

WR 122 English Composition: Argumentation

Fall 2020

CRN: 20460 & 26054: M/Th 2:00 – 3:00 pm (online)

Course Information

Instructor

Damien Weaver
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Office hours: Th 4:00-5:00 pm

Despite the challenges we are all facing together as a result of the Covid-19 pandemic, I am committed to delivering a consistent, inclusive, and quality online learning experience this term. Our class will communicate through the Canvas website. Announcements and emails are archived there and can be automatically forwarded to your LBCC email. Check and adjust your Canvas notifications setting under Account -> Notifications to ensure forwarding is set up.

My office hours this term will be held remotely on Thursdays 4:00-5:00 pm. During this time, I will prioritize responding to any emails I receive from students, and may also be available for real-time conferencing via Zoom or a similar software platform. I welcome appointments outside of my regular office hours, too. Please email to set up a time that works for both of us.

Course Overview

Writing 122 is an extension, not a repetition, of Writing 121. We will build upon your existing skills of inquiry, logical reasoning, and persuasion to create increasingly sophisticated essays. We are not going to learn how to “win” arguments through writing. We are going to explore the variety of viewpoints within complex issues, through critical reading, thoughtful discussions, and the completion of ongoing writing assignments. In the end, your writing will not only be cogent and well-argued, it will also be able to successfully account for multiple points of view within a diverse community.

Course Learning Outcomes

Upon completion of this course, students should be able to achieve the following outcomes:

1. Write essays that develop and respond to a significant question that is relevant to the context in which it is written and appropriate for the audience to which it is addressed.
2. Provide logical answers to questions at issue and develop lines of reasoning in support of those answers, while taking into account and responding to objections or competing answers and lines of reasoning.
3. Write an essay that is unified around a main claim, proceeds in a logical way, and consists of cohesive paragraphs that separate and connect ideas effectively.
4. Produce written work that displays adherence to the conventions of academic writing, including control of grammar, spelling, word usage, syntax, and punctuation; appropriate tone, style, diction, and register; proper formatting, use, and documentation of sources.

5. Improve the content and organization of an essay draft in a revision process, both by reevaluating the reasoning and context of the essay and by responding to critiques from peers and instructors.

Required Texts

“The Uses and Abuses of Technology,” *UO Composition Program Casebook*, edited by Brian Gazaille. **Available free on our Canvas course page.**

Graff, Gerald. *They Say, I Say: The Moves that Matter in Academic Writing w/o Readings*. 4th ed., W. W. Norton & Company, 2018.

Required Resources & Materials

- Internet and Canvas access to complete homework assignments
- Adobe Acrobat Reader DV or similar program that allows you to make notes and highlights on a .pdf. Click [here](#) to download Acrobat for free.
- Access to a word processing program such as Microsoft Word: While Google Docs is robust and useful tool, it can be difficult to properly format documents on that platform. Microsoft Word is much easier and it is available for free to teachers and students. Click [here](#) for details.

Coursework and Grading

Essay Cycles

40% of Course Grade: Cycle One Essay = 20%, Cycle Two Essay = 20%:

This course is designed as a series of two major essay cycles. Each cycle entails a major argumentative essay that is drafted in stages according to a formal writing process. This means that essays are submitted first as an initial draft, then as a revised draft, and then as a final polished draft. Further instructions for content and requirements of formal essays are provided on Canvas.

Because the quality of teacher and peer feedback is a function of the quality of the first version of an essay, initial drafts are expected to be complete, i.e., meeting the minimum word count, and written in formal, academic prose. **Remember, if you do not submit both an initial and a revised draft, your overall grade for the course will be negatively impacted.** See next assignment category below for further details.

Major Writing Assignments

30% of Course Grade:

As you progress through the writing process, you will be asked to complete several major writing assignments on the way to your final essay draft. These include outlines, essay plans, research narratives, an annotated bibliography, and initial and revised drafts of your major cycle essays. This course places heavy emphasis on the process (not just the final product), and such is reflected in the grade-weighting for these assignments. **Collectively, these assignments comprise a larger percentage of your final grade than the final drafts of your major cycle essays.**

Minor Writing Assignments	15% of Course Grade: Assignments in this category are mostly shorter pieces written for homework: micro-summaries of assigned readings, free-written responses to those same readings, posts of popular sources you have located with brief descriptions, etc.. I will drop the lowest grade from this category when computing your final grade.
Homework	5% of Course Grade: This pertains mostly to your critical reading submissions for the assigned readings. I will drop the lowest grade from this category when computing your final grade.
Participation & Peer Review	10% of Course Grade: This class emphasizes the communication of ideas both in writing and in discussion, so your active participation is essential. You will frequently be posting/discussing the ideas presented in and inspired by the assigned readings. As part of the essay cycle process, you will read and review classmates' essay drafts. This feedback will be the primary source for you to revise your essays to turn in to me. Detailed instructions to follow.

