WR 121 // ENGLISH COMPOSITION

Winter 2020 Term

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| Instructor & Email | Office Location & Hours |
| Colleen B. Lawrencelawrenc@linnbenton.edu | Main campus: RCH 203, R 1 - 2:30 PMBenton Center: BC 123, MW 9:30 - 10:30 AM |

# General Information

## Description

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.

Prerequisite: Placement in WR 121 is determined by pre-enrollment testing (CPT) or by passing WR 115 or ENL 115W (Introduction to College Writing for ELLs) with a grade of C or better.

## Learning Outcomes

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| * Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.
* Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.
* Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment.
* Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.
* 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.
 |  |  | Grading Scale**A = 900 - 1000****B = 800 - 899****C = 700 - 799****D = 600 - 699****F = 599 and below** |

# Course Materials

## Required Text *(2 copies on 2-hour reserve at the main campus LBCC library)*

***They Say / I Say*** 3rd or 4th Edition, W.W. Norton & Company (ISBN: 9780393631678)

## Required Materials

* Notebook for note-taking, freewriting, and writing assignments
* 4 Green Books (2 for the practice exam, 2 for the final exam)
* Access to the internet (for Google Drive, LBCC Gmail, assignment submission, grades, etc.)

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| **Course Requirements** | In a writing class, each assignment does not automatically begin with full scores that are then docked as the teacher finds things that are wrong or missing. Rather, each assignment begins at zero; each point awarded is earned.Overall grades are viewable at any time in [Moodle](https://moodle.linnbenton.edu/my/), and points are distributed according to the breakdown on the left.Assignment directions, evaluation guidelines, and any associated resources will always be housed in Google Drive and linked in this syllabus. |
| Assignments  |
|  **350** |  **Major Essays** |
|  **100** |  **Active Reading Notes** |
|  **100** |  **Writing Tasks** |
|  **50** |  **Participation** |
|  **50** |  **Writing Center Appointment + Reflection** |
|  **50** |  **Practice Final Exam** |
|  **300** |  **Final Exam** |
| Course StructureAll college courses operate within a set of systems. Below are the modes through which our course will function:* Regular class meetings: information dissemination & discussion, as well as minor assignment collaboration & submission
* [LBCC Gmail](https://www.gmail.com/): all class correspondence & announcements
* Syllabus: all policies & due dates, as well as links to required PDF readings & essay submissions
* Textbook: most required readings
* Google Drive: all materials (lecture slides, grade guides, prompts, in-class handouts, etc.)
* [Moodle](https://moodle.linnbenton.edu/my/): grades
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| Active Reading NotesYou have 16 individual required readings for our class this term (textbook chapters, online articles, PDF readings, etc.) You must complete & submit 14 Active Reading Notes for the readings of your choice, within which you will critically engage with the concepts presented. Notes are due at the start of class on the day we will be discussing the corresponding reading; if you are absent on that class day but still have notes prepared to submit, please email them to me as a photo attachment by 11:59 PM that same day. Notes from readings past will not be accepted. Evaluation criteria for this assignment are as follows: |
| ✓ + | Notes show a clear understanding of / concerted engagement with the content of the assigned reading. Notes engage with all sections extensively, displaying clear, useful organization of ideas and specific examples. There is no doubt that the student read the assigned reading.  |
| ✓ | Notes show some understanding of /concerted engagement with the content of the assigned reading. Notes engage with all sections in some way, displaying organization of ideas and/or specific examples. There is no doubt that the student read the assigned reading.  |
| ✓— | Notes show little to no understanding of / engagement with the content of the assigned reading. Notes do not engage with all sections, are unclear, and/or use vague or no examples from the reading. It is unclear whether the student read the assigned reading. |

# Course Policies

## Attendance & Participation

Your presence in class is one of the ways in which you craft your ethos as a student. While I will not deduct grades for poor attendance, missing too many classes will harm your grade because you will miss valuable learning activities and discussions that you will not be able to make up.

