

ENGLISH COMPOSITION

Linn Benton Community College

Syllabus

Strong Writing Skills are the Mark of an Educated and Competent Person

English Composition is one of the most important courses you will take in college. The skills and principles you learn will lay the foundation for impressions you will leave professionally and personally for the rest of your life.

The primary focus of writing is to help students build the skills necessary to write effectively. You will learn to master the strategies that are effective in clear expository writing.

Assignments are designed to be relevant to your present life and career goals. You will gain considerable practice writing both in-class and out-of-class assignments working both individually and groups. Your active participation in in-class edits and collaborative assignments are essential.

Instructor: Diane Tedrow

Office: North Santiam 113

Office Hours: _____

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YOU WILL NEED:

The Bedford Reader

Two Exam Blue Books

The activities and readings used in the course will assist and reinforce your learning, enhance your academic performance, and enrich your social interactions.

Welcome to English Composition.

“I admire anyone who has the guts to write anything at all.”

-E.B. White

LEARNING OUTCOMES HELP TO KEEP YOU FOCUSED ON YOUR GOAL

This course is designed to help you express your ideas clearly, logically, confidently, by improving your skills in the following areas.

1. Critical thinking, including in reading, audience analysis, selection of purpose and strategy, and collection and citation of information.
2. The Writing Process: steps in prewriting, writing, revision.
3. Organization.
4. Developing ideas (constructing a thesis supporting the thesis developing paragraphs with specific and concrete details).
5. Diction, voice, and style.
6. Reinforcement of syntax, grammar, mechanics.
7. Becoming an effective communicator of plain, clear writing.

MAKING THE GRADE
COURSE REQUIREMENTS AND
GRADING POLICY

Your final grade in Writing 121 is based on two parts. Seventy percent of the course grade is carried in your class work. Thirty percent of your final grade is based on a two-day English Department final exam given to all writing 121 students at LBCC.

CLASSROOM ASSIGNMENTS

build the bulk of your grade and prepare you to do well on the final.

Each classroom essay carries equal weight toward the classroom grade. To engage all writers with the reality of the writing process and to promote opportunities for improvement, emphasis will be placed on revision and options to revise for additional points (often resulting in a higher letter grade). All students will be given encouragement and suggestions to help improve their essays. Students may choose to seek additional assistance during office hours, during in-class workshops and edits, or at The Writing Center, located in Willamette Hall.

Grading Standards

In evaluation of student's classroom writing, the following are used as criteria:

1. An identifiable thesis sentence.
2. An identifiable general method of development.
3. Well-developed, logically organized paragraphs.
4. Well related to the intended reading audience.
5. Clear, correct, and appropriate diction.
6. Correctly constructed and punctuated sentences.*

Late papers will lose points. No late essays will be accepted after week 7. In order to receive full credit on in-class writings, you must use full writing workshop class time.

Incomplete course grades will be awarded at my option when, for reasons such as hospitalization, you have not fulfilled the tasks listed by the final day of class. Eighty percent of the term's work must be completed to qualify and a signed agreement must be filed with the department.

	A	?	C	
?		B		?
Grade –				
Essays	– 50%			
Reading responses, in-class free-writes, miscellaneous assignments, edits	-- 20%			
Final Exam	– 30%			

* Assignments must be free of the following deficiencies:				
<ol style="list-style-type: none"> 1) Sentence fragments. 2) Comma splices/Run-on sentences 3) Errors in punctuation 4) Errors in subject/verb agreement 5) Errors in pronoun/antecedent agreement 6) Misplaced or dangling modifiers 7) Significant errors in spelling 				

Writing 121 Assignment Instructions

In-Class Free-writes

We will free-write usually during the first 5-10 minutes of most classes. Some will be focused free-writes, on given topics; others will be on a subject of your choice. If you are ever unable to respond to a given topic, you may free-write on whatever topic you wish. If you do not finish a free-write during the class time, you may complete it later **if you were in class and in progress writing it on the day it was assigned.**

