Welcome to Writing 115! This term you will get lots of practice writing, reading, and responding to essays. Learning to write well—like any skill—takes frequent practice, commitment, a positive attitude—and patience! I look forward to guiding, supporting, and encouraging you as you work on improving your skills. WR 115 is an introductory course in college-level academic reading and writing, and in this course you will:

- practice a variety of techniques for writing and revising paragraphs and essays. (Practice is so critical to developing your writing skills!)
- practice writing a clear and focused summary/response. (A key component of WR115)
- read a rich assortment of essays to develop your good critical reading skills and enhance your writing. (Good reading skills support good writing skills.)
- review and use strong study skills, grammar and mechanical skills (You will work on developing strong editing skills this term.)
- use collaborative skills (Our class is a community where we will frequently interact with and learn from each other.)

Learning Outcomes: At the end of the term, successful WR115 students should be able to:
1. Write thoughtful, clear, and effective expository paragraphs and essays for a variety of purposes.
2. Identify the writer’s situation: writer’s role, audience, and purpose.
3. Read critically; paraphrase, summarize, and directly quote from readings.
4. Write clear, focused, and well-organized summary and response paragraphs using in-text citations.
5. Focus a thesis and develop this thesis clearly and logically using examples and illustrations in a well-organized essay.
6. Revise their writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).
Course requirements and grading: Class-related activities and assignments make up 70% of your final grade:

- **Two summary/responses** (150 pts each) 300 pts
- **First drafts** of summary/responses
  (2 @ 10 pts each–Must be brought to class on due date to receive credit) 20 pts
- **Two essays** (200 pts each) 400 pts
- **First drafts** of essays (2 @ 15 pts each–Must be handed in on due date to receive credit) 30 pts
- **Practice final exam** 100 pts
- **Daily activity grade** (in-class activities, homework, editing skills, etc.) 100 pts
- **Commitment grade** 50 pts

Total = 1000 pts

Grading Scale: A = 900-1000, B = 800 - 899, C = 700 - 799, D = 600 - 699
(Note: You must earn a C or better to enroll in WR121)

The final exam is worth 30% of your final course grade. All WR 115 students take a common final exam. You will read an essay and write a developed summary paragraph and response paragraph.

**Expectations**

As a member of our WR115 community this term, your regular attendance is critical. Students who attend class regularly consistently are more successful in every way. You have a responsibility to your fellow students to be civil, respectful, and actively engaged in class activities. I’ll do my part to make the learning atmosphere as comfortable, interesting, and supportive as I can, and you do your part to create a good learning environment for your fellow students as well. **If you can’t make it to class, you are responsible for finding out what you missed. Feel free to give me a call or e-mail so we can stay in communication.***

***Please turn off your cell phone (or put on silent) before class.

**LBCC Statement of Inclusion:**
The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy #1015)

**Deadlines**

Please hand in all work at the beginning of the class period it is due. I’ll clear a space on my desk for students to place assignments due that day. Each week an assignment is late, I will deduct 10% from the total points. You may, however, petition to turn in one “free” late assignment without penalty per quarter (you will have one week to turn in that late assignment). In general, in-class activities cannot be made up. If you miss an editing skills activity (i.e. proficiency quiz) and want to make up the points, it is your responsibility to make arrangements to do so. **All late work is due by the last day of regular classes.**
Plagiarism

Do your own work! Plagiarism (using someone else’s work as your own without proper in-text citations and documentation) will result in your failing the assignment and possibly failing the class. I would love to conference with you if you get stuck on an assignment. Just ask!

Formats for Paragraphs and Essays

• Please type or word-process all drafts of paragraphs and essays (that includes first drafts as well as final drafts).
• Be sure to title all your assignments.
• Use this format for your paragraphs and essays: double-spaced, 12 inch Times New Roman font, one-inch margins (this paragraph is typed in Times New Roman). I do deduct points for not using the proper format.
• Create a heading in the upper left-hand corner of the first page. Include all the information (and in the order listed) below. Here is an example of how the first page should look:

<table>
<thead>
<tr>
<th>Your name</th>
<th>(Your last name) 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR115 - Walker</td>
<td>(Please use this heading format)</td>
</tr>
<tr>
<td>Summary/Response #1</td>
<td>Ex: Smith 1</td>
</tr>
<tr>
<td>October 14, 2009</td>
<td></td>
</tr>
</tbody>
</table>

“What Is Intelligence, Anyway?” (Be sure to put a title on your paper)

You will start your text here. “Tab” your indents. Your summary/response assignments will have only two indentations: one for the summary and one for the response. Each paragraph in an essay should be indented. Any assignments that are more than one page should be numbered, starting on the first page. When you turn in your final drafts, you will hand in some or all of the following in a file folder: first draft(s), final draft, peer reviews, all freewrites and/or outlines, a writer’s reflection.

Student Resources

• Meet with me. If my office hours don’t work for you, we’ll make arrangements to meet at another time.
• Use the Writing Center, located in the Learning Center (second floor of Willamette Hall). Writing desk assistants are available to help you with most writing concerns. You can bring your drafts to them for feedback. They will not edit your work, but they will help you identify places where you could strengthen your writing in general or on a specific assignment.
• The library is on the first floor of Willamette Hall. There is an inside stairway that will connect you with the Learning Center and the library. There will be a copy of your textbook on reserve there.
• Computer labs are available in the Learning Center, the library, and Forum 202. There are also computers in the Writing Center (if you are working on a writing project).
Disability Services

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 have not accessed services and think you may need them, please contact Disability Services, 917-4789.

