

**Writing 121: English Composition CRN 43625 and 48824 (ALP)**  
**Spring 2015**  
**Class Hours: Mon/Wed/Fri 12:00-12:50**  
**Location: IA-219**

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Office Hours: SSH-215 Mon/Wed/Fri 2:00-3:00 and by appointment

**Course Description:**

Welcome to WR 121! This course 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. You will develop your critical reading, thinking, and writing skills as you read and discuss essays by published authors, as well as through three essays of varying lengths, three short reading responses, and various smaller assignments. This course is meant to both prepare you for the rigors of college writing, as well as help you thoughtfully engage with and respond to ideas outside of the classroom in the workplace, the media, and your day-to-day interactions. Be thinking about how the concepts and ideas we cover in this class apply to interactions and demands outside of the classroom, and how the skills we develop will help you become a critical consumer of information.

**Prerequisites:**

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. Students may challenge their mandatory placement, with an advisor's approval, by signing a self-placement form through their counselor.

**Learning Outcomes:**

As a result of taking WR 121, students will be able to:

1. *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments.
2. *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with a focus on factual, analytical, and evaluative writing.
3. *Implement appropriate rhetorical elements and organization* (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
4. *Locate, evaluate, and integrate high-quality information and opinion* appropriate for college-level informational, analytical and evaluative assignments.
5. *Craft sentences and paragraphs* that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible, and precise.

**Learning Objectives:**

The main objective of WR121 is to strengthen student proficiency in expository writing. Students will write three (or more) essays (minimum length 500-750 words), for a minimum of 3,000 words over the term. At least *one essay must include outside research and MLA, APA, or CMS documentation.*

At the completion of WR121, successful students should be able to write thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process (as detailed below).

**Content:** Students should be able to:

1. Write an expository essay using a variety of writing strategies (narration, definition, comparison and contrast, classification, description, examples, process analysis, cause and effect, and persuasion).
2. Clearly focus and develop the main idea, using specific details.
3. Adjust the writing to audience, purpose, and situation.
4. Develop a clear and appropriate writing style.
5. Present ideas logically.
6. Read and analyze critically the writing of others.
7. Summarize, paraphrase, and quote secondary source information.
8. Integrate source material into essays.
9. Document sources correctly, using lead-ins and in-text citations.

**Organization:** Students should be able to:

1. Use organizational and transitional strategies to give the essay shape and form.
2. Present 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.
3. Write in a variety of formats (essays, journals, reports, letters, portfolios, peer reviews) which meet the needs of the intended audience and purpose.

**Mechanics:** Students should be able to:

1. Use standard grammar, syntax, spelling, and punctuation.
2. Recognize their individual strengths and weaknesses as writers.
3. Employ editing strategies to eliminate their most frequent errors.
4. Cite sources using Modern Language Association (MLA) conventions, including a 'Works Cited' page.

**Writing Process:** Students should be able to:

Transform freewriting, journaling, brainstorming, and other prewriting material into a finished piece of writing.

1. Employ writing strategies that work best for the particular writing situation.
2. Collaborate with other writers in prewriting, drafting, and revising.
3. Revise and edit their writing effectively, working independently or with peers.
4. Build confidence in their writing ability.

5. Locate research material to support their expository writing.
6. Plan, write, and revise well under pressure.

### **Required Texts and Materials\*:**

Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook* (2<sup>nd</sup> ed.)

Graff, Gerald. et al. *They Say / I Say* (2<sup>nd</sup> ed.)

Two *Examination Blue/Green Books* for the WR 121 Final Exam Pretest and the WR 121 Final Exam

### **Assignments and Grading\*:**

Essay Cycle One: 10%

Essay Cycle Two: 10%

Essay Cycle Three: 15%

Summary Responses: 15%

Final Exam Pretest: 10%

In-Class Participation, Reading Worksheets, and Quizzes 10%

WR 121 Final Exam: 30%

\*Writing rubrics will be used to grade all written work in this class. Copies of these rubrics will be given to students with the class syllabus.

### **Essay Cycles:**

Throughout the course of the term, you will complete three essay cycles. You will turn in the following assignments for each essay cycle:

The outline: 10% of the essay cycle grade

The writing circle: 10% of the essay cycle grade

The first/second (also known as the rough/final) draft: 80% of the essay cycle grade

Revision is a key element of the writing process. This is where you take the feedback provided by your peers, your instructor, and your own critical review of your writing and implement changes that improve your essay's logic, organization, and mechanics. For each essay cycle, you will turn in a first draft for peer review, instructor feedback, and a grade. Note that while this draft is called the "first," this should be as perfect a draft as you can make it. This means it must be complete, and the logic, organization, and mechanics of your work should be clear. Along with instructor feedback, your draft will receive a letter grade, assessed as if this was the finished draft. Upon return, you will revise the draft using peer and instructor feedback to raise your grade. When you submit your revised draft, you will be required to turn in your first draft along with your second, and the grade will be amended based on the revised second draft. If you do not revise, the initial grade will stand as the grade of record for the essay.

