

# WR 122: Argument

## Spring 2023 (online)

### THE PURPOSE OF THIS SYLLABUS

Welcome to Writing 122! This syllabus contains all the vital information about this course—what you'll be learning, what will be expected of you, and what you can expect from me. In short, it states what is required of both of us during the term. This is a valuable document, so please refer to it often. **The better you know the syllabus, the better the chance that you'll do well in the course!**

### INSTRUCTOR INFORMATION

- Name: Matt Usner
- Email: [matt.usner@linnbenton.edu](mailto:matt.usner@linnbenton.edu)
- Office: North Santiam Hall 213
- Phone: (971) 208-7175 (call or text)
- Office Hours: Email or text me at any point in the term to schedule an in-person or virtual meeting.

### CLASS FORMAT

This course is conducted completely online in an **asynchronous** format—meaning there are no required live meetings.

### COURSE DESCRIPTION AND PREREQUISITE

WR 122: Argumentation “Emphasizes the logical means of supporting claims in argumentative essays, thesis statements, and reasoning. Includes logic, style, and research. Prerequisite: WR 121 English Composition or equivalent with a grade of ‘C’ or better.”

### COURSE OVERVIEW

The focus of our coursework will be *argument*--by which I mean a process of inquiry driven by *reason*. This course is grounded in the premise that argument is everywhere—at school, at home, in the workplace, in our communities, and in the world beyond. Argument is used to try to persuade us of all kinds of things, such as voting for someone, or buying something, or believing something. In this class, we'll aim to understand, analyze, and construct different types of arguments. Along the way, I hope you'll reflect on some of your existing ideas and beliefs—and your writing practices—and be nudged to consider new ways of seeing yourself as both a writer and a participant in society.

### STUDENT LEARNING OUTCOMES

Students who complete this course will be able to:

- Demonstrate awareness of audience, purpose, and genre in reading and writing.
- Analyze and compose a variety of argumentative texts.
- Use appropriate argumentative elements and strategies in written texts, such as persuasive appeals, counterarguments, and Toulmin and Rogerian methods.
- Practice foundational and advanced research methods by finding, evaluating, incorporating, and citing appropriate sources.
- Write in clear, effective language.

## REQUIRED COURSE MATERIALS

- Access to the online textbook [How Arguments Work](#) by Anna Mills.
- Access to Google Docs and Drive. Google Docs is a free text editing program included with [Google Drive](#). To access it, go to your LBCC email inbox, and click on the “Google Apps” tile icon at the top right corner and choose “Drive.” A few assignments this term will require you to use Google Docs.

## ONLINE LEARNING WITH MOODLE

All online content will be posted in weekly sections on our Moodle site. **Each upcoming weekly section will be made available the Friday before at 9:00 AM.** So for example, the Week 2 materials will be available starting at 9:00 AM on Friday of Week 1. I always encourage you to start your weekly work as early as you can, but be aware that this isn't a self-paced course where you can work ahead and finish the term early. If you are new to Moodle and need assistance, please contact the [Student Help Desk](#) at 541-917-4630 or [student.helpdesk@linnbenton.edu](mailto:student.helpdesk@linnbenton.edu). Online learning requires a high level of independence and self-motivation. You give yourself the best chance to do well by being proactive: logging-in to our course site frequently, reading online instructions carefully, paying close attention to the course calendar, and contacting me well ahead of time when you have questions, not a few hours before an assignment is due.

## COMMUNICATING WITH ME

In addition to the gradebook in Moodle, my main communication tool with you is **email** so it's **essential that you check your LBCC account at least once daily to stay current in the class.** In addition to having useful reminders for upcoming tasks, my emails will also often provide valuable course content that complements the current assignment we are working on. I have a 24-hour turnaround when replying to emails Monday through Friday, although I typically reply much sooner than that. On weekends, I typically do not check email. When you have questions about an assignment, do not wait until a few hours before it is due to email me. Instead, be working on the course content early, and allow yourself time for questions--and time for me to answer those questions.

## GRADING AND REVISION POLICY

My experience teaching college writing has shown me that most students concern themselves more with writing for a grade than with writing to learn the practices and mindsets that writers use to communicate effectively. Dr. Asao Inoue of Arizona State University sums up this idea nicely:

*[U]sing conventional grading systems to compute course grades often leads us to think more about our grade than about our writing, to worry more about pleasing a teacher or fooling one than about figuring out what we really want to learn, or how we want to communicate something to someone for some purpose. Additionally, conventional grading may cause us to be reluctant to take risks with our writing or ideas. It doesn't allow writers to fail at writing, which many suggest is a primary way in which people learn from their practices.*

For the reasons outlined above, I use a grading system that clearly spells out what work is required to attain a final course grade. **The higher the grade, the more work that is required. In other words, if you want an A as your final grade, it will require more work than if you want a B.** When it comes to improving your writing, my firm belief is that “more is better.”

