Writing 121 Syllabus
English Composition

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Office Hours: TR: 11-12:00 Wednesday: 12-2:00. And by appointment.
Class Time/Place: TR 8-9 a.m. Tuesday T 205; Thursday T 213.
CRN: 20739
Texts:
• Literature for Composition. Barnet et al, 6th ed. (Required)
• The Bedford Handbook. Diana Hacker, Bedford/St Martin, 6th ed. (Required)

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. 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 ideas, your own style. The act of writing is the key, and your efforts will improve through revision, coaching, input from your classmates and myself.

E-mail your work to me at terrancemillet1@comcast.net as attached documents in Microsoft WORD format only and in Arial 12 font. Work sent in as MS Works documents or WordPerfect documents, or a part of the email body, cannot be graded. Assignments are due by midnight on the due dates. Submissions must be attached files that have a subject line with your last name, the class and days, and the assignment in the subject line. For example: smith wr121web essay#1. If you do not follow the protocol titling your work, it will be returned unread and marked late. The computer automatically sorts these submissions into the appropriate folders, so the subject line is important.

College hours are 8-5 M-F. That’s when email gets downloaded. Keep that in mind, and remember that emergency email sent at 3 am and telephone calls can only be attended to during regular working hours.

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 proper 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 four types of essay-writing this term:
1. The Explication
2. The Comparison essay
3. The Interpretation/Argument essay
4. The Analysis/Conceptual essay

**Concepts:** To show our Learning Outcomes, you’ll need to master these 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 proper 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 the Chicago Manual of Style format (see your handbook)
• Apply guidelines for evaluating literature
• Write a focused, organized response to material
• Work collaboratively in groups

**Attendance:** It’s important that you check in regularly, just as though you were in a classroom. *Class activities will entail points towards your grade.*

**“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. Be timely and prompt contacting your partners in this class. We will depend on you.

**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, or e-mailed to me by midnight of that day. Late assignments will not normally be accepted. Please check the grading instructions in your packet. Know what plagiarism is and avoid it.

1. 200 points: 2 Essays, 3-5 pages (750 words); final version with workshopped version & sources @ 100 each.
2. 100 points: 1 Explication @ 50 points and 1 Analysis @ 50 points (500 words each).
3. 50 points: Workshops—2 @ 25 each: half for your essay draft, half for your edit. If you do
not participate in the workshop, no credit will be given. These will receive √+, √, or √-.

4. 100 points: 5 Summary/Responses @ 20 each. These weekly summaries will ensure that you read and understand the chapters of the text we cover each week. I will not grade these, but will give credit (pass) for them if they are on time. Late work receives no credit (0).

5. 100 points: Tests. One test on plagiarism taken from your handbook (50 points); one test on verb tenses, taken from your handbook.

6. Practice Final Exam

**FORMAT:** We will use the Chicago Manual of Style in this class, and all submitted work must follow that style correctly. There is a section in your handbook explaining it, and there is a template on the class website illustrating how it is done. We’ll hone this down is the first two weeks of class; after that, work that does not follow the style correctly will be returned ungraded for reformatting.

Essays will be 3—5 typed, double-spaced pages. They cannot be less than three pages (750 words) to be accepted. **Essays less than 750 words 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 left of the first page, along with the word count, and pages must be numbered in the proper format (the Chicago Manual of Style). All essays will be workshopped by class partners.

**Revisions:** You may revise one essay for a better grade during the term.

**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 = You show consistent work, but 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 = 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.
Remember, spelling and grammar **count** towards your grades, so use the spell check and have your essays proof-read before handing them in.

**Plagiarism Statement:**
Do your own work! Using someone else’s work as your own, or using information or ideas without proper citations (which is called plagiarism) can lead to your failing the assignment of the class. Bibliographies (called Works Cited) AND in-text citation are required whenever you use outside sources, including Internet sources. Refer to your manual.

**Disability Statement:**
Students who have emergency medical information that the instructor should know of, or who might need special arrangements in the event of 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 Disabilities at 917-4789.

**Waitlist Policy:**
Students who are registered but not present for the first class, unless they have given the instructor prior notice, will be dropped from the class and their place assigned to students on the waitlist.

**Late Work Policy:**
Late work will not be accepted unless critical circumstances justify an exception.
*Note: A First Version of your essay is a complete, 750-1000 word 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.

NOTE: all work is due on Thursday—the last class in the week. Work submitted after that will be marked late.

Week 1: Chapter 1: The Writer as Reader
- Introductions: Syllabus and overview. Orientation to the web site
- Read Chapter 1 for next day
- Discuss Chapter 1; Exercises from the text

Week 2: Chapter 2: The Reader as Writer
1/ Summary/Response #1 Due Thursday (on chapter 2)
2/ Begin thinking about your Comparison Analysis of “Hour” and “Ticket.” This can grow into the comparison Essay.

Week 3: Chapter 3: Reading Closely: Explication
1/ Summary/Response #2 Due Thursday (on chapter 3)
2/ Begin writing your Draft for the Explication
Begin explication on paragraphs 5-10 of “The Story of an Hour”.

Week 4: Chapter 4: Reading Closely: Analysis
1/ Explication Exercise due Thursday (with checklist attached)
2/ Summary/Response #3 Due Thursday (on chapter 4)
3/ Begin writing your Draft for the Analysis
Review elements on thesis, etc.

Week 5: Chapter 5 & 6: Summary & Paraphrase; Visual Culture
1/ Analysis Exercise due Thursday (with checklist attached)

Week 6: Chapters 7: Critical Thinking: Comparison; Chapter 8: Reading and Writing About Essays
1/ Summary/Response #4 Due Thursday (on chapter 8)
2/ Library Research Day: Spend this class in the library and write a one-page example of citations as per The Chicago Manual of Style.
3/ Begin writing your Draft for Essay #1 (Comparison) this can be a growth of the Analysis, comparing Chopin’s “Story of an Hour” with it’s companion piece, “The Ticket,” or another subject of your choice. (There are plenty of good topics in the last sections of the text).

Week 7: Chapter 8 Reading and Writing About Essays
1/ Essay #1 due Thursday (with checklist attached)
**Week 8: Chapter 17: Arguing an Interpretation: Essays**

1/ *Summary/Response #5 Due Thursday* (on chapter 17)  
2/ **Begin writing your Draft for Essay #2 (Interpretation)**  
   • We’ll be reading essays from Chapters 21 and 23 for this part of the course:  
     *Gender Roles: Making Men and Women*, and *Identity on America*.  
     Workshop essay and peer reviews.

**Week 9: Chapter 18 Arguing an Evaluation: Essays**

1/ *Essay # 2 due Thursday* (with checklist attached)  
2/ **READINGS AND DISCUSSIONS** this week from Chapters 21 and 23 for this part of the course: *Gender Roles: Making Men and Women*, and *Identity in America*.

**Week 10: Review**

Mon  Final exam practice: part 1.  
Wed  Final exam practice: part 2.

**Week 11: FINALS**

Monday—Part 1: 12 PM  
Tuesday—Part 2: 11/30 AM
WR 121 Assignment Log

Check off your assignments to keep current and record your progress.

**Essays** (200 points)
- Essay #1
- Essay #2

**Workshops** (50 points)
- Workshop #1
- Workshop #2

- **Explication** (50 points)
- **Analysis** (50 points)

A note: √+, √, or √- equates to an A, B, and C, respectively. A √- on a 25-point assignment will be 18.