MAGIC, POWER AND CHANGE THROUGH WRITING

WRITING 121 - ENGLISH COMPOSITION
Linn-Benton Community College
Spring Term, 2009
Syllabus and Course Outline

INSTRUCTOR: W. Kent Buys, Ph.D.

CLASS TIMES & LOCATIONS: (CRN #40050 and #40044), MWF at 9:00AM and 10:00AM both in IA-232

OFFICE HOURS: By appointment only: 11:00 AM in SSH-208.

LBCC PHONE: (541) 917-4620 -- Call Kent’s hotline any time, ________________.
No emailed papers accepted. Attendance required.

I. CLASS MATERIALS

Required Textbooks:
A. The Bedford Reader, Tenth Edition by Kennedy, Kennedy & Aaron
B. LB Brief by Jane Aaron
Other: You should also have a dictionary and a thesaurus.

II. COURSE OUTCOMES

Students will learn, practice and apply
A. The writing process
1. Focusing the main idea
2. Developing the main idea
   1. Gathering internal information
   2. Gathering external information – Primary/Secondary research
3. Organizing the information
4. Drafting the paper
5. Revising and editing
6. Documenting researched information
B. Different types of writing for different purposes
1. Writing from personal experience
2. Writing to convey information

C. Polishing mechanical/organizational/content development skills.

III. GRADING OF CLASS ASSIGNMENTS
(70% of your grade = class work and Portfolio!)

A. In-class participation (Peer discussion/editing assignments) 100 points
   and two LB or OSU library visit researched sources (date-stamped).

B. Four essays (50-100 points each): 400 points
   All may be related to a central theme if you choose.
   1. Autobiographical Essay (pre-test – post-test submission)
   2. A Descriptive Profile of an experience based on current first-hand observation (original research),
   3. A Concept description essay (of an idea, belief, theory or principle), and

C. The Portfolio Report -- Assembled (stapled) revised drafts and other inclusions as described below due Friday of Week 10:

Total assignment points: 500 points

Please note: I will accept only one late paper from each student, which must be submitted within one week of the original due date. Revisions for upgrades must be handed in the following week after your receipt of instructor-graded drafts.

Final Exam
(30% of your grade): The Final Exam is one essay written in two sessions during finals week, graded by a committee of instructors.
Grading Scale
(percentage of total points):

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

IV. THE WRITING PORTFOLIO DEFINED

The writing projects that you produce during the quarter are considered “works in progress,” may be revised twice, and submitted as your best work in a neatly labeled (cover page and spine) 3-ring, thin binder collection (your portfolio), which will be due the first day of the week preceding Finals Week. Portfolios will not be accepted late. The portfolio should contain the items listed below:

1) A Table of Contents, which outlines titles and tabbed sections;

2) Final graded drafts of the four major writing projects for the quarter stapled on top of all previous graded drafts, including #6 below;

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

4) A one-paragraph explanation of your Writing Methodology (the writing process of steps that you have developed by the end of this class) and how well it now works for you;

5) A one-paragraph Class Grade Justification (a proposal for the grade you honestly believe you deserve in this class using evidence based on the Grading of Class Assignments criteria listed above); and

6) One hand-corrected (not re-typed) Autobiographical Essay (showing your corrections and comments), which you submitted the first week as a "pre-test" benchmark – an indication of what you learned in the class. Include in the submitted Portfolio for final grading.
V. PROPOSED CLASS SCHEDULE (*assignment = for day/week):

WEEK 1
A. Syllabus and Overview
   *Read Chapter 1 & 2, Autobiographical Essay assigned (2 –3 pages)
   Description Profile Overview (Description vs. Interpretation vs. Evaluation)
B. Autobiographical essay due first class of week 2

WEEK 2
A. Subject and topics -- Brainstorm & Discuss (large & small groups)
   Topics clustering/outlining
B. Read Ch 5: pp. 137-183 for week 2, including essay examples pp 146, 154, 164 and 170.
C. Do observation for profile essay, take field notes for organizing and first draft next week.

WEEK 3
A. Discuss observation essay requirements, structure, format, trouble-spots
   *Follow writing process (see text) to produce observation description profile;
   *Write draft of Profile for Friday, using rich description elements. (Again, see essay examples: Text: pp. 37-49; Ch. 5, pp. 137-145 and examples, starting on p. 146.)
B. Friday – Essay due in class to exchange and correct (participation points)
   (Peer editing).

WEEK 4
A. Monday – Submit Profile essay, peer exchange. Read at least six.
B. Begin Concept discussions: What is a concept? Brainstorm subjects/topics
C. Wednesday: Discuss a chosen concept: be prepared to explain a concept with at least one good developed example in writing for submission in class on Friday. Read Ch. 6, (Using Examples) pp. 186 – 221, explaining ideas, beliefs, principles and theories. See text examples: pp. 197, 198, 208.

WEEK 5
A. Monday -- Problem Categories, Identification and Analysis Model
   Begin First Draft of Problem/Cause Essay: Written outline due Friday.
C. Documentation: See Ch. 3 (pp. 51-78) – MLA Style Format. Refer to LB Brief – MLA section; see in-text citations and Works Cited.
WEEK 6
A. Monday – Small Group Discussion: Solutions to your problem topics.
B. Wednesday – Finish Final draft of cause essay; add Solutions page.
D. Friday: Essay with solution page due. Small group presentations.

WEEK 7
A. Monday – Problem cause-solution paper due to turn in. Portfolio prep questions?
B. Grading criteria for Final Exam. Organization, content, mechanics.

WEEK 8
A. Review Benchmarks for practice Final Exam
B. Read and grade benchmarks.

WEEK 9
A. Practice Final Exam (Mon-Wed-Fri) – bring 4 bluebooks

WEEK 10
A. Oral class presentation of one chosen writing project – 7 min. per student.

WEEK 11
A. Finals Week (Monday @ 12:00 Noon and Tuesday @ 11:30AM). Location TBA.

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.
   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 Lab " (LBCC Faculty Guidelines).

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