Grading Breakdown

Essay Cycle 1 (Synthesis Essay) <i>(1,250 – 1,500 words)</i>	20%
Essay Cycle 2 (Research Essay) <i>(1,750 – 2,000 words)</i>	20%
Major Writing Assignments	30%
Minor Writing Assignments *For both the micro-summaries and the free-written responses, the lowest grade will be dropped.	15%
Homework	5%
Participation /Peer Review	10%

Course Policies	
Discourse Community Membership	<p>One of the best ways to learn to write is to share ideas about writing with others. Creating a community that enables us to grow and develop as writers depends on each person fulfilling our responsibilities, offering mutual respect to one another, and being receptive readers of one another's writing.</p> <p>As a result, essential learning in this course will happen as you engage in writing-related activities with peers. Performing well in discourse community membership means actively and respectfully contributing to <i>and</i> seeking to learn from our class community. Note that participation can take a variety of forms: e.g., asking questions and giving comments during class discussion, taking notes on behalf of a small group, sharing perspectives in writing with peers.</p> <p>Discourse community responsibilities include the following:</p> <ol style="list-style-type: none"> a. Being prepared to participate. Being prepared includes, but is not limited to, bringing required materials to class and actively reading the required texts. Reading texts by other writers, including classmates, will help you generate ideas, dialogue with others, and become aware of your writing choices. You should also be prepared to reflect on your writing. b. Giving constructive Peer Feedback. Learning to write means learning to be read by many others. In our class, you'll regularly give and get critical peer response. By giving <i>constructive</i> feedback and by listening carefully to others, you'll learn to make effective revisions—e.g., to further develop ideas and to move readers in intended ways. c. Participating in peer activities, incl. class discussion & small group exercises. Our writing community activities will include discussion among the entire class as well as small group exercises—during class time, possibly on Canvas forums, too. These activities are designed to help you write and reflect on your essay assignments.
Prerequisite	Successful completion of WR121 or an equivalent officially approved by LBCC.
Attendance	Does not apply to online courses.
Late Work	Deadlines are crucial in this course—because of the nature of the writing process and the social practice through which we engage it. Thus, late work will generally result in a points reduction or no credit for that assignment. Please make arrangements with me in advance if you foresee missing an assignment deadline.

Classroom Environment
[Pertains to the Virtual Space as well]

Because much of this course is discussion-based, the ability for each student to learn is affected by the contributions and behaviors of every other student. Please show respect to your instructor, to your classmates, and to the process of learning as a whole. Allow others time to talk, try not to interrupt, and above all refrain from rude, offensive, or belittling comments. Remember, we critique writing and ideas, not people. No deliberate derision of your peers or myself will be tolerated. This includes, but is not limited to, offensive speech regarding one's nationality, race, sex, gender identity, sexual orientation, socioeconomic status, or disability. When others are talking, pay attention to their comments and do not do anything that will distract yourself or others, including playing with your cell phone or other electronic devices.

Academic Honesty

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. **Failure to do so constitutes plagiarism, a serious academic offense.** In cases where plagiarism or other academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice in composition courses. Please contact me if you have any questions about your use of sources.

E-Handbooks

The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site:

Purdue OWL (<https://owl.english.purdue.edu/owl/>)

UNC Writing Center Handouts (<https://writingcenter.unc.edu/tips-and-tools/>)

Writing for Success (<http://open.lib.umn.edu/writingforsuccess/>)

NOTE: May not reflect the most recent MLA edition (8th). Refer to *Purdue OWL* for citation information.

Formatting Guidelines for Written Work

All written work should be typed and double-spaced, using 12- point Times New Roman font and 1" margins. If possible, print your work double-sided. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade.

Examples of MLA style:

In *Heart of Darkness*, Conrad describes the company manager as inspiring "neither love nor fear, nor even respect" (87).

Carretta and Gould explain that:

The black writing that appeared during the eighteenth and nineteenth centuries – which included the genres of spiritual autobiography, captivity narrative, travel narrative, public epistle, sea adventure, and economic success story – is a literature of diasporic movement and cultural encounter. Born to enslaved

African parents on a ship in the Middle Passage bearing its human cargo from Africa to the Americas and then brought to England, Sancho might serve as an emblem of most of the writers discussed in *Genius in Bondage*. (5)

Works Cited:

Carretta, Vincent, and Philip Gould, eds. *Genius in Bondage: Literature of the Early Black Atlantic*, Lexington, 2001.

Lonner Alyssa. "History's Attic: Artifacts, Museums, and Historical Rupture in Gustav Freytag's *Die verlorene Handschrift*." *The Germanic Review: Literature, Culture, Theory*, vol. 82, no. 4, 2007, pp.321-342.

INSTITUTIONAL POLICIES & RESOURCES

WRITING RESOURCES

LBCC Writing Center

From initial ideas to final drafts, the LBCC Writing Center, located in the Learning Annex, can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with one of the supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. For more information, visit the Writing Zone website at

SCHOOL POLICIES

Disability Services

If you have a documented disability, I will help you in any way I can. Talk to me during the first week of class. If you think you might have a disability, but you are not sure, contact Disability Services, 917-4789. [Here is a lot more useful information about Disability Services and LBCC's disability policies.](#)

LBCC Non-Discrimination Policy

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, atheist, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. [For the official nondiscrimination policy click here.](#) What is more, LBCC sees our differences as a source of strength and an important part of education. [Click here to see what the LBCC board has to say about diversity.](#)