Writing 121 - English Composition Winter 2010

Tentative syllabus

Instructor: Jane Walker
Office: North Santiam Hall (NSH) 202
Office Hours: TBA

Phone: 917-4873
E-mail: jane.walker@linnbenton.edu

Course Information:
CRN 30034  CRN 31001
Class time: MWF, 9:00-9:50  Class time: MWF, 10:00-10:50
Location: IA-232  Location: IA-232

Required texts and supplies

• Beyond Words: Cultural Texts for Reading and Writing, Ruszkiewicz, Anderson, and Friend, Pearson/Longman, 2nd edition
• A handbook of your choice (Many of you might already have the LB Brief or A Pocket Style Manual, but other types are acceptable)
• 3 copies of each essay draft to share with peer partners and to use for in-class activities.
• A pocket folder for final draft submissions

Strongly Recommended:
• A 3-ring binder with dividers (you can make the dividers yourself if you like) for your writer’s notebook.
• A memory device (flash drive, CD, etc.) to save all your work.
• College dictionary and thesaurus

Course Overview

Welcome to Writing 121! This term you will get lots of practice writing, and learning to write well—like any skill—takes frequent practice, commitment, a positive attitude, and patience! Well-known writer and teacher William Zinsser said, “Writing and learning and thinking are the same process.” Your writing this term should reflect critical thinking as well as thoughtful response and analysis. Stretch the boundaries of what you’ve thought and learned in the past, and open yourself to new ideas and different perspectives. To support that process, you will be reading, responding to, and analyzing a variety of essays throughout the term. I look forward to working with you for the next ten weeks as you work on your writing and hone your reading and critical thinking skills.

“Writing is thinking. It is more than living for it is being conscious of living.”

Anne Morrow
Course Outcomes (READ CAREFULLY! Successful students will be reasonably competent in all of the following by the end of the term):

- Write expository essays using a variety of strategies such as narration, definition, comparison/contrast, classification, description, examples, process analysis, cause and effect, and persuasion.
- Identify and target an audience, purpose, and situation.
- Focus and develop a main idea (thesis) using specific details (with introduction, discussion section, and conclusion)
- Structure ideas clearly and logically.
- Read, analyze, interpret, and paraphrase/summarize textbook and outside readings.
- Integrate researched sources using appropriate citation and documentation format.
- Edit and revise materials to reflect college-level writing.
- Understand the concept of plagiarism and how to avoid it.

Course Requirements

Class-related activities and assignments make up 70% of your final grade:

Essay #1 (Observing and Analyzing a Public Space) 200 points
- Prewriting 5 points
- First draft 10 points
- Peer response 10 points

Essay #2 (Visual analysis) 200 points
- Prewriting 5 points
- First draft 10 points
- Peer response 10 points

Essay #3 (In-class practice essay for final exam) 100 points

Essay #4 (Documented essay) 230 points
- Prewriting and proposal 10 points
- Outline and bibliography 10 points
- First draft 20 points
- Peer response 20 points

Mini-writes (One-two paragraph responses or analyses to readings in the text) 100 points

Commitment grade 60 points (Participation, engagement in class activities, being on time, coming to class prepared, etc.)

Total = 1000 points (A = 900-1000, B = 800-899, C = 700-799, D = 600-699)

The final exam is worth 30% of your final grade. All WR 121 students take a common exit final on Monday and Tuesday of finals week. I will announce the location of your final exam during Week Ten.
Behavior and Expectations

Make the commitment to be on time and attend regularly. There are lab, online, and hybrid classes available for students whose schedule makes it difficult to attend a 3-day-a-week lecture class. If you can’t make it to class, it would be wise to give me a call or e-mail so we can stay in contact.

If you do miss a class, it is your responsibility to pick up any handouts or assignments you missed the day you were gone. As a member of our WR121 community this term, you have a responsibility to your fellow students and to me 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 support a good learning environment for the rest of us.

