

# WR 121 Syllabus

## English Composition

### Spring Term 2007

CRN 20372, 4 credits  
MW 11:00 am – 12:50 pm  
4/02/2007 – 6/11/2007  
Sylvania TCB 216

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## Description

### Prerequisites

Writing and reading scores above 44 on the Asset placement exam, a grade of C or better in WR 115, or the instructor's permission.

### Required Texts



Michael Berndt & Amy Muse, *Composing a Civic Life: A Rhetoric and Readings for Inquiry and Action*, 2<sup>nd</sup> edition (Pearson-Longman, 2006)



Jane E. Aaron, *LB Brief: The Little, Brown Handbook, Brief Version*, 3<sup>rd</sup> edition (Pearson-Longman, 2007)

Handouts, delivered to you free of charge at class meetings.

*Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> ed. (Merriam-Webster, 2003), *The American Heritage College Dictionary*, 4th ed. (Houghton, 2002), or a comparable college-level dictionary

☞ You will need to bring the two texts and the handouts to each class meeting.

### Web Sites

Spot server website, for calendar, PDF of syllabus: <http://www.pcc.edu> Click on **Contacts**, key in **McDowell**, click **Web**, click **WR 121 English Composition**

MyPCC website, particularly for PDFs of some handouts and for links: <https://my.pcc.edu> Log in, then click on **My Courses**, select **Spring 2007**, and click **English Composition**. Under "Course Tools," check out **Links**, **Files**, **Message Board**, and **E-mail**.

### Supplies

Standard-sized white ruled notebook paper; blue or black pens; standard-sized white bond paper for out-of-class essays; a letter-sized file folder in which to submit out-of-class work; a flash drive.

### Catalogue Course Description

WR 121 English Composition develops skills in analytical reading, critical thinking, and expository and persuasive writing. Students compose several essays using a variety of strategies to present evidence in support of a thesis.

## Service Learning Option

This section Writing 121 offers a “service learning” option to encourage your connecting class content with the “real world.” Service learning is a method of teaching and learning which combines academic classroom work with meaningful volunteer work for a nonprofit community agency. Like an internship, it teaches through hands-on experience. Our text readings and discussions for this term explore some of the communities in which we live—family, college, planetary, and virtual. A service-learning project makes the link between our theoretical discussions and real-life participation in a public community. The service learning component of the class is optional, but I hope you’ll elect to do it. Some of its goals:

- connect classroom ideas of “community” to the reality of a volunteer site community
- gather ideas to discuss and write about in our “citizenship” and “community” themed essays
- encounter new ideas, attitudes, and experiences related to community and the work you do
- put values into action

## Class Activities

- discussion of text readings, in small groups and as a full class
- brief instructor presentations on key concepts of the course
- brief instructor presentations on grammar and mechanics of language
- brief student presentations on text readings and student research
- peer-editing workshops in small groups
- in-class writing on assigned readings and impromptu subjects

# Requirements

## Reading and Discussion

Reading assignments in the texts are due nearly every class meeting. Please bring both texts to every class meeting. This is largely a discussion class, not a lecture class, and how much you enjoy and benefit from the class is directly proportionate to how well you've read and thought about the assigned readings before class and how much you speak up in class.

As a community of thinkers and writers we'll develop and explore ideas about the issues raised by the readings in the essay text. Your out-of-class essays will be further developments of your own ideas about these issues. You're expected to have read and thought about the day's reading before coming to class. Do your reading at home; class time is for writing and discussing essays. Not having anything to say about the day's readings says you're not meeting the reading and discussion requirements.

## Writing

- **(Service Learning Option)** three new essays of 500-1,000 words each, preceded by a typed peer review draft, plus a report reflecting on your service-learning experience
- **(Without Service Learning)** four new essays of 500-1,000 words each, each preceded by a typed peer review draft
- a dozen or so in-class writings
- an out-of-class “writer’s journal”
- final portfolio of 2 revised essays and 3 revised in-class or journal writings

## Attendance

The college expects students to attend all class meetings of the courses in which they are enrolled. The college's general policy is that missing the equivalent of one week of class (4s hours of class time) may reduce a student's grade one full grade (e.g., from “A” to “B”) and missing the equivalent of two weeks may result in an “F.”

