WR 115
Introduction to Composition
Linn-Benton Community College, Summer 2010

Instructor: April Carothers
Email: april.carothers@linnbenton.edu
Office: SSH 204
Office Hours: 9:30 -10 am/2- 2:30 pm Tues/Thurs

Class TimesPlaces
Tues/Thurs 10-11:50 am NSH 107 CRN#: 10485
Tues/Thurs 12- 1:50 pm NSH 109 CRN#: 14394

Course Description: 3 credits
We will investigate professional writing through critical reading, discussion, and summary and response exercises. We will share our work and ideas with each other and develop pre-writing skills in order to generate and polish ideas. We will then develop those ideas into focused essays. We will also investigate current rules of usage (academic writing).

Note: This course does not satisfy institutional writing requirements for the degree seeking or transfer student. Prerequisite: Placement in WR 115 is determined by preenrollment testing (CPT) or by passing WR 095 with a grade of “C” or better. Students may challenge their mandatory placement, with an advisor’s approval, by signing a self-placement form through their counselor.

Learner Outcomes:
Upon successful completion of the course, students should be able to combine fluent sentences in various ways to create focused, coherent paragraphs. Students should be able to use transitions to connect clear, organized and developed paragraphs to create focused essays for various purposes, keeping the needs of a specific audience in mind. Students should also be able to extract ideas and information from college level material. Finally, students should be able to identify various sentence parts and recognize run-ons and fragments.

Course Content:
• Overview of writing techniques including: basic and advanced sentence structures; varied sentence patterns (subordinate, coordinate, and relative); sentence combining; mechanical, grammatical, syntactical aspects of writing; unity, coherence, development
• Overview and application of rhetorical modes that could include: narration, description, illustration, definition, and comparison-contrast
• Audience considerations: writer’s voice and style
• Paragraphs as single writing units and as parts of a full essay
• Writing Process (prewriting strategies, revision, editing)

Each class, we will practice reading, speaking (discuss, describe), and writing.


OTHER MATERIALS:
Get a good dictionary (increase your vocabulary) and a thesaurus (for word variety), $2 at Goodwill. Bring to class each day: your books, lined paper and a blue or black ink pen for in-class writing. Three peechee folders.

CLASS REQUIREMENTS:
WRITING: During the course of the term, you will write two formal graded essays, typed, double spaced, 12 point font, 1-1.25” margins, shared with peers, then revised and turned in with all drafts in a pechee style folder. We will also do shorter informal, messy, ungraded writing assignments each day in class. Note that I will only record these, not evaluate them. We will do 3 summary/response exercises, and there will be 5 open-book quizzes that cannot be made up.

Keep all of your returned work in a folder or notebook in case I fail to record a grade, and use your assignment log (available online) to help you keep track of what you’ve done. This is for your pleasure and your protection; don't forget to do it. I will do my best to return papers no more than one week after they have been submitted, and when possible I will give faster feedback.

REWWRITING: If you don’t like the grade you receive on a paper, you can make changes and resubmit for more points. Make sure you include the original, graded essay along with your revised version.

Purposeful plagiarism, or the theft of others’ ideas, will result in a zero for that paper, a failing grade for the course, or even in expulsion from college. Any disciplinary actions for purposeful plagiarism will go on one’s permanent record. This includes papers lifted from the internet or another student which are presented as your own work. If I ever fail to detect this form of plagiarism, I apologize in advance for failing to teach you anything, because you will learn nothing from giving me a stranger’s paper. I am interested in what YOU have to say, not some stranger!

GRADING:
30% OF YOUR FINAL GRADE COMES FROM THE FINAL EXAM
The other 70% comes from the following (point values are subject to change):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation (5 pts. per day)</td>
<td>70</td>
</tr>
<tr>
<td>Paragraphs, Ads Wksht, Ann. Bib (5pts. each)</td>
<td>40</td>
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<tr>
<td>Peer Workshops (2 @ 5 pts. each)</td>
<td>10</td>
</tr>
<tr>
<td>Summarizing/Responding (3 @ 10 pts. each)</td>
<td>30</td>
</tr>
<tr>
<td>Essays (2 @ 30 pts. each)</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
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Grading Scale:
- 171-215 pts= A
- 153-170= B
- 133-152= C
- 109-132= D
- 0-108= F

SPECIAL NEEDS:
Any student who feels he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the Office for Persons with Disabilities in Health Occupations, room 106 (Albany Campus).

WRITING CENTER: I strongly encourage students to visit the writing center above the library. Include the responses you get from the tutors in your essay portfolios for 5 pts. extra credit.

OTHER RESOURCES: My instructor webpage will have the syllabus and essay instructions along with other handouts or useful resources.

CCC DIVERSITY STATEMENT:
We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute to our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all. January 15, 1990
WR 115 Class Schedule: Readings due on day listed
(subject to change but not without notice)

**Week One: Unit One**
June 22 Introduction, write to me. The reading process, 49-50.


**Week Two**
June 29 I will bring an essay to read. In class narrative work on literacy essay.

July 1 Read “Subway Station” 389 and “My Fav. Teacher” 402.” Descriptive parag.

**Week Three: Unit Two**
July 6 Read “Anxiety” 82 and “On being 17” 196. Locating the thesis (mags). Comp/contrast.


**Week Four**
July 13 **Essay 1 Due.** Read “Of my friend Hector” 146. In class, research workshop. Beginnings and endings.


**Week Five: Unit Three**

July 22 Read “Doubts about Doublespeak” 467. In class: summarize and respond.

**Week Six**


**Week Seven**
Aug. 3 Discuss final, begin practice final.

Aug. 5 Finish practice final.

**Week Eight**
Final exam, time TBA.

**NOTE:** Sign up for the gradebook feature on my instructor page to see how many points you’ve earned.