

WR 122 – Argument
Online Edition

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Course Text and required materials:

From Critical Thinking to Argument, 6th Edition

Access to a computer and internet.

Course Description

Students will write essays that logically argue a thesis and effectively respond to outside texts. Throughout the course, writing will be approached as a process that includes guided discussion to generate ideas, prewriting, drafting, revision and careful proofreading. Assigned readings will require students to analyze, summarize, and synthesize secondary sources addressing a variety of issues.

Course Objectives

Writing 122 is meant to provide practice in expository and argumentative writing with emphasis on critical thinking skills; principles of inductive and deductive reasoning; the relationship of language to logic; analysis, criticism, and advocacy of ideas; methods of research in relation to evidence; and advanced elements of style and organization. To accomplish these goals in Writing 122, you will read, examine, and respond (in class discussions and in your writing) to a multitude of media revolving around various contemporary issues, as presented in our text, and reaching across several disciplines

What You Can Expect

By the end of this class you will be able to:

- Develop and present precise, logical, and effective argumentative essays.
- Plan, draft, organize, and revise different types of arguments.
- Do research to support your argumentative positions.
- Integrate research into your writing using quotes, paraphrases and summaries.
- Properly document your sources using MLA/APA guidelines.

What Your Instructor Expects

Plan to:

- Read the assigned materials,
- Turn in assignments by deadlines as stated,
- Spend about nine hours per week working on assigned materials,
- Revise essays at least twice.
- Refer to this syllabus as needed

Participation and Time Management

Participation is essential for many reasons. In this class, I expect you to be a team player in reading responses and writing processes. The best way to demonstrate participation is to complete small exercises in a timely manner.

Additional Guidelines:

- Do your work on time. Our class is organized around extensive revision: therefore, your rough drafts and final papers need to be completed on time.
- Do your own work. Turning in someone else's work as your own is never appropriate regardless of personal circumstance. Plagiarism carries harsh penalties and is a waste of your time and mine.

Grading

Your grade for this course will be based on a 1000pt scale where:

A=1000-900 B=899-800 C=799-700 D=699-600 F=599-0

300pts Small Assignments

150pts Essay 1—Formal Complaint Letter

150pts Essay 2—Rhetorical Analysis

150pts Essay 3—Audience Analysis

250pts Essay 4—Final Argumentative Essay

Major Assignment Descriptions

This course will require timely completion of the following essays.

Essay 1—Formal Complaint Letter

A 400 – 600+ word formal complaint letter. You will write this professional letter as if you were planning to send it to a company or service provider which has not met your specific needs.

You will acknowledge why you made your purchase or used the service provided, what you expected to be the result of this purchase or use, and why the actual result was unsatisfactory. Use the basic skills of writing developed in previous writing courses in order to create a concise, well-developed, professional letter, which takes into account your purpose (what you expect to gain from this letter) and the intended audience (the customer service department, for example).

You are strongly encouraged to meet or slightly exceed the 600-word upper limit for this complaint letter.

Essay 2—Rhetorical Analysis

A three to four page (900-1200 words) Rhetorical Analysis (a.k.a. “Critique”) of one essay or written argument. You will choose an essay you want to analyze/evaluate for the Rhetorical Analysis, and will briefly summarize the reading (a 10-12 sentence paragraph). The majority of your essay, however, will apply analytical and evaluative methods, especially focusing on reasoning and evidence presented, as well as bias of author, style and/or form of the piece,

analysis of intended audience and purpose and finally your evaluation and response to the essay that takes into account your own “subjectivities.”

This assignment will require outside reading on your part to determine a written essay appropriate for a rhetorical analysis.

Essay 3—Audience Analysis

A three to four page (900-1200 words) Audience Analysis that will focus on a group of people that are invested in the topic you would like to write about for Essay 4. You will explore the rhetorical needs of these stakeholders, what they have invested in the topic, the appropriate approach and use of appeals, and the most effective medium for addressing their needs. This assignment will invite you to move beyond thinking of your argument as taking place in a void – you will be writing to a specific group of people with morals, beliefs, and motivations that may differ substantially from your own. Much of this paper will be structured around what you believe will be effective argumentation and why, which will require you to directly tie specific rhetorical appeals to some aspect of your intended audience. You are further encouraged to consider your role in relation to your audience (refer to the rhetorical triangle).

Essay 4—Argumentative Research-based Essay

A four to six page essay (1200-1800 words) that argues a specific position backed by credible sources. This paper must show thoughtful analysis of and response to the course readings and/or discussions about them. Remember, all materials must be cited in MLA or APA format, complete with parenthetical (in-text) citations and a reference or works cited page, even if they are from our text book or course materials. The form of the paper may be analytic, argumentative, or a combination of critical/creative. What it cannot be is merely summary or merely descriptive. I must approve the topic for each essay, which will be determined by Essay 3, and you are strongly discouraged from changing topics a week before the formal due date. You are welcome and encouraged to create a multi-modal argument for this last essay.

Late Papers

Major papers will be marked down a full letter grade for the first day of lateness and 1/3 of a letter grade for each following business day of lateness. If you are ill or cannot submit your paper on time, please email or speak to me IN ADVANCE to make arrangements.

Late papers will not be accepted if they are more than a week late. This cut-off will not be invoked if you have had a documented medical emergency or have discussed turning the paper in late with me before it was officially due.

Email

One of the primary ways we will stay in contact is through email. Though not graded, emails are important and will be expected to be professional. I do my best to respond to emails Monday through Friday, but I do not check my email over the weekend.

If at any point you have a question about your grade, course content, or how to succeed, email me at schmidm@linnbenton.edu.

Online Classroom Conduct

The classroom is an environment in which students and an instructor come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process. Behaviors that are disruptive to learning will not be tolerated. Put simply, when interacting online with other members of this class, do not troll: pretend like you are in a face-to-face environment and remember that you are communicating with another human being.

Regarding Politics

Politics often come up in argumentative writing courses. Many people seem to enjoy arguing about current or historic political controversies and figures, while others tense up the moment they hear even a hint of political commentary. My material will not go out of its way to engage with politics, but I will not pretend like political opinions do not exist. Examples may be used in class that highlight certain divides in terms of audience and rhetorical needs, but I strictly follow LBCC's policy on political expression and academic freedom in the classroom. That said, I have little control over what your fellow students do and say, but I will intervene if an interaction occurs which disrupts the learning environment. Please remember: our focus will be on studying argument.

Academic Dishonesty

Do not cheat. Any plagiarism or use of someone else's writing (including sentences or phrases), information, or ideas without proper attribution and citations – intentional or accidental – may result in an F on the paper or for the course. As a general rule, if you did not write an assignment for this specific class, during this specific term, specifically for me, do not turn it in.

Regarding Self-Plagiarism

Do not submit any papers you have written for another class or instructor even if you were the one who wrote the paper. Please speak with me if you have any questions or would like clarification on what constitutes self-plagiarism.

Incompletes

If you have completed approximately 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete.

Center For Accessibility Resources

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources

(CFAR), please visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

LBCC Non-Discrimination Policy

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. What is more, LBCC sees our differences as a source of strength and an important part of education.

Writing Center

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. You may also submit your writing online [here](#) where you will get a personalized response within 48 – 72 hours.

Regarding the Moodle Shell

Moodle tracks what you do or do not click on as well as the dates individual items are viewed. This shows up in the complete report that I use to measure course engagement. The gradebook on Moodle may not always be correctly weighted, particularly in terms of small assignments and participation.

Regarding this Syllabus

This syllabus may evolve as the needs of the class change. You will be notified if any changes are made.