Free-writing is a great way to “warm up” for writing and thinking of ideas to write about. Many free-writes can be developed into later paper subjects for this or other classes. You can relax with respect to spelling, punctuation, sentence structure, etc., since these matters will not be evaluated in any free-written work. (approx. 10-15 free-writes). (10 points per free-write)

Reading Responses (Out of Class/Self-Directed)

Select one reading of your choice from the textbook each week, beginning with Week 1. Write a thoughtful, one-page, typed analytical response to your selection. Base your reading selections on what topics catch your interest. Complete **six** responses for the term. (20 points per response)

In-Class Responses, Group Assignments, and Peer Edits

We will include a series of in and out of class assignments which complement the writing process. Instructions will be given in class. (Points assigned per assignment.)

Major Essay Grade Descriptions * **

A An Outstanding Grade. This student’s writing would include all of the grading standards and, in addition, would demonstrate originality of thought and sophistication of style. (90-100)

B Above Average. This student’s writing would demonstrate the achievement of the grading standards criteria with no more than minimal errors and would include a thesis which is not only clear but significant. (80-89)

C The Average Grade. This student’s writing should include all the grading standards criteria with only occasional deviations from major grammatical conventions. Certain strengths may compensate for other weaknesses. (70-79)

R/R Revise and Resubmit. The work is in progress. In some cases the work has significant difficulties and needs additional work.

The Revision Procedure – A Window of Opportunity (R/R)

1. Revisions are designed to be self-paced. Some students may submit a revision by the next class. Others may need to return revisions within two weeks of the original work.
2. Word-process any revisions.
3. Submit the first copy and checklist stapled to the back of the revision.
4. Remember: the sooner you revise and resubmit, the sooner you can see how your grade is forming.

**Plagiarism—any works that are plagiarized will receive a failing grade.

Tentative Course Outline

(Subject to Change—refer to daily sign-in sheet for specific due dates.)

- Week 1: Course introduction. Goal Setting. Prewriting phase. Step 1: Choosing a topic. Begin **Reading Responses** from *The Bedford Reader*.
- Week 2: How to write with specifics/concrete writing. How to write the Descriptive/Definition. (Collaborative writing). Step 2: Focusing the topic.
- Week 3: Types of Essays. Range of formality /style/tone/voice. Begin reading response submissions. **Descriptive/Definition Collaborative Essay due.**
- Week 4: How to write the Narrative essay. Step 3: Thesis sentence. Preliminary work for the Contrast Essay/How to write the Contrast Essay. **Narrative Essay due.**
- Week 5: Step 4: Gathering support material. Paragraph development. Analysis and synthesis. Writing under pressure. In-text citations and works cited. **Revised Group Papers due (Des/Def).**
- Week 6: Step 5: Organizing the essay. How to write the Process Paper. **Contrast Essay due (based on interview/research).** In class edit.
- Week 7: **Process Essay in class.** In class edit. How to write a Cause/Effect Essay. **Revised Narrative Essays due.** Step 6: Write the essay.
- Week 8: Step 7: Revision techniques. Titles. **Cause/Effect Essay in class.** In class edit. **Complete Reading Responses;** continue to submit them. **Revised Contrast Essays due.**
- Week 9: Diction. Stylistic sentence techniques. Submit any remaining Reading Responses. **Revised Process Essays due.**
- Week 10: **Revised Cause/Effect Essays are due.** Preparation for final exam.
- Week 11: **Final Writing 121 Department Exam: Monday Noon--12:55 and Tuesday 11:30--12:25. You must attend both days.** More details will follow.

**Students who may need accommodations due to a documented disability who have medical information which the instructor should know or who need special arrangements in an emergency should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services 917-4784.*

LBCC Non-discrimination policy

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 Non-applicable federal, state, or local laws. (For further information : Nondiscrimination and Nonharassment Policy.pdf)