**Portland Community College**

**WR 115: English Composition**

(4 credits / 40 lecture hours)

Jefferson High School, Middle College for Advanced Studies

Offered through the PCC Dual Credit Program 2016-2017

Offered 2nd “trimester,” winter term (January 4-March 24, 2017)

Jefferson High School, Middle College for Advanced Studies / 5210 N Kerby, Portland, OR 97217

Class meets on “A” days: Monday, Wednesday, and Friday (with the exceptions of holidays, finals schedules, etc.—please refer to attached calendar for more details).

**Instructor:** Amy Akiko Wright awright@pps.net

**Office Phone:** 503-916-5180 (ext. 78517)

**Office Location:** C-38

**Office Hours:** Available during prep (periods 1, 2, + 4) and after school, **by appointment only.**

**Course website:** thewrightclass.com

**REGISTRATION DEADLINES** for PCC Dual Credit Winter Trimester, 2017:

**Registration Opens: December 12**

We will spend time in class the week before winter break getting you registered. You NEED A G# PRIOR to registration in order to register for the course.

**Registration Closes: January 13**

You will not be able to receive college credit for this course if you fail to register by this date.

**Drop Course Window: December 12-January 13**

**Withdraw Window: January 21-February 24**

**COURSE MATERIALS**

**Texts:**

* Jane E. Aaron’s *LB Brief* (5th edition)
* Jane E. Aaron’s *40 Model Essays A Portable Anthology*
* Other selected texts and films such as newspaper articles, Brent Staples’ “Just Walk on By: A Black Man Ponders His Power to Alter Public Space,” Morgan Spurlock’s *A Rose by Any Other Name*, Ann Shin’s *Western Eyes*, and Disney’s *Wall-E*.

*You do not need to purchase the texts above. They will be provided for you in class.*

**Other Required Materials**:

* Pencil/pen and paper, Binder/folder, G number, a physical or digital planner to write down important dates and reminders.

**COURSE INFORMATION**

**Course Description**: Introduces college level skills in reading critically, exploring ideas, and writing. Covers composing essays which support a thesis through structure appropriate to both thesis and reader and revision for clarity and correctness. Prerequisites: (Placement into WR 115 or completion of WR 90 or ESOL 262) and (placement into RD 115 or completion of RD 90 or ESOL 260). Audit available.

Students write 2000-2500 words of revised, final draft copy, including at least one essay that incorporates source materials and employs MLA citation conventions. Each student will have a one-on-one writing conference during this term. Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising.

**Differentiation:** The differentiation strategies used in this course are based on the evidence received through multiple forms of pre, ongoing, and formative assessments. Types of differentiation include (but are not limited to):  individualized writing feedback, writing conferences, intentional student pairings/groupings, and modified assignments when required/needed. Revision lessons are based on student/class needs.

**Course Outcomes:** The course outcomes can be found at the link below. <http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=WR&course=115>

**Course Prerequisites**: Successful completion of fall semester College Writing.

**Attendance Policy:** Students are expected to attend each class meeting. If a student is absent, it is the student’s responsibility to find out what was covered in class and get the work completed in a timely manner. There will be assignments posted to thewrightclass.com, but be sure to also get a study-buddy, as the website will not necessarily be current.

**Course Grading**:

You grade is simple.There are exactly **1,000 points** in class. Your grade is based on your accumulation of points, which are allocated below. You can always figure out your grade by simply adding all the points you’ve received and dividing them by the total points in class.

**90-100% = A**

**80-89% = B**

**70-79% = C**

**60-69% = D (I rarely give D’s--if you get to this point, we need to have a discussion).**

**Anything below 60% is failing.**

Additionally, **ALL ESSAYS, the MIDTERM, and FINAL MUST BE DONE IN ORDER TO PASS THE COURSE.**

**Late work policy:** Late essays, and reading journals may be submitted late, BUT with a 10% penalty per class period that it is late.

**Writer’s Journal** (25 points per entry, 10 total) **250 points**

You will keep a reading “journal” online where you will collect all the reading assignments that will include (and are not limited to): summary, paraphrase, annotated bibliography entry, writing in response to a non-fiction source, writing in response to a fictional source, personal reflection, etc. Each entry will need to include a Works Cited page, as well as correct in-text citations in proper MLA Format. You will need to turn in your journal multiple times throughout the term. See calendar for these times.

**MLA/Grammar Quizzes** (10 points each, 5 total) **50 points**

Quizzes will cover basic MLA information we will glean from the *LB Brief,* library tutorial, and from in-class instruction. It will be important for you to take notes during class in order to do well on the quizzes.

