

WR 115 Intro to College Writing/ALP

WINTER TERM 2020

Donna Trask ("Mrs. T")

Office: SSH 215, MWF 10:00-10:50am

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MWF 12:00-12:50pm

meets in NSH-110

Required textbook:

"THEY SAY / I SAY" *The Moves That Matter in Academic Writing*
Fourth Edition. Gerald Graff and Cathy Birkenstein. New York. W.W. Norton
& Company, Inc. 2018.

Required materials: W.W. Norton's ***The Little Seagull Handbook***,
your own **LBCC Go-Print account**, and a **folder with pockets** for
submitting your assignments.

*[I also strongly recommend you go to our campus Bookstore and purchase
Merriam-Webster's **Everyday Language Reference Set**. It contains a
dictionary, a thesaurus, and a vocabulary builder. You will find it truly
valuable in improving your academic skills sets.]*

WR 115/ALP is a preparatory course focused on strengthening your correct
use of standard American grammar, syntax, punctuation, spelling, academic
vocabulary, and the writing of good summaries and responses. Assignments
in this class are drawn from the WR 121/ALP syllabus, and will be enhanced
by our readings from *They Say/I Say* and *The Little Seagull Handbook*.

Attendance is key to your success, because we will be working on the
essays assigned in the previous hour, and I will be working with each of you
individually to maximize the effect of this arrangement. I encourage you to
anticipate investing nine to ten 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 both Class Calendars** so
you are prepared for each class meeting.

Expect to work hard, and you will accomplish much!

Submitting Assignments:

All **assignments** must be submitted in a **folder which bears your name**.

All required papers **must be typed** and must follow **proper MLA format**: your work should be **double-spaced**, printed in 12-point Times New Roman or **other equally-legible font (this is 12-point Verdana)**, feature **one-inch margins and numbered pages**, and employ **MLA documentation**.

Make sure **your name**, the **instructor's name**, the **course title and meeting time**, and **the date** all appear in the **UPPER LEFT CORNER** of the **first page** of the final draft, much as if it were the front page of business correspondence. The **title** should directly follow, and it must have **center** alignment. Please keep **an electronic copy** of every paper you submit.

Criteria for Grading:

Assignments earn points on the following: 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.

You will mark **attendance** daily. If you are **absent** due to an illness, or an appointment, or a verifiable emergency, **it is your responsibility to find out what you are missing and to get notes from your writing team**.

POLICY ON LATE WORK:

Work is to be submitted the day it is due.

Our classroom 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 talk to me about an extension prior to the DUE DATE.**

Unless SUITABLE ARRANGEMENTS are made,

LATE WORK WILL NOT RECEIVE CREDIT

if it is presented **MORE THAN ONE CLASS DAY** after the due date:

It will receive a ZERO.

WR 115/ALP CLASS CALENDAR WINTER TERM 2020

"I reserve the right to make changes to this syllabus at any time during the term."

WEEK ONE: *January 6 - 10*

The five-paragraph explanation of what you like about your writing and what you plan to accomplish in this course is due next Monday, January 13.

WEEK TWO: *January 13 - 17*
FIVE-PARAGRAPH EXPLANATION DUE MONDAY

Essay #1, the two-page personal narrative on what you learned from an impressive and insightful incident in your own life will be Peer Reviewed on Friday, January 17, and is due Wednesday of next week, January 22.

WEEK THREE: (No class Monday: MLK Day) *January 22 and 24*

ESSAY #1 DUE WEDNESDAY

The team summary on communication differences between men and women and the team recommendations for ways we can improve communication are due Monday of next week, January 27.

The one-sentence THESIS statements for the Research Project (Essay #4) are due next Wednesday, January 29.

WEEK FOUR: *January 27 - 31*

TEAM SUMMARIES/RECOMMENDATIONS DUE MONDAY

Thesis statements are due Wednesday.

WEEK FIVE: *February 3 - 7*

Essay #2, the four-page comparison and contrast between Colleen Wenke's view of cheating and Rodrigo Villagomez' view of cheating, will be Peer Reviewed on Friday, February 7, and is due next Monday, February 10. RESEARCH FOLDERS will be checked next Wednesday, February 12.

WEEK SIX: *February 10 - 14*

ESSAY #2 DUE MONDAY

*****YOUR RESEARCH FOLDERS WILL BE CHECKED ON WEDNESDAY*****

The four-page team report on denotation and connotation is due this Friday, February 14.

Essay #3, the five-page analysis of a stereotype that has personally affected you and how it helped you grow as a person, must be ready for Peer Review on Friday, February 21, and is due Monday, February 24.

WEEK SEVEN: (Monday: PRESIDENTS' DAY) *February 19 and 21*

Rough draft of Essay #3 due Friday, February 21, for Peer Review.

Essay #3 is due next Monday, February 24.

WEEK EIGHT: *February 24 - 28*

ESSAY #3 DUE MONDAY

Work week for the eight-page Research Project (Essay #4). The rough draft is due next Monday, March 2, for Peer Reviews.

WEEK NINE: *March 2 - 6*

ROUGH DRAFTS OF ESSAY#4 DUE MONDAY

Peer Reviews and Writing Center Reviews all this week. The finished Research Project (Essay #4) is due next Monday, March 9.

WEEK TEN: *March 9 - 13*

ESSAY #4 DUE MONDAY

All this week, we will have in-class practice for next week's final exam. Go to the Bookstore and buy your two Green Books for the final.

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Reading Assignments from *The Little Seagull Handbook* :

Week One: Integrating Sources and Avoiding Plagiarism, p. 107-118; Description, p. 23; Personal Narratives, p. 58-61.

Week Three: Developing a tentative thesis, p. 10; Arguments, p.43-48; Proposals, p. 66-69.

Week Five: Comparison and Contrast, p. 21-22, p. 517.

Week Six: MLA Style, p. 119-169.

Week Seven: Rhetorical Analyses, p. 49-61.

Reading Assignments from *They Say/I Say* :

Week One: Introduction: Entering the Conversation, p. 1-18.

Week Two: Chapter One, p. 19-29.

Week Three: Chapter Two, p. 30-42 ***Verbs list, p. 40, 41*** and Chapter Three, p. 43-52.

Week Four: Chapter Four, p. 53-66, and Chapter Five, p. 67-76.

Week Five: Chapter Six, p. 77-90, and Chapter Seven, p.91-100.

Week Six: Chapter Eight, p. 101-116 ***Transitions list, p. 105-106*** and Chapter Nine, p. 117-130.

Week Seven: Chapter Ten, p. 131-140, and Chapter Eleven, p.141-145.

Week Eight: Chapter Fourteen, p. 176-186.