*Getting started: A tentative calendar for Unit One: Summary/Response*
(subject to change with notice) The left column gives you a general idea what we are covering in class that day, and the right column are the readings and assignments due for that day.

<table>
<thead>
<tr>
<th>Week One: March 29 - April 2</th>
<th>Unit One: Summary/Response</th>
</tr>
</thead>
</table>
| **Monday**
Class overview and questionnaire | **Models** = *Models for Writers*
**LB** = *LB Brief* |
| **Wednesday**
Hand in summary/response (Put on my desk when you come in)
In-class exercise: What IS intelligence, anyway? | Reading due:
• “From Reading to Writing” in *Models* (41-49). Make sure you carefully read the essay, “Intelligence” on pp. 47-49.
• Browse through *Models* and find an essay that captures your interest and read it.
Writing due:
• Write a short paragraph (5-8 sentences) that summarizes the essay you read. Then write a second paragraph (5-8 sentences) in which you respond to the ideas in the essay or make a personal connection in some way. Draw upon your own personal experiences and/or observations. You may type or handwrite this summary and response. |
| **Friday**
Have your annotated Alexie essay out for Jane to check
Writing Center visit
Continue Wednesday’s exercise if necessary
Writing topic sentences: Reviewing the difference between the subject of an essay and the main point
Assignment guide for Summary/Response #1 handed out | Reading due:
• “Superman and Me” by Sherman Alexie (handout)
• In **LB**: “Read for Comprehension” (94-97)
Writing due:
• Write annotations in the margins of the Alexie essay. Look at how the sample essay “Intelligence” is annotated on pp.47-49. |
### Week Two: April 5-9

**Monday**
- Hand in topic sentences
- Diagnostic
- Just what is a summary anyway?
  *Writing Exercise #1 handed out (writing a first draft of your summary for Summary/Response #1)*

**Reading due:**
- In *Models*: “On Being 17, Bright, and Unable to Read” (192), “Becoming a Writer” (199), and “How I Got Smart” (330)

**Writing due:**
- Imagine that you are writing a summary of each of the above essays. **Write one topic sentence for each essay** that includes the **author**, the **title**, and the **main point** (the key point you think the author is trying to convey through this essay).

**Wednesday**
- Review of sentence fragments
- *Writing Exercise #2 handed out: Developing a response*

**Review for today:**
- In *LB*: “Sentence Fragments” (326-331)
- For practice, try exercises 35.1 and 35.2 on The starred items in each exercise have answers in the back of the book. You may hand in either of these exercises for extra credit.

**Writing due:**
- **Writing Exercise #2**: First draft of your summary for Summary/Response #1 *(Please word-process and save on a memory device like a flash drive)*

**Friday**
- Proficiency check on fragments and commonly confused words listed at right.

**Writing due:**
- **Writing Exercise #2**: Review in *LB*: Glossary of usage (commonly confused words): accept/except, affect/effect, all right, and a lot (see pp.555-556)

### Week Three: April 12-16

**Monday**
- Writing a response
- Integrating quoted material
- Handout on quoting outside sources
- Creating a citation for your summary/response

**Review for today:**
- In *LB*: Quotation Marks (43a on p.379), “Integrate sources into your text” (465-467), and “Avoiding Plagiarism . . .” (470-475) Note particularly the section on **signal phrases** and how to use them with quoted material.
Wednesday
Review of run-ons
*Essay #1 assignment guide handed out.*

Review for today:
- in LB: “Comma Splices and Fused Sentences” (332-339). Try some of the exercises for practice if you like and hand in for extra credit.

Writing due:
- Summary/Response #1 in file folder with all items on checklist

Friday
Getting started on essay writing: discovery and exploring your topic
Proficiency quiz on run-ons and commonly confused words listed at right.
*Writing Exercise #3 handed out.*

Study for a proficiency quiz on run-ons.
Review sentence fragments again because they will be included on this quiz.
*Review in LB: among/between (556), cite/sight/site (558), and conscience/conscious (558)*

You will receive a new calendar on Monday. Here is your homework:

Reading due:
- In Models: “The Writing Process” (7-19) and (31-40)

Review:
- In LB: Sections 1 and 2 (2-16)

Writing due:
- Writing Exercise #3
- Rough draft of Essay #1 (see assignment guide for instructions)

Tentative due dates for major assignments this term:

**Summary/Response #1**
- First draft of summary (Wed., Apr. 7) - Wk. 2
- First draft of response (Fri., Apr. 9) - Wk. 2
- Final draft of Summary/Response (Wed., Apr. 14) - Wk. 3

**Essay #1:**
- Rough draft (Mon., Apr. 19) - Wk. 4
- First full draft (Fri., Apr. 23) - Wk. 4
- Final draft (Fri., Apr. 30) - Wk. 5

**Summary Response #2:**
- First draft of summary and response (Fri., May 7) - Wk. 6
- Final draft (Fri., May 14) - Wk. 7

**Practice Summary/Response for the final exam:**
- In-class (Mon., May 24) - Wk. 9
- In-class (Wed., May 26) - Wk. 9

**Essay #2:**
- Rough draft (Mon., May 17) - Wk. 8
- First full draft (Fri. May 21) - Wk. 8
- Final draft (Fri., May 28) - Wk. 9

**Final exam:**
Days: Monday, June 7 from 12:00-12:55 AND 
Tuesday, June 8 from 11:30-12:25
Location: TBA