Writing 121 Syllabus
English Composition

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Office Hours: M-F: 10 a.m.–11a.m.
Class Time/Place: internet
CRN: 31908
Texts:
- Literature for Composition, Barnet et al, 6th ed. (Required)
- The Brief Penguin Handbook (Strongly Suggested)
- A black, 3-ring binder for your notes and records.

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.

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 Analysis
3. The Comparison essay
4. The Interpretation/Argument 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 (as per The Chicago Manual of Style).
• 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 proper Bibliographic format
• Apply guidelines for evaluating literature
• Write a focused, organized response to material
• Work collaboratively in groups

**Attendance:** It’s important that you attend regularly. 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. Please check the grading instructions in your packet. Know what plagiarism is and avoid it. Remember, spelling and grammar count towards your grades, so use the spell check and have your essays proof-read before handing them in.

1. 200 points: 2 Essays; 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 are not present for workshop, no credit will be given. These will receive √+, √, or √-.
4. 40 points: Four Writing Exercises @ 10 points each: These in-class interactive creative writing exercises taken from The Eloquent Umbrella, will illustrate the connection between the imagination, the creation of art, and formal analysis of both the process and product of our own and others’ art. They will be class free-writes, and cannot be made up. They will be done in Monday’s class.
5. 100 points: Practice Final Exam

   Essays should 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.
   All essays will be workshopped in class.

**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 and graded by a group of teachers.

**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—you’re 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.

**NOTE:**  
E-mail work to me at terrancemillet1@mac.com as attached documents in Microsoft WORD format only and in Arial 12 font. 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, SmithTRwr121essay#1; ReedMWwr121wrex#2; etc.

**Plagiarism Statement:**  
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.

**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 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.
Tentative Schedule, Winter 2004
(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. No written assignment from out of class will be accepted without a stamp from LBCC’s Writing Desk in the Learning Center.

NOTE: all work is due on Mondays. Work submitted after Mondays will be marked late and may not be graded, or may be graded down.

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

We write this in class: EU Writing Exercise #1 Monday
Begin drafting Comparison Analysis of “Hour” and “Ticket.” This can grow into the comparison Essay.

Week 3: Chapter 3: Reading Closely: Explication

EU Writing Exercise #2 Monday in class write
Draft Explication
Field questions on the essay drafted in the lab last Friday. Begin group explication on paragraphs 5-10 of “The Story of an Hour”.

Week 4: Chapter 4: Reading Closely: Analysis

Explication: due Monday (with checklist attached
Draft Analysis
Review elements on thesis, etc.

Week 5: Chapter 5 & 6: Summary & Paraphrase; Visual Culture

Analysis: due Monday (with checklist attached)
EU Writing Exercise #3 Monday in class write

Week 6: Chapters 7: Critical Thinking: Comparison; Chapter 8: Reading and Writing About Essays

Monday Library Research Day: Spend this class in the library and write a one-page example of citations in the Chicago Style format to be handed in next class. You should easily be able to do this in an hour.
Draft 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**

   Essay #1 due Monday (with checklist attached)
   EU Writing Exercise #4 Monday in class write

**Week 8: Chapter 17: Arguing an Interpretation: Essays**

Draft 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 8: Chapter 17: Arguing an Evaluation: Essays**

Essay # 2 due Monday (with checklist attached)

- 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**

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<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Final exam practice: part 1.</td>
</tr>
<tr>
<td>Wed</td>
<td>Final exam practice: part 2.</td>
</tr>
<tr>
<td>Fri</td>
<td>Finals returned and Review.</td>
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**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** (300 points)
- Essay #1
- Essay #2
- Essay #3

**Workshops** (100 points)
- Workshop #1
- Workshop #2

**Eloquent Umbrella Writing Exercises**
- Writing Exercise #1
- Writing Exercise #2
- Writing Exercise #3
- Writing Exercise #4

- **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.