**Essays** (100 points each, 4 total) **400 points**

All papers are at least 3 pages, following MLA Format, with a Works Cited page when necessary. Papers need to fulfill the criteria given to you when the essay is introduced. Each essay needs a rough draft, feedback (both peer and teacher), and a revised, final version. The final and rough drafts need to be submitted ON TIME in Google Classroom in order to receive full credit.

**Essay Peer Reviews** **20 points out of the 100 for each essay**

A peer review is required to earn an A on the essay and is required to re-write the essay. If you fail to do the peer review ON-TIME and IN-CLASS. 20 points will be deducted from your final grade. That means you will not be able to earn anything higher than a B- on the paper.

* Peer review MUST be done with a WR 115 classmate.
* Peer review drafts must be typed for the peer review
* You and your essay MUST BOTH be present to peer review.
* Peer review is always the class period before the final draft is due.
* Peer review day consists of bringing a TYPED & COMPLETED draft of the essay to class to trade with a peer for an edit.
* Each peer reviewer is expected to REVIEW the partner’s essay and complete the form for them in order to receive the 20 points.
* If the review ITSELF is not complete or a quality job, the peer reviewer will lose the 20 points.

**Note:** In order to write together in a community, students must utilize peers in class, during class, to work on completed drafts of their essays. If your draft is not complete, you will be asked to go to the library so that you can complete the draft.

**Midterm & Final** (100 points each) **200 points**

These are timed writing pieces. You will be given the text 1-2 class periods prior to the test. However, you will not see the prompt until the day of. The midterm and the final are graded on both content AND format. You will get to see the scoring guide on the test day to know how your test will be graded.

***Note: For PCC Dual Credit grade calculations, students will not be allowed to retake examinations.***

**Attendance & Participation 100 points**

If you miss more than three 90-minute classes, the highest grade you may earn is a “B.” After 5 absences, you *may* earn an “F” grade. Building reading, writing and thinking skills is a matter of consistent practice. Therefore, you must attend class regularly.

Below is *actual data* from students last year at Jefferson, graphing grade point average and average daily attendance. As you can see, the more students attend, the higher GPA they have. The inverse is also true. Chew on that.

 

**Class Schedule and Due Dates**

*(subject to change--updates given in class and will be available on thewrightclass.com)*

**January 2017**

 M T W R F

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2No school. | 3 | 4Class begins.Go over syllabus.**Quiz** **#1**: MLA Pre-assessment(10 points)**Writer’s Journal #1**: + Writing Sample(25 points)**Turn in Journal.** | 5 | 6**Definition Essay #1** criteria sheet.Go over what a definition essay is and how to develop your essay (40 *Model Essays*, 236-238)Model: Dagoberto Gilb’s “Pride” |
| 9Models: Amy Tan’s “Mother Tongue”+ Gloria Naylor’s “The Meanings of a Word”**Writer’s Journal #2**:Finding and formulating thesis/arguments(25 points)Talk about authors’ organizational craft and outlining. | 10 | 11Organizing, drafting, revising and editing (*40 Model Essays*, 238-240)Writing workshop/ conferencing day. | 12 | 13How to avoid common errors in writing--and then fixing your own. |
| 16No school. | 17 | 18Half-day (44 minute class)**Definition Essay #1 ROUGH DRAFT DUE + Peer Review Day** (20 points) | 19 | 20**Quiz #2**(10 points) |
| 23Half-day (44 minute class)**Definition Essay #1 REVISED, FINAL DRAFT DUE** (100 points total) | 24Finals schedule:**Period 5 meets as usual THIS DAY.****Description Essay #2** criteria and discussion.Models: Judith Ortiz Coffer’s “Silent Dancing” + Joan Didion’s “The Santa Ana” | 25Periods 2, 4, 6 Finals schedule | 26Finals schedule:**Period 7 meets as usual THIS DAY.****Description Essay #2** criteria and discussion.Models: Judith Ortiz Coffer’s “Silent Dancing” + Joan Didion’s “The Santa Ana.” | 27Teacher Planning Day: NO CLASS |
| 30**Writer’s Journal #3:** Paraphrasing and Summary (25 points) | 31 |  |  |  |