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

You must hand in all work at the beginning of the class period it is due. You may petition (that means you have to let me know that your assignment will be late) to turn in one “free” late essay and two “free” late mini-writes as long as the assignment is no more than one week late. Late essays lose 10% a week, and late mini-writes only earn half credit. In general, in-class and computer lab activities cannot be made up. All late work must be submitted by the last day of regular classes.

Formats for typed assignments: (Read carefully!)

• Please type or word process all first and final drafts of essays. (We will use MLA format for all papers unless you prefer a different citation style. See sample student essays in your handbook and your textbook for examples of a correctly formatted MLA paper.)
• When the final drafts are due, you will need to hand in some or all of the following in a file folder: final draft, prewriting, all rough drafts, outlines, self-edited drafts, revision reflections, photocopies of any sources cited on the “Works Cited” page (be sure to highlight the sections you cited), and a writer’s reflection. I will include a checklist for each assignment so you know exactly what to put in your final folder. Missing items may mean a deduction in your grade.
• In this class, we focus on the process of writing. Therefore, I will not grade any essay assignment without (at a minimum) a first draft and a final draft in the file folder. Special note: essays using sources outside your text must include photocopies of those sources.

(See next page for sample paper set-up and formatting instructions.)
Sample heading:
Your name Smith 1
WR 121 - Walker
Title of assignment (Ex. “Essay #1”) January 22, 2010
Word count (number of words in your essay)

Center your title here (12 font please)

Your text begins here. “Tab” your indents. Note that the heading items are single-spaced, but the text of any typed assignment should be double-spaced. Use 12 inch Times New Roman font and one-inch margins. Remember to number your pages, starting on the first page.

Put your last name and page number in the upper right-hand corner (See example above). Please remember to staple your final draft. I will deduct points from your final draft grade for incorrect formatting!

Revision
You may revise final drafts of Essay #1 and Essay #2 for a higher grade if they are turned in by the due date. Try to have revisions completed within one week after I hand back final drafts. Even the practice final, Essay #3, may be revised. Since it comes at the end of the term, the final draft of Essay #4 may not be revised. You should, however, have ample time to get feedback from me and revise drafts of this essay. The mini -writes may NOT be revised.

Academic Honesty
Our class is part of a larger academic community. We will follow standard MLA or APA guidelines for giving credit to outside sources in our journals and our papers. Using someone else’s words or ideas in a quotation, paraphrase or summary means (1) beginning with a lead-in to show who said what, (2) including an in-text citation to show the source of the quotation, paraphrase, or summary, and (3) preparing a bibliography (called “Works Cited” in MLA or “References” in APA) that appears at the end of the assignment and that lists all sources used, including internet sources. Papers that use outside sources for images or text and that do not include in-text citations and/or a bibliography risk earning an “F.” If you have any questions about this, please talk with me right away.
Plan to stretch your understanding with each assignment. I will look for thoughtful content, logical organization, a clear style, and appropriate format. If you need help:

- Visit me during office hours. If those hours don’t work for you, make an appointment.
- Check my LBCC website and Blackboard or Moodle for current assignments and calendar
- E-mail me or phone (see p. 1 of syllabus)
- Visit the Writing Center in the Learning Center.
- Take advantage of computer labs available in the Forum computer lab, the Learning Center, and the library.
- Use LBCC’s online writing lab (OWL) to submit writing online for feedback. You will find a link on my LBCC webpage.

Our course will have a Blackboard or Moodle site. I will provide more information on that later.

Disabilities Services:
You should meet with your instructor during the first week 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.

“Beginning to write, you discover what you have to write about.”

Kit Reed

Tentative calendar for Weeks 1-3 (subject to change with notice):

<table>
<thead>
<tr>
<th>Week One: January 4-8</th>
<th>Please complete all assignments in this column before coming to class that day. (**Subject to change with notice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This column gives you a general idea of what we may be covering that day.</td>
<td><em>Monday</em></td>
</tr>
<tr>
<td>Intro to class and questionnaire</td>
<td>Handout on responding to and analyzing what we read.</td>
</tr>
</tbody>
</table>
**Wednesday**  
What makes an essay an essay?  
Assignment guide for Essay #1  
(See pp. 255-56 in your text for specific instructions for Essay #1)  

**Reading due:**  
- Introduction (1-7)  
- Chapter 1 (10-31)  
- Browse through *Beyond Words* and find one essay you find interesting or provocative. Read that essay.  

