a variety of techniques for writing and revising paragraphs and essays
- reading a rich assortment of essays to develop your good critical reading skills and enhance your writing
- reviewing and using strong study, collaborative, grammar, and writing mechanics skills.

### ENTRANCE REQUIREMENTS (or prerequisites)

To be eligible for Writing 115, you must have taken Writing 90 and passed it with a "C" or better or achieved the appropriate compass scores.

### COURSE LEARNING OUTCOMES

By completion of this class students will

- identify a variety of rhetorical situations
- write an essay demonstrating control of mechanics and usage

- demonstrate the ability to choose appropriate diction
- engage in critical inquiry regarding a college level question
- understand the shape and purpose of the expository essay
- 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 it 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.

### **ATTENDANCE, PROFESSIONALISM AND TIME MANAGEMENT**

A person who is well-attended, professional, diligent, engaged, and able to effectively manage time will do well in scholarly environments. A person who consistently misses class or deadlines, hands in sloppy or unengaged work, and/or is continually distracted in class will have a more difficult go of things.

### **BASIC REQUIREMENTS FOR ESSAYS AND ASSIGNMENTS IN THIS CLASS**

Unless I say otherwise, all essays and assignments should be

- written to an assumed audience unfamiliar with your life, assignments readings (Don't write to me. Write to an interested but unfamiliar, imaginary audience)
- typed in a standard 10 or 12 point font
- double-spaced and formatted with standard margins
- printed and submitted as a hardcopy
- stapled (not folded, taped, paper-clipped, glued, etc) if the assignment is multiple pages

If these standards are not met, I could reject your work.

### **ASSIGNMENTS AND READINGS DEADLINES**

Unless I say otherwise, all assignment should be handed to me as a stapled, hardcopy. The assignments and readings are due by the beginning of our scheduled class. For assignment and reading due dates, please see our updated course calendar on my instructor webpage.

### **LATE ASSIGNMENT POLICY AND WHAT TO DO IF YOU NEED TO MISS CLASS**

Unless I say otherwise, Late assignments will not be accepted except in the case of a verifiable illness or emergency. A good rule of thumb to remember: if you aren't sure whether or not your situation counts as a verifiable emergency, it probably doesn't.

If you need to miss class for any reason other than a verifiable illness or emergency, please (1) email me an attachment of your any work that is due that day, and (2) bring me a hardcopy of the assignment during the next class period.

### **PLAGIARISM AND ACADEMIC DISHONESTY**

Here's my informal word on plagiarism:

If you are considering plagiarism, then please come and talk to me. Chances are you are just overwhelmed by this course, some other course, or something in your life. This is common, and you probably just need some help in order to re-approach your study and time management skills, or better learn the foundation of our course materials. I'm not going to yell at you if you come to me, and I'm not going to think less of you if you tell me you're struggling with an assignment. I know that writing can be frustrating and challenging (believe me). This is not an excuse to intentionally plagiarize. Should you choose to intentionally plagiarize, you will fail the plagiarized assignment and could fail you in this course.

Please read more about academic dishonesty at our schools website.

### **DISABILITY SERVICES**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak me during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

## **CAMPUS RESOURCES**

Please familiarize yourself with the many campus resources offered to LBCC students. The Albany Campus Library (917.4628) is one such resource. Writing Helps (a cooperative writing service including ESOL, Writing Center, Writing and Study Skills Labs and more) and LBCC's Writing Center or Online Writing Lab (OWL) assistants, tutors, and peer tutors are also great resources. Benton Center, too, has a tremendous amount of resources that will help you in math, writing, and many other courses. Please ask for more information.

## **CLASSROOM ETIQUETTE AND BASIC EXPECTATIONS**

It is important to note the difference between a respectful debate and a heated argument. I expect debate from time to time, but remember, we are building a safe and healthy learning environment for all students. Listen carefully to one another, and respond in respectful ways when it's your turn.

Also, I grade you on the organization and delivery of your thoughts and arguments, not on the "side" you are on.