**February 2017**

 M T W R F

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | 1**Description Essay #2 ROUGH DRAFT DUE + Peer Review Day** (20 points)**Writer’s Journal #4** (25 points) | 2 | 3Hand out midterm article + discuss.**Writer’s Journal #5:** Responding to non-fiction.(25 points) |
| 6**Description Essay #2 REVISED, FINAL DRAFT DUE** (100 points total)**Writer’s Journal #6:** Writing about process/organization (25 points) | 7 | 8**IN-CLASS MIDTERM EXAM** (100 points) | 9 | 10Morgan Spurlock’s “A Rose by Any Other Name” short film and talk about **Cause and Effect Essay #3.**Hand out criteria. |
| 13Stephen J. Gould’s “Sex, Drugs, Disasters, and the Extinction of the Dinosaurs” +Brent Staples’ “Just Walk on By: A Black Man Ponders His Power to Alter Public Space."Talk about organization and brainstorming.**Writer’s Journal #7:** Responding to agree or disagree with an author’s opinion(25 points) | 14 | 15**Quiz #3**(10 points)Documentary: *Western Eyes***Writer’s Journal #8**(25 points) | 16 | 17**A day**--full class for periods 5 and 7.*Wall-E.*Talk about environmental cause and effect. |
| 20**NO SCHOOL.** | 21 | 22Writing workshop/ conferencing day.**Writer’s Journal #8**(25 points) | 23 | 24**Quiz #4**(10 points) |
| 27**Cause/Effect Essay #3 ROUGH DRAFT DUE +** Peer Review Day(20 points) | 28 |  |  |  |

**March 2017**

 M T W R F

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | 1Revising and Editing (*40 Model Essays* 270-274).Writing workshop/ conferencing day. | 2 | 3**Cause/Effect Essay #3 REVISED, FINAL DRAFT DUE**.Research and Documentation (*LB Brief* 370-376) |
| 6Go to PCC library for research practice and library overview.**Quiz #5**(10 points) | 7 | 8Half-day (44 minute class)Go over criteria for **Persuasive Research Essay #4** Brainstorm topics. | 9 | 10**Writer’s Journal #9:** Organize and outline.(25 points)**Turn in journals.** |
| 13Go to library for research. Must have 3 sources from database by the end of the period. | 14 | 15Documentation and Format (*LB Brief*, 439-496)Writing workshop/ conferencing day. | 16 | 17Go over final + hand out text. |
| 20**Persuasive Research Essay #4 ROUGH DRAFT DUE +** Peer Review Day (20 points) | 21 | 22Period 5 + 7:**IN-CLASS FINAL EXAM**(100 points) | 23 | 24**Persuasive Research Essay #4 REVISED, FINAL DRAFT DUE**(100 points)**Writer’s Journal #10:** Reflecting on your writing growth(25 points)**Turn in journals.** |

***Outcome Assessment Strategies:***

All Writing 115 students must pass an in-class timed Exit Exam with a grade of C or better.

**PCC DUAL CREDIT**

This course is offered for [Dual Credit](http://www.pcc.edu/dualcredit) through [Portland Community College](http://www.pcc.edu/). In addition to earning high school credit for this class, you may register for WR 115: Introduction to Expository Writing through PCC and earn 4 college credits for the course. The PCC credit for this class is offered to you free of charge, for a cost savings of approximately $384 in tuition, $49.80 in fees and $50-$150 in book charges.

If you opt to earn PCC credit for this course, you will become a Portland Community College student. *The grade and credits you earn for this course will be posted to your PCC transcript.* You are able to access PCC facilities and services as PCC student. You will be assigned a PCC email and ID #, and may obtain a PCC ID card upon request.

**Student Rights & Responsibilities:**

Students are required to view and comply with the regulations set forth in the PCC Dual Credit Student Handbook. Please request a handbook from your instructor, the Dual Credit office, or download online at: <http://www.pcc.edu/prepare/head-start/dual-credit/documents/student-handbook.pdf>

**PCC Grading Guidelines can be found at the link below:** <http://catalog.pcc.edu/handbook/g301-gradingguidelines>

**Add/Drop/Withdraw deadlines:**

<http://www.pcc.edu/prepare/head-start/dual-credit/calendar.html>

**PCC’s Code of Student Conduct:**

<http://www.pcc.edu/about/policy/student-rights/>

**High School’s Code of Conduct Policy:** <http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/51/Conduct_Discipline/Languages/Student_Handbook_2014-15_English.pdf>

**PCC’s Academic Integrity Policy:** <http://catalog.pcc.edu/policies/academicintegritypolicy/>

**Title IX Non-Discrimination Statement:**

The high school is responsible for providing access, accommodations, flexibility, and additional/ supplemental services for special populations and protected classes of students.

