**Portland Community College**

**WR 121: 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 3rd “trimester,” spring term (April 3-June 9, 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](mailto: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 Spring Trimester, 2017:

**Registration Opens:** **March 20, 2017**

You will be expected to sign yourselves up for this course outside of class. We will briefly discuss what you need to do in order to register. You NEED A G# PRIOR to registration in order to register for the course.

**Registration Closes:** **April 7, 2017**

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

**Drop Course Window: March 20-April 7, 2017**

**Withdraw Window: April 8-May 12, 2017**

**COURSE MATERIALS**

**Text:**

* Jane E. Aaron’s LB Brief (5th edition)
* Jane E. Aaron’s *40 Model Essays*
* Selected films and texts such as newspaper articles, editorials, George Orwell’s “A Hanging,” Michael Moore’s *Sicko,* Gabriela Cowperthwaite’s *Blackfish*

**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**: Focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis. Prerequisites: Placement into WR 121, or completion of WR 115 and RD 115.

Students write 3500-4500 words of revised, final draft copy, including at least one essay of at least 1000 words that integrates research. Each student will have a one-on-one writing conference during this term.

**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 winter term Writing 115.

**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 Google Classroom and/or 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.

***This is a breakdown of the 1,000 points:***

**Writer’s Journal** (40 points per entry, 6 total) **240 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** (15 points each, 2 total) 3**0 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 for Essays #1-3, 130 for essay #4) **430 points**

Essays #1-3 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 copy of paper and rough draft need to be submitted ON TIME in Google Classroom in order to receive full credit. Essay #4 needs to be at least 5 pages long.

**Essay Peer Reviews** **20 points 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.
* 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.

**Final** (100 points) **100 points**

This is a timed writing piece. 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 final is 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.

**Class Schedule and Due Dates**

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

**April 2017**

M T W R F

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| --- | --- | --- | --- | --- |
| 3  Review syllabus.  **Quiz #1** (15 points) | 4 | 5  Half-day (44 minute class)  Introduce **Personal Essay #1**: Langston Hughes’ “Salvation” model and criteria sheet. | 6 | 7  Teacher Planning Day; no class. |
| 10  Models for Personal Essay: George Orwell’s “A Hanging”  and Maya Angelou’s “Champion of the World.”  Introduce OSAC for Writer’s Journal.  **Writer’s Journal #1**: Prompt #1 (40 points) | 11 | 12  Read and discuss Philip Lopate’s “Writing Personal Essays: On the Necessity of Turning. Oneself Into a Character.”  Organizational techniques for the personal essay.  Brainstorm and outline. | 13 | 14  Writing workshop/ conference day  **Turn in Journal.** |
| 17  **Personal Essay #1 ROUGH DRAFT DUE +** Peer Review Day (20 points) | 18 | 19  **Personal Essay #1 FINAL DRAFT DUE** (100 points)  Introduce **Classification Essay #2:** the method, organization, and drafting (*40 Model Essays*, 148-150).  Hand out criteria + look at model: Russell Baker’s “The Plot Against People.” | 20 | 21  **Quiz #2**  (15 points)  Discuss your ideas for **Classification Essay #2.** |
| 24  **Writer’s Journal #3:**  Prompt #2 (40 points)  Model for classification: Deborah Tannen’s “But What Do You Mean?” + discuss strategies and organization. | 25 | 26  Writer’s workshop/ conferencing for writing journals and essay.  **Writing Journal due.** | 27 | 28  **Classification Essay #2 ROUGH DRAFT DUE** + Peer Review Day (20 points) |

**May 2017**

M T W R F

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| 1  **Compare/ Contrast Essay #2 REVISED, FINAL DRAFT DUE**  (125 points)  Introduce **Compare/Contrast Essay #3** model: Suzanne Britt’s “Neat People Vs. Sloppy People” and criteria sheet. | 2 | 3  Brainstorming and discussion: Comparing and contrasting two historical periods or events, two ideas or theories, two pieces of writing or art, two people, etc.  **Writer’s Journal #3**  (40 points) | 4 | 5 |
| 8  **Writer’s Journal #3**  Prompt #3 (40 points)  **Compare/Contrast Essay #3 ROUGH DRAFT DUE** + Peer Review Day (20 points) | 9 | 10  Introducing argumentative + thinking/writing:  Michael Moore’s *Sicko* | 11 | 12  Finish up Michael Moore’s *Sicko* + discuss argumentative strategies.  **Writer’s Journal #4** (40 points) |
| 15  **Compare/Contrast Essay #3 FINAL DRAFT DUE**  (100 points)  Introduce  Argument through documentary:  Gabriela Cowperthwaite’s *Blackfish*  Criteria for  **Argumentative Research Essay #4.** | 16 | 17  Finish *Blackfish.* Discuss filmmaker’s argumentative strategies.  Lesson: Formulating arguments, MLA research with multiple sources, + Works Cited.  Look at models:  Edward J. Koch’s “Death and Justice” + Martin Luther King Jr.’s “I Have a Dream.” | 18 | 19  Brainstorm and outline for **Argumentative Research Essay #3** due. |
| 22  Avoiding common errors + Ethical, Emotional, and Rational Appeal to Readers (*40 Model Essays)*  **Writer’s Journal #5**:  Prompt #4 (40 points) | 23 | 24  Half-day (44 minute class)  Library research and MLA formatting review  **Writing Journals due.** | 25 | 26  A day (90 minute class period)  Writing workshop + library research  **Quiz #3** (15 points) |
| 29  Holiday-no class. | 30 | 31  **Argumentative Research Essay #3 ROUGH DRAFT DUE.**  **Writer’s Journal #6**  (40 points) |  |  |

**June 2017**

M T W R F

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| --- | --- | --- | --- | --- |
|  |  |  | 1 | 2  Hand out article for final and discuss.  Review for final. |
| 5  **Argumentative Research Essay #3 REVISED, FINAL DRAFT DUE**  (130 points) | 6 | 7  Period 5:  **IN-CLASS FINAL EXAM**  (100 points)  **Turn in Journal.** | 8  Periods 2, 4, 6 Finals schedule | 9  Period 7:  **IN-CLASS FINAL EXAM**  (100 points)  **Turn in Journal.** |

**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 121: English Composition 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](mailto: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).