**English Composition WR121 Syllabus**

# **General Information**

## **Instructor Information and Availability**

Tristan Striker

Phone number: 4574

E-mail: striket@linnbenton.edu

Office Hours: Wednesdays from 12-1 on Zoom and by appointment

Office Location: https://linnbenton.zoom.us/j/96831358343&sa=D&ust=1593017283628000&usg=AOvVaw2BMC4\_oWNEdfdUUPEJBfQP

## **Course Information**

Course name: WR 121 English Composition

Section number: 03

CRN: 20044

Number of credits: 3

### **Prerequisites:**

Placement into WR 121

## **Course Materials**

All course readings and materials will be on Moodle.

## **Course-Specific Requirements**

Your presence and a high tolerance for puns and bad jokes.

## **Course Description**

Welcome to English Composition! For many of us, this is our first encounter with college-level writing, and I am thrilled to guide us through this exciting process. Writing is a journey. Ok, I know that is a cliché, but it really is. One of the key goals for us in this class will be to explore our unique writing process. For all of us, this process involves three basic steps: prewriting (exploring, brainstorming, drafting), writing (exploring, brainstorming, drafting), and rewriting (explo…wait, this sounds familiar!). Think of writing as a wonderful, never-ending cycle of creating, testing out, recreating, revising, creating again, and eventually tearing yourself away from your writing because you must submit it. While there may not be a straightforward “process” or “method” to writing (and this is what makes it so wonderful!), there are skills and models we can use as springboards. Let’s dive in!

In terms of tangible assignments and assessments, we will be exploring three types of writing: an exploratory informative essay, a persuasive essay, and a more personal reflection. We will devote our time together exploring grammar, rhetorical strategies, and academic conversation skills to get ourselves a solid foundation upon which we can build our unique writing styles.

## **WR 121 Student Learning Outcomes**

1. *Analyze the* *rhetorical 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 integrate* *high-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.

# **Class Policies**

## **Behavior and Expectations**

We are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

### **Guidelines for communication in discussion forums:**

1. Stay focused on the conversation. Refer back to texts we are reading in class to make your points.
2. Engage ideas instead of attacking each other.
3. If we start feeling defensive, attacked, or put on the spot, we can ask ourselves why we feel that way. We can then share our feelings with the class.

## **Attendance/Tardiness Policy**

1. Attendance is measured by your presence and participation in the Zoom class meetings and the activities. It is important that you complete all of the activities and assignments each week. As long as you come to the Zoom meetings regularly and complete the activities when they are due each week, you will not have to worry about attendance.

## **Testing**

One of our writing assignments will be the final exam for this class. This exam will be administered online during finals week and will be three hours. We will also have a practice run for this final exam week 8.

## **Grading**

Here’s how the class breaks down (out of 100 points):

* Project Proposal- 20 points
* Lab Notebook- 20 points
* Argumentative-Analytical paper- 20 points
* Practice Final Exam- 10 points
* Summary, Paraphrase, and Quoting assignment- 10 points
* Discussions and Activities- 15 points (1 point each)
* Paper revisions- 5 points

**Important**: our final exam is not counted in this breakdown. The final exam is 30% of our total grade. At the end of the term, I will use a nifty calculator to factor your final exam scores into your class grade. The first three papers will be broken down into smaller parts. Each part will have us address a specific part of each assignment that connects to specific learning objective or goal. The smaller parts will add up to the overall assignment.

**Final Grade Calculation:**

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| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Performance** |
| A | 90-100% | Excellent Work |
| B | 80-89% | Good Work |
| C | 70-79% | Average Work |
| D | 60-69% | Poor Work |
| F | 0-59% | Failing Work |

**Late Assignment Policy**

Because of how short quarters are, I cannot and will not accept late papers. However, do not hesitate to contact me if you are feeling overwhelmed or something happens. It is always better to let me know than to not hand anything in.

