Writing 121
English Composition
Fall, 2002

Syllabus

Instructor: Terrance Lane Millet
Office: Takena 208
Telephone: 917-4555
E-Mail: Terrance.Millet@linnbenton.edu
Office Hours: M–F: 11 a.m. – 12 p.m.
Class time & Place: 10-10:50 AM, MF–Room T 213; W—T-207
CRN: 22527
Texts:
• The Eloquent Umbrella. 2002 edition. (Required. Available in the Bookstore)
• LBCC English Department. Guidelines for Evaluating Student Writing. (Suggested)
• A black, 3-ring binder for your portfolio.

Course Description: Hello and welcome to all of you. This class covers the process and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing.

Writing involves prewriting, writing, and rewriting. No one gets it right the first time, not professional writers, not students, so be patient with yourselves, and let’s have fun with this course. The aim in Writing 121 is to master the process of writing and critical thinking, as well as to lead you to claim ownership of—and take pride in—your own writing, your own stories, your own lives. The act of writing is the key, and your efforts will improve through revision, coaching, input from your classmates and myself.

Learning Outcomes: When you complete WR 121, you should be able to:
• Organize and write a well-structured essay
• Analyze a subject, research a topic, present an argument, and write an essay presenting your views
• Write in clear, correct English using the MLA format
• Write creatively about your own life experiences and others’ while understanding what it means to claim ownership of your writing,
• Summarize a passage of writing and make a critical observation on the merits of that writing

Themes: We will look at 4 types of essay-writing this term:
1. The autobiographical or creative essay
2. The argumentative essay
3. The conceptual essay
4. Finally, we will combine these essay skills by writing an essay analyzing a short story.
**Concepts:** To show our Learning Outcomes, you’ll need to master the following concepts and distinctions:

- The **TRIAC** structure of an essay
- The thesis statement, which includes a topic and a point
- The correct citation of sources in **MLA format**
- The components of revising or rewriting an essay to develop its treatment
- The connection between creative, analytical, and objective thinking in the expository essay.

**Skills:** We’ll need to master the following skills in order to reach our Learning Outcomes:

- Use MLA Bibliographic format
- Apply guidelines for evaluating literature
- Write a focused, organized response to material
- Work collaboratively in workshop/editing classmates’ writing

**Attendance:** It’s important that you attend all the classes. Every class will entail points towards your grade. Much of the work will be in-class writes and discussion (class participation)—and you’ll be graded on this. The revision process occurring in class is crucial to developing your skills in writing,, and your team members will depend on you.

  More than 6 absences will likely cause you to not pass the class, only because you will have missed essential material that is difficult to catch up on. So do make every effort to be present.

**Classroom Atmosphere:** Writing is an intense process, a skill acquired through diligence and work. It is a personal act as well, one that demands honesty, focus, and openness. To help each other in this process, it’s important that an attitude of civility, a habit of positive suggestions, and a posture of support be the norm.

**Campus Resources:** See pages 18-19 in the General Catalogue for a list of campus resources. The **Writing Desk** is an excellent place to get professional help with your essays.

**Class Assignments—70% of your grade for the quarter:** All assignments are to handed in at the beginning of class. Late assignments will not be accepted. Please check the grading instructions in your packet. Know what plagiarism is and avoid it.

1. **400 points:** 4 essays; final version with workshopped version @ 100 each
2. 200 points: workshops—4 @ 50 each: half for your essay draft, half for your edit. If you are not present for workshop, no credit will be given.
3. 100 points: notebook entries: 4 @ 25. Notebook entries should be a minimum of one paragraph (8-10 sentences) per question. Your name and the date, along with the journal entry number must appear at the top of the first page.
4. 100 points: SR (Summary/Response) of the readings to be covered in class (4 @ 25 each). These one-page summaries are due in class on the day the essays are read; no late summaries will be accepted.
5. 100 points: 4 interactive writing exercises @ 25 points each from the Eloquent Umbrella.
6. 100 points: Practice Final Exam

   Essays should be 3—5 typed, double-spaced pages. They cannot be less than three pages to
merit a passing grade. Essays less than three pages will be returned to you ungraded. Your name, the
class time, the instructor’s name, and the assignment title and type must appear at the top of the first
page, and pages must be numbered in the MLA format.

All essays will be workshopped in class.

Revisions: You may revise one essay for a better grade during the term. No essays will be
accepted more than one week late.

Final Exam—30% of your grade

One essay written in two sessions during finals week, and graded by a committee of
instructors.

Grading
A= 90% of points and papers at 90% or better.
B= 80% of points and papers at 80% or better.
C= 70% of points and papers at 70% or better.
You can’t get a grade just on points—your writing quality must match your grade.