Portland Community College is committed to creating and fostering a learning and working environment based upon open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity or disability on a PCC campus, please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

***The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.***

**PCC RESOURCES FOR STUDENTS**

**Student Resources & Services Index:**

Remember, as a PCC Student you have access to many resources! For more information, check out our Student Resource Listing at: <http://www.pcc.edu/resources>

**Student Computing Center (SCC):** <http://www.pcc.edu/resources/computer-labs/>

[Cascade](http://www.pcc.edu/resources/computer-labs/cascade/) TEB 125 (971) 722-5440 | [Rock Creek](http://www.pcc.edu/resources/computer-labs/rock-creek/) Bldg. 2 Room 259 (971) 722-7510

[Southeast](http://www.pcc.edu/resources/computer-labs/southeast/) Library 120 (971) 722-6474 | [Sylvania](http://www.pcc.edu/resources/computer-labs/sylvania/) Library 1st Floor (971) 722-4325

The Computing Centers provide internet access and applications such as mathematics computer programs, word processing, desktop publishing, spreadsheets, databases, web page authoring, presentations and programming languages.

Among other services, you have been allocated 100 double-sided pages of free printing for the term, and may use your laptop to print to an available wireless printer. Visit the following address for more information on printing services: <http://www.pcc.edu/resources/printing/>

**Multicultural Center:** <http://www.pcc.edu/resources/culture/>

[Cascade](http://www.pcc.edu/resources/culture/cascade/) Student Union 302 (971) 722-5795 | [Rock Creek](http://www.pcc.edu/resources/culture/rock-creek/) Bldg. 7 Room 118 (971) 722-7435 | [Southeast](http://www.pcc.edu/resources/culture/southeast/) Mt. Tabor Hall Room 150 (971) 722-6054 | [Sylvania](http://www.pcc.edu/resources/culture/sylvania/) CC 267B (971) 722-4112)

**Student Learning Centers – Tutoring (SLC):** <http://www.pcc.edu/resources/tutoring/>

[Cascade](http://www.pcc.edu/resources/tutoring/cascade/) TH 123 (971) 722-5263 | [Newberg Center](http://www.pcc.edu/resources/tutoring/newberg/) (971) 722-8611 | [Rock Creek](http://www.pcc.edu/resources/tutoring/rock-creek/) Bldg. 7 Room 218A (971) 722-7414 | [Southeast](http://www.pcc.edu/resources/tutoring/southeast/) 1st Floor (971) 722-6470 | [Sylvania](http://www.pcc.edu/resources/tutoring/sylvania/student-success/) Southeast Library Room 120 (971) 722-4540

Tutoring availability is campus and term specific. For more information on tutoring schedules, please visit: <http://www.pcc.edu/resources/tutoring/>.

**Free Online Tutoring**: go to [http://www.pcc.edu/resources/tutoring/etutor/](http://www.pcc.edu/resources/tutoring/etutor/%20). You will need your MyPCC user-name and your PCC ID # to log in.

**Writing Centers**: <http://www.pcc.edu/resources/writing/> for a list of campus locations.

**PCC Library:** <http://www.pcc.edu/library/>

[Cascade](http://www.pcc.edu/library/about/spaces/campus-profiles/cascade/) Terrell Hall Room 116 (971) 722-5322 | [Rock Creek](http://www.pcc.edu/library/about/spaces/campus-profiles/rock-creek/) Building 9 2nd Floor (971) 722-7413 | [Southeast](http://www.pcc.edu/library/about/spaces/campus-profiles/southeast/) (971) 722-6187 | [Sylvania](http://www.pcc.edu/library/about/spaces/campus-profiles/sylvania/) (971) 722-4935

Access to research databases and borrowing privileges, including books calculators, digital cameras, DVDs, videos, Laptops, music CDs, reserves and Summit materials. PCC participates in the Interlibrary Loan program.

**Equal Opportunity Statement:**

<http://www.pcc.edu/about/equity-inclusion/eeo-statement.html>

**Academic Integrity Statement:**

<http://www.pcc.edu/resources/academic/standards-practices/academic-integrity.html>

**Instructional ADA Statement for *Dual-Credit Students***

Federal law requires that high schools provide disability services for students with a documented disability (through either an IEP for 504 accommodation plan), including those students who are taking Dual Credit classes at their high school location.



Edit: January 23 is a “green” day (all 8 periods--44 minutes long).