

WR 122 English Composition: Argumentation

Linn-Benton Community College
Fall 2016



CRN 22303 8 AM MW-IA 224; F- MKH 211

Text: *A Little Argument* by Lester Faigley and Jack Selzer
Quick 'n' Dirty Handbook for Writers by McLagan and Madraso
And <http://grammar.ccc.commnet.edu/grammar/index.htm>

Instructor: Pam McLagan

Contact info: e-mail mclagap@linnbenton.edu

LBCC phone: 541-917-4525

Office: SSH210 Office hours: MWF 10-10:45 AM

If I need to get in touch with you, I will use your LBCC e-mail account.

Each day, we try to persuade others to adopt our point of view on any number of topics: assure a parent or spouse that we REALLY didn't see the post behind us in the parking lot; persuade the instructor in the math class to take the late assignment; or convince the voters to approve a revision to a current law.

As a result of completing WR 122, students should be able to

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

In order to achieve these goals, students will be involved in a variety of classroom activities, group projects, and independent tasks. We will pace the work so that one activity builds on the one before, and the readings and projects will complement one another. Attendance in class and at group meetings is crucial to success in the course. If you miss class, it is your responsibility to get the information.

Evaluation for the course will be based on

- 1) in-class writings and responses, journals, etc.;
- 2) essays to be worked on independently or with a group and peer edited in class;
- 3) notes and quizzes; and
- 4) a final exam (take home and due at the regularly-scheduled final exam time).

WR122 writing is held to at least WR121 proficiency standards. If you have not yet taken WR121 and plan to do so, you may experience difficulties if you have taken WR122 first.

Students may seek extra help with me during office hours or by appointment or at the Writing Center.

Late papers will receive a 10% penalty, but each student will receive a “Get Out of Jail Free” card. This may be used to eliminate late “fees” if the paper is turned in within one week of the due date. If not used, it may be turned in week ten for bonus points.

Additional Guidelines:

** Communicate with the instructor – preferably in person or by e-mail – if you have situations arise which make it impossible for you to be in class. If you communicate, I can help.**

*Type or word-process final revised paragraphs and essays (except those done in class or otherwise noted).

*Rough drafts and peer comments/edits must be turned in with the revised essay assignments.

*Plan for all work to be done on time... this includes drafts and revisions.

*Plan to do your own work. You’ll be learning how to give appropriate credit for information and/or quotations from others’ work so that you will avoid plagiarism. When you do it yourself, you’ll learn better!

***Since this is a course about persuasion and (sometimes) disagreement, we must each do our part to show respect for and to one another and our readers. Since we all want respect, we need to show respect - even to (especially to) those with whom we disagree.

To minimize distraction to yourself and others,
all phones must be silenced and stowed when
class begins.



Campus Resources:

+**Conferences** with the instructor. I'll have office hours each day that I'm on campus. If those hours do not work for you, we can meet by appointment. (Turn over for office and office hours)

+**Library** (541-917-4638)

+**Writing helps:** a cooperative writing service including ESOL, Writing Desk, Writing and Study Skills Labs and more.

+**Writing Center:** Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. It is located on the upper level, Willamette Hall (WH).

+ **Computer Labs:** Library and Forum 202

Disability Statement:

If you have emergency medical information for your instructor, need special arrangements to evacuate campus, or have a documented disability, please meet with your instructor, by appointment, no later than the first week of the term, to discuss your needs and present your Center for Accessibility Resources accommodation letter. If you have a documented disability that will impact you at college and you have yet to seek accommodations, contact the Center for Accessibility Resources for intake and to document your disability with LBCC. Only students who document a disability and present an accommodation letter to an instructor are entitled to academic accommodation. Each term, when you register for classes, and at least 2-3 weeks prior to the start of the term, submit your Request for Accommodations form to the Center for Accessibility Resources . During Week 1, pick up the letter for your instructors and deliver in person to each instructor during office hours or by appointment. Instructors may need time to arrange your accommodations.

Coordinator, Carol Raymundo, ext. 4832

Program Assistant, Julie Hessel ext. 4789

Support Lab, ext. 4343

Alternative Format, formata@linnbenton.edu (Contact via e-mail only)

Additional instructional services beyond classroom instruction and instructor consultations are available for

all students at the Learning Center and the Support Lab at RCH-114

LBCC Comprehensive Statement of Nondiscrimination

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. (for further information <http://po.linnbenton.edu/BP1015> - Nondiscrimination and Non harassment Policy.pdf)

WR122 Argument
General Class Format

As we move through the term, we'll have a chapter reading about type of writing and we'll also read articles to "flesh out" the concepts. You'll find that we'll go back and forth among the chapters to highlight elements. When readings are due, come prepared with notes from the chapter or article. We will use a modified "Cornell" style of note-taking for this part of the preparation. Divide a sheet of paper so that there are three basic sections:

Generally, you'll be expected to have one

sheet of paper per chapter. Since you will come prepared, you'll be ready to participate in the student-lead discussions. Make notes for the rhetorical chapters and "main idea" notes for the essays.

Harvard Discussion groups.

Based on a model forum used at Harvard University, the discussion group generally works like this: students in each group select a facilitator; all group members will be discussion participants. The facilitator's job is to see that all members have opportunity to participate and to keep the discussion moving. Each participant may add to his or her notes as the discussion progresses.

Groups will be assigned with three or four students in each group. You may begin the discussions with questions about the work, including any possible explanations. Let the discussion develop from that point. I will assist by offering question prompts on the board. Notes will be submitted at the end of the class period and will be worth a maximum of 10 points each.

Key words or phrases	Notes from the chapter or article...or whatever has been assigned... See http://www.timeatlas.com/5_minute_tips/general/word_templates_and_cornell_note_taking OR Google : Cornell Notes Template.... several models exist
Summary of the article or short answer to a specific question.	

WR122 Proposed Reading and Assignment Schedule

Fall Term 2016

Please check the screen at the beginning of class for updates.

Week 1	Intro class, course, argument Read: Chapter 1 in text. Be ready to discuss. Diagnostic essay assignment Assign #1 Definition... read pp. 76-92 in chapter 4
Week 2	Chapter 3-Writing an Argument Edit Definition World View Discussion
Week 3	Chapter 2-Analyzing an argument Definition Paper due— Assign Analysis Project---Library Visit
Week 4	Continue Chapter 2 Proposals due Analyze Historic Rhetoric-Declaration of Independence (Wednesday)
Week 5	Chapter 5-Researching an argument Chapter 6- Documenting an argument Analyze Historic Rhetoric Gettysburg Address (Wednesday)
Week 6	Chapter 4-Constructing an Argument Annotated Bibliography due (analysis project) Analyze Historic Rhetoric-King's Dream Speech (Wednesday)
Week 7	Chapter 7-Revising an argument Analyze Historic Rhetoric-RFK's speech (Wednesday) Edit Analysis Essay
Week 8	Analysis Essay Due Assign Policy Readings TBA
Week 9	Continue with policy/proposal in-class activities related to policy. No class on Friday-Thanksgiving Holiday
Week 10	Edit policy/proposal. Proposals due. Take-home exam will be distributed during week ten. Take-home final due at regular exam time. TBA.



Each day in the computer classroom, you should expect a "journal" to be completed (generally) before the end of the hour.