Nicholas Hengen Fox
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Office: Building 3, Room 201
Office Hours: M 200-400, W 1000-1200
TH 400-500, and by appointment

WR121: English Composition
Credits 4
M/W 12:00-1:50
Classroom: 2-120
Website: myPCC
CRN: 44392

Course Objectives

This is a writing course which focuses (mostly) on writing for an academic audience. Together, we'll develop skills as writers and (just as important) revisers. We'll also read and reread, analyze and evaluate a variety of texts—written by you and by others. By the end of this course, you will:

* Write effective essays using Standard English conventions
* Construct and use a thesis/controlling idea to shape writing
* Write clear, focused, coherent essays for various academic and professional audiences
* Search out and assess outside source material, integrate it into your work, and cite it according to MLA conventions
*Produce polished drafts of several essays totaling a minimum of 4,000 words

To put it simply, you'll become a better writer and thinker. You'll develop the skills to succeed in future college courses and in your life off-campus. You'll also reflect on what you're doing in college and learn something about the issues facing higher education across the United States today.

Expectations

I firmly believe a student-driven classroom produces the best learning experience. You are responsible for reading the assigned texts before class and sharing your ideas (or uncertainties) about them. I will do the same. To say something in class is always a risk; if we all enter our meetings with the understanding that this is a mutual venture—one in which most of us will make some "mistakes"—we can, I hope, have productive discussions. I will ask that you come to class with a willingness to take risks, to suspend closure, and to accept that asking questions is often more important than being "right." I also ask that you not use cell phones or computers in the classroom, as they can distract all of us from the practice of learning.

Be especially wary of attendance. The learning that transpires in the classroom can't be "made up." If you need to miss class, please be in touch in advance—talk to me or send an email. It is your responsibility to find out what you miss and your responsibility to turn in what was due; **the grades of late papers drop one step every day they're not turned in**.

Please note: For each absence after your **third**, your final grade will decrease one step (B+ becomes B); if you miss more than **five** sessions, you will not pass this course. (Repeated late arrivals or early departures will also constitute absences. I will let you know if you run this risk.)

Office Hours & Communication

I strongly encourage you to visit me early and often during office hours in Building 3-201. Students who visit tend to write stronger papers, get higher grades, and go on to lead lives of profound fulfillment. In fact, you must complete **two 15-minute conferences** during the term; you are responsible for scheduling these conferences with me.

I'm not always in my office, so the easiest way to reach me is email, which I check regularly. Please check your PCC email regularly as well, as I will contact you with assignments and updates on occasion.

Texts

You need only one book for this class. It is available at the Rock Creek Bookstore (in Building 9; 971-722-7209):

Quick Access, Eds. Troyka Lynn Quitman and Douglas Hesse (Customized 6th ed)—ISBN: 0558333354 (referred to below as *QA*)

To save you money, the rest of our readings will be on our myPCC course website, as pdfs or links to websites. The webpage is accessible via myPCC:

Login at http://my.pcc.edu ;
click on the "My Classes" tab in the top menu;
click on the link for our class.

You'll need copies of these essays, so please print them and bring them with you to class for our discussions. Without them, it will be hard for you to participate in our discussions.

Schedule	**Monday**	**Wednesday**	**Due Dates**
Week 1: Welcome! Sept. 26-30	-Welcome -Discuss: "Is Higher Education worth the money?" (handout) -Syllabus Overview HW: Essay #1 (Why Go To College?)	-Discuss Essay #1 -Discuss "Thinking Like a Writer" (*QA* 1-4) -Responses Collected	-Essay #1 DUE in-class Wednesday Sept. 28
Week 2: Description Oct. 3-7	-Discuss: "Writing About Images and Observation" (*QA* 12-15, 20-22) -Discuss: Bousquet, "Students Are Already Workers" (first section, 125-130)	-Discuss: Goodyear, "The Searchers" -Writing (in class): description exercise	
Week 3: Description & Analysis Oct. 10-14	Workshop: Essay #2	-!Grammar & Citation Bonanza!	-Essay #2 DUE 5PM Thursday Oct 13 via MyPCC Files
Week 4: Analysis Oct. 17-21	-Discuss: "Analysis" (*QA* 22-25, 28-34) -Discuss: Rich, "Tough Calculus as Tech Schools Face Cuts"	-Discuss: Bousquet, "Students Are Already Workers" (130-145)	

