

## Writing 122: English Composition—Argumentation

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Hours: Tu/Th 1:30-2:30 or by appointment

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CRN 33802 (3 credits)  
Tu / Th 10-11:20  
MKH-118

Writing 122 emphasizes the logical means of supporting claims in argumentative essays, thesis statements and reasoning. Includes logic, style and research. In addition, the course continues and extends the emphasis of Writing 121: the development of essays appropriate for a college-level audience and critical thinking. In this class, “argument” refers to a thoughtful process of inquiry, negotiation, and persuasion, rather than combative, confrontational discourse. A major component of the class will be critical reading. Writing is always grounded in a particular practice of reading. Your writing takes place in a context of what others have already written/said about the topic you are interested in. So what a class like this does is to help sharpen your ability to read a text and then know how to respond back. Class readings are available as pdf’s through our class Moodle website and on the syllabus. Students will need to download these readings and have access to them during class discussions. Class operates by the model of active learning—exercising one’s critical reading skills and asking independent questions. Class format is primarily group discussion and group workshops.

### Course Outcome Goals

Upon successful completion of the class, students should be able to

1. *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) implicit in college-level persuasive writing assignments (“rhetorical” is a fancy word that refers to the interaction of audience(s), author’s purpose, and the topic itself).
2. *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.
3. *Implement appropriate rhetorical elements and organization* (introduction, thesis, development and support, counter-argument, conclusion, etc.) in their written assignments, with an emphasis on standard argument models, particularly the Toulmin model.
4. *Locate, evaluate, and integrate high-quality information and opinion* appropriate for college-level analysis and argument assignments.
5. *Craft sentences and paragraphs* that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear, credible, and persuasive.

To meet these outcome goals, students will practice writing thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process. Such competence is reflected in the following skills: using a variety of writing strategies (narration, definition, comparison and contrast, classification, description, examples, and persuasion) to help focus and develop the main idea; presenting ideas logically; developing a writing style appropriate to the audience, purpose, and situation; reading and critically analyzing the writing of others using summary, paraphrase, and quotations; integrating source material into their own work using lead-in signal phrases and in-text citations; using organizational and transitional strategies to give an essay shape and form; presenting material logically with an introduction which defines the subject and previews the content of the essay, a discussion section which is fully developed, and a conclusion which summarizes and interprets the thesis; using standard grammar, syntax, spelling, and punctuation; and revising and editing their writing effectively.

## Requirements

**Prerequisite:** Passing Writing 121 English Composition or equivalent with a grade of 'C' or better. Before entering WR122, students are assumed to have basic competence in grammar, mechanics, sentence structure, and developing related ideas in a unified, coherent paragraph and/or short essay.

**Texts:** *A Little Argument*, 2<sup>nd</sup> ed., Faigley and Selzer

*The Little Seagull Handbook*, 3<sup>rd</sup> ed., Bullock, Brody and Weinberg

[Course Packet](#)

Readings available for download through Moodle (Most of these readings are from the textbook *Ways of Reading*, 11th ed., by Bartholomae and Petrosky, which can be ordered independently)

Also strongly recommended: portable dictionary

## Major Assignments, Point Value and Percentage of Total Final Grade:

20% [Essay #1](#) (4-6 pages) 100 points

20% [Essay #2](#) (4-6 pages) 100 points

44% Homework / In-class Work 220 points

16% Participation 80 points (8 points a week)

500 Total Points Possible (See [Assignment Log](#) for a list of all assignments)

## Policies and Procedures

**Attendance and Class Format:** The format of the class is primarily discussion, rather than lecture; therefore, much of what goes on in class cannot be made up. Work that can be made up is available on the class's Moodle website. You can get partial participation points for contacting me about an absence (up to five absences). **More than five absences will likely cause you to fail the class because you will have missed in-class activities and essential material difficult to catch up with.** Solid preparation work on your part by reading and being prepared to discuss assigned reading from the textbook will ensure livelier discussions and a more productive use of class time. The exception to this rule is illness. If you are seriously ill, especially with flu symptoms, please do not come to class.

