

Writing 121: English Composition

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Fall 2018
 CRN 21054
 Tu / Th 10-11:20
 MKH-118

Hours: Tu/Th 11:30-12:20 or by appointment

Essential course information normally included on a syllabus will be included in documents that are part of a “virtual” Course Packet accessible through Moodle.

Tentative Schedule

(Please complete readings and writing assignments before coming to class; unless otherwise noted, page numbers refer to textbook *They Say/I Say* (NOT the “with Readings” edition) 4th ed; “Seagull” refers to *The Little Seagull Handbook* 3rd ed; “Moodle” in parentheses means reading is available on class Moodle site—please download on your own, print out, and bring to class; “Packet” means digital Course Packet)

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
9/25	Week One: Introductions / Literacies Syllabus; Outcomes; Assumptions	
9/27	“Entering the Conversation” 1-16, 176-186; Graff, “Hidden Intellectualism” 248-55	
10/02	Week Two: Literacies <u>Rhetorical Analysis Description and Example</u> (Packet); <u>Chiaet “Novel Finding”</u> (Moodle); “Academic Writing” 117-130; “Entering Class Discussions” 162-165	
10/04	Eckert and McConnell-Ginet, “Learning to Be Gendered” (Moodle); Seagull 351-56, 368-69, 376-85	
10/09	Week Three: Technology Carr “Is Google Making Us Stupid?” (Moodle); “Entering Online Conversations” 166-174	Rhetorical Analysis #1
10/11	<i>Seagull</i> 2-29, 43-48, 158-169; “Connecting the Parts” 101-114; <i>Seagull</i> 357-60; <u>Essay</u> <u>One Topics</u> and <u>Interest Inventory</u> (Packet); Littman “ ‘Rise of the Machines’ Is Not a Likely Future” (256-260)	
10/16	Week Four: Technology / They Say Thompson “Smarter than You Think” (Moodle)	

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
10/18	“They Say” 19-51; Directions for Peer Review Assignment, Grading Rubric; Turkle “ <u>Flight From Conversation</u> ”	Rhetorical Analysis #2
10/23	Week Five: I Say / Revision "I Say" 53-99; “ <u>Writing Arguments</u> ”	
10/25	“Using the Templates to Revise” 141-161	Essay 1.1 (3-4 pages) Due. Peer Review in class.
10/30	Week Six: Pursuit of Happiness <u>Declaration of Independence</u> ; Porter “ <u>What Happiness Is</u> ”	
11/01	Grant “ <u>Does Trying to Be Happy Make Us Unhappy?</u> ” and McMahon, “ <u>In Pursuit of Unhappiness</u> ”	Essay 1.2 (3-4 pages) Due.
11/06	Week Seven: Pursuit of Happiness Dalai Lama and Cutler “ <u>Inner Contentment</u> ”	
11/08	<i>Seagull</i> 90-105, 119-158; Library Information Literacy visit. Class meets in WH-222.	
11/13	Week Eight: Happiness / College Ottino and Morson “ <u>Building a Bridge Between Engineering and Hum.</u> ”; Horgan, “ <u>Why Study Humanities? What I Tell Engineering Freshman</u> ”	
11/15		Essay 2.1 (4-6 pages) Due. Peer Review in Class.
11/20	Week Nine: Practice Exam Final Exam Rangepicker Essays (Moodle)	Practice Final Exam (in class); Rhetorical Analysis #3
11/22	Thanksgiving Holiday--No Classes Held	
11/27	Week Ten: Wrapping It Up Rose “Blue-Collar Brilliance” (Moodle)	Essay 2.2 (4-6 pages) Due
11/29	Wallace “Kenyon Commencement Speech” (Moodle); “Metacommentary” 131-139; Notes on Final Exam; Review for Final Exam	Essay 3 Due.
12/03	Finals Week Monday 12-12:50. Location TBA	Final Exam
12/04	Tuesday 11:30-12:20 (Attend both days.)	Final Exam

Turn in all final revisions as an e-mail attachment by 5 p.m., Dec. 5th (Wed)

Course documents are available on Moodle Website WR121_DB_1

Course Description, Outcomes, and Other Stuff usually on a Syllabus

Writing 121 emphasizes the development of essays appropriate for a college-level audience and critical thinking. The course focuses on fundamental features of essays including organization and development, diction and style, revision and editing, mechanics and standard usage required for college-level writing. Class operates by the model of active learning—exercising one's critical reading skills and asking independent questions. Class format is primarily group discussion and group workshops.

Upon successful completion of the class, students should be able to

1. *Analyze the rhetorical needs* implicit in a variety of academic and practical writing assignments (“rhetorical” is a fancy word that refers to the interaction of audience(s), author’s purpose/outcome, and the topic itself).
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.

To meet these outcome goals, students will practice writing thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process. Such competence is reflected in the following skills: using a variety of writing strategies (narration, definition, comparison and contrast, classification, description, examples, and persuasion) to help focus and develop the main idea; presenting ideas logically; developing a writing style appropriate to the audience, purpose, and situation; reading and critically analyzing the writing of others using summary, paraphrase, and quotations; integrating source material into their own work using lead-in signal phrases and in-text citations (at least one essay must include outside research and MLA documentation conventions); using organizational and transitional strategies to give an essay shape and form; presenting material logically with an introduction which defines the subject and previews the content of the essay, a discussion section which is fully developed, and a conclusion which summarizes and interprets the thesis; using standard grammar, syntax, spelling, and punctuation; and revising and editing their writing effectively.

Requirements

Prerequisite: Placement in WR121 is determined by pre-enrollment testing or by passing WR115 with a grade of 'C' or better. Before entering WR121, students are assumed to have basic competence in grammar, mechanics, sentence structure and in developing related ideas in a unified, coherent paragraph and/or short essay.