In order to facilitate the revising process, you will be working with your peers during in-class exercises as well as during a one-on-one conference with me. In order to receive full credit for the outline and writing circle components of the essay cycle, the assignments must be completed fully. All prompts must be answered with complete sentences.

The minimum word count for each essay is as follows:

Essay One: 1000 words

Essay Two: 1100 words

Essay Three: 1200 words

The topics and instructions for each essay will be given out throughout the course of the term.

### **Summary Responses:**

Throughout the term we will be reading several short works and discussing them in class. These works will help facilitate classroom discussions and prompt questions at issue that will become essay topics. During the course of the term you will be responsible for writing one reading response for each of the three Reading Units (three total for the term) to turn in the day the readings are discussed in class. You are given the option of choosing which assigned reading you would like to use for your reading response, but you must turn it in the day the reading is discussed in order to receive credit. **Responses turned in after the reading is discussed will not be accepted.** The responses should be a minimum of **six hundred words** (approximately two pages with double-spaced lines) typed, in accordance with the guidelines for all out of class written work (see **Essay Cycles**).

### **In-Class Participation:**

In order to create a productive discourse community, attendance and active participation during lectures and discussions is essential and mandatory. This is the primary and most basic responsibility of all students. For this reason, students are expected to attend the entire class session. Leaving early will constitute an absence and will have an impact on your participation grade. If you become ill, or have an emergency and need to leave class early, please see me before you go. Furthermore, because this class involves a large amount of group discussion, all students are expected to adequately prepare for class by reading the assigned works and be prepared to share their thoughts and ideas and actively engage with their peers in a respectful and considerate manner.

One of your responsibilities this term will be meeting with me during my office hours for a conference once during the course of the term after the start of the first essay cycle. This conference will give you the opportunity to discuss where you are in the writing process, and how it is progressing. If you cannot meet with me during my regular office hours, please contact me via email or after class to schedule a conference time. If you do not meet with me once in conference, a full letter grade will be deducted from your final participation grade\*.

\*Note: Because my office hours are first-come, first-serve, I cannot guarantee there will not be a queue, particularly towards the end of the term. While I do my best to see everyone, some days it is not possible. **Do not wait until Week Ten to complete this task.** Come to my office hours early in the term and avoid the rush!

### **Quizzes:**

To ensure that everyone has completed the assigned reading, there will be a quiz every class period. This quiz will take approximately five minutes and will be based on the content we are

scheduled to discuss that day. These quizzes may happen at the beginning, middle, or end of class, so it is important to stay for the entire class period. **All quizzes are closed-book unless otherwise noted.** These quizzes will also count as attendance. **Quizzes cannot be made up, so it is important to come to class.** These quizzes will contribute to your class participation grade.

**Final Exam:**

In two one-hour testing blocks, you will compose an essay in response to a given topic. This essay will be read by a panel of English instructors and holistically scored. All students must attend both testing sessions. The final exam will draw on skills practiced throughout the term, and require you to demonstrate an understanding of those skills. To help you prepare for this exam, we will be holding a workshop and practice exam over a few class periods. You will receive more information about the final as the term progresses.

**Extra Credit:**

You will have the opportunity to earn extra credit in this class, consisting of a fourth summary response assignment. This response should focus on one of the essays in the book that has **not** already been assigned in the course syllabus. Rather, you must critically read an essay that you find interesting and use the extra credit reading response instructions to write a fully-developed, cohesive work. This assignment will take the place of a single summary response, either supplanting the lowest existing grade at the end of the term, or making up for a missing reading response.

Course Policies:**Attendance:**

Regular class attendance is mandatory. You are permitted three absences without penalty. For every subsequent unexcused absence, a point will be deducted from your participation grade. If you cannot attend class due to emergency or illness, please contact me via e-mail as soon as possible, preferably before class. All students are expected to attend the full fifty minute session. Students who leave early miss important material and as a result, have a harder time implementing the concepts discussed in class in their writing process. For this reason, leaving early will result in a loss of participation points for that day. If you need to leave early due to emergency or illness, please let me know.

**Electronics:**

The use of electronic devices including tablets and e-readers in the college classroom has become more and more common over the past few years. I recognize that many students prefer to take notes on laptops or tablets, and may choose e-books over hardcopy texts. While I would ask that you put away cell phones during the class period because of the distraction and noise they create, tablets, laptops, and e-readers and are permitted as long as they are used for academic purposes. I reserve the right to ask any student to put away their electronic device if it becomes a distraction or is used for inappropriate purposes.

