

WR 121 09 · English Composition
Fall 2009 · TR 8:00-9:20 · IA 233
Vicki deTal · detalv@linnbenton.edu

WR 121 Syllabus

Course Description:

This course covers the process of expository writing, including audience identification, thesis development, content organization, diction and style, revision and editing, mechanics and standard usage—all elements of college-level writing.

Course Outcomes:

Upon completion of the course, students will be able to:

- Write expository essays using definition, summary, analysis, description, and persuasion.
- Identify the rhetorical situation of a writing assignment, including audience and purpose.
- Focus, develop, and write an effective thesis.
- Structure ideas clearly and logically.
- Read, analyze, interpret, paraphrase and summarize outside sources.
- Develop and logically present content that supports a thesis.
- Integrate outside sources using appropriate citation and documentation styles.
- Edit and revise to meet the standards of college-level writing.
- Submit manuscripts that are mostly free of grammatical and mechanical errors.
- Use diction appropriate for college-level writing.

Required Texts:

Kennedy, X.J. *The Bedford Reader*, 10th edition. New York: Bedford/St. Martins, 2009.
Hacker, Diana. *A Pocket Style Manual*, 5th edition. New York: Bedford/St. Martins, 2009.

Assignments & Essays:

In this course, students will complete:

- 20-30 pages of reading each week that explains, supports, and provides examples of formal writing assignments.
- Writing assignments totaling a minimum of 3,000 words. Work will include formal writing assignments (essays) and informal assignments (reading journal, homework, and in-class writing).
- A final exam in the form of an in-class essay.
- Multiple peer review sessions and visits to the Writing Center.

Methods of Evaluation:

- Formal writing assignments 1&2—5 points each
- Formal writing assignment 3—10 points
- Informal writing—20 points
- Final in-class essay exam—30 points
- Final portfolio—20 points
- Participation—10 points
- Total—100 points

Note—participation credit is earned by attending class, doing all readings, and contributing to in-class discussions. Failure to complete the readings and/or contribute to in-class discussions will result in reading quizzes.

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Note: Students with anything less than regular attendance should not expect an “Above Average” grade in the course (see below).

Attendance and Grading Policy:

Your attendance or lack-there-of has a significant effect on your grade. Regular attendance will ensure that you 1) receive participation points, which amount to 30 percent of your grade, and 2) that you will be prepared to complete all assignments to specification. Missing more than three hours of class meeting time will prevent you from getting an “A” in the class. Missing more than six hours of class meeting time will prevent you from getting a “B” in the class. Students may not stop coming to class and then request an “Incomplete” or “Work in Progress,” or any other special consideration on assignments—for whatever reason—at the end of the term. Special accommodations can only be made when students communicate with the instructor within a reasonable timeframe.

Assignments are due on the day that they appear on the schedule. Exams, major projects, and formal assignments cannot be made up. Assignments will be returned to you as soon as a score is recorded for that assignment and will be requested from you again in the form of a portfolio at the end of the term for final grading purposes. Assignments which don't receive initial scoring (when the assignment is due) will not count towards the final portfolio review.

Attendance Addendum

Attendance and assignment due date policies remain intact; however given the expected impact of H1N1 on our campus, we'll make necessary adjustments as necessary:

Health experts are assuming that many individuals will contract the H1N1 virus during this year's flu season, which runs from October through about March. Here at LBCC, college staff are assuming there will be cases of H1N1 on campus this fall, but that the severity of cases will be similar to the regular seasonal flu. However, we do have individuals in the staff and student community with compromised immune systems that may be affected much more severely. We all are responsible in the effort to keep those around us, as well as ourselves, from becoming sick by observing some simple but effective strategies:

Take responsibility for personal hygiene to protect your health and lessen the spread of H1N1:

- Cover your nose and mouth with a tissue or your arm (not hands) when you cough or sneeze. Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand cleaners are also effective and will be available around campus.
- Avoid touching your eyes, nose or mouth. Germs spread this way.

Know the symptoms of the novel H1N1 flu: fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue, and possibly diarrhea and vomiting.

What to do if you experience flu-like illness (fever with cough and/or sore throat):

- Stay home from school until you are fever-free for a 24-hour period without the use of fever-reducing medication.
- Seek advice from your health care provider.
- Contact your faculty by e-mail or phone as soon as possible to make alternate arrangements for instructional and assignment delivery.