Texts: *They Say/I Say*, 3rd ed., Graff and Birkenstein
The Little Seagull Handbook, 3rd ed., Bullock, Brody and Weinberg
Course Packet

Also strongly recommended: portable dictionary

Major Assignments, Point Value and Percentage of Total Final Grade:

- 15% Essay #1 (3-4 pages) 75 points
 - 20% Essay #2 (a "Research" Essay, about 4-6 pages) 100 points
 - 8% Essay #3 ("Reflective" Essay 2-3 pages) 40 points
 - 30% Final Exam (not graded on a point system, but equivalent to 150 points)
 - 19% Homework / In-class Work 95 points
 - 8% Participation: Attendance and Daily Writing 40 points (4 points a week)
- 500 Total Points Possible (350 Points Before Final Exam)
(See Assignment Log for a list of all assignments)

Policies and Procedures

Attendance and Class Format: The format of the class is primarily discussion, rather than lecture; therefore, much of what goes on in class cannot be made up. Work that can be made up is available on the class's Moodle website. You can get partial participation points for contacting me about an absence (up to five absences). **More than five absences will likely cause you to fail the class because you will have missed in-class activities and essential material difficult to catch up with.** Solid preparation work on your part by reading and being prepared to discuss assigned reading from the textbook will ensure livelier discussions and a more productive use of class time. The exception to this rule is illness. If you are seriously ill, especially with flu symptoms, please do not come to class.

Papers: Essays are due at the beginning of class on the assigned day. **Late papers will not be accepted if turned in more than a week after original due date.** In other words, I don't accept paper "dumping" where students turn in more than half of their coursework in the last week of class. Papers should be typed, double-spaced, carefully proofread, and include

your name, date, class name, essay number, and my name. (See *Little Seagull* pages 158-60 for basic manuscript format.) Save **all** work you do for this class. Subsequent versions of essays submitted should include previous versions turned in along with my comments and peer reviews. Revisions are almost always appreciated and encouraged, but they should be completed no later than two weeks after being returned and require a separate self-assessment assignment. Papers may be e-mailed to me as an attachment between classes. I can only download attachments in the following formats: *.doc, *.docx, *.rtf, or *.pdf (**not** *.wps format).

Homework/In-Class Work: The main homework assignments are Rhetorical Analyses, which will require you to focus in an in-depth way on reading assignments. Three times you will be asked to analyze the rhetorical dimension of assigned reading (15 points per submission) or of reading you're doing for research in preparation for writing essays (no more than two of these should be on out-of-class reading). There will also be in-class peer reviewing (10 points per essay cycle on first two essays). Nearly every day I will have students complete short in-class writing assignments (sort of like quizzes, but more like "focused free writing") that factor into the participation portion of the final grade. Each class is worth 2 points for participation: one for attendance and one for the writing. If you miss a class, you can still complete the in-class writing assignments (prompts can be found in the Course Preparation Forum) up to a week later on your own (and also get partial credit for letting me know about the absence up to five times).

Grading Criteria: When I read student essays, I look for a number of qualities including unity of purpose, specificity of detail, depth of analysis, and coherence of progression. Essays are given a holistic letter grade based on **six criteria: argument, critical reading, organization, audience, sentence-level writing, and manuscript formatting**. "Argument" includes how effectively the paper presents a thesis and supports it through relevant examples. Students can demonstrate their critical reading skills by how they use details from sources to offer a fresh perspective on the topic that goes beyond a bland summary. The paper's organization into paragraphs should follow from the paper's main purpose (form follows function). Good papers are often an implicit dialogue between an author and reader—good writers anticipate how a potential audience will relate to a paper. Students should write in complete sentences that avoid grammatical errors (especially comma splices!), awkward phrasings, and mistakes in punctuation, but beyond that students should cultivate a personal writing style with an interesting variety of sentence and phrase structures.

Grading Scale: Grades are based on a percentage of the 500 total points possible throughout the quarter (see above for how many points any one assignment is worth). 500-450 points (100-90%) = A; 449-400 points (89-80%) = B; 399-350 points (79-70%) = C; 349-300 points (69-60%) = D; fewer than 300 points will result in a failing grade.

College Resources: Computer Labs in Learning Resource Center (WH-222) and Library; Writing Center in Learning Resource Center in WH-200; On-Line Writing Lab (OWL) From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the

next level. Please feel free to drop in during their regular hours to work one-on-one with one of our supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will receive a personalized response within 1-2 business days. For more information, visit us online at <http://www.linnbenton.edu/go/learning-center/writing-help>. You will need to get registered through the Learning Resource Center.

Accommodation: Students who may need accommodations due to special accessibility issues, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact [Center for Accessibility Resources](http://www.linnbenton.edu/go/learning-center/center-for-accessibility-resources), 541-917-4789. Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

Etiquette and Nondiscrimination: One of the goals of this course is to construct a "discourse community," a space in which students feel comfortable expressing their ideas openly. This means that during class discussions and small group work some basic rules of etiquette should be followed. No personal attacks will be tolerated. Also, avoid talking while someone else is speaking or frequent use of cell phones/pagers. The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy #1015). 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.

Plagiarism: This college punishes incidents of academic dishonesty. Plagiarism is subject to disciplinary action as described in [Student Rights and Responsibilities](#). All work submitted in this course must be your own and be written exclusively for this course. Students may only seek assistance in writing their papers from authorized sources (me, members of class peer review group, or university-approved tutorial service). The use of sources (ideas, quotations, paraphrases) must be properly documented. See me if you have any questions about your use of sources.