

Composition I

WR 121 | Z2 | FALL 2026

Instructor Information

Name: Kai Gaspar, Ph.D.

Email: kahea.gaspar@oregoncoast.edu

Secondary Contact: Dr. Sarah Whiteford, Dean of CTE and Academic Pathways,
sarah.whiteford@oregoncoast.edu

Course Information

Class Room: Online

Materials/Equipment: Netflix subscription

Learning Management System: All courses are web-enhanced, and all students are required to have access to Canvas which can be accessed through the main OCCC website at OregonCoast.edu. All faculty must use Canvas gradebook so that students can easily track their grades.

Important dates

Last day to drop* with a refund in first week: See the [2026-2027 Academic Calendar](#)

Last day to withdraw* with a 'W': See the [2026-2027 Academic Calendar](#)

**Be aware that dropping/withdrawing from a course may affect your financial aid*

Students are responsible for adding, dropping, and withdrawing from classes by published deadlines. The drop and withdraw deadlines are on the academic calendar. Beginning the second week, until the deadline published on the academic calendar each term, students may withdraw from classes. A mark of "W" will appear on their transcript. Tuition and fees remain on the student account when a student chooses to withdraw from a class.

Syllabus Changes

This syllabus serves only as a guide to this course. The instructor reserves the right to change any part of this syllabus at any time due to any variety of circumstances. Methods and criteria used to evaluate student performance may also change. If and when changes occur, students will be informed in writing. Students are responsible to keep informed of syllabus changes as they occur by attending and participating in class and communicating with the instructor.

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.

Prerequisites: (WR 115 and RD 115) or equivalent placement. Audit available.

All courses in the composition sequence (WR 115, 121, 122) teach writing as a process, requiring revision over multiple drafts; require 2 instructor conferences; and include principles of citation.

Course Outcomes

Upon completion of the course students should be able to:

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.

Student Conduct

Academic Integrity

Learning is built on the fundamental qualities of honesty, fairness, respect, and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility and high academic standards. Any violation of academic integrity devalues the individual and the community. One important aspect of academic integrity is academic honesty.

Violations of academic honesty include:

- Plagiarism
- Collusion/Inappropriate Assistance
- Cheating
- Fabrication/Falsification/Alteration
- Unauthorized Multiple Submission
- Sabotage and Tampering

A student who violates academic honesty will be subject to disciplinary action according to Student Rights and Responsibilities.

Artificial Intelligence Policy

I expect students to maintain academic integrity and honesty as they use any tools or resources, including generative AI. All work students submit should be their own. Although AI tools offer a variety of potential applications to the writing process, students in this class may not use AI tools to generate content (for example, text, images, tables, etc.) for any graded assignment.

Generative AI is not a substitute for developing the fundamental skills and expertise embedded in the learning objectives of this course. Intentionally misrepresenting AI-generated content as your own will be considered academic misconduct and will be treated as intentional plagiarism. If you have any questions about using generative AI in this course, contact me so we can discuss the topic.

Policy on Mobile Communication Devices

Unless otherwise approved by the instructor, students are not permitted to operate cell phones or pagers during class or laboratory sessions, as these devices disrupt learning and teaching activities. There may be times during class when you will be permitted to use a mobile device to participate in course activities. Otherwise, students should use such communication devices only during class breaks outside the classrooms. Discuss exceptions with Instructor.

Students Rights and Responsibilities

The Student Rights and Responsibilities in the Student Handbook establishes students' freedom and protections as well as expectations of appropriate behavior and ethical academic work [<https://catalog.oregoncoastcc.org/student-handbook>].

Children on OCCC Property

Students are not allowed to bring children to classes or leave them unattended on campus. We expect compliance from both students and faculty regarding this policy.

Enrolled Minors

The college offers programs that allow minors (students under 18) to enroll in college courses. Students are advised to foster relationships that are age appropriate with classmates.

Attendance

Students are expected to attend all classes in which they are enrolled.

Students must attend and complete required assignments for the first week of the course or be administratively dropped from the course for non-attendance, unless arrangements have been made with the instructor in advance. Attendance is taken in all classes in the first week of the term. Instructors typically continue to take attendance all term.

Repeated absences will affect your grade.

Students are responsible for dropping or withdrawing from registered classes by talking with your Success Coach and completing the official drop/withdrawal process (see [Withdrawal | Oregon Coast Community College](#).) Students who stop attending or

have excessing absences and who fail to drop or withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the student. Students who fail to attend or stop attending classes and fail to drop those classes by the published drop deadline will be responsible for the associated tuition and fees.

