**WR 121 (**04 and AL4 **) English Composition WINTER TERM 2023**

**Donna Trask (“Mrs. T”) Office: SSH 215 (by appointment)** traskd@linnbenton.edu

***CRN 30029 (WR 121 04)* and *CRN 32424 (WR 121 AL4)* 4 credits meet together in NSH 107 MW 1:00-2:50pm**

*As students will access assigned articles* ONLINE, *we have* **NO TEXTBOOK.** ***Required materials*:** The Fourth Edition of W. W. Norton’s ***The Little Seagull Handbook***. (*Recommended:* Merriam-Webster’s*Everyday Language Reference Set.)*

**WR 121** is the first term of a three-term sequence in composition, which “Focuses on college-level expository writing and critical thinking. Improves fluency with elements such as thesis, support, organization, basic research/citation and conventions of language. Uses processes such as critical reading, prewriting, drafting, peer feedback, revision, editing, and reflection. Asks students to employ these elements and processes while considering the audience, purpose, and genre of a given writing task. Requires 3000-3500 words (about 10 pages) **[*20 pages double-spaced*]** of revised, final draft copy each term, or an appropriate multimodal analog for this amount of text.”

**The primary objective of this course is to strengthen your proficiency in college-level expository writing.**

Over the course of the term, each of you will write **four brief essays**, increasing in length from ***two pages*** *minimum* ***to eight pages*** *minimum*. Plan to schedule time with the Writing Center for reviews of all your essays. You will also produce **two collaborative reports** with your writing team, and each report will require research and proper **MLA** documentation.

I suggest you ***anticipate investing*** ***nine to twelve*** ***hours per week*** preparing for and completing the assignments for this class. The more effort you put into your work, the more strength and confidence you will gain, *because the quality of your work will improve*.

Always **read *ahead* in the** **Class Calendar** to be prepared for the next assignment.

***Expect to work hard, and you will accomplish much!***

**Academic Decorum Statement:**

The English Department expects class to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with ***clarity and tact***. These same standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

**RESOURCES:**

**The LBCC Library :** You can easily navigate from the LBCC homepage to the Library homepage by going to Quick Links in the upper right corner of the screen and clicking on *Library*. The site posts library hours, an online catalogue, **over 75 research databases** (Academic Search Premier, Opposing Viewpoints, etc.), several digital magazines, an interlibrary loan service and a Student HelpDesk, just to name a few of the benefits provided by our *excellent* Library.

**The Writing Center:** While enrolled in WR 121, you will need to have your rough drafts reviewed by the Writing Center. Here is their link:

[www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center)

As you will be doing **research** to support your essays, please note that **WIKIPEDIA** **IS NOT YET CONSIDERED A PROPER ACADEMIC SOURCE,** soyou should ***ALWAYS refer to the ORIGINAL sources*** if you pursue a topic found on Wikipedia.

**\*\*\*POLICY ON LATE WORK:\*\*\***

***Work is to be submitted on the day it is due.***

Our class standards reflect workplace standards: **a due date is a deadline**, and you don’t miss deadlines at work without informing your supervisor of your progress. If circumstances are working against you, *please make arrangements for an extension* ***prior*** *to the DUE DATE*.

**Unless** you make **suitable arrangements** with me by discussing your challenge,LATE WORK WILL NOT RECEIVE CREDITif it is presented **MORE THAN ONE CLASS DAY AFTER** the due date: **It will receive a *ZERO.***

**Submitting Assignments:**

All **essays, summaries, and reports** will be submitted to me in classand must follow **proper MLA format**: your work should be ***double-spaced****,* printed in **12-point** ***san serif*** ***font*** *such as* ***this*** *(Verdana),* feature ***one-inch margins and numbered pages****,* andemploy ***MLA*** *documentation* where needed.

In the ***UPPER LEFT******CORNER*** **of the** ***first page*** (but *no other page*) of the final draft, be sure **your name, your instructor’s name,** **the course title and meeting time,** and **the due date** are all listed in a column, just as if it were the front page of *business correspondence*. The **title** of your paper should directly follow, and it must have *center**alignment* on the page. Please keep an electronic copy of every paper you submit.

**Criteria for Grading:**

Half of your grade on each writing assignment will be a reflection of the quality and organization of your ideas, the clarity and conciseness of your writing, the appropriateness of your tone and format, the quality and effectiveness of your proofreading, and *the level of your adherence to the assignment guidelines;* the other half of your grade will depend upon your correct use of standard American grammar, syntax, spelling, punctuation, and academic vocabulary.