Week 5: Analysis Oct. 24-28	-Discuss: Hacker & Dreifus, "Why Does College Cost So Much?"	NO CLASS: Faculty Inservice	
Week 6: Argument Oct. 31-Nov 4	-Workshop: Essay #3	-Discuss: "Analysis" v. "Argument" (*QA* 76-86) -Discuss: Saunders, "College still pays for Oregon and Individuals"; Taylor, "End of the University as we Know it"	-Essay #3 DUE 5PM, Thursday Nov. 3 via MyPCC Files
Week 7: Argument Nov. 7-11	-!Argument Jamboree! -Discuss "Public Writing" (*QA* 136-140) -Workshop: Essay #4	-Discuss: Academic Argument (*QA* 25-32) -Discuss: Bousquet, "Students Are Already Workers" (145-156)	-Essay #4 DUE noon, Friday Nov. 11 via MyPCC Files
Week 8: Final Essay Nov. 14-18	-Workshop: Claims for Essay #5 -*College, Inc*. (in class screening)	-Workshop: First paragraph of Essay #5 -Discuss: "Outlining strategies" (*QA* 48-51*)*	
Week 9: Final Essay Nov. 21-25	-Workshop: Outline of Essay #5	-Discuss and Practice evidence gathering	
Week 10: Final Essay Nov. 28-Dec. 2	-Workshop: three-page draft of Essay #5	Discuss: Bousquet, "Students Are Already Workers" (all of it!)	
Week 11: Final Essay Dec. 5-9	-Workshop: full draft of Essay #5	-Discuss: Essay #6 (Why go to College) -Exercise: syllabus revision	-Essay #5 DUE (hard copy) at our final -Essay #6 due in class Wednesday

NOTE: To turn in papers online, visit our class site at myPCC. Click on Files > Your Essays then the folder corresponding with the assignment to upload. It's very simple.

Grading

Essay #1 (Why Go To College?)	5%	Essay #5 (Academic Essay)	30%
Essay #2 (Description)	10%	Essay #6 (Why Go To College?)	5%
Essay #3 (Analysis)	15%	Participation	15%
Essay #4 (Argument)	15%	Two 15-minute office visits	5%

Assignments

Essay #1 (Why go to College?)
5% of grade/ 1 (typed, double-spaced) page
Due: In class, second class meeting

This short essay will answer the question: "Why go to college?" You will write it after the first class meeting and turn it in at the second. I'll use it to help me get to know you—and get to know your strengths as a writer. Please write it with an academic audience in mind, but don't feel like you need to do research. If you do cite any sources, please use MLA style.

Essay #2 (Description)
10% of grade / 3 (typed, double-spaced) pages
Due: Via myPCC 5PM Thursday Oct 13

This essay will showcase your skills at describing things. You will describe something on our campus: a person, a place, or an object. Your job will be to engage your audience—people who've never been to PCC before or know nothing about it—with a clear description that helps them see something new. An excellent descriptive essay will focus on a manageable object (not too big or too small) and help the reader feel she has been to the place or knows the person. Your grade will be based on how effectively you do this.

Essay #3 (Analysis)
15% of grade / 3 (typed, double-spaced) pages
Due: Via myPCC 5PM, Thursday Nov. 3
Your object here will be to display your analytic abilities. You will not just describe something, but explain why it is the way it is. You can analyze anything from TV commercials to the structure of financial aid. It's up to you. The essay's central goal is to answer "Why…?"

An excellent analytic essay will help its reader understand the issue you analyze by clearly stating its specific main points, drawing on appropriate data (using MLA citation), and explaining the data clearly. The audience will be academic, not popular.

Essay #4 (Argument)
15% of grade / 3 (typed, double-spaced) pages
Due: Via myPCC noon, Fri. Nov. 11

This essay challenges you to use your skills as a describer and an analyst to create an argument for a popular audience. You will likely draw on evidence (use MLA style to cite sources), but imagine yourself speaking to people in our community or in your neighborhood—not just an academic audience. Rather than simply describing or analyzing, you will be trying to convince them of a position about an issue—again, the topic is up to you; it could be similar to Essay #3.

