

WR 121Z: Composition I

Fall 2024 4 Credits

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Course Description

WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.

Required Textbook

For this course readings will be a mixture of online and digital readings delivered through Google Classroom. Additionally, you will gather readings on a topic of your choosing as part of a major assignment for this course. There is no formal course textbook that you are required to purchase, we will use “They Say, I Say” and there are in-class copies available.

Course Format & Supplies

This class is an in-person format and meets daily.

The majority of the work for this class will be completed using Canvas.

- This term, we will hold conferences in-person. These conferences are required and are part of your overall grade.
- You will need access to a computer and some basic Internet skills to access course content and participate in coursework. We will also develop some new web-based skills during this course.
- You will need to be able to create and save your writing a Google Doc/ GoogleDrive, or GoogleSites. It would also serve you well to know how to change fonts and spacing, use spelling and grammar checks (Do not use Grammarly- remove it from your chrome), and copy/paste text. Other, fancier parts of word processing I'll be happy to show you as we go through the course.
- You'll be required to submit work through Google Classroom and should have your work stored/saved in your GoogleDrive for this course so you can access it easily. You are responsible for ensuring that your work is accessible by you and shareable with me.
- You will definitely need to check your Google Classroom daily.

Course Teaching Methods

My teaching will include lectures, example papers, and how-to sessions for research and formatting. You will have time in class to work on assignments so that you can ASK for my help. You will be expected to prioritize your time for getting assignments done, as you won't have assignments due on a daily basis. These less-structured methods often are confusing or anxiety-inducing to people who need or rely on more detailed and rigid structures. While I am willing to help guide each of you, ultimately what I want you to develop are your own processes, methods, and understanding of how you accomplish the work I ask you to do.

You will be expected to show up prepared and use the class time I give you to work on MY WORK.

Working on homework for another class during my class time is not permitted, nor is not doing any work

and being disruptive to those around you; you will be asked to leave. You will have deadlines throughout assignments to ensure that you are on task and on target to complete your assignments by the due date.

As such, I use several premises to guide how I teach this course:

Readings Introduce Concepts for Discussion

First, I rely on reading and discussions to share and examine concepts, ideas, and problems. I invite you to come with questions, comments, connections, and even complaints about the content of this course. Interrogate and engage these ideas, but don't worry about memorizing them.

Flexible Mini-Lectures

I also use mini-lectures to deliver key concepts and ideas. I have usually planned the core content of these lectures before class, but based on your comments and responses, they may delve into peripheral and tangential ideas. As such, I do not have formal lecture notes to distribute to you, and I encourage you to attend each class and take notes as you see fit.

Tutorial One-to-One Method

I also believe in a tutorial method for conducting class meetings, where the majority of work is done by you. As such, I set aside several classes for you to work on the projects at hand. This allows me to observe, comment on, and intervene as needed in your writing process. I imagine writing in this way to be collaborative; we work on this together. For those of you who struggle working in class, now is the time to get past that, it's not an option to not work in class.

Conferences

Finally, you and I will meet in individual conferences this term. During these meetings, we will focus on your work and will often be before an assignment is due. For conferences, I expect you to have the best possible draft of work completed by these conferences. Failure to have work for us to confer upon may result in a zero for that part of the assignment, for which that grade cannot be changed (ie. no late work on rough drafts will be accepted).

Course Learning Outcomes

1. Apply rhetorical concepts through analyzing and composing a variety of texts.
2. Engage texts critically, ethically, and strategically to support writing goals.
3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.
4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.

Program Level Learning Outcomes

Writing & Information Literacy

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Recognize and articulate the need for information, and then locate, evaluate, and ethically utilize that information to communicate effectively; and
- Demonstrate appropriate reasoning in response to complex issues.

Related Instruction Outcomes

Communication

- Communicate clearly, accurately, and professionally in a variety of situations including workplace scenarios.
- Communicate in written format confidently and effectively with a variety of audiences and be prepared to apply these skills in the workplace.

Assignments & Descriptions

The following are brief explanations of the assignments for this class. These descriptions are intended only to express the basic purpose and form of each assignment. More complete assignment sheets with exact schedules and due dates will be handed out and provided in Google Classroom.

Rhetorical Summary & Response Paper

In this assignment, you will read and summarize three sources, two of which will be chosen by me, the other you will research to find to support your position. Your summaries should focus on explaining the main points and important details of the sources, while overall providing a broader introduction to the topic for your reader. You will also respond to those readings and their main ideas by analyzing and discussing the main points, the topic overall, and your own thoughts or ideas as well, as if you were joining the conversation with the sources.

