



WR 121 Fall 2015  
English Composition: College Writing

Instructor: Eric Dickey  
CRN# 25892  
Times: 1530-1650, TR  
Location: Benton Center 209

Office: BC-102C  
Office Hours: after class from 5:00 to  
6:00 p.m. or by appointment.  
Email: [eric.dickey@linnbenton.edu](mailto:eric.dickey@linnbenton.edu)  
Phone: (541) 757-8944 x 5118

WELCOME TO WR 121!

This is an introductory course meant to both expand your knowledge of good essay form and your confidence in your ability to create concise, clear, and cohesive college essays. We'll look at several different essays in order to learn how we can do that stuff ourselves. Please expect to do up to 6 hours of work outside of class each week.

As a result of taking WR 121, students will be able to:

1. *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments.
2. *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with a focus on factual, analytical, and evaluative writing.
3. *Implement appropriate rhetorical elements and organization* (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
4. *Locate, evaluate, and integrate high-quality information and opinion* appropriate for college-level informational, analytical and evaluative assignments.
5. *Craft sentences and paragraphs* that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible, and precise.

**PREREQUISITE:** Placement in WR121 is determined by pre-enrollment testing or by passing WR115 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 a counselor. Before entering WR121, students are assumed to have basic competence in grammar, mechanics, sentence structure and in developing related ideas in a unified, coherent paragraph and/or short essay. These skills may be reviewed in WR121, if needed.

## **Texts**

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say / I Say: The Moves that Matter in Academic Writing (with Readings)*. Second Edition. Norton: New York, 2012.

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. Norton: New York. 2014.

**MATERIALS:** Our required textbooks are available for purchase (new or used) in the LBCC bookstore at both centers and in Albany. The books are also available for short-term loan on reserve at the LBCC library, the main campus Writing Center, and at the Learning Center at the Benton Center. They may also be available for brief use at the other satellite campuses.

### **Other Materials:**

- Paper and pen/pencil
- Stapler and staples
- E-mail account.
- Regular (at least two times a week) access to a computer with a writing program and Internet access.
- NOTE: A Smartphone does not qualify as a computer!

In addition to in-class exercises and participation, assignments, assessments, and the reading, four major products will determine 60% of your grade.

### **The major products are**

- 3 papers: Career Narrative, Informative Paper, and Persuasive Paper.
- a final exam

An approximate weekly schedule is listed below, and is subject to change. Weekly handouts will be distributed every first class of the week and will offer more details for the week. Weekly handouts will also forecast upcoming assignments.

In addition to the above texts and to the reading schedule outlined below, we will be reading other sections of the texts and other sources online and in print. More details will be provided in the weekly handouts.

Weekly homework and in-class writing exercises will make up 35% of your grade. Also, each student will be required to review a chapter of the *They Say / I Say* text and present the review to the class. Additional readings and assignments from the Little Seagull Handbook and from other outside sources will be detailed in the weekly handouts.

**Your grades will be based on**

- 20% in-class participation (10 weeks of classes, each class session is worth 1%)
- 5% chapter review
- 15% homework
- 30% each of the three papers, worth 10% each
- 30% final exam

**ACADEMIC HONESTY POLICY:** All work submitted must be your own and must be original to this class. If you copy OR paraphrase from an outside source without citation, copy from or collaborate with a classmate on an explicitly individual assignment, ask anyone else to complete your written work for you, or recycle old work of your own to complete a new assignment, this is a violation of academic honesty. Violations of this nature and plagiarism will result in failure of the assignment and possible failure of the entire course. I will pursue every case of plagiarism to the fullest extent.

Most plagiarism and cheating occurs because a student is pushed against a deadline and turns to a quick, dishonest solution instead of being honest about his or her problem with the instructor. Please talk to me if you find yourself in such stress that cheating seems like a solution.

**COMMUNICATION WITH INSTRUCTOR:** Contact me immediately if you are having difficulties in class. I check and respond to my LBCC e-mail at least once a day, every weekday, and will reply to your message as soon as I am able. I check my LBCC voice mail only during office hours, but I will also reply to messages left there as soon as I can. Any changes in assignments, due dates, class meeting schedule, etc., will be announced via e-mail, in addition to being announced in class (when possible). Please make sure that you either regularly check or have forwarded your linnbenton.edu e-mail address to an address you use.