**Successful completion** of this course means that you have demonstrated the following outcomes:

You can “1. Anticipate and identify the needs of your audience in a variety of academic writing situations; 2. Use rhetorical elements (such as thesis, introduction, development and support, rebuttal, narration, and conclusion) to organize and clarify your writing; 3. Practice foundational research methods by finding, evaluating, incorporating, and properly citing appropriate sources; [and] 4. Write in clear, effective language.”

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**For concerns or inquiries regarding disability accessibility and accommodations:**
Contact: Carol Raymundo, Director of Center for Accessibility Resources
RCH-101, Albany Campus, Albany, OR 97321
(541) 917-4789
raymundo@linnbenton.edu

**For concerns or complaints about the College or an LBCC staff member:**Contact: Scott Rolen, Director of Human Resource Development and Support and Title IX Coordinator
CC-108, Albany Campus, Albany, OR 97321
(541) 917-4425
rolens@linnbenton.edu

**For concerns or complaints about a student:**Contact: Jill Childress, Manager for Student Conduct and Retention and Title IX Coordinator
WH-215, Albany Campus, Albany, OR 97321
(541) 917-4806
childrj@linnbenton.edu

**Request for Special Needs or Accommodations**Direct questions about or requests for accommodations to the Center for Accessibility Resources, 541-917-4789 or cfar@linnbenton.edu at least three business days in advance for special events and as soon as possible for classroom or other emerging requests. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

 **WR 121 04/AL4 CLASS CALENDAR Winter Term 2023**

***WEEK ONE:*** *January 9 - 15*

Welcome! Your first assignment is to *thoroughly read the syllabus* and take *a virtual tour of the Writing Center before Wednesday.*

**Writing Assignments/Homework :**

 Draft *a five-paragraph explanation* , due Wednesday, Week Two (Jan. 18) of what you *like* about your writing and what you *plan to accomplish* in this course. (500 points)

***WEEK TWO:*** *January* *16 - 22*

*FIVE-PARAGRAPH EXPLANATION DUE WEDNESDAY*

To eliminate the need for quizzes, you will summarize the assigned readings and I will be evaluating you for accurate observations / logical conclusions. Your first readings are: ***Personal Narratives****, The Little Seagull,* pp.80-82, and ***Integrating Sources and Avoiding Plagiarism****, The Little Seagull,* pp.138-149*.* Submit these summaries on Monday, Week Three (Jan. 23). (200 points)

**Writing Assignment: ESSAY #1: Narration and Description:**

For this two-page essay, you will be writing a personal narrative to illustrate *what you learned* from an impressive and insightful **incident** in your own life. You will not be required to gather any outside sources for this essay, but it must be formatted according to MLA guidelines. The rough draft must be reviewed in the Writing Center by this Thursday (Jan. 19); the final draft is due next Wednesday (Jan. 25). (1000 points)

To prepare to work with your writing team next week, read online the essay **“The World of Doublespeak”** by William Lutz, and *take notes.*

***WEEK THREE:***  *January 23 - 29*

*ESSAY #1 DUE WEDNESDAY*

**Activities/Writing Assignment:**  Considering William Lutz.

In your writing team, discuss your own experiences with the problems of **“doublespeak”**. Write a group report of your team’s opinions and *their recommendations for ways we all can improve communication.* The final draft from each team is due Monday, Week Four (Jan. 30). (1000 points)

Read and summarize ***Arguments***, *The Little Seagull,* pp.53-58, to prepare for next week’s Research Workshops. Summary due Monday, Week Four (Jan. 30). (200 points)

 ***WEEK FOUR:*** *January 30 – February 5*

*TEAM REPORTS AND READING SUMMARIES DUE MONDAY*

*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Research Workshops all this week\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**

This week, we begin work on the final paper for this course, **ESSAY #4: Persuasion.** In this essay, *due March 13,* you will present your argument about an issue of your choice and persuade the audience to accept your perspective. You will need at least four academic sources, and must document them according to MLA style. [Read and summarize ***MLA Style****, The Little Seagull,* pp.150-200. This summary is due Monday, Week Five (Feb. 6)] The essay must be a minimum of eight (8) content pages, followed by an alphabetized Works Cited page. While no topics are forbidden, you must substantiate your position by using *vetted sources*, and removing all fallacies in logic.

**HOMEWORK due this Wednesday:** your ***initial thesis*** , governed by the considerations discussed in ***Arguments*** *(Little Seagull).* (1500 points)

For next week, read and summarize ***Comparing and Contrasting****, The Little Seagull,* pp. 30 – 32. Summary due Monday, Week Five (Feb. 6). Read online both of these articles, and take notes: **“The Designer Player”** by Rodrigo Villagomez, and **“Too Much Pressure”** by Colleen Wenke.