In this class, generally each hour of absence lowers your grade one level from whatever it would have been with perfect attendance. If you miss four classes (8 hours of class time—two weeks’ worth), you need to drop the course and take it again when you are able and motivated to attend regularly. If you arrive late or leave early from class, you may be counted absent for the day—talk to me right after class to get credit for some attendance.

## Conferences

You'll each be having at least two out-of-class conferences with me to discuss your writing in the course. Save everything you write for this course and bring it to the conference.

## Evaluation

Evaluation for the final grade is based upon:

- attitude and participation in class activities, including group presentation, 20%
- the quality and amount of your in-class writing 20%
- the quality of your out-of-class peer-review drafts and final essays 60%

To receive an A or a B in the course, you must turn in all the papers on time, have perfect or nearly perfect attendance, participate in class discussions, show improvement in your writing, and demonstrate the ability to participate in a college-level community of discourse. All assignments must be successfully completed to receive a passing grade.

None of your work for the first half of the term will receive individual letter grades, since grades divert attention from what should be the focus of your interest: comments, written and oral, from me and other students, about your writing and how to improve it. You'll receive a midterm grade around the sixth week of the term as an indicator of your progress.

Grading is on an A-B-C-D-F basis. No grades of P / NP or audit (AUD) are given for transfer writing classes. An Incomplete (I) may be taken only if you've met all of the course requirements except the final assignment. All students who have submitted any written work for the term, even those who stop attending after the term starts, receive an A, B, C, D, or F grade for the course.

## Policies

### Manuscript Form

MLA style. See *LB Brief* for the basics.

### Rough Drafts

Since writing is a process involving prewriting, organizing, rough-draft writing, revising, and proofreading, I need to see evidence of each stage in order to guide you. In other words, you must submit notes and rough drafts in your file folder with each essay. If you work exclusively on a computer, then submit printouts of your essay at substantially different stages.  No essays will be accepted for a grade without this preliminary work.

### Late Assignments

Late papers will be accepted the next class period for partial credit if you submit a paragraph written explanation, and will not be accepted after that without previous arrangement with the instructor. You will generally be assigned additional writing to make up for the lost credit. Since you must submit all assignments to pass the course, you should drop the course if you can't get papers in when they're due.

### Plagiarism

All work submitted in this course is to be your own new, original work written in response to the assignments. Refer to *LB Brief* for advice on how you're expected to credit your outside sources. Consciously or unknowingly presenting the ideas or writings of others as your own will result in dismissal from the class, an automatic course grade of F, and possible disciplinary action by the college. See the Student Academic Integrity policy at <http://www.pcc.edu/integrity>.

### Classroom Etiquette

Cell phones are fine outside of the classroom but their use in class is disruptive and distracting. Please turn them off or set them to silent mode and keep them put away.

## Drops & Refunds

Students are personally responsible for dropping or withdrawing from their classes even if they do not attend. You may withdraw using the web or an add/drop form at the registration office. You may receive a refund if you drop by the second Friday of the term. If you fail to drop during the refund period, you will be responsible for the charges. The last day you may drop this class and *not* receive a W on your transcript is the Friday of the fourth week of classes; the last day you may drop (and receive a W) is the Friday of the eighth week of classes.

## College Closure

In the event of snow, ice, floods, tornadoes, earthquakes, landslides, or other events which might seem to result in the college closing or curtailing its activities, it's your responsibility to find out whether the college is in fact closed. The college announces its closure or delayed opening on the School Announcement Network, which includes the major local AM and FM radio and TV stations. The Portland Information Network website carries continually updated closure announcements:

<<http://www.pdxinfo.net/>> & <<http://www.flashnews.net>>

The college also puts a closure announcement on the college switchboard, 503-244-6111 and TTY 503-977-4877. If the media, websites, and switchboard say nothing about closure, we can assume that classes are held as usual, and all of us are expected to be present.