Academic Honesty:

All work you turn in is expected to be yours, unless you give proper attribution. The words and ideas of others that you buy or “borrow,” (copy and paste) without proper citation will be considered plagiarism, result in a 0 for the assignment, a possible “F” in the course, and/or further disciplinary action.

Special Needs:

Students who have emergency medical information, students with special needs in case of evacuation, and/or students with documented disabilities should consult the instructor no later than the first week of class. These students are also encouraged to contact the Office of Disability Services at 541-917-4789.

WR 121 Weekly Schedule (Subject to change with advance notice)

Week one | Sept 28

Introductions, expectations, responsibilities. Introduction to Reading Journal and Freewriting.

Week two | Oct 5

Reading critically. In-class reading: "Disability."

Tues reading: Bedford 9-12 Journal: summarize Bedford reading	Thurs reading: 16-26 Journal: Summarize Bedford
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Week three | Oct 12

Writing critically.

Tues reading: Bedford 31-38 Journal: summarize Bedford reading	Thurs reading: TBA Journal: Answer questions on p. 34 about Assignment 1 (page 134, due Thursday, Oct 22)
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Week four | Oct 19

Narration and description. In-class reading: "The Lottery"

Tues reading: Bedford 81-89 Journal: summarize Bedford reading	Thurs reading: Bedford essays - Angelou and Tan essays Journal: respond to Angelou and Tan in connection with Tuesday's reading Formal Writing Due: Assignment 1 (2-3 page first-person narrative and descriptive essay.)
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Week five | Oct 26

Narration and description, cont'd. In-class reading: "My Face"

Tues reading: Bedford 137-143 Journal: summarize Bedford reading	Thurs reading: Bedford Essays – Manning and Vowell Journal: Respond to Manning and Vowell in connection with Tuesday's reading
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Week six | Nov 2

Gaining critical distance. In-class reading: "The Chase"

Tues reading: Hacker 2-16 Journal: summarize Hacker reading Writing due: Pick four sentences from your 3 rd person rewrite and revise/rewrite them per the "Clarity" reading in Hacker.	Thurs reading: Hacker 80-86 Journal: Summarize Hacker Formal Writing Due: Assignment 2 (2-3 page rewrite of Assignment 1. Re-tell the experience from a 3rd person perspective.)
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Week seven | Nov 9

Definition, synthesis and reflection.

<p>Tues reading: Bedford 480-485 Journal: Define what you've written about in the last two essays. Is there a word or phrase that you think sums up the ideas you're exploring in these two drafts?</p>	<p>Thurs reading: Bedford – Dickinson and Gilb Journal: Using the word or phrase you identified in Tuesday's journal: 1) Define that term or idea. 2) Compare your exploration of the term or idea to the exploration/work of another writer who has written on that theme (use an article from a major newspaper, magazine, or reputable website—not Wikipedia!). 3) Discuss the similarities and differences between your ideas and those of the other writer.</p>
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Week eight | Nov 16

Analysis.

<p>Tues reading: 1) Bedford 330-336 2) Bedford – Brady and Brott Journal: Read Bedford. 25-27. Then, using a visual image of your choosing, describe and discuss the terms presented on those pages as they pertain to your visual text, making specific mention of <i>author, purpose, claim, support (in term of types of appeals), medium, original audience.</i></p>	<p>Thurs reading: Bedford 517-529 Journal: Summarize Bedford.</p>
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Week nine | Nov 23

Academic Argument.

<p>Tues reading: 1) Bedford 54-73 2) Bedford 74-78 (sample essay) Journal: summarize Bedford 54-73</p>	<p>Journal: Write one rhetorical précis for each of source you will use in your final essay</p>
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Week ten | Nov 30

Dead Week

Week eleven | December 7

<p>Due Tues:</p> <p>Formal Writing Due: 5-6 page essay in which you make a claim about the topic (now issue) you've been writing about all term. Your claim should be supported by appeals to logic, and/or shared values, emotions, and/or the credibility of the speaker. At least four (4) credible sources need to be used effectively in your essay as either background, support, or to present a different side of your issue. Each source must be 1) introduced, 2) quoted directly, summarized, or paraphrased, 3) explained, 4) cited correctly, and 5) included in the Works Cited page. All citation needs to be in MLA style. Finally, your essay should demonstrate your growth as an academic writer, as well as your ability to write clear, concise prose that is free of mechanical and grammatical errors.</p> <p>Final Portfolio Due</p>	<p>Final Exam TBA</p>
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