Arrange an appointment for next week with someone in the Writing Center to review your rough draft of Essay #2 by Thursday of Week Five (Feb. 9).

***WEEK FIVE:*** *February 6 - 12*

With your writing team, discuss the implications of *the obsession with* **“perfection”**, and some *common societal consequences* that such an obsession produces. Take notes during the discussion to help you draft **ESSAY #2, Comparison and Contrast.** In this four-page essay, each of you will *set the two readings side by side*, compare them, and then contrast them. You will be expected to ***document quotations*** *within your essay*, using MLA style. Rough drafts must be reviewed in the Writing Center by this Thursday. Final draft is due Monday, Week Six (Feb. 13). (2000 points)

**A Note on your Research Folder:**  Because I need to see that you are *making progress on Essay #4*, please bring your Research Folder to class next Wednesday (Feb. 15). (1000 points)

***WEEK SIX:***  *February 13 - 19*

*ESSAY #2 DUE MONDAY; Research Folders to be checked on Wednesday*

**Writing Assignment:** Work with your writing team, and use your dictionaries and thesauruses to prepare a five-page team report citing examples of denotation and connotation for *each* of the following words: *bias, conservative, cool, green* and *liberal.* Divide the list so that each word is covered. Finished reports must have in-text citation of all sources, using MLA style. Remember to *(put your name in parentheses at the end of your section)* in order to receive credit for your contribution. The final draft of the team report is due this Wednesday (Feb. 15), and we will begin the six-page ***Essay #3, Analysis***: we will be analyzing the problems with stereotypes.

**For next week**: Read and summarize ***Rhetorical Analyses***, *The Little Seagull,* pp. 63 – 71. Summary due Monday, Week Seven (Feb. 20) (200 points). **Read online** *“Race Relations and Law Enforcement/Imprimis”* by Jason Riley; *“The Most Common Stereotypes About Student Athletes, Debunked”* by Dakota Buhler; and *“The Fallacy and Danger of Mommy Stereotypes”* by Rebecca Hill. *Arrange an appointment for next week* for someone in the Writing Center to review your rough draft of Essay #3 by next Thursday (Feb. 23).

***WEEK SEVEN:***  *February 20 - 26*

*SUMMARY DUE: Rhetorical Analyses*

**Activities/Writing Assignment:** With your team, discuss what we lose when stereotypes put on humans are allowed to stand as “truth”, and *take notes* that you can use in drafting Essay #3. When composing your paper, after you have personally evaluated each of the three articles assigned for this essay, define “stereotype”, explain *why* there are dangers and losses suffered when stereotypes are believed, and *offer your solution for the problem*. Rough drafts should be ready for Writing Center review by this Thursday (Feb. 23), and the final drafts are due Monday, Week Eight (Feb. 27). (2500 points)

***WEEK EIGHT:*** *February 27 – March 5*

*ESSAY #3 DUE MONDAY*

***RESEARCH all this week***

*Revised thesis statement is due this Wednesday (March 1) (1500 points)*

Open time for working on **ESSAY #4, Persuasion.** Remember your finished project will need to include a total of *three* reviews: your own critique, and two reviews from the Writing Center. To stay on schedule, your first rough draft of Essay #4 should be reviewed in the Writing Center by this Friday (March 3). After you receive the first review, edit and rewrite the draft to reflect suggestions you agree with, and submit the Revised Draft for the second review by Wednesday of Week Nine (March 8).

***WEEK NINE:*** *March 6 - 12*

Open time for working on ESSAY #4.

Prepare your ***Critique of the Research Experience*** and remember to place it your folder as first after the Project Prep Checklist. Please describe your personal experience researching Essay #4, and offer useful suggestions to enhance the experience for the next group of students. (1500 points)

Essay #4 is due Monday, Week Ten (March 13) (2500 points).

***WEEK TEN:***  *March 13 - 19*

*ESSAY #4: RESEARCH, DUE* ***MONDAY***

**Class Activities:**  We will prepare for **next week’s final exam**by analyzing the article on which the exam questions will be based.

***WEEK ELEVEN:*** *March 20 and 21*

**FINALS WEEK!** The online link to the final will be given out in Week Ten.

***The exam will run online from Monday, March 20 at 9:00am until Tuesday, March 21 at 11:59pm*** *(One minute before midnight)*

You will each select a three-hour block of time in which to complete your exam. Be sure to select a time when you can sit through that period without needing to take a break, as the time CANNOT be paused once it has started.

Grades will be posted by the end of this week.

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**Names** and **e-mail addresses** of your **Writing Team**: