WR121 English Composition

**Instructor:** Debbie Killingsworth

**Office:** SSH 205

**Office Hours:** T/R: 9am-10am

**Telephone:** 917-4524

**E-Mail: debbie.killingsworth@linnbenton.edu**

**Course Info:** CRN 47241 (WR 121-08) T/R 10-11:20am Industrial Arts (IA) 232

CRN 48825 (WR 121-AL4) T/R 10-11:20am Industrial Arts (IA) 232

**Final Exams:** Monday, March 12 @ 12 – 12:50 and Tuesday, March 13 @ 11:30 – 12:20

Note: All students must be present at **both** meeting times for the final.

**Course Description:**

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.

USING COMPUTERS IN THIS CLASS:

This course is based largely on discussion. Therefore, it is important that we all allow ourselves to be free of any impediments that might discourage open communications. In the spirit of such openness, I do not allow laptops or other electronic devices to be used during class time, unless otherwise specified. Bring your book and papers to class. I will give one warning about this problem. After that, any day without your book or paper will be counted as the equivalent of an absence.

**WR 121 Outcomes:**

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.

**WR 121 Course Assessments:**

You will have the opportunity to demonstrate these learning outcomes by accomplishing the following tasks:

* Three Essay Projects linked to writing exercises, collaborative/peer review workshops, and essay postscripts.
* WR 121 Final Exam: All LBCC WR121 students take a common exit final exam, an essay you will compose in response to a given topic. Your essay will be read by a team of English Instructors and holistically scored. This final essay counts 30% toward your final grade for WR121:

GENERAL IDEA OF THE GRADING BREAKDOWN:

Essay 1                         100

Essay 2                          100

Essay 3                          100

Product Reviews     100

Quizzes                         50

Peer Review 75

TOTAL                           475 points (not including final exam)

**Final Exam:** 30% of total grade in class.

Unless I have been contacted by the Office of Disability Services (ODS) on your behalf, it is LBCC English Department policy that all students, including ESOL students, will have the exact same amount of time to answer the final.

**Skills:**

* Work in teams through reading groups and peer editing workshops
* Demonstrate each of the steps in your writing process (developing, drafting, revising, and editing)
* Provide critical response to peers’ work
* Develop your responses to readings
* Focus, develop, and organize your thoughts in writing
* Evaluate your own work using commonly accepted standards for thoughtful writing
* Follow standard grammatical conventions for academic writing
* Integrate outside sources using MLA or APA standards

**Textbooks:**

* *They Say, I Say*. Graff, Birkenstein, Durst ISBN: 9780393617436. 2009. Publisher: Norton.
* *The Little Seagull Handbook*.  Bullock and Weinberg. ISBN: 9780393602647. Publisher: Norton
* A good college dictionary
* One jump drive, disc or CD for work in the computer lab, a pocket folder, and a binder for your class work

**Attendance / Participation and Time Management**

**Attendance is essential for many reasons.** In this class, we expect you to be a team player in reading responses and writing processes. Also, material is often covered in class that is not in your texts. Plan to attend every class session. **If you miss a class, you are responsible for** **getting the missed information.**

Organize and plan your time wisely. Allow at least two hours outside class for every hour spent in class. Please, do your work on time.

To ensure that your attendance is satisfactory, you will only be allowed to miss a total of **6 days** throughout the term before incurring a reduction of your final grade. Every additional missed day of class will result in a 3.33% drop in your final letter grade; for example if you miss 9 days (3 more than you are allowed), your grade will drop from a B to a C.

Tardiness is also very distracting to the classroom environment as a whole. Please come to class on time. If you are tardy more than 4 times, I will start counting every tardy as 1/3rd of an absence.

**PLEASE COMPLETE READINGS AND WRITING ASSIGNMENTS BEFORE COMING TO CLASS.**

The LBCC community is enriched by diversity of all kinds. We all share the privilege of thinking, learning, and working together in an encouraging environment. In our classroom community, we will work toward creating and enjoying a community of mutual respect, appreciation, and goodwill.

**Additional Guidelines:**

* Word-process final revised paragraphs and essays.
* An assignment is not considered “turned in” until it has been uploaded to Canvas. Emailing me an assignment does not guarantee that I will get that assignment and it does not allow me to mark-up that assignment in the same way as the other entries.
* **Do your work on time.** Our class is organized around extensive revision: therefore, your rough drafts and final papers need to be on time. **Late work is not accepted without prior written permission from me.** This means that if you need more time on an assignment, you must ask (not tell) me if you can turn that assignment in at a specific later date. Be prepared for me to say no.
* **Do your own work.** Simply put: Don’t plagiarize (using someone else’s work as your own without proper in-text citations and documentation).