## ADA

The Americans with Disabilities Act guarantees educational services to those with disabilities. If you have a disability which you think may adversely influence your performance in this class, talk with me and contact the Office for Students with Disabilities (503-977-4341, TTD 503-246-4072) before the second class meeting.

## Affirmative Action

PCC is an affirmative action, equal opportunity institution, which means that college policy prohibits any manager, supervisor, faculty, staff, or student from harassing or discriminating against any member of the college community on the basis of his or her race, color, religion, ethnicity, use of native language, national origin, age, sex, marital status, height/weight ratio, disability, or sexual orientation.

## Workload

In college, the rule of thumb is that you should expect to do at least two hours of course preparation outside of class for every hour of classtime per week. Writing classes always exceed this average. Since we meet for four hours of class per week, you should expect to spend at least an additional eight hours (and more likely ten) out of class reading and writing every week.

If you do not have at least eight hours of alert time to devote to this course outside of class each week, you should drop the course and retake it when your schedule enables you to devote this minimum amount of time to the course. Most students who have difficulty with WR 121 and who end up dropping out of the course fail not because of lack of ability at writing but because of a lack of understanding of what it takes to be a successful college student.

# Campus Resources

Everyone at PCC wants you to succeed. Resources are available to help you in your coursework. From off campus, you can generally get through by putting 503-977 in front of these extension numbers.

### Tutoring Help on Your Writing

- Student Success Center: CC 204; Ext. 4540; <<http://www.pcc.edu/resources/tutoring/sylvania/#ssc>>
- Writing Center: CT 239 Ext. 4952 < <http://www.pcc.edu/resources/tutoring/sylvania/#writing>>
- Multicultural Center: CC 202; Ext. 4112; <<http://www.pcc.edu/resources/culture/>>
- Online Writing Lab < <http://www.pcc.edu/services/index.cfm/197,htm>>

**Computer Access**

- Languages & Writing Lab: CT 235
- Library: Ext. 4935; <<http://www.pcc.edu/library/rooms/index.htm#computers>>
- Computer Resource Center: CC 206; Ext. 4325; <<http://www.pcc.edu/resources/computer-labs/sylvania/>>

**Books**

- Library: Ext. 4498; <<http://www.pcc.edu/library/>>
- Bookstore: Ext. 4704; <<http://www.pcc.edu/resources/bookstore/>>

**Explanations**

- PCC Catalog: <<http://www.pcc.edu/about/catalog/>>
- PCC Schedule of Classes: <<http://www.pcc.edu/schedule/>>
- College Information: CC 215; Ext. 4329 <<http://www.pcc.edu/about/>>
- English Division: CT 219; Ext. 4266; <<http://www.pcc.edu/academics/index.cfm/130.html>>
- Public Safety for police, fire, medical emergency: Ext. 4444; Non-emergency: Ext. 4902 <<http://www.pcc.edu/about/public-safety/>>
- Counseling: CC 216; Ext. 4531; <<http://www.pcc.edu/resources/counseling/index.html>>

## WR 121 • Calendar • Spring 2007

Please complete the following assignments **before** class on the dates indicated. We will revise this syllabus throughout the term as our needs and interests dictate.

	Date	Writing due	Civic Life reading due	LB Brief reading due
1	M 2 Apr		Introduction to the course	
	W 4 Apr	In-class	Ch. 1 What Does It Mean to Be a Citizen? 1-23, 27-36	1. Writing situation 2 2. Invention 10
<b>The Higher Education Community</b>				
2	M 9 Apr	Listing, 5 W's, First ¶	Explanation of Essay #1 Assignment Ch. 7 The Higher Education Community 274-5 • Levine & Cureton, Collegiate Life: An Obituary 276-84 • Garrison, Why Am I in College? 284-91	3. Thesis, organization 17 4. Drafting 27
	W 11 Apr		• Edmundson, On the Uses of a Liberal Education 292-305 • Hooks, Engaged Pedagogy 306-11 • Sacks, The Sandbox Experiment 312-19	5. Revising, editing 30 6. Paragraphs 48
3	M 16 Apr	Essay #1 — typed peer draft	• Horowitz, Why an Academic Bill of Rights Is Necessary 320-24 • Informational Posters 324-26 • Fish, "Intellectual Diversity" 326-30 Peer Review Workshop on Essay #1	7. Document Design 71 56c-d. MLA format 521
	W 18 Apr	Essay #1 — final draft	Sign up for conferences Continuing the Case Study 331-32 Ch. 2 Critical Literacy 46-84	8. Academic writing 86
<b>The Family as Community</b>				
4	M 23 Apr		Explanation of Essay #2 Assignment Ch. 6 The Family as Community 195-97 • Pipher, Beliefs about Families 198-202 • Kaeser, Love Makes a Family 211 • Riedel, Inward Christian Soldiers 212 CONFERENCES (on Essay #1; in CT 122)	53d. Summary, paraphrase, quotation 460 53e. Integrate sources 465

