



Fall Term 2020 | Online
CRN 21851

WR 115: Introduction to College Writing

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Office Hours: Via email any time or via Google Hangouts or Zoom by request

Course Overview

This course is meant to introduce the conventions and skills of college-level writing, emphasize clear writing and critical reading and thinking, and bridge developmental writing courses and WR121. You can expect a rich assortment of reading assignments, collaborative activities, and independent practice writing in a variety of academic styles. The skills involved are vital for success in college, and the habits of mind that go along with them will help you to succeed no matter what you do in life.

Prerequisites

Placement into WR115 by CPT or successful completion (C or better) of WR095 or ENL095W

Still, this is likely a good place for a quick reminder/caution: this is a three-credit college writing class. Understand up front that it will be a fair amount of work, including substantial and sometimes difficult reading and analytical and critical writing. To succeed in this class, you'll need to be an active participant, and I expect as much from each of you. So, only continue if you are willing to commit to the following:

Understand the Course Schedule and manage your time.

You must be organized and keep yourself on task. It is no one else's responsibility to remind you to complete and submit assignments as they are due. With that in mind, be forewarned: this class may be particularly intense. A typical credit-level writing course is, on average, expected to take **10-15 hours per week**. Of course, I don't know how long it will take you, and a lot depends on your strength as a reader and a writer. Still, most people find that **writing classes are more work than average**.

Master the technology.

For this class, you will need to be able to navigate Moodle, format documents in a word processor, and attach files appropriately. **Be sure** that you have reliable access *and* a backup plan in case this is lost! Computer problems will not excuse you from your obligations to the class.

Get help when you need it.

If I don't hear from you, I'll assume you're doing fine.

Required Resources

- Internet access (plan to check your LBCC email account and the course site regularly)
- *EmpoWord: A Student-Centered Anthology and Handbook for College Writers*, written by Shane Abrams
 - [Click on this link to access a PDF copy of this free digital textbook.](#)
- Access to Purdue University's Online Writing Lab (abbreviated as Purdue OWL), including a style guide
 - [Click on this link to access Purdue OWL.](#)

Course Outcomes

Upon successful completion of this course, students will be able to:

- Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes
- Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting
- Distinguish your ideas from others' ideas in your writing
- Develop a main point clearly and logically using examples and illustrations in a well-organized essay

- Revise writing using editing and proofreading conventions (grammar, syntax, spelling, punctuation)

Course Requirements and Other Vital Information

Vigilance:

You are expected to complete and submit all assignments before their deadline. Should you have to miss any portion of the term for unforeseen circumstances, know that it is **your responsibility** to contact me via email. With that in mind, **it is perhaps best to work ahead whenever possible**. Students who do not complete the first week's assignments and do not contact me by Friday of week 1 will be dropped.

Written Work Guidelines

All formal written assignments must be typed, double-spaced, spell-checked, and proofread. To ensure required word counts, format pages as follows:

- Use 12-point font and either Times New Roman or Calibri.
- Use 1-inch margins (you may need to change the default settings in MS Word).
- List your name, date, CRN, and assignment in the top left-hand corner of the first page.
- Title your essays (centered under info above)
- Include last name and page number on all pages, placed in upper right page header.
- Indent each paragraph. DO NOT use additional space between paragraphs.
- ALL ideas and information from sources must be properly cited using MLA style citation.
- To meet course word count requirements, you must submit at least the minimum number of words OR full pages required (e.g. 2 pages means at least two **full pages**).

Late Essays:

Final drafts of essays are due via Moodle according to the assigned date and time. Late essays risk outright rejection, and at the minimum, suffer severe grade penalties. To say the least, it is always better to get your essay in on time, even if you feel it could still use some work.

Peer Review Sessions:

Working drafts of your essays are due via Moodle according to the dates and times that a “peer review session” appears on the schedule. As we will not be meeting in person, the expectations for the peer review process will be revised (I will explain how as we near the first one). Still, be advised: if the draft that you submit to Moodle is less than 75% complete, you will not earn full credit for participation in the peer review.

No Essays:

Failure to turn in an essay constitutes failure to complete the requirements of this course and will result in an F for the term.

Informal Assignments:

There will be several “informal” assignments throughout the term (reading response prompts, preparatory work for the essays, and quizzes). These informal assignments are graded as either passing or failing. If you complete the assignment satisfactorily and turn it in on time, you will earn a grade of Pass. If you don’t complete it satisfactorily or turn it in on time, you receive a grade of Fail.

Labor Logs:

Each week you will write a short, informal journal reflection on your work for this class during that week. Like the informal assignments, these assignments will be graded either as passing or failing. More details about these assignments will be available on our Moodle course page.

Grading:

Your grade is based on your knowledge of writing and writing conventions (as demonstrated by the

formal written work that you submit), reading critically, revising formally, and participating. You will be assigned two formal essays of equal weight; the remainder is earned through a series of less comprehensive assignments. The result:

- Summary + Response Paragraphs (x3): 15%
- Essay 1: 15%
- Essay 2: 20%
- Forum Participation: 5%
- Informal Assignments: 5%
- Labor Logs: 5%
- WR 115 Practice Exam: 5%
- WR 115 Final Exam: 30%.
- I don’t offer incompletes.

Grading Scale:

A: 100%-90%, B: 89%-80%, C: 79%-70%, D: 69%-60%, F: 59%-0%

You can check your grade at any time via the Moodle portal. If you have a question about it at any point during the term, contact me, and I’ll be happy to discuss it with you. Generally speaking, I don’t offer incompletes.

