**WR 121 English Composition**

***Spring 2020***

**INSTRUCTOR:** Haley Laningham

**OFFICE HOURS:** Tuesdays and Thursdays 1-2:30pm and by appointment

**E-MAIL:**           haley.laningham@linnbenton.edu; laningh@linnbenton.edu

**CRN:** [40953](https://webrunner.linnbenton.edu/PROD/bwlkfcwl.P_FacClaList?crn=40953)

**Greeting**

**Welcome** to our writing class.  This course is designed as a lecture and discussion class in essay writing.  We’ll study critical thinking and reading strategies, and well as key hard skills, just as grammar and paragraph structure.

    Good writing is hard work and incredibly satisfying.  Good writing involves preparing, prewriting, writing, and rewriting.  **Nobody is born “good at it**.” Our aim in WR121 is to develop and master our own process of writing, of critical reading, and of critical thinking.

    I’m looking forward to working with you this term.  I will always try to be enthusiastic, honest, fair, and inspiring. Much of the subject matter may seem like review, but it is necessary to do in a classroom setting for assessment and practice for every student’s different future uses of writing.

**Course Description**: Welcome to all of you. This class covers the processes and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing.

Writing involves prewriting, writing, and rewriting.  No one gets it right the first time, neither professional writers nor students, so be patient.  The aim in Writing 121 is to master the process of writing and critical thinking as well as to lead you to claim ownership of–and take pride in–your own writing, your own ideas, your own style.  The act of writing is the key, and your efforts will improve through experience.

**LEARNING OUTCOMES**

1.     *Analyze therhetorical needs*(audiences, purpose, and subject) of a variety of academic and practical writing assignments.

2.     *Apply 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 integratehigh-quality information and opinion*in response to the rhetorical needs of an assignment.

5.     *Craft sentences and paragraphs*that communicate ideas clearly and effectively using words, sentence patterns, and writing conventions to make writing clear, credible, and persuasive.

**OBJECTIVES**

·       to write with better confidence

·       to discover, develop, and use your own best reading and writing processes

·       to do effect writing work both collaboratively and independently

·       to better organize and write a well-structured and effectively persuasive essay

·       to analyze a subject, research a topic, present an argument, and write an essay presenting your views

·       to better write under pressure

·       to more consciously write for specific audiences and specific purposes

·       to more clearly and effectively express your ideas

**ACADEMIC DISHONESTY**

Plagiarism is a type of academic dishonesty that involves the theft of another person’s idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts, such as:

1.  Obtaining a paper on the Internet and turning it in as the student’s own work; this is obviously intentional;

2.  Copying sections of another’s original document, photographs, artwork, songs/sounds, film, video images, lab project, or electronic files and putting the source material or text into one’s own work without documentation, as if it were one’s own original work;

3.  Copying a sentence, or an important exact phrase of two words or more, or a coined word (which may or may not have copyright protection) without the use of quotation marks and credit;

4.  Copying the structure of another’s argument or premise, thesis, theory, design, or composition and merely translating key parts;

5.  Using another’s results in one’s own words without giving him or her credit, failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic, sound bite or other medium.

Academic dishonesty may involve the misuse of electronic devices. Cell phones or other similar wireless electronic devices must not be used during any test, quiz or other student assessment without the prior approval of the instructor/supervising staff member.

**THE CENTER FOR ACCESSIBILITY RESOURCES**

“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 with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call (541) 917-4789.”\*In addition class, CFAR is there for so many different kinds of hardship besides documented disability, and in fact do not need doctor’s proof to work with you.

**Submitting Your Work:**

1.     Internet students: upload your work on the Moodle site using the links provided.

Use your Linn-Benton address for correspondence and submissions.  You can have this mail forwarded to other addresses if you wish.

 Submissions must be uploaded files that have a subject line with your **last** name, the **class** and days, and the **assignment** **in the subject line**. For example: **smith wr121 essay#1**.

So cite your sources properly, and do your own work.

**Class Assignments—**

1. One quiz on editing and revising college work.  The material and quiz are on the Moodle website, Week 1.
2. Three quizzes on the topics we cover.  The quizzes are on the Moodle website.
3. Three essay assignments @ 750-1200 words (100 points each). The topics are assigned and posted on the website.
	1. These essays, where appropriate, are to be formatted in the **MLA Style**

**Late Work Policy:**

We have a "no late work" policy.

* All electronic work is due by the posted due times.

Stay current and avoid the problem. If you have extenuating circumstances, talk to me about them.

Themes: We will look at three types of essay-writing this term:

* The Scholarship Application
* The Argument/Persuasion Essay

Skills: We’ll need to master the following skills in order to reach our Learning Outcomes:

* Use the MLA Style format (see your Appendix)
* Apply guidelines for evaluating rhetorical sitations
* Write a focused, organized response to material

**SCHEDULE OF EVENTS** \*\*ALL HOMEWORK DUE ONLINE BY THE **NEXT** CLASS \*\*\*

|  |  |  |
| --- | --- | --- |
| **4/6*** **course familiarization**
 | **4/8*** **Exercise 1**
 | **4/10*** **rhetorical situation**
 |
| **4/13*** **purpose**
 | **4/15*** **audience**
 | **4/17*** **genre**
 |
| **4/20*** **authorship and your identity in relation to the audience**
 | **4/22*** **exigence 1**
 | **4/24*** **exigence 2**
* **scholarship application due**
 |
| **4/27*** **reaction and critical interpretation**
* **Homework: read and respond to Source 1-data mining**
 | **4/29*** **identifying claims**
* **the existence of bias**
 | **5/1*** **beginning question formation**
* **Homework: only read Sources 3 and 4- is social media helpful, hurtful, or both**
 |
| **5/4*** **question formation part 2**
* **Source 5- an existential take on leaving social media**
 | **5/6*** **the I-Voice**
 | **5/8*** **the intro**

**Homework: your question** |
| **5/11*** **evidence— academic sources**
* **citation**
* **Homework: Assemble your evidence**
 | **5/13*** **evidence— personal experience and alternative evidence**
 | **5/15*** **conclusions**
 |
| **5/18*** **transitions reviewed in depth**
 | **5/20*** **transitions as ways of thinking about essay movement**
* **Homework: Your thesis**
 | **5/22*** **grammar studies 1**
 |
| **5/25*** **part 1: differing opinions and counterargument and how they aren’t the same**
* **Homework: Draft 1 for peer review**
 | **5/27*** **part 2: differing opinions and counterargument and how they aren’t the same**
 | **5/29*** **counterargument of exclusion of scope (campus trampoline model)**
* **Homework: Draft 2**
 |
| **6/1*** **grammar studies 2**
 | **6/3*** **peer discussion**
 | **6/5*** **essay due**
 |

|  |  |  |
| --- | --- | --- |
| **6/8*** **evidence review**
* **other choice review**
 | **6/10*** **final 1**
 | **6/12*** **final 2**
 |