	W 25 Apr		<ul style="list-style-type: none"> <li>• McBride, Black Power 228-35</li> <li>• Mernissi, Moonlit Nights of Laughter 235-39</li> <li>• Santorum, The Meaning of Family 240-47</li> </ul>	
5	M 30 Apr	Essay #2— typed peer draft	<ul style="list-style-type: none"> <li>• Gallagher, What Marriage Is For 247-52</li> <li>• Tomorrow, A Brief History of Marriage in America 254</li> <li>• Rauch, What Is Marriage For? 255-65</li> </ul> Peer Review Workshop on Essay #2	16. Parallelism 187
	W 2 May	Essay #2— final draft	Ch. 3 Researching: Inquiry as Action 85-105	

**Citizens of the Earth: Planetary Communities**

6	M 7 May		Explanation of Essay #3 Assignment Ch. 9 Citizens of the Earth 410-12 <ul style="list-style-type: none"> <li>• Austin &amp; Schill, Activists of Color 412-19</li> <li>• Orr, Saving Future Generations from Global Warming 420-23</li> </ul>	30. Case 289
	W 9 May		<ul style="list-style-type: none"> <li>• Carson, from <i>Silent Spring</i> 436-42</li> <li>• How Do You See Nature? 442-43</li> <li>• Louv, Don't Know Much about Natural History 444-52</li> </ul>	31. Pronoun-antecedent agreement 296
7	M 14 May	Essay #3— typed peer draft	Peer Review Workshop on Essay #3 Sign up for conferences <ul style="list-style-type: none"> <li>• Chapple, Eco-Rednecks 452-54</li> <li>• Lappé, from <i>Diet for a Small Planet</i> 454-59</li> </ul>	32. Pronoun reference 301
	W 16 May	Essay #3— final draft	Ch. 4 Arguing: Action As Inquiry 119-24, 134, 148	

**Virtual Communities**

8	M 21 May		Explanation of Essay #4 Assignment Ch. 11 Virtual Communities 525-26 <ul style="list-style-type: none"> <li>• Dyson, Communities 527-36</li> <li>• Dietrich, Refusing to Hope in a God of Technology 537-39</li> <li>• 78 Questions: A Guide to Living with Technology 540-42</li> </ul> CONFERENCES (on Essay #3, in CT 122)	33. Adjectives and adverbs 306
	W 23 May		<ul style="list-style-type: none"> <li>• Mulholland &amp; Martin, Tune Out 542-46</li> <li>• Technorealism: An Overview 547-49</li> </ul>	
9	M 28 May		★ Memorial Day Holiday—No class	
	W 30 May	Essay #4— typed peer draft	Peer Review Workshop on Essay #4 <ul style="list-style-type: none"> <li>• Grossman, Meet Joe Blog 551-55</li> <li>• The Blogger Manifesto 556-59</li> </ul> Explanation of Portfolio Assignment	34. Misplaced and dangling modifiers 318

**Presentations & Portfolios**

10	M 4 June	Essay #4— final draft	<ul style="list-style-type: none"> <li>• Nardi et al, Why We Blog 559-66</li> </ul> Presentations & Discussions of Service Learning Projects	
	W 6 June	Portfolio	Preview of WR 122 & review of WR 121 Deadline for all out-of-class work	
11	M 11 June	Exit Writing	Final class meeting In-class exit writing, return of portfolios	