|  |  |  |
| --- | --- | --- |
| *CRN*: 20518 | *Office*: Via Zoom |  |
| *Classroom*: Online (Moodle/Zoom) | *Email*: rushm@linnbenton.edu |  |
| *Class meeting times*: T/TH 10:00-11:20 | *Mailbox*: BC Admin Office |  |
| *Credits*: 3  *Website*: LBCC Moodle portal | *Office hours:* T/TH 11:30-12:00 |  |

#### Course Description

This course is meant to introduce the conventions and skills of college-level writing, emphasize clear writing and critical reading and thinking, and bridge developmental writing courses and WR121.You can expect a rich assortment of reading assignments, collaborative activities,and independent practice writing in a variety of academic styles. The skills involved are vital for success in college, and the habits of mind that go along with them will help you to succeed no matter what you do in life.

#### Prerequisites

#### Placement into WR115 by CPT or successful completion (C or better) of WR095 or ENL095W

Still, this is likely a good place for a quick reminder/caution: this is a three-credit college writing class. Understand up front that it will be a fair amount of work, including substantial and sometimes difficult reading and analytical and critical writing. To succeed in this class, you’ll need to be an active participant, and I expect as much from each of you. So, only continue if you are willing to commit to the following:

**Understand the Course Schedule and manage your time.** You have to be organized and keep yourself on task. It is no one else’s responsibility to remind you to complete and submit assignments as they are due. With that in mind, be forewarned: this class may be particularly rigorous. A typical credit-level writing course is, on average, expected to take **10-15 hours per week**. Of course, a lot depends on your strength as a reader and a writer. Still, most people find that **writing classes are more work than average**.

**Master the technology.** For this class, you will need to be able to navigate Moodle, format documents in a word processor, and attach files appropriately. **Be sure** that you have reliable access *and* a backup plan in case this is lost! Computer problems will not excuse you from your obligations to the class.

**Get help when you need it.** If I don’t hear from you, I’ll assume you’re doing fine.

#### Required Resources

• Aaron, Jane E., and Repetto, Ellen Kuhl, *40 Model Essays: A Portable Anthology*. 2nd Edition. Bedford/St. Martin’s, 2013 (abbreviated here as ***40ME***)

• Internet access (plan to check your email account and the course site regularly!)

• Additional readings will be assigned and distributed via Moodle

**Technology Recommendations**

Due to public health directives, our class will be delivered remotely. To be as prepared as possible, LBCC encourages you to obtain the recommended equipment (listed below) in order to be successful. Students who cannot afford these resources can contact the [Roadrunner Resource Center](https://www.linnbenton.edu/current-students/student-support/roadrunner-resource-center.php) about funding.

**Standard equipment recommendation**

* Broadband internet
* A computer with 256g SSD, 8G RAM, i5 6th gen processor (or equivalent functionality)
* Device with a camera, a microphone, and a speaker

### General Education Requirements

* AAS Communication
* Lower Division Transfer Course

### Course Outcomes

Upon successful completion of this course, students will be able to:

* Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes
* Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting
* Distinguish your ideas from others’ ideas in your writing
* Develop a main point clearly and logically using examples and illustrations in a well-organized essay
* Revise writing using editing and proofreading conventions (grammar, syntax, spelling, punctuation)

**Course Requirements & Other Vital Information**

**Vigilance:** You are expected to complete and submit all assignments before their deadline. Should you have to miss any portion of the term for unforeseen circumstances, know that it is **your responsibility** to contact me via email. With that in mind, it is best to work ahead when possible. **Students who do not complete the first week’s assignments and/or do not contact me by 9:00am Friday of week 1 will be dropped.**

**Essay Format:** During the course of the term, you will write two formal essays; prior to each essay’s due date, you will be asked to submit preliminary work (topic ideas, outlines, working drafts etc). The first page of all formal writing assignments should include your name, my name, the class name (WR115), and the due date in the upper left hand corner. (An example is included below.) If you need to include a Works Cited page for an essay (and you will!), the sources should be documented according to MLA format (you can find this in many places: a handout on Moodle, the OWL at Purdue website, the *Little Seagull* style guide etc.).