**Papers:** Essays are due at the beginning of class on the assigned day. **Late papers will not be accepted if turned in more than a week after original due date.** In other words, I don't accept paper "dumping" where students turn in more than half of their coursework in the last week of class. Papers should be typed, double-spaced, carefully proofread, and include your name, date, class name, essay number, and my name. (See *Little Seagull* pages 158-60 for basic manuscript format.) Save **all** work you do for this class. Subsequent versions of essays submitted should include previous versions turned in along with my comments and peer reviews. Revisions are almost always appreciated and encouraged, but they should be completed no later than two weeks after being returned and require a separate [self-assessment assignment](#). Papers may be e-mailed to me as an attachment between classes. I can only download attachments in the following formats: \*.doc, \*.docx, \*.rtf, or \*.pdf (**not** \*.wps format).

Homework/In-Class Work: The main homework assignments are [Rhetorical Analyses](#), which will require you to focus in an in-depth way on reading assignments. Six times you will be asked to analyze the rhetorical dimension of assigned reading (25 points per submission) or of reading you're doing for research in preparation for writing essays (no more than two of these should be on out-of-class reading). There will also be daily in-class writing assignments (sort of like quizzes) that factor into the participation portion of the final grade. For each of the two essays, you will also be writing formal [proposals](#) (25 points per essay) and in-class [peer reviewing](#) (10 points per essay cycle).

Grading Criteria: When I read student essays, I look for a number of qualities including unity of purpose, specificity of detail, and coherence of progression. Essays are given a holistic letter grade based on **six criteria: argument, critical reading, organization, audience, sentence-level writing, and manuscript formatting**. "Argument" includes how effectively the paper presents a thesis and supports it through relevant examples. Students can demonstrate their critical reading skills by how they use details from sources to offer a fresh perspective on the topic that goes beyond a bland summary. The paper's organization into paragraphs should follow from the paper's main purpose (form follows function). Good papers are often an implicit dialogue between an author and reader—good writers anticipate how a potential audience will relate to a paper. Students should write in complete sentences that avoid grammatical errors (especially comma splices!), awkward phrasings, and mistakes in punctuation, but beyond that students should cultivate a personal writing style with an interesting variety of sentence and phrase structures.

Grading Scale: Grades are based on a percentage of the 500 total points possible throughout the quarter (see above for how many points any one assignment is worth). 500-450 points (100-90%) = A; 449-400 points (89-80%) = B; 399-350 points (79-70%) = C; 349-300 points (69-60%) = D; fewer than 300 points will result in a failing grade.

College Resources: [Computer Labs](#) in Learning Resource Center (WH-222) and Library; [Writing Center](#) in Learning Resource Center in WH-200; [On-Line Writing Lab \(OWL\)](#) From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during their regular hours to work one-on-one with one of our supportive Writing Assistants. In addition to your draft, please bring your assignment and any questions you have. You may also submit your writing online at [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net) where you will receive a personalized response within 1-2 business days. For more information, visit us online at <http://www.linnbenton.edu/go/learning-center/writing-help>. You will need to get registered through the Learning Resource Center.

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu)), or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Accommodation: 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 this 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](#) for steps on how to apply for services or call (541) 917-4789.

Etiquette and Nondiscrimination: One of the goals of this course is to construct a "discourse community," a space in which students feel respected and comfortable expressing their ideas openly. This means that during class discussions and small group work some basic rules of etiquette should be followed. No personal attacks will be tolerated. Also, avoid talking while someone else is speaking or frequent use of cell phones/pagers. The LBCC community is enriched by diversity. Everyone has the right

to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy #1015). LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**Plagiarism:** This college punishes incidents of academic dishonesty. Plagiarism is subject to disciplinary action as described in [Student Rights and Responsibilities](#). All work submitted in this course must be your own and be written exclusively for this course. Students may only seek assistance in writing their papers from authorized sources (me, members of class peer review group, or university-approved tutorial service). The use of sources (ideas, quotations, paraphrases) must be properly documented. See me if you have any questions about your use of sources.