**Disability Statement:**

You should meet with your instructor during the first week of class if:

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.
* If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.

**Nondiscrimination Statement:** 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.

**Campus Resources**

* **Conferences with your teacher**– Please visit with me (SSH205) early in the termand often throughout the term with interests, questions, problems, or concerns.
* **LIBRARY (**917-4638)
* **Writing Helps:** a cooperative writing service including ESOL, Writing Center, Writing and

Study Skills Labs and more.

* **Writing Center and OWL (Online Writing Lab)**

Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting!) with specific paragraph and essay assignments.

**Cell phones:**

Of course all personal technological devices should be silenced during class.  There might be times when you absolutely must be available to take a phone call.  I understand that.  If such a day arises, please sit in one of the chairs nearest the door and place your phone on vibrate.  Take your call outside the classroom.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2017 – Schedule of Assignments | | | | |
| Week | Day | Date | For Class | Due |
| 1 | T | 4/4 | Syllabus and Introductions |  |
| R | 4/6 | *TSIS*: Introduction pp 1-15 |  |
| Introduce Essay #1 – Literacy Narrative |  |
| 2 | T | 4/11 | *TSIS*: “They Say” pp. 19-29 | Grammar Quiz #1 Due |
| [“Our Top-Secret Army Base Uses Too Many Acronyms”](https://www.mcsweeneys.net/articles/our-top-secret-army-base-uses-too-many-acronyms) by Dan Caprera |
| R | 4/13 | *TSIS*: “Her Point Is” pp. 30-41 | Product Review #1 |
| [“Teaching to Learn”](http://brooklynquarterly.org/teaching-to-learn/) by Maria Kuznetsova |
| 3 | T | 4/18 | Peer Review | Essay #1 Good Draft |
| R | 4/20 | Introduce Essay #2 – Informative Essay | Essay #1 Final Draft |
| 4 | T | 4/25 | *TSIS*: “As He Himself Puts It” pp. 42-51 | Grammar Quiz #2 |
| [“How To Define Poverty? Let Us Count the Ways”](http://www.nytimes.com/2001/05/26/arts/how-to-define-poverty-let-us-count-the-ways.html) by Louis Uchitelle |
| R | 4/27 | *TSIS*: “Yes / No / Okay, But” pp. 55 - 67 | Product Review #2 |
| [“Why ESPN is so Serious About Covering Esports”](http://time.com/4241977/espn-esports/) by Matt Peckham |
| 5 | T | 5/2 | *TSIS*: “And Yet” pp. 68-77 | Grammar Quiz #3 |
| “[Former CIA Agent Reveals What It’s Really Like to Be a Spy](http://www.popularmechanics.com/military/research/a20446/former-cia-agent-ama/)” by Timothy Dahl |
| R | 5/4 | *TSIS*: “Skeptics May Object” pp. 78-91 | Product Review #3 |
| 6 | T | 5/9 | Peer Review | Essay #2 Good Draft |
| R | 5/11 | Discuss Practice Final | Essay #2 Final Draft |
| 7 | T | 5/16 | Practice Final Day #1 (bring 2 blue books) |  |
| R | 5/18 | Practice Final Day #2 |  |
| 8 | T | 5/23 | Introduce Essay #3 – Persuasive Essay | Grammar Quiz #4 |
| *TSIS*: “So What? Who Cares?” pp. 92 – 101 |
| [“The Power of Introverts”](https://www.ted.com/talks/susan_cain_the_power_of_introverts) by Susan Cain |
| R | 5/25 | *TSIS*: “What’s Motivating This Writer?” pp. 173-183 | Product Review #4 |
| “[We Train Soldiers For War. Let’s Train Them To Come Home, Too!”](https://www.ted.com/talks/hector_garcia_we_train_soldiers_for_war_let_s_train_them_to_come_home_too) by Hector Garcia |  |
| 9 | T | 5/30 | Library Day | Grammar Quiz #5 |
| R | 6/1 | Library Day | Product Review #5 |
| 10 | T | 6/6 | Peer Review | Essay #3 Good Draft |
| R | 6/8 | Questions and Comments | Essay #3 Final |
| Finals | M | 6/12 | 12-12:50 Bring 2 Blue Books |  |
| T | 6/13 | 11:30-12:20 Bring 2 Blue Books |  |