Mini-Argument Research Paper

In this assignment, you will take on the role of researcher, investigator, and rhetorical writer to learn about an lesser-known or discussed topic that perhaps people are less familiar with or haven't heard of yet in order to bring that topic more scholarly and critical attention. The topic you choose can be cultural, artistic, actual humans, technological, sociological, historical, even scientific. Please choose

topics that you are interested in researching, but on which you haven't done extensive formal research. Your academic purpose for this assignment is to present and argue about a topic using sources and knowledge to provide support by referring to and citing reliable, credible, and relevant (most likely academic or scholarly) sources. This assignment will require APA format and citation and a References section.

Multimodal Literacy Narrative

Humans have many ways by which we make, shape, and communicate our knowledge and meanings. We speak and we write; we also draw and we carve; we arrange words and images, we gesture and signal with our bodies, and we make sounds and music. These ways of making and sharing meaning are called modes. In the 21st Century, our abilities and technologies for making many modes are numerous and widely available. In this assignment, you will write a narrative on some event in your past, discuss how that event shaped you in specific ways, elaborate on the broader significance of that event and how it shaped you by discussing two outside sources, and project forward to discuss how you might develop yourself in the future. You will then "tell" this narrative and its lessons, observations, or revelations in a multimodal text. This text might be a website, an audio recording, an image or poster, or even a video.

Flash Nonfiction

Flash nonfiction brings into question the truth of a story, its creative distortion, and the writing down to the best of one's memory and ability the facts of a story. Just as each witness to a crime remembers the event with varying perspectives, so do we remember or report a story with different angles. Flash nonfiction offers a medium for writing memoir, essays, and events remembered in a very short form.

Peer & Reflective Writings

Throughout each of the above assignments you will be asked to participate in both peer response activities and reflective process writing activities. The goal of both of these is to encourage you to become more aware of your own choices and processes as a writer, and to observe the way others write and to help give them an outsider's perspective on their own written texts.

Grading Contract, Grades, and Feedback

The assignments/requirements you must complete by their schedule due dates and times:

1. Rhetorical Summary & Response Paper
2. Mini-Argument Research Paper
3. Multimodal Literacy Narrative
4. 3 Peer Response Activities and/or 3 Reflective Activities
5. Attend your scheduled conference

When you submit work that is close to meeting the requirements, but just doesn't quite achieve the goals or every requirement, or that still needs some work in one or more areas, I may require you to revise that work for the possibility to still earn a higher grade.

Assessments 80%

Homework 20%

Class Grade Range

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D 60-69
- F Not Passing

Feedback:

As you can guess, responding to and grading writing takes time and careful thought. I will provide feedback on things you are doing well in your writing as well as those areas in which you can make some improvements. You will receive two kinds of feedback: a completed rubric that indicates your score on various aspects of your writing, along the lines of ideas and content, organization, sentence fluency and grammatical conventions. Additionally, you are free to meet with me 1:1, either during class work time or during our Extended Learning Opportunities on Wednesdays, because I really want you to learn and grow with every assignment you do for this class.

Commenting & Evaluation Methods

I give feedback on writing through a multitude of ways:

1) Global

- Appropriate Content
- Overall Purpose

2) Intra- and Inter-Paragraph

- Overall Organization
- Intra-Paragraph Sequence
- Development of Ideas
- Rhetorical Effectiveness & Appropriateness

3) Local

- Formal Written English
- Grammar & Syntax
- Spelling
- General Editing & Polish
- Stylistic Clarity
- APA format

My methods of providing you feedback and evaluations are a personally developed dynamic, individualized, and complex process. The criteria above are not intended to be a list of errors for you to avoid, but rather are the elements that occur and interact in writing in complex ways. I use this list as a guide to comment upon your work and to write an evaluation of overall effectiveness in writing. Feel free to contact me with questions to clarify any evaluation or comment you receive.

Course Policies

Written Work Submission Policy

In this class, all work will be submitted electronically through Google Classroom. With the exception of the Multimodal Digital Revision assignment, all work needs to be a GoogleDoc; links and other formats, such as Sharepoint Links, Word Online links, .odt, etc. not approved in advance will not be accepted because they are inconsistent and often hard to access due to different login and security features.

Late Work Policy

Submit Assignments on time:

Late work submitted after the due date will be lowered to 75% credit maximum available credit.

After that, an assignment will only receive 60% maximum credit for one week after the due date. Anything submitted beyond the one week deadline will not be accepted for credit.

FINAL ESSAYS WILL NOT BE ACCEPTED LATE.

In this class, every assignment has a designated due date and due time in Google Classroom. You are responsible for submitting your work by that date and time

Extensions on Work

Extensions can be arranged to extend your due date based on legitimate, unavoidable, and/or serious circumstances. Extensions cannot be arranged after a due date has passed - they are not retroactive.