**Late Work:**

Because this class builds upon concepts and assignments given in previous sessions, and we are on a ten-week schedule, it is extremely important that all work is turned in on the day it is due.

While I do not generally accept late work, I understand that circumstances and life sometimes create complications. If you miss the due date of an assignment, it is very important that you contact me immediately, either in person or via email and I may be able to work with you. This is especially important with drafts of essays. If you miss the due date for the first draft of the essay, you may turn it in late, but you forgo the option to revise for a higher grade.

### **Email Etiquette:**

One of the purposes of this course is to help you communicate more effectively in your day-to-day life through the written word, and this extends to email communication as well as academic assignments. I strongly encourage you to contact me via email if you have any concerns or questions about the course or its components. However, I do ask that students write their emails in a semi-professional manner, and include the following components:

A title that accurately describes the matter you wish to discuss (for example: Essay One Thesis)

Your full name

The name and CRN of the class you wish to discuss

A greeting of some kind (for example: Dear Andrew,)

A conclusion of some kind (for example: Sincerely, Oliver B. Meredith)

Including these components will not only help you practice the kind of professional communication you are expected to use in a college or workplace setting, but allow me to answer your questions or address your concerns in a more efficient manner.

### **Incompletes:**

If you have completed 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete.

### **Academic Honesty:**

Academic honesty is an indispensable value as students acquire knowledge and develop skills in college. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are ultimately 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. If you have any questions about academic honesty or plagiarism, please see me, or consult your *Little Seagull Handbook*.

### **LBCC Non-Discrimination Policy:**

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. For further information about LBCC's Non-Discrimination policy, go to: <http://www.linnbenton.edu/about-lbcc/policies/equal-opportunity>. What is more, LBCC sees our differences as a source of strength and an important part of education.

### **Disability Services:**

If you have a documented disability, I will help you in any way I can. Talk to me during the first

week of class. If you think you might have a disability, but you are not sure, contact Disability Services at 541-917-4789. For further information about disability services at LBCC, go to: <http://www.linnbenton.edu/go/disability-services>.

**Writing Center - Second Floor Willamette Hall:**

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during our regular hours (Monday–Thursday, 9-4) to work one-on-one with one of our Writing Assistants. 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 1 – 2 business days. For more information, please visit us at [www.linnbenton.edu/go/learningcenter/writinghelp](http://www.linnbenton.edu/go/learningcenter/writinghelp)

**Important Dates to Remember:**

Last day to meet for a conference: Friday, June 5

Course Schedule:

(Please note, this schedule is tentative and subject to change)

TSIS: *They Say / I Say*

LS: *The Little Seagull Handbook*

**Reading Unit One: Work and Education**Week One

Mon 3/30 Syllabus and course overview

Assignment: Pass/No Pass Entrance Essay

Wed 4/1 Due: Pass/No Pass Entrance Essay

LS: "Writing Processes" (9-16)

Discussion: The Writing Process

Fri 4/3 LS: "Developing Paragraphs" (17-19)

Discussion: Creating an Effective Paragraph

Week Two

Mon 4/6 TSIS: Chapter Eight: "As a Result": Connecting the Parts (105-120)

LS: Making Paragraphs Flow (25-29)

Discussion: Transitions, Unity, and Coherence

Wed 4/8 LS: "Integrating Sources, Avoiding Plagiarism" (97-108)

TSIS: Chapter Two: "Her Point Is": The Art of Summarizing (30-41)

Discussion: Summarizing a Source

Assignment: Summary Response One

Fri 4/10 TSIS: Addison, Liz. "Two Years Are Better Than Four" (211-214)

In-Class Activity: Practice Summary Outline

Assignment: Practice Summary

Week Three

Mon 4/13 Due: Practice Summary

TSIS: Chapter Three: "As He Himself Puts It": The Art of Quoting (42-51)

Discussion: Using Quotes Effectively in Your Writing

Assignment: "Hidden Intellectualism" Joining the Conversation Questions (**For question five, instead of writing a full essay in response, write a fully-developed 10-12 sentence paragraph**)

SR1 Option One

Wed 4/15 Due: "Hidden Intellectualism" Joining the Conversation Questions

SR1 Option One

TSIS: Graff, Gerald. "Hidden Intellectualism" (380-387)

Fri 4/17 Discussion: Narration/Description/Example

LS: Describing/Narrating/Using Examples (23-25)



Assignment: “Blue-Collar Brilliance” Joining the Conversation Questions (**For question five, instead of writing a full essay in response, write a fully-developed 10-12 sentence paragraph**)  
SR1 Option Two

#### Week Four

Mon 4/20 Due: “Blue-Collar Brilliance” Joining the Conversation Questions  
SR1 Option Two  
TSIS: Rose, Mike. “Blue-Collar Brilliance” (243-255)

Wed 4/22 In-Class Activity: Prewriting and Outlining Workshop  
Assignment: Essay One