A = You perform consistent and excellent work on time. You come to class having read the material
actively and thoughtfully. Your writing makes insightful connection between the literature and the
issues involved.
B = You show consistent work, but you may not have always understood the literature and your
writing might not express clarity all the time. Minor errors impede the writing.
C = Also means consistent work, but you have occasionally struggled with the reading and your
writing shows recurring errors. You missed an occasional assignment.
D = You fall behind, miss an assignment, and attempt to turn in work late. You attend class
irregularly and do not contribute to class or group work.
F = You complete less than 2/3rds of the work. Most students fail because they stop trying or don’t
seek help before it’s too late.
Y = Means you complete so little work (less than 25%) that there is no basis for a grade.

Please Note: You must receive at least a C to pass WR 121.

Permission To Use Student Work

From time to time I’ll use examples for class taken from student essays. The selections
will be anonymous and will be held up as constructive examples. If you do not wish to have your
work used, please see me and say so.
Remember, I’m here to help

NOTE:

I urge you to submit your essays electronically. E-mail them to me at terrance@peak.org
as attached documents in Microsoft WORD format only. These essays are due by midnight on Friday
due dates. You will get them back sooner than written essays (which are also due earlier, in class),
and have the opportunity to get more feedback on them.

Electronic submissions must be attached files that are named with your last name and the
assignment. For example, Smith wr121essay 1.

Remember, spelling and grammar count towards your grades, so use the spell check and have your essays proof-read before handing them in.
**Tentative Schedule**  
*(Subject to revision, with notice)*

*Note*: A First Version of your essay is a complete, 3-5 page typed version of the Final Version. The main difference between the two is the sophistication of structure (the TRIAC layout) and of argument—better examples of claims and evidence (citations). Importantly, you need not worry about proofing and grammar so much in the first version—BUT the final version must be free from errors.

Again, I urge you to submit your essays electronically. E-mail them to me at [terrance@peak.org](mailto:terrance@peak.org) as attached documents in MS WORD format only. These essays are due by midnight on Friday due dates. You will get them back sooner than written essays (which are due earlier, in class), and have the opportunity to get more feedback on them. (Overview: Chapters 1,2,5,6,10)

**Week 1 9/30-8/4 : Chapter 1-2**

Mon— Introductions: Syllabus and overview.  
*Read Chapter 1 & 2 for next day.*

Wed— Discuss Chapter 1; Diagnostic; work on Notebook entries a (exercises 1.4 & 1.5).  
*Chapter 2: “Remembering Events.”*

Fri— **Summary -Response #1 due: Dillard.** We learn about critical responses and write this one in class. Work on Notebook entries b: questions 1—3 (p 45). We write our first paragraph. We look over the MLA format.

**Week 2: Chapter 2-3**

7th— Chapter 2: “Remembering Events.” TRIAC. Heart of the Story. Topic sentences; topics; paragraphs

9th— Remembering People: Chapter 3 “Grandma.”

11th— **Summary -Response #2 due: Angelou** Work on Notebook entries c: questions 1 &2 (p. 84); questions 1&2 (p. 91).

**Week 3: Chapter 3**

14th— **Draft Essay #1**

16th— **Workshop Essay:** typed copy and response: 25 points for each item. Check for MLA formatting.

18th— **Essay #1 Due**  
Notebook entries #1 due (a, b, c); hand them in at the end of class.

**Week 4: Chapter 5**

21st— What is a concept? How do you explain it?

23rd— **Summary –Response #3 due: Potera:** “Internet Addiction.”

25th— Pick your topic and research it on the net.

**Week 5: Chapter 5**

28th— **Draft Essay #2**

30th— **Workshop Essay**

11/1st— **Essay #2 due.** Work on Notebook entries 2 (d) (TBA)
**Week 6: Chapter 6**

4th— **Library Research Day: MLA.** Spend this class in the library and write a one-page example of MLA citations in all formats to be handed in next class. You should easily be able to do this in an hour.

Summary –Response #4 due: Estrada

6th— **Readings: Leshner.**

Interactive Exercise #1

8th— **Statsky.** Notebook entries (e): questions 1 & 2 (p. 247)

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**Week 7: Chapter 6**

11th— **NO CLASS: Veteran’s Day** Draft Essay #3

13th— **Workshop Essay.**

Interactive Exercise #2

15th— **Essay #3 Due.**

Notebook entries #2 due (d, e) ; hand them in at the end of class.

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**Week 8: Chapter 10**

18th— **Chopin; Williams**

Interactive Exercise #3

20th— **Reading Joyce**

Interactive Exercise #4

22nd— **Draft Essay #4**

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**Week 9: Chapter 10**

25th— **Workshop Essay**

27th— **Essay #4 due.** Work on Notebook entries; hand them in at the end of class.

29th— **NO CLASS: Thanksgiving**

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**Week 10: Review**

2nd— Final exam practice, part 1.

4th— Final exam practice, part 2.

6th— Review. Notebook entries #4 are due at the end of class.

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**Week 11: FINALS**

Monday—Part 1: 12 PM

Tuesday— Part 2: 11/30 AM

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Have a great holiday!