Here’s how your essay headers should look:

Your Name

My Name

WR115

Due Date

Title of Essay

**Late Essays:** Final drafts of essays are due via Moodle according to the assigned date and time. Late essays risk outright rejection, and at the minimum, suffer severe grade penalties. To say the least, it is always better to get your essay in on time, even if you feel it could still use some work.

**Peer Review Sessions:** Working drafts of your essays are due via the OWL according to the dates and times that a “peer review session” appears on the schedule. As we will not be meeting in person, the expectations for the peer review process will be revised (I will explain how as we near the first one). Still, be advised: if the draft that you submit to be reviewed is less than 75% complete, you will not earn full credit for participation in the peer review.

**No Essays:** Failure to turn in an essay constitutes failure to complete the requirements of this course and will result in an F for the term.

**Informal Assignments:** There will be a number of “informal” assignments throughout the term (reading responses, preparatory work for the essays, forums, etc.). These informal assignments are graded as either passing or failing. If you complete the assignment satisfactorily and turn it in on time, you will earn a grade of Pass. If you don’t complete it satisfactorily or turn it in on time, you receive a grade of Fail.

**Grading:** Your grade is based on your knowledge of writing and writing conventions (as demonstrated by the formal written work that you submit), reading critically, revising formally, and participating. You will be assigned two formal essays of equal weight; the remainder is earned through a series of less comprehensive assignments. The result: Reading Responses (x5): 25% Essay 1: 25% Essay 2: 25% Revision Portfolio 10% Forum Participation 5% Zoom/Class-Session Participation 5% WR121 Practice Final Exam: 5%.

**Grading Scale:**  A: 100%-90%, B: 89%-80%, C: 79%-70%, D: 69%-60%, F: 59%-0%

You can check your grade at any time via the Moodle portal. If you have a question about it at any point during the term, contact me, and I’ll be happy to discuss it with you. Generally speaking, I don’t offer incompletes.

**Revision Project:** You will revise one essay to be submitted during finals week. The grade you earn on the revision will replace the grade you earned on the original essay. Details will be provided later in the term.

**Other Vital Information**

**Academic Honesty**

Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are responsible for understanding and avoiding academic dishonesty whether such incidences are intentional or unintentional. Violations may result in failure of an assignment or failure of the course.

**Diversity**

We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

**Students with Disabilities**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

**Affirmative Action**

It is the policy of Linn-Benton Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran’s status, disabilities and tobacco usage in any educational programs, activities or employment.

**Advising and Counseling**

Research indicates that community college students who seek out academic advising are more likely to meet their educational goals. Meeting with an advisor can help:

* Clarify your academic and life goals
* Choose classes that prepare you for a career
* Ensure whether your credits will transfer to another institution

Advising is available at the Advising Center in Takena Hall, Room 101. The center is open Monday through Thursday, 9:00am to 4:30pm, or you can reach them via phone at 541-917-4780.

**Learning Center**

#### ****Second Floor of Willamette Hall, Entrance on Courtyard side****

You are strongly encouraged to make use of the Learning Center. The help you receive is invaluable to your progress as a writer. Tutors will gladly assist you in all stages of writing: from brainstorming ideas for an essay, to troubleshooting a completed draft, to helping you with revision.

**Learning Center Services and Resources**

* **Writing Center**
* College Skills and Learning Strategies
* Testing Services
* Reading Help
* Math Assistance
* Tutoring Center
* Computer Resources

### Fall Term Hours: Monday - Thursday: 7:30 am - 9 pm Friday: 7:30 am - 5 pm Saturday: 11 am - 4 pm

**And finally…**

If/when you need to reach me for any reason, the best way is always VIA EMAIL. My email address is [**rushm@linnbenton.edu**](mailto:rushm@linnbenton.edu)**.** You can also email me from the Moodle portal. I generally check my email several times a day, and I will try to respond to you in a timely fashion. Once again, welcome to the class!