## Tentative Schedule

(Please complete readings and writing assignments before coming to class; LA refers to textbook *A Little Argument*; "Seagull" refers to *The Little Seagull Handbook* (3rd ed); please download linked pdf readings on your own, print out, and bring to class; "Packet" means virtual Course Packet accessible through Moodle)

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
1/07	<b>Week One: Overview / Rhetorical Analysis</b> Syllabus; Outcomes; Assumptions; Stokes, <a href="#">"No, You're NOT Entitled to Your Opinion"</a>	
1/09	<a href="#">Rhetorical Analysis Assignment Description</a> (Packet); "Analyzing an Argument" <a href="#">LA 11-26, 33-44</a> ; <a href="#">Ways of Reading Introduction</a>	
1/14	<b>Week Two: What Is Argument?</b> <a href="#">"Writing Arguments"</a> ; <a href="#">Personal Interest Inventory</a> ; <a href="#">Essay One Topics</a>	
1/16	"Writing an Argument" <a href="#">LA 45-71</a> ; "Writing Processes" ( <a href="#">Seagull 9-29, 146-48</a> )	<a href="#">Rhetorical Analysis #1</a>
1/21	<b>Week Three: Types of Argument</b> "Constructing an Argument" <a href="#">LA 72-126</a> , 170-79	
1/23	<a href="#">"Notes on Warrant"</a> (Packet); <a href="#">"American Value Systems"</a>	<a href="#">Proposal</a> for <a href="#">Essay One</a>
1/28	<b>Week Four: An Argument "Culture"?</b> Tannen <a href="#">"Argument Culture"</a> ; Researching and Documenting an Argument <a href="#">LA 127-169</a>	
1/30	Tannen (cont.); <a href="#">Peer Review Instructions</a> and <a href="#">Grading Rubric</a> ; <a href="#">"A Psychologist's View: Rogerian Argument"</a>	<a href="#">Rhetorical Analysis #2</a>

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
2/04	<b>Week Five: Slow Ideas</b> Gawande, <a href="#">“Slow Ideas”</a>	
2/06	Gawande (cont.); “Revising an Argument” <a href="#">LA 180-185</a>	Essay 1.1 (4-6 pages) Due. Peer Review in class.
2/11	<b>Week Six: Scientific Habits of Mind</b> Gawande (cont.)	<a href="#">Rhetorical Analysis</a> #3
2/13	Steinkuehler and Duncan, <a href="#">“Scientific Habits of Mind in Virtual Worlds”</a>	Essay 1.2 (4-6 pages) Due.
2/18	<b>Week Seven: Games</b> Steinkuehler and Duncan, <a href="#">“Scientific Habits of Mind in Virtual Worlds”</a> (cont); McGonigal, <a href="#">“Becoming Part of Something Bigger Than Ourselves”</a>	<a href="#">Rhetorical Analysis</a> #4
2/20	McGonigal, <a href="#">“Becoming Part of Something Bigger Than Ourselves”</a> (cont); “Analyze a Visual Argument” <a href="#">LA 26-32</a>	
2/25	<b>Week Eight: Visual Argument</b> Bechdel, <a href="#">“Ordinary Devoted Mother”</a>	<a href="#">Proposal</a> for <a href="#">Essay Two</a>
2/27	Bechdel, <a href="#">“Ordinary Devoted Mother”</a> (cont.)	
3/03	<b>Week Nine: Pain Scale</b> Biss <a href="#">“The Pain Scale”</a>	<a href="#">Rhetorical Analysis</a> #5
3/05	Biss <a href="#">“The Pain Scale”</a> (cont.)	
3/10	<b>Week Ten: Experts vs. Consumers</b> Percy, <a href="#">“Loss of the Creature”</a>	Essay 2.1 (4-6 pages) Due. Peer Review in Class.
3/12	Percy, <a href="#">“Loss of the Creature”</a> cont.; Retrospective Course Review	<a href="#">Rhetorical Analysis</a> #6 (Here’s a <a href="#">Self-Reflective option</a> )
3/16- 3/18	<b>Finals Week</b> Optional Open Conferences TBA	Essay 2.2 (4-6 pages) Due.

Turn in all final revisions as an e-mail attachment by 5 p.m., Mar 18th (Wed)

**Course documents are available on Moodle Website** WR122-20190333802 -  
ENGLISH COMPOSITION: ARGUMENT