

Writing 121: English Composition
CRN 37240| T/R 11-12:20 p.m. | NSH 206
CRN 37324| T/R 1-2:20 p.m. | IA-233

Instructor: Jenn Kepka

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Office Hours: Tuesday and Thursday: 12:30-1 and 2:30-3 p.m.

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I check e-mail at least once every weekday between 8 and 5 and will respond within 24 hours. I do not check my e-mail on weekends or holidays, so there will be a longer delay in response.

This is an introductory course meant to both expand your knowledge of good essay form and your confidence in your ability to create concise, clear, and cohesive college essays. We'll look at several different forms of essays and destroy many great pieces of writing in order to learn how the heck we can do that stuff ourselves.

Please expect to do **up to 6 hours of work** outside of class each week.

COURSE OBJECTIVES: 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 that 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) that 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:

1. Transform freewriting, journaling, brainstorming, and other prewriting material into a finished piece of writing.
2. Employ writing strategies that work best for the particular writing situation.
3. Collaborate with other writers in prewriting, drafting, and revising.
4. Revise and edit their writing effectively, working independently or with peers.
5. Build confidence in their writing ability.
6. Locate research material to support their expository writing.
7. Plan, write, and revise well under pressure.

PREREQUISITE: Placement in WR121 is determined by pre-enrollment testing or by passing WR115 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 a counselor. Before entering WR121, students are assumed to have basic competence in grammar, mechanics, sentence structure and in developing related ideas in a unified, coherent paragraph and/or short essay. These skills may be reviewed in WR121, if needed.

MATERIALS: Our **required textbooks** are available for purchase (new or used) or rental in the LBCC bookstore at both centers and in Albany. The book is also available for short-term loan on reserve at the LBCC library and is available in the main campus Writing Center; they may also be available for brief use in the writing center at the satellite campuses.

- Kennedy, X.J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*. 11th Ed. New York: Bedford St. Martin's, 2012.
 - Please see me immediately if you end up with the red (10th) edition of the Bedford Reader.
- Aaron, Jane E. *LB Brief*. 4th Ed. New York: Longman, 2010.

Other Materials:

Paper and pen/pencil.

Two blue examination books.

E-mail account.

Regular (two times a week) access to a computer with a word processing program and Internet access.

ACADEMIC HONESTY POLICY: All work submitted must be your own and must be original to this class. If you copy OR paraphrase from an outside source without citation, copy

from or collaborate with a classmate on an explicitly individual assignment, ask anyone else to complete your written work for you, or recycle old work of your own to complete a new assignment, this is a violation of academic honesty. Violations of this nature and plagiarism will result in failure of the assignment and possible failure of the entire course. I will pursue every case of plagiarism to the fullest extent.

Most plagiarism and cheating occurs because a student is pushed against a deadline and turns to a quick, dishonest solution instead of being honest about his or her problem with the instructor. Please talk to me if you find yourself in such stress that cheating seems like a solution. Better we talk before this happens than we talk after it does and I've discovered the problem, at which point there's little recourse and possible failure facing you.

COMMUNICATION WITH INSTRUCTOR: Contact me immediately if you are having difficulties in class. I check and respond to my LBCC e-mail at least once a day, every weekday, and will reply to your message as soon as I am able. I check my LBCC voice mail only during office hours, but I will also reply to messages left there as soon as I can. I want to hear from you as soon as you have any trouble!

When writing an e-mail to any instructor, please include your name and the time/days of your class. Messages sent without a signature and with text such as "wht up in class this wk" most likely won't receive a response; in addition, messages without text that are sent with attachments will most likely end up in my spam filter.

Please remember, when you're writing your message, that you're dealing with a Class 9 Grammar Nerd. Punctuation, even when used incorrectly, is greatly appreciated; capitalization is not an option.

TECHNOLOGY and MOODLE: This class will make extensive use of word processing programs and some Internet research resources. In addition, I will communicate with the class via e-mail and Moodle, and I may require response or submission via these media. Familiarity with and access to a reliable e-mail address and the Internet is required to succeed in this class.

Knowledge of a word processing program is required for success in this class. Microsoft Word is the supported word processing program at LBCC, and you may use it at any of the library or lab computers. If using a word processor may be a challenge, consider taking one of LBCC's five-week Business Technology courses before or while enrolled in Writing 121.