## **CONTACTING ME**

I will do my best to respond to all emails as quickly as possible, but do not count on me checking my email on weekends, holidays, or weekdays after 5pm.

Also, when you send me an email, please start the email subject with the course title and then the subject (*WR115—Patrick's Revisions of Essay #1*). This will help me recognize your emails and can respond to them as rapidly as possible.

## **CONTACTING YOU**

Make sure that I have a current, primary email address to contact you whenever I need to. There may be a time when I need to contact you (if I am sick for example), and I can only do so if your information is updated. Those updates are up to you.

## **REVISION POLICIES**

Unless you did not meet a due-date deadline, I will accept multiple revisions of Essay One and Essay Two, should you wish to revise them.

## **GRADING**

All WR 115 Courses at LBCC are designed so that a student's **course grade** (total grade) reflects a combination of his or her in-class grade (70%) and handwritten holistic final grade (30%)

Your in-class grade for this course will be earned by completing your in-class assignments. These assignments break down to the following point values

Value of Assignments:

- 250pts = Small Writings and practice test
- 200pts = Grammar/Style Worksheets
- 150pts = Rough Drafts (Essay One, Essay Two, Essay Three)
- 100pts = Essay One Final Draft
- 100pts = Essay Two Final Draft
- 200pts = Essay Three Final Draft

\*Remember that deductions for absences, tardiness, late work, or poor preparation can also factor in to your final score.

Therefore, your **in-class grade** for this course will be based on a 1000pt scale where:

A =1000-920    A- =919-900    B+ =899-870    B =869-820    B- =819-800  
C+ =799-770    C =769-720    C- =719-700    D =699-600    F =599-0

This in-class score will help you know your standing in class before you head into the handwritten holistic final. We will talk about this in the later weeks of the course.

## REQUIRED WRITING

This course will require timely completion of the following essays:

**For more complete prompts and student examples, please check our class website.**

### Essay 1—Literacy Narrative (see instructor website for more complete prompt)

Reflect on your experiences and attitudes about reading and writing.

Please draw from the following as you develop your essay focus:

- Narrate an early memory you have about writing or reading—something you can vividly recall—and then explain why this event is significant to you now.
- Describe someone who taught you to read or write and explain this person's significance in your life.
- Identify a book or other text and explain its significance to you in your reading and writing. How did it change your view of reading and/or writing?
- Narrate an experience with a writing or reading task that you found (or still find) difficult or challenging.
- Describe a memento and explain how it represents an important moment in your reading/writing development.
- Think of something not mentioned in this list—something that has shaped your view of reading and/or writing (for better or worse) and write about that

As you create your narrative consider draw feel free to use natural story-telling skills to organize and articulate your story, but make sure to stay focused on your one, main idea.

### Essay 2—Summary/Response (see instructor website for more complete prompt)

After selecting your source essay—feel free to use any essay from our reading or from our textbook—please write two well-developed paragraphs.

The first paragraph should be a summary of the source essay (review the summary handout from week three)

The second paragraph should be a response paragraph that develops some personal connection or shared experience that you have made because of the source essay.

It is important to remember that a personal response is not a critique of your source essay. If you submit a critique instead of a response, you will not get credit for the assignment. Don't go tell the reader that you like/disliked the essay. Just find a connection between your life and the source essay and develop that connection.

### Essay 3—Critical Thinking Essay (see instructor website for more complete prompt)

In this essay, the source you will use will be any of the essays we've read this term or any essay in your textbook.

- Compose a beginning paragraph, patterned after one of the examples from MODELS or some other introduction strategy that focuses your response and draws your readers in.
- Introduce your main point in a thesis statement. This sentence should be the last sentence in your first paragraph.
- Include a brief (5 - 7 sentences) summary paragraph of the essay you are responding to. This paragraph should include: 1) a transition sentence (first sentence) that ties this summary of an essay to your thesis statement 2) the major points the author makes in the essay.
- Write one or more paragraphs explaining the first supporting point for your thesis.
- Write one or more paragraphs explaining the second supporting point for your thesis.
- And so on. Each supporting point for your thesis should be fully developed in at least one paragraph and should be clearly connected to your thesis.
- Write a conclusion.
- Be sure to proofread!