# **College Policies**

## **LBCC Email and Course Communications**

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

## **Disability and Access Statement**

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 the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

## **Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## **Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

## **Public Safety/Campus Security/**[**Emergency Resources**](http://www.linnbenton.edu/public-safety-emergency-planning)**:**

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](http://lbccpublicsafety.mobapp.at/landing/Desktop) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

# **Campus Resources**

## **Learning Center**

This is an amazing resource. You should go here for all of your classes. For this class, you can go to the Writing Center for help with your writing assignments. I strongly encourage all of you to use this resource as much as you can. Many studies have shown that students who use the Writing Center perform better on their assignments. Did I mention that it’s free?

## **Library**

The library is your best friend. We have excellent librarians here who are trained in helping you with your research projects. You can use the library online or in person. Either way, use it! It is such a wonderful place. Why wouldn’t you want to go?

## **Me**

Seriously? Seriously. I am here for you. I want you to succeed. I am not a gatekeeper. I am not here to see whether you make the cut. I am here to do whatever I can to get you where you want to go. We are in this together, so please remember that I would LOVE to help you succeed in this class beyond our given class time. Use my office hours or let me know if there is a better time for you. We can make it work.

# **Tips for Success in This Class**

1. Hand in your assignments, even if they aren’t finished.
2. Take on the mindset that you are coming to class on time every day. Treat our class like a professional environment. However, instead of actually being in a physical class, you will sit behind a computer. In short, schedule time each week to work on this course.
3. Come to office hours or communicate with me in some other way. Do this as often as you want to. The relationships you build with your instructors here are vital to your success.
4. Make friends and build a community here! Your classmates are perhaps your most valuable resource (even more valuable than me, and that’s saying something).

# **Changes to the Syllabus**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

**Unit 1: Empirical Writing and Sentences**

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| **Week and day** | **In-Class Discussion/Activity** | **Assignments**  |
| Week 1 Day 1 | Introductions | *Read the syllabus carefully* |
| Week 1 Day 2 | Pathos, Ethos, and Logos | Summary, Paraphrase, and Quoting Exercise |
| Week 2 Day 1 | Coordinating and Subordinating SentencesPassive VoiceLast Day to Add/DropPayment Due Date |  |
| Week 2 Day 2 | How to evaluate sources | [Lab Notebook](https://docs.google.com/document/d/1jWlnpGv37FUOeJGDZqzx25N_MEMCEBKeiPLtjf1rb30/edit?usp=sharing) |
| Week 3 Day 1 | Cognitive Bias Discussion |  |
| Week 3 Day 2 | Sentence Parallelism and Variety |  |

**Unit 2: Analytical/Persuasive Writing and Paragraphs**

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| Week 4 Day 1 | Using sources in an academic paperCitation basics |  |
| Week 4 Day 2 | Crafting a great thesisActive voice | [Argumentative/Analytical Essay](https://docs.google.com/document/d/10yfw_jCReIQ4xK2Lk2I9x-ynLkXFqdmtekLloLA781o/edit?usp=sharing) |
| Week 5 Day 1 | How to write solid paragraphs |  |
| Week 5 Day 2 | Anticipating your audience |  |

**Unit 3: Writing to solve problems**

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| Week 6 Day 1 | Business and public writing |  [business email assignment](https://docs.google.com/document/d/1PwHZDcgXyHk8tsBqrwdugAJy-PUwv5tpGSHPaMhpATg/edit?usp=sharing)  |
| Week 6 Day 2 | Conciseness  | [business/project proposal assignment](https://docs.google.com/document/d/19k8XB9TEOyJD4AVAeNam02cNxxVX444iI1MA0HmzqXI/edit?usp=sharing) |

**Unit 4: Civic Writing: sharing your opinion publicly**

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| Week 7 Day 1 | What is public/civic writing? |  |
| Week 7 Day 2 | Writing on the internet |  |

**Unit 5: The Final Exam**

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| Week 8 Day 1 | In-class writing workshop | Read *Ways of Reading* introduction for next class |
| Week 8 Day 2 | Close reading |  |
| Week 9 Day 1 | Practice final exam prep |  |
| Week 9 Day 2 | Practice final exam |  |
| Week 10 Day 1 | Sample exam review |  |
| Week 10 Day 2 | Final exam prep |  |
| Final Exam | Available on Moodle  |  |