**WR 122 English Composition: Argumentation CRN 30617 Winter 2019**

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| Meeting times: T, TH  | 1:30-2:50 pm |   |  Benton Center Classroom: BC 225 |

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Instructor: John Campbell

E-mail: campbej@linnbenton.edu (use your campus e-mail to contact me)

Phone: 541-740-9489 (cell) Office Hours: 2:00—3:00 T,TH

 or by appointment

Text & Materials:

*The Little Seagull Handbook*, Bullock & Weinberg

Handouts: Regular and numerous handouts will include topical arguments and excerpts from textbooks, online educational resources, and student-written examples

Additional Websites:

<http://www.dartmouth.edu/~writing/materials/student/toc.shtml> <http://owl.english.purdue.edu/owl/>

Course Premises:

 By emphasizing argumentation supported by critical thinking and research, this course will prepare you to meet the expectations of sophisticated readers while exercising your individual priorities, passions, and approaches. We will explore ways in which critical thinking, research skills, rhetorical strategies, and language-level effectiveness will enable you to become more empowered students and citizens.

 In this course, your authority begins with the “I” but never ends with it. The “I” is the sum of your experience so far in the world, including your educational, cultural, and personal histories, and as such constitutes strong authority with which to begin the argumentative process. And yet, as a college student, your intellectual development must embrace significantly more than your own individual world. Writing is a bridge between private impulse and public concern. Argumentation charts new destinations in the journey towards self-discovery and social awareness. Research support provides the means to carry your ideas to these new destinations.

Course Outcomes:

Upon successful completion of this course, students will be able to:

Analyze the rhetorical needs the needs of their audience in relationship to the assignment for college-level persuasive writing assignments.

Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with an emphasis on analysis and evaluation/persuasion.

Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, counter-argument, conclusion, etc.) in their written assignments.

Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level analysis and argument assignments.

Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible, and persuasive.

Specific Skills Involved

1. Analyze the rhetorical needs (audience, purpose and subject).

2. Apply critical thinking strategies in your written assignments, with a focus on factual, analytical, and evaluative writing.

3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, rebuttal of counterarguments, narration, comparison, conclusion, etc.) in your written assignments.

4. Use databases, the internet, and print sources to locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.

5. Craft sentences and paragraphs that communicate your ideas clearly and effectively using vocabulary, sentence patterns, and writing conventions at a college level to make your writing clear, credible, and persuasive.

6. Produce MLA documentation, including in-text citation and annotated bibliographies.

**Course Requirements and Grading:**

Your final grade for WR 122 (100 points possible) will be composed of three essay grades plus a participation grade that will encompass various activities. For each graded essay, you’ll receive a detailed assignment sheet and a list of grading criteria.

**1) Essay #1: Documentation of Problem 4 pp.+bibliography 30 pts. possible**

**2) Essay #2: Solution Proposal Argument 4 pp.+bibliography 30 pts. possible**

**3) Essay #3: Problem-Solver Profile 2 pp.+bibliography 10 pts. possible**

**4)** **In-class exercises and activities: 30 pts. possible**. You will be given credit for ongoing in-class activities such as brainstorming, peer reviews, conferences, library sessions, written responses to readings, and student presentations. There will be a total of 30 credits possible here. In-class activities normally can not be made up in the case of an absence.

All turned-in assignments should be typed, double-spaced, in 12 point Times font, standard margins.

Points will be totaled at the end of term and converted to a letter grade. LBCC does not grade with plus or minuses.

100—90 = A 89—80 = B 79—70 = C 69—60 = D 59 and below = F

**Course Policies**

**~Regular attendance is mandatory. You will be given participation credit toward your grade via the in-class exercises, plus you’ll be given handouts that are only available and discussed in class. This means: be here, be on time, listen respectfully, and speak up in a thoughtful and informed manner in class discussions. In-class activities normally can not be made up in the case of an absence. If you miss a class, you are responsible for getting the missed information.**

**~Assignments that do not meet length requirements will lose points depending on how far under the requirement they fall. (On essays, two points loss per half-page.)**

**~ Unexcused late assignments will lose points depending on how late they are turned in. (Two points loss per 24 hrs. late for essays.) Assignments are due at the beginning of class on the due date.**

**~ Any excused absence or extended deadline depends on you offering me timely notice of extraordinary circumstances, whether in person, via campus e-mail, or, if necessary, via my cell phone. Extraordinary circumstances means: serious health issues, real family emergencies, or other crucial circumstances. Timely notice is important—don’t wait until the next class to contact me.**

**~Use of cell phones, MP3 players, or other personal electronic devices during class sessions is prohibited unless assignment-related. No texting in this class.**

**~Out-of-class assignments must be typed.**

THE LBCC WRITING LAB Please feel free to drop in during regular hours (Albany Campus) to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment sheet and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net. For more information, visit the Writing Center online. a[http://www.linnbenton.edu/go/learning-center/writing-help](https://cluster7-files.instructure.com/courses/1263203/files/58860048/course%20files/course_settings/%24CANVAS_COURSE_REFERENCE%24/assignments/%20http%3A/www.linnbenton.edu/go/learning-center/writing-help%0B%0B%0B)  I’ll provide information about the Benton Center Writing Lab as it becomes vailable.

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](http://linnbenton.edu/42145BA0-3DCC-11E3-AA36782BCB47BBE7). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon**. To report:**[**linnbenton-advocate.symplicity.com/public report**](http://linnbenton-advocate.symplicity.com/public_report)**.**

Disability Accommodations:

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

**Plagiarism Policy:**

I take academic honesty very seriously. We will discuss examples of plagiarism in class. I’ll offer you concrete techniques you can use to protect yourself against plagiarism. It is your responsibility to understand what plagiarism is and how to avoid it. Blatant plagiarism earns an F for the assignment. Repeated plagiarism will earn an F in the course.

**COURSE ACTIVITIES AND SCHEDULE:** Readings, handouts, writing exercises, conferences, and workshops will be assigned and conducted in class on a regular basis. This schedule features themes, activities, and due dates for major assignments; it does not detail every class activity. At the end of every class meeting, I’ll remind you of what’s due for the next class. Due dates for graded assignments are in **bold print**. Schedule is subject to change as necessary.

T Jan 8 Syllabus and intro to class

TH Jan 10 Intro to Essay #1

T Jan 15 Topic, Thesis, Support

TH Jan 17 Documentation of Problem Strategies and Examples

T Jan 22 Documentation of Problem Strategies and Examples

TH Jan 24 Mandatory Conferences: Topic and thesis

T Jan 29 Documentation of Problem Strategies and Examples

TH Jan 31 Grading Criteria Workshop

T Feb 5 **Essay #1 due,** Intro to Essay #2

TH Feb 7 Solution Proposal Argumentative Strategies and Examples

T Feb 12 Solution Proposal Argumentative Strategies and Examples

TH Feb 14 Solution Proposal Argumentative Strategies and Examples

T Feb 19 Workshop: Solution Proposal Draft

TH Feb 21 Solution Proposal Argumentative Strategies and Examples

T Feb 26 Mandatory Conferences

TH Feb 28 Mandatory Conferences

T March 5 **Essay #2 due,** Intro to essay #3

TH March 7 Problem Solver Profile Strategies

T March 12 Student Presentations

TH March 14 **Essay # 3 due** Student Presentations

 **No Final Exam in this class**