Students may not attend classes they are not registered for.

Course Information

A letter grade will be deducted every day an assignment is late. **Keep copies of all work.** **ALL ASSIGNMENTS must be completed to pass the course.** An Incomplete (I) will only be considered in cases of serious medical or family emergency. Students must meet with the instructor at least once during the term.

Grades

Essay Projects (2 x 300)	600 points
Canvas writing assignments	300 points
Essay Project Revision	100 points
	1000 points total

Grading Scale for Final Course Grade

A = 90% – 100% (900 – 1000 points)

B = 80% – 89% (800 – 899 points)

C = 70% – 79% (700 – 799 points)

D = 60% – 69% (600 – 699 points)

F = 0% – 59% (0 – 599 points)

Essay Assessment Rubric

	A: Excellent (270 – 300 points)	B: Well done (240 – 269 points)	C: Competent but may be inconsistent (210 – 239 points)	D: Uneven (180 – 209 points)	F: Weak/ Not acceptable (0 – 179 points)
Focus, Purpose, Thesis (Controlling Idea)	Engaging and full development of a clear thesis as appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis.	Ideas are extremely simplistic; showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or not discernible.
Structure, Organization	Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas links with smooth and effective transitions.	Competent organization, competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate and/or illogical.	Paragraph structure does not exist; or is a simple rambling paragraph or series of isolated paragraphs.
Ideas, Support & Development (Evidence)	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	Ideas supported sufficiently; support is sound, valid, and logical.	Main points and ideas are only indirectly supported; support isn't sufficient or specific but is loosely relevant to main points.	Insufficient, non-specific, and/or irrelevant support.	Lack of support for main points.
Audience, Tone & Point-of-View	Clear discernment of distinctive audience; tone and point-of-view appropriate to assignment.	Effective and accurate awareness of general audience; tone and point-of-view satisfactory.	Little of inconsistent sense of audience related to assignment purpose; tone and point-of-view not refined or consistent.	Shows almost no awareness of particular audience; reveals no grasp of appropriate tone and/or point-of-view given assignment.	No evident awareness of audience as appropriate to assignments; tone completely inappropriate to assignment.
Mechanics & Presentation	No distracting errors in grammar, spelling, punctuation, and citation style.	Contains only occasional errors in grammar, spelling, punctuation, and citation style.	Contains several (mostly common) grammar, spelling, and punctuation. Several errors in formatting or formatting inconsistent.	Contains many errors in grammar, spelling, punctuation. Errors interfere with meaning in places. Formatting incorrect in most places.	Frequent errors in spelling; intrusive and/or inaccurate punctuation, communication is hindered. No formatting as appropriate to assignment.
	Addresses all aspects of assignment.	Addresses all but one minor aspect of assignment.	Addresses many important aspects of assignment.	Addresses some important aspects of assignment.	Fails to address assignment

USEFUL LINKS

1. Quoting, Paraphrasing, and Summarizing:
https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html
2. Pronoun References:
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/index.html
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/gendered_pronouns_and_singular_they.html
3. Parallelism:
https://owl.purdue.edu/owl/general_writing/mechanics/parallel_structure.html
4. Fix Short and Choppy Sentences:
https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/for_short_choppy_sentences.html
5. Passive and Active Voice:
https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/active_versus_passive_voice.html
6. Run-ons, Comma Splices and Fused Sentences:
https://owl.purdue.edu/owl_exercises/sentence_structure/sentence_structure/run_ons_comma_splices_and_fused_sentences.html
7. Punctuation:
https://owl.purdue.edu/owl/general_writing/punctuation/punctuation/index.html
8. Hyphens and Dashes:
https://owl.purdue.edu/owl/multilingual/multilingual_students/punctuation/hyphens_and_dashes.html
9. Stereotypes and Biased Language:
https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
10. Deceitful Language and Euphemisms:
https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/deceitful_language_and_euphemisms.html
11. Gendered Pronouns & Singular “They”:
https://owl.purdue.edu/owl/general_writing/grammar/pronouns/gendered_pronouns_and_singular_they.html