**TECHNOLOGY and MOODLE:** This class will make extensive use of computer writing programs and some Internet research resources. In addition, I will communicate with the class via e-mail and Moodle, and I may require response or submission via these media. Familiarity with and access to a reliable e-mail address and the Internet is required to succeed in this class.

Knowledge of a writing software program is required for success in this class. Microsoft Word is the supported word processing program at LBCC, and you may use it at any of the library or lab computers. If using a word processor may be a challenge, consider taking one of LBCC's five-week Business Technology courses before or while enrolled in Writing 121.

The grading scale follows the traditional 90% = A, 80% = B, 70% = C, etc. Assignments will earn points based on:

- quality and organization
- clarity and conciseness
- usefulness of design and graphics
- how it incorporates the course material
- timeliness of the assignment (assignments turned in after 24 hours will automatically be marked down one letter grade)

Student Decorum Statement: Because college coursework and professional correspondence require focused study and open exchange of ideas, the Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other (whether we agree or not) and to state our positions with clarity and our disagreements with tact. Standards for academic courtesy apply to group work, on-line interaction, and student-teacher interaction as well.

Diversity statement: LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. Our differences are a source of strength and are an important part of education.

### **Skills Needed to Be Successful in this Class**

Technical skills: Word processing, e-mail, and use of the internet.

Communicating skills: This class is designed to improve your writing and communication skills. Do you like to learn from reading and writing?

Assignment Submission: **Bring hard copies to class on the day they are due to receive the full grade.** While emailed copies are fine, I will very rarely be able to provide comments or feedback on electronic copies. Hard copies will be returned with notes, comments, and your score. If you receive a low grad on an assignment, you can submit revised work. Submitted revisions can increase your grade from a half to a full letter grade. Please see the Weekly Schedule for specific assignment instructions.

All assignments must be compatible with Word or saved as PDF. All report drafts must follow work-place conventions and standards of professionalism. Please keep a copy of every paper you submit.

Emailing the instructor: In your email, put your name, WR121, and the topic of the message in the subject line of the email (for example, Smith WR121 week 1 assignment). Also include a brief description of the reason you are writing in the message itself. This information will also help me identify the nature of your request and reply more quickly. Please allow 24 hours during business days (Monday through Friday) for a response. Messages sent without a signature and with text such as “wht up in class this wk” most likely won’t receive a response; in addition, e-mails without texts in the

messages that are sent only with attachments will most likely end up in my spam filter. I usually respond, even with a simply “thanks” just to let you know that I received your message.

Attendance: Attendance will be taken by a daily sign-in sheet. If you attend regularly, contribute to class discussion, and don’t distract from the learning environment, you will receive full attendance and participation credit. If you are absent due to illness or a verifiable emergency, you must contact me within 24 hours to make further arrangements. You may or may not be able to make up the participation points.

Late Work: Our classroom standards reflect workplace standards; a due date is a deadline and you don’t miss deadlines without informing your supervisor of your progress on the report in advance. If you feel circumstances are working against you, you may make arrangements for an extension PRIOR TO THE DEADLINE. Late work will lose 10% automatically and may suffer additional penalties. If any late assignments are turned in after Week Nine, I cannot guarantee that I will be able to read them before the end of the term, and the assignment may result in earning zero credit for those assignments.

Plagiarism: Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (Works Cited or References) and in-text citations are required whenever you use outside sources, including the Internet. Depending on the severity of the plagiarism, the student may be subject to administrative action. Ask if you are uncertain or have any questions.

### **Course Activities and Practice**

I. Participation: You will be asked to participate in in-class activities to practice concepts you will be learning. Your participation in these activities and your record of attendance will raise or lower your participation grade.

II. Assessments: Usability review workshops are a time for you to get helpful feedback from your colleagues, peers, and classmates. To complete this activity, you will bring drafts of assignments to class. These workshops are designed to develop your growing audience awareness, helping you understand not only how your writing sounds to others but also how it affects or fails to affect others.