This essay can take many forms: You might, for instance, use xtranormal.com or other video-making software; you might tape an audio commentary; or, you might write a blog post or an op-ed for *The Oregonian*. Part of writing a successful essay will be picking the right media to reach your target audience.

Essay #5 (Academic Essay)
30% of grade / 5 (typed, double-spaced) pages
Due: Multiple drafts, starting in Week 8; final draft due during finals week

Your capstone project will put together everything you've learned this term to produce a well-researched essay, with rich description, strong analysis, and clear argument. We will build up to this essay by writing and workshopping bits and pieces over the last three weeks of class.

The topic of the essay is open (though it must be different from your other essays). We will discuss expectations at greater length when we get closer to working on this essay.

Essay #6 (Why Go To College?)
5% of grade / 1 (typed, double-spaced) page
Due: Final Class Meeting

This essay is not a revision of your first essay! Don't look back at what you wrote before; start from scratch and answer this question: Why go to college? This will be the catalyst for our final discussion, but also a chance for you (and for me) to see how you've grown as a writer over the semester.

*EXTRA CREDIT FOR WRITING ASSIGNMENTS
I don't give extra credit. However, in keeping with our consideration of the essay as a social text, I will strongly encourage you to publish your writing. "Public" is part of "publication," of course, and I will accept publications in everything ranging from The New York Times to the Oregonian to local websites. You might even convince me that your blog or tumblr counts. If you do publish, I will raise your grade on the assignment one or two steps (eg. B becomes B+ or an A-) depending on just how public the publication is. Start early!

Participation
15% of grade
Due: Every day

Participation is not just showing up in class. You should be active, sharing your ideas—both in the big group and in small group work—as well as participating in small "daily" assignments, short writings some done in class, some out of class. Disrupting out class—with behavior that contradicts the PCC code of conduct—is the antithesis of participation. It will damage the learning of others and your grade.

Our myPCC site also has a threaded discussion board. There, you can post thoughts or questions you have (from "What does susurrate mean?" to "This reminds me of the Koran" to "How do people think I should edit this essay?"). Good participation includes posting and responding to your classmates' posts on a weekly basis as well.

Two 15-minute office visits
5% of grade

Direct feedback on your writing will help you become a better writer. So this course requires you to visit my office (3-201) twice during the term for 15-minute conversations. Bring a draft or a rough idea and we'll talk about it. Or we can talk about what courses you want to take next quarter. It's up to you. But you need to come twice. And I strongly encourage you to do so before the last week of term when lots of other people will want to visit.

Academic Integrity Policy
Plagiarism is the act of copying the words and ideas from a source without crediting that source. To avoid plagiarism, do not copy text directly or use the ideas of another writer or interviewee without crediting the source. Plagiarism is a serious offense

From the PCC Catalog:

"Students assume full responsibility for the content and integrity of the coursework they submit." "To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education." "Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor." Possible penalties include a grade of "F" or "NP" for the assignment and/or course; lesser or more extreme penalties are also possible. Each student is responsible for knowing the complete academic integrity policy in the PCC Catalog:
http://www.pcc.edu/about/policy/student-rights/student-rights.pdf#academic-integrity

Student Rights and Code of Conduct
For more information about your rights and college codes, visit:
http://www.pcc.edu/about/policy/student-rights/

Students with Disabilities
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 to discuss your needs.

If you would like to request academic accommodations due to a disability, then please call 503-614-7300 to make an appointment with an OSD Counselor. Please note: Accommodations are not retroactive, but begin when the instructor receives the OSD Approved Academic Accommodations form from the student. For additional information: http://www.pcc.edu/resources/disability

Writing Center
The Rock Creek Writing Center helps PCC students from all disciplines and writing levels achieve their writing goals and become better writers. Their consultants can help you with any stage of the writing process. You can find them in building 2, room 212 (in the Student Learning Center). The Writing Center is open Monday-Thursday 9:00AM-6:00PM, Friday 9:00AM-12:00PM, and Saturday 10:00AM-2:00PM. You can make an appointment or learn more at 503-614-7733 and www.pcc.edu/writing.