

## Writing 121: English Composition

CRN # 10197 - 4 Cr. Hrs (Winter Term, 2008)

Instructor: Charlie Sieracki  
Classroom: Bldg. 2, Rm. 120  
Instructor's Office: Bldg. 3,  
Office Hours:

Rock Creek Campus, 17705 NW Springfield  
Time: Tuesday, Thursday: 2:00-3:30 pm  
Rm. 201, Office 215A  
Wednesday: 1:00-2:00,  
Tuesday, Thursday: 12:00-2:00,  
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### Course Description

Writing 121, English Composition, is a four-credit course to develop your skills in analytical reading, critical thinking, and writing for academic and professional audiences. You will compose several essays, using a variety of strategies to present evidence in support of a thesis. You will also be introduced to source analysis, documentation and research methods. Two writing conferences with the instructor are required.

### Course Objectives:

Students who pass the course will be able to do the following:

- Search out, read, interpret and incorporate a variety of readings/texts into writing projects with effective quotation, paraphrasing and documentation of source materials.
- Construct and use a thesis or controlling idea to shape your writing.
- Write clear, focused, coherent essays for various academic and professional audiences, using Standard English conventions of grammar and style.
- Demonstrate understanding of an effective writing process to generate ideas, organize, and revise writing.
- Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and independent ability to use MLA Handbook citation style.
- Produce polished drafts of several essays totaling a course minimum of 4,000 words.
- Begin to use writing as a tool to gain self-awareness, to question assumptions, and to connect personal experience to broader issues.

### Prerequisites:

Writing and reading ASSET minimum placement test scores: 45 (COMPASS writing minimum is 79, COMPASS reading is 88 ). Or completion of Writing 115 with a grade of "C" or better.

### Required Texts:

Strategies for Successful Writing, 8<sup>th</sup> edition, James Reinking and Robert von der Osten, Upper Saddle River, Pearson/Prentice Hall, 2007

Quick Access (QA), Reference for Writers, Lynn Quitman and Douglas Hesse, Upper Saddle River, Prentice Hall, Fifth Edition

### Grading Policy:

The final grade is based on the average grade of the writing assignments and the final exam. However, homework and class participation are also considered. Rough drafts must be submitted with each final draft and will be included in the essay's grade. The final exam is required.

### Out-of-Class Essay Guidelines

- Essays are to be typed, double spaced, with one-inch margins
- Heading in the upper corner of the first page is to have your name, course number, date, and essay number.
- Essay title should be centered at the top of the first page.
- Each essay should have a clear introduction with thesis statement, organized body, and effective conclusion.
- Rough draft is to be turned in with the final copy of the essay.

### Attendance and Make-Up Work

Regular attendance and participation in class is required to pass the course. Make-up work may be required for absences. Excessive absences may result in an administrative drop. A grade of "F" may be assigned to a student with excessive absences (4) who fails to drop and withdraw from class by the published deadlines.

### Late Assignments

Assignments are due at the beginning of class. Essays may be lowered one-half grade if they or the rough drafts are received later that day and a complete letter grade if received the day after. Please let me know by voice mail or e-mail before the class begins if extenuating circumstances, such as illness, family emergency, or business, require alternate arrangements.

### Plagiarism

All of the work you submit must be your own. Submitting someone else's idea or sentences as your own is plagiarism and will result in failure of the assignment and possible additional penalties. When you wish to incorporate another person's ideas, be sure to follow the classroom instruction or consult a writer's handbook for the appropriate procedure for acknowledgement.

### Support for Accommodations

PCC is committed to supporting all students. If you have an accommodation form from the Office for Students with Disabilities (OSD), please make arrangements to meet with me privately to discuss your needs. Accommodations are not retroactive, but begin when

the instructor receives the OSD Approved Academic Accommodations form from the student. To request academic accommodations due to a disability, please call 503-614-7300 to make an appointment with an OSD Counselor.

- The assignment calendar may change because of emergency conditions or because of course adjustments. Advance notice will be given whenever possible.

### Tentative Calendar

Week	Date	Activity	Writing Assign.	Reading
1	Jan. 8	Course introduction; in-class writing sample; small group activity		
1	Jan. 10	Invention strategies: remembering people; From journal to essay structure: narration	Journal	81-94, 489-493, <b>QA: 27-48</b>
2	Jan. 15	Use of Description; In-class perspectives; 486-8	Rough draft essay #1 with outline	96-110, 532-4
2	Jan. 17	Introductions and conclusions	Final draft essay #1	<b>QA: 38-9, 48-9, 60</b>
3	Jan. 22	Journeys into diversity; Guest presentation		Handout
3	Jan. 24	Summary, paraphrase, in-text citations,	printout of two articles	<b>14, 85, 204-6, 451-461, 212-218,</b>
4	Jan. 29	Workshop on rough draft	Rough draft essay #2 with outline	127-137
4	Jan. 31	Sentence Structure Bring in final draft of essay #1	Final draft essay #2	<b>405-415, 423-427</b>
5	Feb. 5	Explanation of a process; Assembly directions		113-125, 512-519, 523-527
5	Feb. 7	TBA	Rough draft essay #3 with outline	TBA
6	Feb. 12	TBA	Final draft essay #3	TBA
6	Feb. 14	Summary of each article; personal reaction to the summaries	Print out of two related news articles	200-237
7	Feb. 19	Research paper introduction	Final draft #4 reaction paper	239-246 <b>157-191</b>
7	Feb. 21	Library databases; meet in Lib. Rm. 213		363-431
8	Feb. 26	Data analysis and summary		Tilove article, 635-643
8	Feb. 28	Logical fallacies	Essay outline	214-217 <b>74-76</b>

9	Mar. 4	In-class workshop on rough draft	1 <sup>st</sup> Rough draft	607-625
9	Mar. 6	Citations and Works Cited	2 <sup>nd</sup> rough draft	650-657, <b>191-213</b>
10	Mar. 11	TBA	Final Draft #5	
10	Mar. 13	Preparation for final exam		
11	Mar. 18	Final Exam	Essay #6	

### International Perspectives Component

Class notes Jan 29

Today's class focuses on introducing the next essay topic: journey into diversity.

Muslim perspectives: religion and literature

Guest Presentation: Economics Instructor: Life in Turkey and the U.S.

Explanation of essay topic: Write a three-page description of the major aspects of a world heritage site and explain what is significant to you about them. In the introduction, use a "hook," then present the thesis statement, then forecast the major aspects of the site. In the conclusion, include a "framing" statement.

Jan. 29: bring to class your rough draft and two articles that you have used in the essay.

Additional reading assignment of essays which reflect different cultural values

"When the Full Moon Shines Its Magic over Monument Valley" (498) Young

"Conversational Ballgames" (562) Sakamoto