III. Projects: Assignments are designed to gradually increase in difficulty and assigned length.

### **Resources**

The Writing Center: While enrolled in Writing 121, you are encouraged to seek extra help at the Writing Center located on the second floor of Willamette Hall, in the Learning Resource Center above the Library at the Albany campus, and on the first floor of the Benton Center in Corvallis. If needed, they will also be able to direct you to the ESOL lab for additional support. Visit their website at <https://www.linnbenton.edu/writing-center> for hours and information. The Online Writing Lab is also available to submit

writing electronically for feedback. Follow the link to the Writing Center homepage. You are encouraged to seek help early in the term. This is a free service to all LB students.

Computer Lab Resources: You may use either LRC 213 or Forum 204 at the Albany campus as a drop-in computer lab whenever classes are not scheduled and space is available.

Library Information: The LBCC library homepage can be found by following the links from: <http://library.linnbenton.edu/home>. The site provides library hours, an online catalogue, as well as many helpful research databases.

Purdue OWL (Online Writing Lab): While not exclusively, I will be using examples from the Purdue OWL to ameliorate the material we cover in class.  
<https://owl.english.purdue.edu/owl/>

LETS WORK TOGETHER! Developing writing skills for effective individual and teamwork means a great deal of thoughtful effort on your part. Your commitment will enhance your results in class and in your future employment. Email me or visit during office hours to discuss an assignment or your progress at any point in the term. I look forward to working with you this term. Let me know what I can do to make this a successful learning experience for you!

Students who have emergency medical information the instructor should know of, or who might need special arrangements in the event of an evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC's Office of Disability Services at (541) 917-4789.

Students who need to talk to somebody can talk directly with me. If you are struggling with personal issues, please know there are people you can turn to: Contact the LBCC Career and Counseling Center (541) 917-4780.

### **Accessibility**

You should meet with your instructor during the first week of class if:

- you have a documented disability and need accommodations,
- your instructor needs to know medical information about you, or
- you need special arrangements in the event of an emergency.

If you believe you may need accommodation services please contact Center for Accessibility Resources, (541) 917-4789. 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 have a documented disability, I will help you in any way I can. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services, (541) 917-4789. [Here is a lot more](#)

[useful information about Disability Services and LBCC's disability policies.](#)

**Incompletes**

If you have completed approximately 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete until you are later able to complete.

**LBCC Non-Discrimination Policy**

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgendered, married, single, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. [For the official nondiscrimination policy click here.](#) What is more, LBCC sees our differences as a source of strength and an important part of education.

APPROXIMATE WEEKLY SCHEDULE & THEMES:

- Week 1:            Introductions & Writing Center resources  
Reading            They Say / I Say (TSIS) Introduction  
Due                Letter to instructor
- Week 2:            Entering the Conversation & Library Resources  
Reading            TSIS Chapter 1  
Due                Literature review of interest
- Week 3:            Write about what you know & summarizing sources  
Reading            TSIS Chapters 2 & 3  
Due                Bibliography
- Week 4:            Finding your passion  
Reading            TSIS Chapters 4 & 5  
Due                First paper: College and Career Narrative
- Week 5:            Focus the personal narrative  
Reading            TSIS Chapters 6 & 7  
Due                Revisions of first paper
- Week 6:            Nourishing the self  
Reading            TSIS Chapter 8 & 9  
Due
- Week 7:            We are what we eat, read, and write  
Reading            TSIS Chapters 10 & 11  
Due                Second paper: Informative Essay
- Week 8:            Revising our sense of self  
Reading            TSIS Chapters 12 & 13  
Due                Revisions of second paper
- Week 9:            Realigning our approach  
Note:              No class Thursday, Thanksgiving Holiday  
Reading            TSIS Chapter 14  
Due
- Week 10:           The art of the follow-through  
Reading            TSIS Chapter 15  
Due                Third paper: Persuasive essay
- Week 11:           no class this week  
Final Exam Monday, December 7, 12:00-12:50pm & Tuesday, December 8, 11:30-12:20pm. Rooms assignments TBD.