Also, though it is difficult to define the full boundaries of what counts as “legitimate, unavoidable, and serious,” consider a few hypothetical circumstances of what **does and doesn’t** count:

- Falling behind in this class so that you can prioritize another class is understandable, but is not a legitimate reason for an extension (since course loads are expected as a regular part of college work)
- A car accident while driving or theft of your computer are certainly unavoidable; getting stuck at Mt. Bachelor on the day an assignment is due and not having reliable WiFi is very avoidable and therefore not a reason for an extension.
- A death in the family (you get to define family and I will not question it) is serious, as is a major illness that emerges.

In all instances, where you can, it is better to communicate earlier and in a timely way rather than waiting days or weeks after a due date to contact me. Again, **extensions cannot be arranged retroactively.**

Writing Format Policy

Writing for a scholarly or academic audience most often calls for the following standards:

- Include a cover page using APA format; please do not give your work the name of the assignment as a title.
- When using images, select ones that are informative and appropriate, not merely for tone.
- Use APA format for line spacing, paragraph alignment and spacing, and unobtrusive image use.
- Readable font (12-point size, no italics except for required APA format)
- When sources are used, an appropriate citation style should be used to signal to your reader that you are participating in their community. Following such a citation style often means introducing the source and the quote so your reader knows that you are using an outside source (ex: "According to Hazlett...") and then including a short form of citation with a full source citation elsewhere. We will discuss APA citation style as research and rhetorical practices.

Instructor Communication and Evaluation

I will typically respond to email within one business day. While in-class work and multiple-choice tests can be graded rather quickly, major written assignments cannot. At minimum, major papers will require 1 to 1½ weeks to complete my comments, because I carefully read each essay and aim to give useful comments. Once you receive your work back, please read my comments. Most importantly, if you have questions about assignments, policies, or evaluation and comments, email me or set up a time to speak to me.

Questions About Class Content

I encourage you to ask any question at any point, either through comments on assignments in Google Classroom, through an email, or in person. No question is off-topic, no topic is too far afield. These questions often raise topics that seem distant, but can be illuminating and crucial to digging deeper into the main contents.

Plagiarism

There are professional and legal implications involved in the documents you produce. The method(s) of documentation that you learn in college ensure that you know how to 1) distribute accurate information, 2) build your credibility as a writer by referring to reliable research, and 3) truthfully represent and give credit to the research and opinions of others. Plagiarized student work constitutes a serious violation of academic and intellectual property rights, unnecessarily complicates the professor's role, and undermines the value of the institution's certificates and degrees. In this light, I will give zero (0) credit to plagiarized assignments if I deem it necessary. I will also report the incident to the Director of Student Life. You are responsible for whether or not your work is plagiarized. We discuss plagiarism right from the beginning of this course. When in doubt, consult me or a member of the COCC Writing Center.

Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will receive a zero for the assignment.

One additional chance to complete the assignment (within one week of the referral) will be given, but will only be restored to a maximum of 60% credit.

Your assignments will be checked by Turnitin.com for plagiarism.

This is a college class, high school assignment rules of re-doing or revising an essay don't apply here.

Questions About Class Content

I encourage you to ask any question at any point, either on our message board, through an email, or even by a zoom meeting or short video message (get creative!). No question is off-topic, no topic is too

far afield. These questions often raise topics that seem distant, but can be illuminating and crucial to digging deeper into the main contents.

Conferences

In this class, we will hold individual conference sessions in-person.

Changes to the Syllabus

Course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised college calendar or other circumstances, which may include a major campus emergency or inclement weather. Here are ways to get information about changes in this course: check Google Classroom, send me a message through Remind, or email me.

Civility Statement

Higher education communities and classrooms depend on the civil behavior and goodwill of all members of the learning environment. In all interactions relating to this class, students and instructors are expected to conduct themselves with civility and respect, recognizing that differences of experience, circumstance, and opinion are valuable contributors to a learning environment. Expressions of disagreement should be polite and respectful at all times: in person, in email, and in end-of-term evaluations.

Technology Assistance

If you need any technology assistance, please ask, message, or email me.

Institutional Syllabus Policies

[This institutional syllabus](#) includes policies and information that apply to all your COCC classes. Make sure that you read this in addition to the specific syllabus for each of your Classes. It includes policies on:

- Americans with Disabilities Act (ADA) Statement
- Basic Needs
- Class Recording Policy
- Enrollment and Drop Deadlines
- Final Exam Schedules and Policies
- Non-Discrimination Policy
- Snow Closure Policy
- Student Rights and Responsibilities
- Title IX Statement

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____