#### Tentative Course Schedule for Fall 2021

|  |  |  |
| --- | --- | --- |
| WK | **DAY** | **READING ASSIGNMENTS, WRITING DUE, IN-CLASS ACTIVITIES**  **Reading Assignments should be completed *by the day* they are listed on the schedule.**  **Key: *40ME*=40 Model Essays** |
| 1 | M 9/27 | **Today:** Read the Course Syllabus and the Shawna Shapiro article (on Moodle)  **Forum Post:** Creating Community |
| F 10/1 | **Read:** *40ME* (1-5), Details/Commentary handout (on Moodle)  **Due to Forum by 12:00:** Creating Community |
| 2 | M 10/4 | **Read:** *40ME* (13-24)  **Forum Post:** Career Narrative discussion/questions  **Due (via Moodle) by 12:00 pm**: Reading Response #1 |
| F 10/8 | **Read:** *40ME*White, “Once More to the Lake” and Heat-Moon “Dance of the Hobs” (28-43)  **Due to Forum by 12:00:** Career Narrative Working Draft |
| 3 | M 10/11 | **Read**: *40ME* Didion “The Santa Ana” and Cofer “Silent Dancing” (44-63)  **Due (via Moodle) by 12:00 pm**: Reading Response #2  **Due to Forum by 12:00:** Career Narrative Peer Feedback |
| F 10/15 | **Read:** *40ME*Hughes “Salvation” and Dillard “The Chase” (69-78) Julie Green “On Philosophy and Writing” (on Moodle) **Assigned: Essay 1 (Literacy Narrative)** |
| 4 | M 10/18 | **Read:** *40ME*Boylan “In the Early Morning Rain” and Orwell “Shooting an Elephant”(80-92)  **Due (via Moodle) by 12:00 pm**: Reading Response #3 |
| F 10/22 | **Read**: *40ME*Visser“The Ritual of Fast Food” (129-131)  **Due (via Moodle) by 12:00 pm**: **Essay 1 Outline** |
| 5 | M 10/25 | **Read**: *40ME* “American *Idol* Worship” & “The Men We Carry in Our Minds” (134-136, 139-144)  **Due (submit to the LBCC OWL for Review): Literacy Narrative Working Draft**  **Due (via Moodle) by 12:00 pm**: Reading Response #4 |
| F 10/29 | **Today (at the latest):** Receive Literacy Narrative feedback from the LBCC OWL |
| 6 | M 11/1 | **Due (via Moodle) by 12:00 pm**: **Literacy Narrative Final Draft**  **Due to Forum by 12:00:** Informative Essay Working Draft |
| F 11/5 | **Due to Forum by 12:00:** Informative Essay Peer Feedback **Assigned**: **Essay 2 (Comparison)** |
| 7 | M 11/8 | **Read**: *40ME* Postrel “In Praise of Chain Stores” and Turkle “Privacy Has a Politics” (345-356)  **Due (via Moodle) by 12:00 pm**: Reading Response #5 |
| F 11/12 | **Read:** *40ME* Dumas “Sweet, Sour, and Resentful” (186-189)  **Due (via Moodle) by 12:00 pm**: **Essay 2 Outline** |
| 8 | M 11/15 | **Read:** *40ME*Eighner “Dumpster Diving” and Mitford “Embalming Mr. Jones” (192-204)  **Due (submit to the LBCC OWL for Review): Comparison Essay Working Draft** |
| F 11/19 | **Today (at the latest):** Receive Comparison Essay feedback from the LBCC OWL |
| 9 | M 11/22 | **\*Conference Week\***  **Practice WR121 Final Exam** |
| 10 | M 11/29 | **Due (via Moodle) by 12:00 pm**: **Comparison Essay Final Draft** |
| 11 | M 12/6 | **Due by 12:00pm via Moodle: Revision Portfolio (original & revised essay and cover letter)** |