Being a body in a seat is not full attendance – while you are in class, you are expected to pay attention, arrive prepared, take notes, and participate in class discussion. I will ask you to leave the class that day if you are not actively learning (i.e. sleeping in class, not paying attention to the course materials, or using your phone/laptop extensively). Please also make all efforts to arrive to class on time.

## Absences

Absence is not an excuse for ignorance. If you are absent, it is your responsibility to contact one of your classmates and/or check Google Drive for any learning materials posted (lecture slides, assignment prompts, rubrics, etc.) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, then I’ll be happy to answer emails about specific questions.

If you anticipate needing to miss class on the day that work is due, email me so that you can arrange turning the work in *before* the due date.

## Due Dates, Extensions, & Late Work

It is your responsibility as a student to keep track of and make up any work you’ve missed. I provide specific instructions for assignment submission on the course calendar below; I may also ask you to bring hard copy drafts for in-class work. Extension requests must be emailed to me at least 48 hours in advance of an assignment deadline; they must also include a rationale for the extension and propose a new due date.

Late work will drop 1/3 of a letter grade for each day it is late. If the assignment has not been turned in within 7 days of the due date, I will no longer accept it. This is to ensure that you don’t fall too far behind.

## Classroom Environment & Technology

This course will operate both inside and outside the classroom; each environment is different and specifically tailored to make the most out of your time as a writing student.

Inside the classroom, the success of our class discussions and activities depends on you being respectful and both physically and mentally present. Cell phone use during class is disrespectful and distracting to your classmates, to me, and to yourself as a learner. I will let you know if / when you may use your cell phones, computers, or other technology during class – otherwise, please respect the learning environment and make sure your devices are put away when class starts. If you choose to use your device during class, I will give you one warning. For any subsequent occurrences, you will be invited to leave the classroom for the day.

Outside the classroom, you are responsible for checking your email regularly. If you do not have ready access to the internet (in a way that will prevent you from successfully completing assignments), please inform me at the start of the term so that we can discuss alternatives. I will endeavor to respond to emails within 24 hours during the work week; please plan accordingly.

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## Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectivesand the free exchange of ideas, all courses at LBCC will provide students the opportunity to interactwith values, opinions, and/or beliefs different than their own in safe, positive, and nurturing learningenvironments. LBCC is committed to producing culturally literate individuals capable of interacting,collaborating, and problem-solving in an ever-changing community and diverse workforce.

## Academic Honesty

Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving full accurate credit to the original source, *including forgetting to put quote marks around your source*s – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. Recycling your own work from other classes is considered self-plagiarism and is not allowed without prior consultation and written approval from me.

## High School Students & Student-Athletes

If you are a student-athlete or a student currently enrolled in high school taking college-level courses at LBCC, keep in mind that I will not fill out progress reports during class time. We must chat before I fill out any progress reports; simply handing them to me will result in me handing it back without filling it out. Please plan accordingly to give yourself enough time to fill this requirement.

# Resources Available to You

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| Writing Center & OWL (Online Writing Lab)From invention to revision, beginning to end, the Writing Center can help you take your writing to the next level. Please feel free to [make an appointment](http://tutortrac.linnbenton.edu) or drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment prompt and any questions you have. You may also [submit your writing online](https://www.linnbenton.edu/current-students/study/learning-center/writing-assistance/online-writing-lab-owl.php) where you will get a personalized response within 2-3 business days.  |  |  | Student Disability AccommodationsYou should meet with me during the first week of class if: you have a documented disability and need accommodations; I need to know medical information about you, or; you need special arrangements in the event of an emergency.If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please [visit the CFAR website](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.TutoringIf you are enrolled in a credit course at LBCC, you are eligible to use the [Learning Center tutoring service](http://www.linnbenton.edu/tutoring-center) for free.  |
| Equity, Diversity, & InclusionThe [Department for Institutional Equity, Diversity, & Inclusion](https://www.linnbenton.edu/current-students/involvement/institutional-equity-and-diversity-inclusion/diversity-achievement-center/) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space where all students are welcome. The DAC also offers opportunities for skill development, coaching, mentorship and empowerment that enhance capacity for self-advocacy in a diverse world, along with helping students with academic and career choices.  |