**Writing due:**  
- Write a brief 2-3 sentence summary of the essay you read for today. Then, write a short 5-10 sentence response. Use the suggestions on your handout or consider the questions in your text at the end of the essay. Please type this assignment if possible, but handwritten is okay too.  

---

**Friday**  
Getting to know each other  
Paragraphs  

**Reading due:**  
- Chapter 1 (32-43)  
- Read one essay from pp. 45-53.  

**Writing due:**  
- **Mini-write #1:** In one or two well-developed paragraphs, respond to one “Consider” question at the end of the essay you read for today.  

---

**Week Two: January 11-15**  
**Essay #1: Observing and Analyzing a Public Space**  

---

**Monday**  
Descriptive writing  
“The Crummy First Draft” by Anne Lamott  

**Reading due:**  
- Section 4.1 (192-211)  

**Writing due:**  
- **Mini-write #2:** In one or two well-developed paragraphs, respond to one “Consider” question for either “Our Sprawling Supersize Utopia” OR “My Ghost Town” OR “The Comfy Chair Revolution.”
<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Reading due:</th>
<th>Writing due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating a thesis</td>
<td>• Section 4.2 (214)</td>
<td>• <strong>Prewriting for Essay #1</strong>: This may take several forms. You could freewrite at least one page of writing or you could create an informal outline or list of what you will include in your paper.</td>
</tr>
<tr>
<td></td>
<td>• “Far from Home, Mexicans Sing Age-Old Ballads of a New Life” (226-228)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing due:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing due:</strong></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frankenstein drafts</td>
<td></td>
<td><strong>Full draft of Essay #1</strong> (3 copies–2 for peer responders and 1 for an in-class activity)</td>
</tr>
<tr>
<td>How do we respond to others’ writing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment guide for Essay #2 handed out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Three: January 18-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No school today - Martin Luther King holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing: the “dental draft”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Analysis</td>
<td></td>
<td><strong>Final draft of Essay #1 in pocket folder with all items on checklist.</strong></td>
</tr>
<tr>
<td>Assignment guide for Essay #2 handed out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**You will receive a new calendar on Monday. Here is your homework:**
- **Read**: pp. 95-105
- **Write Mini-write #4**: Choose one image in your assigned pages and respond to a question under the picture.

**Looking ahead:**
**For Wed., Jan. 27th: Read** “Student Project” on pp. 90-93. **Write Mini-write #5**: Find one particularly interesting or provocative image in your text that was deliberately composed (i.e. advertisement, a photograph, a political cartoon) and respond to one question under that picture.
Assignment Log and tentative due dates for essays this term

Use this log to keep track of your points throughout the term.

Essay #1:
- Prewriting (5 pts) - Wed., Jan. 13
- First draft (10 pts) - Fri., Jan. 15
- Peer response (10 pts) - Wed., Jan. 20
- Final draft (200 pts) - Fri., Jan. 22

Essay #2:
- Prewriting (5 pts) - Fri., Jan. 29
- First draft (10 pts) - Wed., Feb. 3
- Peer response (10 pts) - Mon., Feb. 8
- Final draft (200 pts) - Fri., Feb. 12

Essay #3
- Practice final (100 pts) - Week 9, March 1-5

Essay #4:
- Prewriting and proposal (10 pts) - Fri., Feb. 19
- Outline and bibliography (10 pts) - Fri., Feb. 26
- First draft (20 pts) - Mon., Mar. 1
- Peer response (20 pts) - Fri., Mar. 5
- Final draft (230 pts) - Fri., Mar. 12

Mini-writes (10 pts possible for each - Scaled to 100 points at the end of the term if we end up doing fewer than 10.)

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8
- #9
- #10