Fri 4/24 TSIS: Chapter One: “They Say”: Starting with What Others Are Saying (19-29)  
Chapter Seven: “So What? Who Cares?”: Saying Why It Matters (92-101)  
Discussion: At Issue: Showing the Reader Why They Should Care  
Assignment: “Hiding from Reality” Joining the Conversation Questions (**Questions 1-4**)  
Summary Response Two  
SR2 Option One

### **Reading Unit Two: The American Dream**

#### Week Five

Mon 4/27 Due: “Hiding from Reality” Joining the Conversation Questions  
SR2 Option One  
TSIS: Herbert, Bob. “Hiding from Reality” (564-567)

Wed 4/29 Due: Essay One First Draft (**Email me a Word document version by the start of class and bring a hardcopy with you as well.**)  
In-Class Activity: Writing Circle  
Assignment: Essay One Second Draft

Fri 5/1 TSIS: Chapter Five: “And Yet”: Distinguishing What You Say from What They Say (68 -77)  
Discussion: Separating Out Your Thoughts from Your Sources’ Thoughts

#### Week Six

Mon 5/4 LS: Comparing and Contrasting (21-22)  
Discussion: Compare and Contrast  
Assignment: “Is the American Dream Over?” Joining the Conversation Questions (**For question five, instead of writing a full essay in response, write a fully-developed 10-12 sentence paragraph**)

Wed 5/6 Due: Essay One Second Draft with outline and writing circle materials  
“Is the American Dream Over?” Joining the Conversation Questions  
SR2 Option Two  
TSIS: Thomas, Cal. “Is the American Dream Over?” (568-571)

Fri 5/8 In-Class Activity: Essay Two Prewriting/Outlining Workshop

Assignment: Essay Two

Essay Two Outline

“Small Change: Why the Revolution Will Not Be Tweeted” Joining the Conversation Questions **(For question five, instead of writing a full essay in response, write a fully-developed 10-12 sentence paragraph)**

Summary Response Three

SR3 Option One

### **Reading Unit Three: Social Networking and Social Activism**

#### Week Seven

Mon 5/11 “Small Change: Why the Revolution Will Not Be Tweeted” Joining the

Conversation Questions

SR3 Option One

TSIS: Gladwell, Malcom. “Small Change: Why the Revolution Will Not Be Tweeted” (312-328)

Wed 5/13 TSIS: Chapter Four: “Yes/No/Okay, But”: Three Ways to Respond (55-67)

Discussion: Responding to an Argument

Fri 5/15 Due: Essay Two First Draft **(Submit your essay in a Word document via email by the beginning of class. Be sure to bring a hardcopy to class for the writing circle.)**

In-Class Activity: Writing Circle

Assignment: Essay Two Second Draft

#### Week Eight

Mon 5/18 LS: Work Cited Example (156-157)

Discussion: Creating a Work Cited Page

In-Class Activity: Preparing your Work Cited Page

Assignment: “Reforming Egypt in 140 Characters?” Joining the Conversation Questions **(For question four, instead of writing a full essay in response, write a fully-developed 10-12 sentence paragraph)**

SR3 Option Two

Wed 5/20 Due: “Reforming Egypt in 140 Characters?” Joining the Conversation Questions

SR2 Option Two

TSIS: Baron, Dennis. “Reforming Egypt in 140 Characters?” (329-334)

Fri 5/22 Due: Essay Two Second Draft with outline and writing circle materials

In-Class Activity: Essay Three Prewriting Workshop

Assignment: Essay Three

Essay Three Outline

WR 121 Research Assignment

#### Week Nine

Mon 5/25 **No Class: Memorial Day**

Wed 5/27 In-Class Activity: Final Exam Review Session

Fri 5/29 Due: WR 121 Research Assignment

Essay Three First Draft (**Email me a Word document version by the start of class and bring a hardcopy with you as well.**)

In-Class Activity: Rangefinding Session

Assignment: Essay Three Peer Review

Week Ten

Mon 6/1 In-Class Activity: Final Exam Pretest (Part One)

**Note: Be sure to bring two Examination Blue/Green Books to this class period. They will not be provided for you.**

Wed 6/3 In-Class Activity: Final Exam Pretest (Part Two)

Fri 6/5 In-Class Discussion: Final Exam Pretest Debriefing and Scoring

Week Eleven

Mon 6/8 **12-12:50 pm** Due: Essay Three Second Draft with outline and peer review materials

Essay Three Peer Review

Reading Response Extra Credit

WR 121 Final Exam

Tues 6/9 **11:30-12:20 pm** WR 121 Final Exam

**Note: Students must test both days. Do not forget to bring two Examination Blue/Green Books to this class period. They will not be provided for you.**

**The Final Exam will be held in Building\_\_\_\_\_ Room\_\_\_\_\_**