# Course Schedule // Dates and assignments are subject to change at instructor’s discretion

*TS/IS* = reading from *They Say / I Say* textbook

✱ = PDF reading linked / major assignment submitted digitally

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| Date | Topic | Reading Due | Assignments Due |
| 1 // (1/6) | Introduction/overview to class; classroom community building |  |  |
| 1 // (1/8) | Intro/practice summarizing | *TS/IS:* Chapter 2✱“Hidden Intellectualism” |  |
| 2 // (1/13) | Intro/overview of critical analysis & Essay #1 | ✱ “Rhetorical Analysis” pp. 87-95 | Writing Task #1 (bring to class completed) |
| 2 // (1/15) | Intro/overview of rhetorical analysis: ethos, pathos, logos | ✱ “Rhetorical Analysis” pp. 95-100 | Submit Essay #1 choice (✱ 11:59 PM) |
| 3 // (1/20) | *MLK Jr. Day - no class* |  |  |
| 3 // (1/22) | Practice with analysis; audience awareness, argument vs. purpose  | *TS/IS:* Introduction |  |
| 4 // (1/27) | Practice with audience awareness; connecting our writing through transitions; clear footpaths from claim to evidence to reasoning |  | Writing Task #2 (bring to class completed) |
| 4 // (1/29) | Intro critical research practices & Essay #2 | ✱ “Evaluating Credibility of Sources” | Essay #1 (✱ 11:59 PM) |
| 5 // (2/3) | Intro/practice quoting, paraphrasing, summarizing; review claims vs. evidence | *TS/IS:* Chapters 1 & 3 | *Must have at least 6 Active Reading Notes done by this date* |
| 5 // (2/5) | *Librarian visit - location TBD*Finding credible academic sources |  | Writing Task #3 (bring to class completed) |
| 6 // (2/10) | Practice with quoting & citing; sample essays to see structure in writing  | ✱ Essay #2 Sample Set |  |
| 6 // (2/12) | Review of structure in writing; explore introductions/conclusions | *TS/IS:* Chapter 8 | Last day to submit Writing Center Appointment & Reflection (bring to class) |
| 7 // (2/17) | *President’s Day - no class*  |  | Essay #2 (✱ 11:59 PM) |
| 7 // (2/19) | Intro Essay #3; demonstrating why your argument matters to your audience | *TS/IS:* Chapters 4 & 7 |  |
| 8 // (2/24) | Intro practice exam, strategies for success in timed writing | *TS/IS:* Chapter 9✱ Sample Final Exam & Student Essay Set | Your scores & reasoning for those scores for Student Essay Set (✱ submit by class time) |
| 8 // (2/26) | Review analysis, source integration, structure |  |  |
| 9 // (3/2) | Practice Exam | ✱ Practice Final Exam Reading | Practice Final Exam (done in class) |
| 9 // (3/4) | Practice Exam |  | Practice Final Exam (done in class) |
| 10 // (3/9) | Review practice exam; strategies for success on final exam  | *TS/IS:* Chapter 14 | Writing Task #4 (done in class) |
| 10 // (3/11) | Self-guided discussion of final exam reading; course conclusion & final questions |  | Essay #3 (✱ 11:59 PM)Last day to submit extra credit (bring to class) or essay revision (✱ 11:59 PM) |
| Finals // | Final Exam (students must test BOTH days): location TBDMonday (3/16), 12 PM - 12:50 PM and Tuesday (3/17), 11:30 AM - 12:20 PM*The reading for the final exam will be linked here, uploaded to Google Drive, & emailed directly to students on 3/9.* |