Writing 121
Course Description and Syllabus

I write to find out what I’m thinking about.
--Edward Albee

WR 121: English Composition
CRN: 42754
Spring Term 2008 (23 September--11 December)
4 credits
Room: Tabor Hall 139
Tuesdays & Thursdays 1:00-2:50pm

Instructor: Chuck Sullivan
Faculty Office: Tabor Hall 122
Office Hours: Tuesdays & Thursdays 3:00-4:00 or by appointment
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Email: csulliva@pcc.edu [Email preferred]


Writing 121, English Composition, is the first course in the English Composition sequence, focusing on the development of expository and critical writing skills, the ability to read and think critically, and the capacity to explore ideas and issues through class discussion and writing. Students will compose essays using strategies that present evidence in support of a thesis, and that consider the audience for whom the essay is intended. WR 121 partially fulfills the Oregon Transfer Agreement’s writing requirement.

Prerequisite: Successful completion of Reading 115, or a score of 88 on the reading test, or a score of 79 on the Compas test.

Course Activities and Design: Students will be expected to write three formal essays. This course will include working in small peer-response workshop groups where students will read and respond to their fellow students’ writing. In-class writing will be required. All drafts of formal essays must be typed.

Requirements/Grading:
- Three double-spaced, typewritten essays. 90%
- Attendance, peer response, preparation for and participation in classroom discussions and activities. 10%

Course Policies:
1. To pass the course you must complete all assigned work. A missing essay will result in no better than a D for the class.
2. Your essays must be submitted on time. A late essay received one class meeting after the due date will be lowered one half of a grade. A late essay received two class meetings after the due date will be lowered one full grade, etc. Essays later than two weeks will not be accepted.
3. Attendance is required. Your final grade will be lowered half a grade for each class you miss starting with the third absence. To be considered in attendance you must stay for the entire class. Chronic lateness is unacceptable.
Essays: Three formal essays are required over the course of the term, and you will be expected to revise and develop these essays through at least two drafts. Essays length will vary depending on the assignment, but no assignment will be fewer than 1,000 words long. All the essays should be typed and double-spaced, using either a 10 or 12 point font. You do not need a title page; center title above the first paragraph. Include your name, course number, assignment, and date in the upper left-hand corner of the first page. Multiple pages should be attached with a paper clip.

Peer-Response Workshops: During workshop time, you will work together in small groups reading and responding to works in progress. Peer-response serves at least two purposes: receiving it gives you an additional, outside view of your paper AND giving it helps you learn how to analyze and respond critically to the writing of others. Bring rough drafts of your essays to class for the peer-response workshops, and be prepared to offer constructive suggestions and responses to the people in your group.

Conferences: All students are required to attend one-to-one paper conferences over the course of the term. At this time we can discuss your progress in the class. If you would like additional conference time, please contact me and we can make an appointment.

Drop Policy: If you decide to drop the class YOU must do it through the registrar’s office, over the phone, or over the internet. Instructors CANNOT drop students who decide not to come to class.

Policy on Plagiarism: Plagiarism is the use of another's words, ideas, data, or product without appropriate acknowledgment, such as copying another's work, presenting someone else's opinions and theories as one’s own, or working jointly on a project and then submitting it as one's own. Plagiarism will result in a grade of "F" for the assignment, and possible disciplinary action by the college.

Students with Disabilities: If you have a disability and need an accommodation, please make arrangements to meet me. PCC students requesting accommodations must provide documentation of disability to, and work with, The Office for Students with Disabilities (OSD) at 503-977-4341 503-977-4341
Weekly Schedule
(This schedule is tentative and subject to change)

WEEK ONE:
September 23: Introduction
September 25: Read Salvation (Langston Hughes)

WEEK TWO:
September 30: Read: Graduation (Maya Angelou) and Shooting an Elephant (George Orwell).
October 2: DUE: First draft of personal narrative essay for peer workshop (BRING FOUR COPIES!!).

WEEK THREE:
October 7: Read: Learning to Read and Right (Frederick Douglass), and Teaching Literature in the County Jail (Christina Boufis).
October 9: DUE: Final draft of personal narrative essay. Read: Hatsuyo Nakamura (John Hersey), and Atomic Bombing of Nagasaki Told by Flight Member (William L. Laurence)

WEEK FOUR:
October 14: Read: Two Ways to Belong in America (Bharati Mukherjee), and How the Lawyers Stole Winter (Christopher B. Daly)
October 16: Read: Grant and Lee: A Study in Contrasts (Bruce Catton).

WEEK FIVE:
October 21: TBA
October 23: DUE: First draft of Compare and Contrast essay for peer workshop (BRING FOUR COPIES!!).

WEEK SIX:
October 30: DUE: Final draft of Compare and Contrast essay.
Read: Genetic Enhancement Allows for Even Greater Freedom (Ronald Bailey), and We Should Not Tamper with What Makes Us Human (Dinesh D'Souza).

WEEK SEVEN:
November 4: Read: Animal Research Saves Human Lives (Heloisa Sabin), and Why We Don't Need Animal Experimentation (Peggy Carlson).
November 6: Read: The Threat of National ID (William Safire), and Why Fear National ID Cards? (Alan M. Dershowitz).

WEEK EIGHT:
November 11: NO CLASS TODAY—VETERANS’ DAY
November 13: Read: In Defense of Voluntary Euthanasia (Sidney Hook), and The Wrongfulness of Euthanasia (J. Gay-Williams).

WEEK NINE:
November 18: Read: Women’s Brains (Steven Jay Gould).
November 20: Read: A Modest Proposal (Jonathan Swift)

WEEK TEN:
November 25: Read: Can We Know the Universe? (Carl Sagan).
November 27: NO CLASS TODAY--THANKSGIVING

WEEK ELEVEN:
December 2: DUE: First draft of argument essay for peer workshop (BRING FOUR COPIES!!).
December 4: Read: I Have a Dream (Martin Luther King Jr.).

WEEK TWELVE:
December 9: DUE: Final draft of argument essay.
December 11: TBA