### Handwritten, Holistic Final Exam

All LBCC students who have taken WR 115 this term will be asked to take a 100 minute, handwritten final exam which is extremely similar to Essay 2, only the reading is selected, and the final is timed. We will take several practice tests in order to assure you do well on this exam.

All assignments can be found on my instructor website

### **CLASS CALENDAR WR 115 Winter 2014**

=WEEK ONE=

Tuesday 1/7/2014

Welcome to WR 115

Thursday 1/9/2014

Read: Martin Gansberg's "Thirty-Eight Who Saw Murder Didn't Call Police"

Due: Small Writing One—Genovese Syndrome

=WEEK TWO=

Tuesday 1/14/2014

Due: Grammar/Style Worksheet One—Grammar Diagnostic

Thursday 1/16/2014

Read: Sherman Alexie's "Superman and Me"(link)

Read: Helen Keller's "The Most Important Day" (84)

Due: Essay One Rough Draft

=WEEK THREE=

Tuesday 1/21/2014

Read: Summary, Response, Paraphrase, and Quotation Handout

Due: Grammar/Style Worksheet Two—Clauses

Thursday 1/23/2014

Read: James Lincoln Collier's "Anxiety: Challenge by Another Name" (94)

Read: David Raymond's "On Being 17, Bright, and Unable to Read" (197)

Due: Small Writing Two—Reading Response Exercise

=WEEK FOUR=

Tuesday 1/28/2014

Read: Essay Two Prompt and Student Examples

Due: Grammar/Style Worksheet Three—Run-ons

Thursday 1/30/2014

Read: Dick Gregory's "Shame" (288)

Read: Erin Murphy's "White Lies" (381)

Due: Essay One Final Draft \*\*\*please note: your personalized prompt for this assignment is stapled to the comments I've attached to your rough draft

=WEEK FIVE=

Tuesday 2/4/2014

Due: Grammar/Style Worksheet Four—Variety

Thursday 2/6/2014

Read: Cherokee Paul McDonald's "A View from the Bridge" (124)

Read: Ellen Goodman's "The Company Man" (451)

Due: Essay Two Rough Draft

=WEEK SIX=

Tuesday 2/11/2014

Read: Prompt and Student Examples of Essay Three

Due: Grammar/Style Worksheet Five--Modifiers

Thursday 2/13/2014

Read: Nancy Gibbs' "The Magic of the Family Meal" (208)

Read: Sanjay Gupta's "Stuck on the Couch" (535)

Due: Small Writing Three—Time Travel

=WEEK SEVEN=

Tuesday 2/18/2014

Due: Grammar/Style Worksheet Six—Verb Voice

Thursday 2/20/2014

Read: Barbara Huttman's "A Crime of Compassion" (343)

Read: Dan M. Kahan's "Shame is Worth a Try" (574)

Due: Essay Two Final Draft

=WEEK EIGHT=

Tuesday 2/25/2014

Due: Grammar/Style Worksheet Seven—Parallelism

Thursday 2/27/2014

Read: Gloria Naylor's "The Meaning of a Word" (113)

Read: Maya Angelou's "Momma, the Dentist and Me" (386)

Due: Essay Three Rough Draft

=WEEK NINE=

Tuesday 3/4/2014

In Class Discussion

Due: Grammar/Style Worksheet Eight—Review

Thursday 3/6/2014

In Class Practice Test--Day One

Small Writing Four --Creative Response

=WEEK TEN=

Tuesday 3/11/2014

In Class Practice Test--Day Two

Thursday 3/13/2014

Due: Essay Three Final Draft

=WEEK ELEVEN=

FINAL EXAM SCHEDULE

Monday 3/17/2014

12:00p-12:50p—Handwritten Exam, Day One—ROOM TBA

Tuesday 3/18/2014

11:30a-12:30p—Handwritten Exam, Day Two—ROOM TBA