WR121 English Composition

Instructor: Debbie Killingsworth

Office: SSH 205

Office Hours: M/W/F: 10:00 - 11:00

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**Course Info:**

CRN: 30029/32424 (WR 121-04/AL4)

Time: MWF 11:00-11:50 am

Location: NSH 107

**Final Exams (Required):**

Monday, March 18 @ 12 – 12:50 and Tuesday, March 19 @ 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.

**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
4. rhetorical needs of an assignment.
5. Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.
6. 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:**

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.

Along with this final exam, you will have the following types of assignments:

Discussion Starters (6 x 10) …………………………………………………...60

Rough drafts (9 x 20)........................................................................................180

Presentations (2 x 50)........................................................................................100

Formal written work (3 x 100)...........................................................................300

Total (excluding Final):......................................................................................640

**Textbooks / Required Material:**

1. *The Little Seagull Handbook*. 3e. 2017. Bullock and Weinberg. ISBN: 9780393602647. Publisher: Norton
2. Access to the Linn-Benton library website
3. Access to Canvas

**Accessing Canvas:**

Canvas is the learning management system (LMS) for this class. It is the storage space for all assignment information and the space where you will upload your assignments. No assignment will be officially turned in unless it has been uploaded to Canvas.

While Canvas is a wonderful tool, it can also have some quirks. Canvas is notorious for getting times wrong by an hour or so. For instance, your cell phone or watch might say that it is 2pm, but Canvas might say it 1pm or 3pm. Therefore, *all assignments should be uploaded to Canvas before class on the day that it is due.* Please do not worry if you time stamp says something wrong. I am aware of Canvas’s problem and adjust accordingly.

If you do not already have a Canvas login from another class here at Linn-Benton, please go to this address :

<https://canvas.instructure.com/enroll/K6K8B8>

If you already have a Canvas login from another class here at Linn-Benton (not i-Learn), please go to this address:

<https://canvas.instructure.com/register> and use the code: K6K8B8

**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.

*Tardiness* is also very distracting to the classroom environment as a whole. Please come to class

on time.

**Emailing your instructor:**

I do not guarantee a timely answer to student emails. As a teacher, I enjoy discussing topics with students, but I find in-person conversations to be much more efficient and effective. If you have questions about assignments or problems you need assistance with, please ask your questions in class or come to my office hours so that we can talk face-to-face.

**Classroom behavior:**

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.

**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. While laptops, tablets, or phones, are often necessary in class, please understand that these objects can create physical barriers between people. In order to be open to one another, please remember that the majority of class time should focus on human interaction.

**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.

**Grades and commentary:**

Some work that you do in class is a tool for you to get your creative minds working for a more efficient class time, like “Discussion Starters”. I value these assignments as your labor, but I am not necessarily looking for a correct answer as much as I am looking for thoughtfulness. That being said, I often do not comment on your thought processes at work because those are yours and are, by nature, fluid.

Other assignments, like presentations or papers, need commentary from me to help you fix a mistake (grammar/syntax) or to help you focus on specific locations of your writing for expansion or perspective. I attempt to limit my comments to reasonable and manageable amounts for you to reflect upon and grow with. For this reason, I will return your papers and presentation comments back to you within a week of receiving them.

*Presentations:*

In this class, you will do 2 different types of presentations - 1 voice recording and 1 “speech”. I understand that some people have anxiety about speaking in front of people, doing so is a part of the working world for most of us. Please see me with concerns. As far as grading, I value this work because it stems from and depends on writing. It will be a very decent portion of your grade.

*Formal written work:*

This is a writing class, so your writing will carry the bulk of your grade. It should follow MLA formatting and be your best work. Do not be afraid to show your own voice within your work. Cultivating style will serve you well regardless of the genre of writing you need to do.

*Warnings:*

If you turn in a late assignment (only with my permission), I will not comment on your work. It will also become a lower priority than other upcoming assignments.

If you receive a grade lower than a C (70%), you may redo that assignment within a week of receiving it from me. You may or may not receive a higher grade.

If you turn in a piece of writing that does not meet the assigned length, has too many grammar mistakes, or does not properly cite sources (MLA), I will give that work a grade of 0 and ask you to redo. It will then be considered late.