GRADING: Grades are as follows: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59
Your overall grade will be based *mostly upon your writing and writing process*. It will follow this approximate breakdown:

Attendance/Participation: ~10%
Reading Presentation: ~10%
Reading Quizzes: ~10%
Final Exam: 10%

Essay 1: ~15%
Essay 2: ~20%
Essay 3: ~25%

THREE ESSAYS will be assigned during the term. The guidelines for each will be distributed either via Moodle, my instructor web site, or in class. Rough breakdowns of expectations are as follows:

- Essay 1: Personal Essay. Length: 3-5 Pages. Due: Week 3 & 4
- Essay 2: Comparison Essay. Length: 4-6 Pages. Due: Week 6 & 7
- Essay 3: Argumentative Essay. Length: 4-7 pages. Due: Week 9 & 10.

Essay grades can/will include not only the graded final draft but also the accompanying class work: in-class pre-writing, peer-editing, and other exercises may be used and graded as a part of each essay cycle. **It is not enough to turn in a single, polished final draft.** Failure to participate in all parts of the essay cycle may result in a below passing grade.

THE FINAL EXAM will take place on Tuesday of finals week and will include an examination over research methods and MLA style. We will discuss the time and date in class.

READING PRESENTATION: During the first week of class, you'll be asked to sign up for a day and piece to present to the class. In combination with any classmates who might also sign up for this piece, you'll be asked to lead a 15-20 minute discussion of a short essay that we read in class. Further instructions will be handed out on the first day.

READING QUIZZES: One quiz will be given every week over the readings, including assigned chapters and short essays. Quizzes may not be retaken or made up. If you're absent on the day a quiz is given, you will receive a 0.

I will return all assignments one week after their submission; if this becomes impossible for any reason (for instance: I am eaten by a bear), I will let you know in advance. Any changes in assignments, due dates, class meeting schedule, etc., will be announced via e-mail, in addition to being announced in class (when possible). Please make sure that you either regularly check or have forwarded your @mail.linnbenton.edu e-mail address to an address you use.

FORMATTING: All assignments must be typed and submitted using MLA format. An example of this appears in both of your textbooks: *LB Brief* page 483; *Bedford Reader*, end of Chapter 3.

Rough drafts are unacceptable for classroom submission. The paper should be at its best before you present it to your peers or your instructor. I will discuss papers and assignments before their due date, in class.

LATE WORK: Late papers and assignments receive an automatic one-letter grade deduction. No assignments will be accepted after one week. **Computer failure is never an excuse for a late paper.** Plan ahead and save often. If you are in many classes with written assignments, please consider investing in an off-site backup program (like Dropbox.com, which allows 1GB of free space online, or Mozy.com, which allows electronic back-ups under 2GB for free) that will protect your work against crashes, viruses, fire, and theft. I have sympathy for many things; computer trouble (and by extension, printer trouble) is not one of them.

ATTENDANCE AND PARTICIPATION: Your attendance and participation in our class is vital not only to your own learning but to that of your classmates, who will benefit from your input. In-class work, including quizzes and peer editing, that you miss while absent **cannot be made up**. Those students who do not bring a complete draft to peer editing days may be asked to make better use of their time by completing their paper in the library, writing center, or computer lab during our class time.

Assuming you have not been eaten by a bear, you should be in class. If the bear takes the form of the H1N1 virus, please don't come to class, but do bring a doctor's note to regain credit for missed work. I *will* require written documentation of illness or injury.

When you have missed class, it is up to you to obtain the notes and assignments handed out that day. Work due must be submitted at the beginning of class to be counted "on time." I will not automatically accept e-mailed assignments.

AMERICANS WITH DISABILITIES ACT: If you require assistance due to a disability, please see me within the first week of class to arrange for accommodations that would be necessary or helpful.

WRITING CENTER: From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. You may also submit your work online at <http://lbcc.writingcenteronline.net> where you will receive a response within 2 business days. For more information, visit www.linnbenton.edu/go/learning-center/writing-help

LBCC COMPREHENSIVE STATEMENT OF NON-DISCRIMINATION: 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. (For further information <http://po.linnbenton.edu/BPsandARs/>) Board Policy P1015