12. Ethos, Pathos, Logos:
https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/aristotles_rhetorical_situation.html
13. MLA In-text citations (The basics):
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html
14. APA In-text citations (The basics):
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
15. Sentence fragments:
https://owl.purdue.edu/owl/general_writing/mechanics/sentence_fragments.html
16. Fallacies:
https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html
17. Dangling Modifiers:
https://owl.purdue.edu/owl/general_writing/mechanics/dangling_modifiers_and_how_to_correct_them.html
18. Its vs. It's:
http://www.grammar-monster.com/easily_confused/its_its.htm
19. Apostrophe:
https://owl.purdue.edu/owl/general_writing/punctuation/apostrophe_introduction.html
20. Common Words that Sound Alike (Affect, Effect; Its, It's; Than, Then; Their, There, They're; To, Too, Two; Your, You're):
https://owl.purdue.edu/owl/general_writing/grammar/spelling_common_words_that_sound_alike.html
21. Citation Generator:
<http://www.calvin.edu/library/knightcite/>

Course Schedule

Session	Required Reading/Assignments/Tests/Due Dates
WK 1: 9/21	Module 1: Introductions; Ethos, Pathos, Logos due 9/23 by 11:59 p.m. Watch one of the movie options and take notes (pros, cons, topics of interest) Essay 1 Assigned
WK 2: 9/28	Module 2: Reading Critically 1 due 10/3 by 11:59 p.m.
WK 3: 10/5	Module 3: Database Research 1 due 10/9 by 11:59 p.m.
WK 4: 10/12	Module 4: Quoting & Paraphrasing 1; Outlining 1 due 10/17 by 11:59 p.m.
WK 5: 10/19	Module 5: Essay 1 in MLA format due by 10/24 by 11:59 p.m. Send all required documents to my email: kahea.gaspar@oregoncoast.edu Please put "Essay 1 Project" in the email subject line.
WK 6: 10/26	Module 6: Reading Critically 2 due 10/30 by 11:59 p.m. Watch one of the movie options and take notes (pros, cons, topics of interest) Essay 2 Assigned
WK 7: 11/2	Module 7: Database Research 2 due 11/7 by 11:59 p.m.
WK 8: 11/9	Module 8: Quoting & Paraphrasing 2; Outlining 2 due 11/13 by 11:59 p.m.
WK 9: 11/16	Module 9: Essay 2 in APA format due 11/20 by 11:59 p.m. Send all required documents to my email: kahea.gaspar@oregoncoast.edu Please put "Essay 2 Project" in the email subject line.
WK 10: 11/23	Module 10: Annotated Bibliography (in APA format) due 11/27 by 11:59 p.m.
WK 11: 11/30	Revise an essay project (either essay 1 or essay 2) due 12/1 by 11:59 p.m. DO NOT REVISE IN A NEW FILE. Revise your work in the original file that has my comments. Email your revision to: kahea.gaspar@oregoncoast.edu Please put "Essay Revision" in the email subject line.

Student Resources

Americans with Disabilities Act

In compliance with the Americans with Disabilities Act (ADA), Oregon Coast Community College provides reasonable accommodation to students with disabilities. If you desire reasonable accommodation, please contact The Office of the Vice President Student Affairs (400 SE College Way, Newport, OR 97366) at 541-867- 8501, or you can email access@oregoncoast.edu. *Students are responsible for requesting accommodations in a timely manner and documenting the nature and extent of their disability.*

OCCC Email

OCCC email is the official form of communication of Oregon Coast Community College. If you have any difficulties accessing your OCCC email address please contact support at helpdesk@oregoncoast.edu

Emergency Funds

If you are experiencing challenges securing food, transportation, or housing, or have other financial issues that are affecting your ability to attend and succeed in class(es), we encourage you to apply for emergency funds. Please call, email, or visit Student Services for assistance (phone: 541-867-8544). If you are comfortable doing so, please let your instructor know about your situation. This will allow for a better understanding and could potentially lead to further support and/or resources.



Use this QR code to access the student resources webpage.

College Information

Land Acknowledgement

Oregon Coast Community College acknowledges that we reside within the ancestral homelands of the Yaquina (Yaqo'n) and Alsea (Wusi'n) Tribes. Today, those tribal descendants are represented by The Confederated Tribes of Siletz Indians. We are honored for the opportunity to teach, learn, and work on their ancestral lands. We also recognize the ongoing contributions they make to the community, Oregon Coast Community College, and the world.

Mission Statement

At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

Equal Opportunity and Non-Discrimination

Oregon Coast Community College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, marital status, or religion in its programs and activities. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

- **Vice President Academic and Student Affairs, Dr. Kristina Holton, 541-867-8511** kristina.holton@oregoncoast.edu, or
- **Director of Human Resources, Joy Gutknecht, 541-867-8515** joy.gutknecht@oegoncoast.edu.

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