INSTRUCTOR: W. Kent Buys, Ph.D.
TIMES and LOCATION: MWF 9:00 AM class (CRN 20058) in SSH-209.
OFFICE HOURS: By appointment only for Mondays 11:00 to 11:50 AM in SSH 208. Please Telephone Kent anytime at 917-4620 or email: _________________.

CLASS MATERIALS/ASSISTANCE
Textbooks:
1. Real Writing With Readings by Susan Anker, 4th Edition (required);
2. LB Brief by Jane Aaron,
3. An English dictionary and a thesaurus (optional, preferably used).
4. Access LBCC’S LEARNING CENTER and THE WRITING DESK

COURSE OUTLINE AND LEARNING OUTCOMES
I. Exploring the writing process: Designing and Writing good paragraphs. By the completion of the course, students will develop the necessary skills to easily

   A. Select a Topic

   B. Write clear topic sentences

   C. Support the topic with details, examples and facts

   D. Drafting: arrange ideas and write coherent and cohesive paragraphs

   E. Revising: Improve both editing skills and paragraphs

II. Write different kinds of paragraphs:
   A. Illustration
   B. Narration
   C. Description
   D. Process Analysis
   E. Comparison and Contrast

IV. Write an essay (using essay format and simple MLA citations/documentation)

V. Write different kinds of essays

VI. Summarize and Respond to another’s written work: (Summary and Response)
VII. Comment on their own work: Write an evaluation

VIII. Refine their writing skills: Using structural variety and descriptors

**GRADING OF CLASS ASSIGNMENTS**
(70% of your grade for the quarter!)

- Six Grammar Quizzes: 100
- Five Paragraphs @ 60 each: 300
- Three Essays @ 100 each: 300
- Two in-class summaries and responses to readings: 100
- Practice Test for Final Exam: 100
- Portfolio Presentation: 100

Total points: 1000

**FINAL EXAM** (30% of your grade!)

Summary (one paragraph) and Response (one paragraph) to a reading selection

**GRADING SCALE**
(percentage of total points):

- 90 -- 100 = A
- 80 -- 90 = B
- 70 -- 80 = C
- 60 -- 70 = D

**THE WRITING PORTFOLIO DEFINED**
The writing projects that you produce during the quarter are considered "works in progress" which can be revised twice and submitted as polished works in a neat collection (your portfolio) which will be due the first day of Week 10. The portfolio should contain the items listed below:

1) A table of contents which outlines the titles and pages.

2) Polished versions of the five paragraphs and three essays for the quarter stapled on top of your previous instructor-graded drafts;

3) A one-to-two page Reflection on your work for the quarter (one paragraph about each essay discussing your topic choice, the process of writing it, and your satisfaction with the results);

4) An explanation of your writing methodology (the writing process that you have developed in this class) and how well it has worked for you;

5) A final grade justification -- an argument for the grade you honestly believe you deserve in this class, using evidence based on your writing and your class performance.
CLASS SCHEDULE
You will be expected to participate in small groups in class and learn by assisting
others with courtesy, encouragement, and respect.
(* indicates your assignment for the next week):

WEEK 1
Introductions, Class Overview, Diagnostic Survey
A. *Read Anker, Part One, pp. 14-92
B. *Review Part Five pp. 443-507
C. Visit Library, Write Autobiographical Essay-Turn in to Learning Center Desk
   Friday

WEEK 2
A. *Finish reading Part One
B. *Finish Reviewing Part Five
C. First paragraphs (summary & response) Due Friday
D. Quiz #1 (Identifying and correcting Fragments)

WEEK 3
A. Read Part Two, #7 (Illustration: Using examples, p. 113)
B. Illustration paragraph due Friday
C. Quiz #2 (Identifying and correcting Run-on Sentences).

WEEK 4
A. Read Part Two, #8 (Narration: Telling a story, p. 130)
B. Review Part Six
C. Narration Paragraph due Friday
D. Quiz # 3 (Using commas correctly – “Five Simple Comma Rules”).

WEEK 5
A. Read Part Two, #9 (Description: painting pictures with words) p. 151
B. (observation vs. interpretation vs. evaluation)
C. Description paragraph due Friday
D. Quiz #4 (Identifying and using correct Subject-Verb Agreement).

WEEK 6
A. Read Part Part Two, #10 (Process Analysis: explaining the steps) p. 169
B. Process Analysis paragraph due Friday
C. Quiz #5 (Correctly using apostrophes).

WEEK 7
A. Read Part Two, #13 (Comparison and Contrast: discuss similarities & differences) p. 228.
B. Comparison and Contrast paragraph due Friday.
C. Quiz #6 (Identifying and correcting commonly confused words).

WEEK 8
A. Read Part Three, p. 295
B. Second of three essays due Friday

WEEK 9
A. *Third essay due Friday
B. Practice Final Exam – Summary/Response in class (55 min).
C. Prepare Portfolio (work in class if time).

WEEK 10
A. Monday: Review final exam grammar, sentence combining, and punctuation.
B. Wednesday: Portfolios due. No “late turn-ins” accepted under any circumstances.
C. Final Exam (Summary and Response) Instructions

WEEK 11 -- Final Exam – a Summary and Response to a “surprise” reading article (3 pages max; 30% of your grade) – 110 minutes.

VI. Important Policies:

1. **Plagiarism**: Using another’s work (exact words or paraphrase or content summary) as one's own without proper acknowledgement is called plagiarism and may result in failure of the class and suspension. Referenced work must be correctly cited and listed in the Works Cited (MLA) Section of an essay. In-text citations, a Works Cited Section, and a highlighted copy of the source page are required if internet sources are used.

2. **Waitlist Policy**: If this class is full, registered students not attending the first class during the first week will be withdrawn, and waitlisted students who are attending class will be admitted to the class on a first-come first-served space available basis.

3. **Disabilities Services and Emergency Planning – Meet with Instructor Week One**
   “If you have emergency medical information for your instructor, need special arrangements to evacuate campus, or have a documented disability, please meet with your instructor, by appointment, no later than the first week of the
term, to discuss your needs and present your ODS accommodation letter. If you have a documented disability that will impact you at college and you have yet to seek accommodations, contact the Office of Disability Services (ODS) for intake and to document your disability with LBCC. Only students who document a disability and present an accommodation letter to an instructor are entitled to academic accommodation. Each term, when you register for classes and at least 2-3 weeks prior to the start of a term, submit your “Request for Accommodations” form to ODS. Week 1, pick up letters for your instructors and deliver in person to each instructor during office hours or by appointment. Instructors may need time to arrange your accommodations. ODS may be reached from any LBCC campus/center by email to ODS@linnbenton.edu or by calling 917-4789. Letter pickup is available at each LBCC campus/center.” Additional instructional services, beyond classroom instruction and instructor consultations, are available for all students at the Library and the Learning/Research Center and The Support Labs (ask for current locations). -- LBCC Faculty Guidelines

* * * * *