Plagiarism:

Taking ideas or words from someone else and using those as your own is plagiarism, which is unethical. Please cite all work that is not your according to MLA so that you are not plagiarizing. Any intentional or unintentional plagiarizing will earn an F.

**Accessability:**

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.

Disability Statement:

1. You should meet with your instructor during the first week of class if:
2. You have a documented disability and need accommodations,
3. Your instructor needs to know medical information about you, or
4. 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:**

1. Conferences with your teacher– Please visit with me (SSH205) early in the term and often throughout the term with interests, questions, problems, or concerns.
2. LIBRARY (917-4638)
3. Writing Helps: a cooperative writing service including ESOL, Writing Center, Writing and Study Skills Labs and more.
4. Writing Center and OWL (Online Writing Lab)
5. Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting!) with specific paragraph and essay assignments.

APPROXIMATE WEEKLY SCHEDULE & THEMES:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Day | Date | Prepare before Class | Do before coming to class | Turn In (EOD) |
| 1 | M | 1/7 | Syllabus, Introductions |  |  |
| W | 1/9 | Introduce the Narrative Essay / Story Hour presentations / Discuss the podcast: Holiday Game Plan / Narrative parts: beginning, middle, and end | -Listen to Holiday Game Plan  -Discussion starter: Holiday Gameplan |  |
| F | 1/11 | Discuss the podcast: Travel Tales / Get in groups: choose themes / Narrative parts: stakeholders | -Listen to Travel Tales  -Discussion starter: Travel Tales |  |
| 2 | M | 1/14 | Bring a rough draft of your narrative / Narrative parts: details, details, details | Rough draft |  |
| W | 1/16 | Workshop your narrative recordings / Narrative parts: Writing it down | Rough draft | In-Narrative Script Due |
| F | 1/18 | Moth Hour #1 - Group 1, 2 | Recording due |  |
| 3 | M | 1/21 | No class - MLK Birthday! |  |  |
| W | 1/23 | Moth Hour #2 - Group 3, 4 | Recording due |  |
| F | 1/25 | Moth Hour #3 - Group 5, 6 | Recording due |  |
| 4 | M | 1/28 | Introduce the persuasive paper: Convince me!  Discuss persuasion as a concept and as a goal. Get topics and positions. | -Listen: The Persuasion Code Part 1  -Discussion starter “Persuasion Code Part 1” |  |
| W | 1/30 | Get Trial by jury: sharing evidence, but not stories | Persuasive piece TBD |  |
| F | 2/1 | Persuasion by words, pictures, sound | Persuasive piece TBD |  |
| 5 | M | 2/4 | Looking for evidence |  | Get back narrative script with comments |
| W | 2/6 | Looking for evidence |  |  |
| F | 2/8 | Workshop |  |  |
| 6 | M | 2/11 | Peer Review | Rough draft |  |
| W | 2/13 | Peer Review | Rough draft |  |
| F | 2/15 | Peer Review | Rough draft | Information paper due |
| 7 | M | 2/18 | No class - President’s day!! |  |  |
| W | 2/20 | Practice Final |  |  |
| F | 2/22 | Practice Final |  |  |
| 8 | M | 2/25 | Introduce Informative Paper: The History of….  Get topics | -Listen to “The Women Who Lost Everything”  -Discussion Starter for “The Women” |  |
| W | 2/27 | Informative: objective but not heartless | -Informative TBD |  |
| F | 3/1 | Informative: multi-modal the better | Informative TBD |  |
| 9 | M | 3/4 | Structure | Informative TBD |  |
| W | 3/6 | Workshop Informative | Rough Draft |  |
| F | 3/8 | Peer review: Informative | Rough Draft | TedTalk script |
| 10 | M | 3/11 | TedTalk groups 1,2 |  |  |
| W | 3/13 | TedTalk groups 3,4 |  |  |
| F | 3/15 | TedTalk groups 5,6 |  |  |
| Final | M | 3/18 | Final Day #1 12:00-12:50 |  |  |
| W | 3/19 | Final Day #2 11:30-12:20 |  |  |