Revision Project:

You may revise one essay to be submitted during finals week. The grade you earn on the revision will replace the grade you earned on the original essay. Details will be provided later in the term.

Other Vital Information

Academic Honesty

Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are responsible for understanding and avoiding academic dishonesty whether such incidences are intentional or unintentional.

Violations may result in failure of an assignment or failure of the course.

Interact Professionally:

Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments.

Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g. Do I contribute too much? Too little?).

Use Good "Netiquette"

While you participate in this class, please use good "net etiquette":

- Identify yourself with your chosen name rather than a screen name
- Write or speak in the first person (using the "I" voice)
- Use a subject line that clearly relates to your contribution
- Use humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context.

Additionally, while I certainly do not mind if you use profanity, that may not be the case for everyone in our class. To maintain good netiquette, your language should be:

- Generally free of profanity and/or respectful to the other people in our class
- Appropriate for an academic context
- Exhibit interest in and courtesy for others' contributions.

Certain breaches of netiquette can be considered disruptive behavior.

Expect and Respect Diversity:

All classes at Linn-Benton Community College welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status.

We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn:

Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Center for Accessibility Accommodations

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. [If you think you may be eligible for accommodations but are not yet registered with CFAR, please click this link to visit the CFAR Website for steps on how to apply for services.](#) Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Accessible and Inclusive Learning Environments

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or that form barriers to your inclusion, please let me know as soon as possible. Together we'll develop strategies that can enable you to succeed in this course.

LBCC Non-Discrimination Policy

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, Iranian, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. [Click here to read Linn-Benton's official nondiscrimination policy click here.](#) What is more, LBCC sees our differences as a source of strength and an important part of education.

Advising and Counseling

Research indicates that community college students who seek out academic advising are more likely to meet their educational goals. Meeting with an advisor can help:

- Clarify your academic and life goals
- Choose classes that prepare you for a career
- Ensure whether your credits will transfer to another institution

You are strongly encouraged to make use of the Learning Center. The help you receive is invaluable to your progress as a writer. Tutors will gladly assist you in all stages of writing: from brainstorming ideas for an essay, to troubleshooting a completed draft, to helping you with revision.

Additionally, Academic Coaching is hosting several free workshops via Zoom during Week 1 of the term to help you get ready for your classes and to study in an online environment. [Click on this link](#)

[for more information about these workshops and how to attend them.](#)

Learning Center Services and Resources

- **Writing Center**
- College Skills and Learning Strategies
- Testing Services
- Reading Help
- Math Assistance
- Tutoring Center
- Computer Resources

A Message from the Writing Center

Are you feeling overwhelmed by the amount of time and energy it takes to build genuine, individualized, one-on-one connections with all of your writing students in the remote world?

WE ARE HERE TO HELP! The [Writing Center](#) offers free, unlimited, **one-on-one** writing support to your students. We work with any student, at any stage of the writing process, and for any class.

The Writing Center will be available via drop-in Zoom room, Zoom appointments scheduled in TutorTrac, and through the [Online Writing Lab](#) (for asynchronous support).

- Our Writing Center drop-in Zoom room will be open **EXPANDED HOURS**. Based on student need, we will be open **7 days a week**: Monday-Friday 9 am-7 pm, Saturday 11 am-4 pm, and Sunday 11 am-3 pm.
- **Oct. 5th** is the first open day for Writing Center Zoom support. **Sept. 28th** is the first open day for the Online Writing Lab.

If You Need to Contact Me...

Email is the best and quickest way to contact me, and I will respond as quickly as I can.

Tentative Course Schedule

***Note:** This schedule is subject to change. Moodle will have the most accurate and up-to-date information about our course schedule, so please consult Moodle for each week's specific tasks and assignments.

Week	Concepts/Topics	Major Assignments
1	<ul style="list-style-type: none"> • Introductions • Reading strategies 	Grammar Diagnostic Assignment
2	<ul style="list-style-type: none"> • How and Why to Summarize 	Summary + Response #1, Rough Draft
3	<ul style="list-style-type: none"> • Analyzing Narrative Essays • Outlining as Pre-Writing 	Summary + Response #1, Final Draft Literacy Narrative Outline
4	<ul style="list-style-type: none"> • Understanding Your Audience • Crafting Your Voice 	Essay 1: Literacy Narrative, Rough Draft
5	<ul style="list-style-type: none"> • Writing and Revising Major Essays for College • The Purpose of Peer Review 	Essay 1 Peer Review Essay 1: Literacy Narrative, Final Draft
6	<ul style="list-style-type: none"> • Incorporating and Using Sources & Quotes/Paraphrases • MLA Citation 	Summary + Response #2
7	<ul style="list-style-type: none"> • Organizing Your Ideas and Writing Structure 	Summary + Response #3
8	<ul style="list-style-type: none"> • Final Exam Practice Week 	Practice Final Exam Essay 2: Response Essay, Rough Draft
9	<ul style="list-style-type: none"> • Introductions, Conclusions, and Topic Sentences <p>Thanksgiving Holiday!</p>	Essay 2 Peer Review
10	<ul style="list-style-type: none"> • Review and Final Exam Prep 	Essay 2: Response Essay, Final Draft
Finals	<p>WR 115's Final Exam begins on Monday, December 7th at 8:00 a.m. and ends on Tuesday, December 8th at 11:59 p.m. The final exam will be on Moodle.</p> <p>Students will enter the exam on which either day they choose, and they will have a 3-hour block to complete the exam. <u>For example, if a student enters the exam on Tuesday at 9am they will have until 12pm Tuesday to finish.</u></p>	