Instead of assigning letter grades or points or percentages for your assignments, I will give them one of three marks:

- **Complete:** You submitted your assignment on time, and it meets all of the standards spelled out in the instructions. (This is good!)

- **Incomplete:** You submitted your assignment on time and made a good-faith attempt at completing it in its entirety; however, it needs to be revised in order to be considered complete. (This is ok because I'll give you feedback to help you revise!)
- **Not Completed:** You did not submit your assignment on time, therefore no credit or makeup will be given. (This is a missed opportunity that can't be made up, but depending on the final course grade you're pursuing, it may not have a negative impact. See the grading table below for details.)

**As long as you submit your assignments on time, most of them can be revised within one week after I give feedback on them. You can revise as often as you wish until Week 11** (see calendar below for specific date). This means that you may be submitting assignments multiple times until they are marked complete. That's ok; writing is a process that needs to be practiced often! Be aware, however, that **if a revision is not completed within a week of my giving you feedback, the option to revise will then be forfeited, and the assignment will be permanently marked "incomplete."**

**An important note: Not completing an assignment by its due date means that no credit or revision option will be given.** Missing a due date means that you forfeit the opportunity to complete that assignment. Thus, it's always in your best interest to submit an attempt--no matter how basic--by the due date.

Even though your assignments won't be receiving traditional letter grades or points, you will be receiving lots of feedback from me. You will know how well you're doing in the course based on my feedback and on the number of assignments you have successfully completed compared to how many you need to complete to earn the grade you desire.

## ASSIGNMENTS

1. **Week 1 Introduction Post:** This is a post that briefly introduces yourself to the class. **This is our first assignment of the term, and everyone needs to earn a "complete" on it**
2. **Formal Writing Assignments:** These will include a range of writing assignments, from short analysis papers to a formal researched argumentative essay. **Which writing assignments you choose to complete will depend on the course grade you are pursuing (see details below).**
3. **Reading Responses:** These will be fairly short, informal responses to some of our reading assignments. Think of these responses as opportunities to engage meaningfully with our readings--to identify key ideas, to pose questions, to make connections to our other writing assignments. **There will be a total of 8 Reading Responses assigned; the number you choose to complete will depend on the course grade you are pursuing (see details below).**
4. **Textbook Exercises:** These will be exercise-y type tasks taken from our textbook. Each will give you the chance to practice writing skills that you can incorporate into our more formal assignments. **There will be a total of 6 Textbook Exercises assigned; the number you choose to complete will depend on the course grade you are pursuing (see details below).**

## COMPLETION LISTS

The table below spells out the requirements needed to earn a final grade of A, B, and C. Study it carefully! (I suggest you use the completion checklist at the end of this document to keep track of your progress.)

To receive an <b>A</b> in the course, you must earn a “complete” on all of the following:	To receive a <b>B</b> in the course, you must earn a “complete” on all of the following:	To receive a <b>C</b> in the course, you must earn a “complete” on all of the following:
<ul style="list-style-type: none"> <li>• Week 1 Introduction Post</li> <li>• Summary/SOAPStone Analysis</li> <li>• Appeals Analysis</li> <li>• Argument Analysis #1 (GoogleDocs)</li> <li>• Initial Research Questions</li> <li>• Annotated Bibliography</li> <li>• Researched Argument (GoogleDocs)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Source Evaluation</li> <li>• Argument Analysis #2 (GoogleDocs)</li> <li>• <u>7 out of 8</u> Reading Responses</li> <li>• <u>5 out of 6</u> textbook exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 Introduction Post</li> <li>• Summary/SOAPStone Analysis</li> <li>• Appeals Analysis</li> <li>• Argument Analysis #1 (GoogleDocs)</li> <li>• Initial Research Questions</li> <li>• Annotated Bibliography</li> <li>• Researched Argument (GoogleDocs)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Source Evaluation</li> <li>• <u>6 out of 8</u> Reading Responses</li> <li>• <u>4 out of 6</u> textbook exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 Introduction Post</li> <li>• Summary/SOAPStone Analysis</li> <li>• Appeals Analysis</li> <li>• Argument Analysis #1 (GoogleDocs)</li> <li>• Initial Research Questions</li> <li>• Annotated Bibliography</li> <li>• Researched Argument (GoogleDocs)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <u>5 out of 8</u> Reading Responses</li> <li>• <u>3 out of 6</u> textbook exercises</li> </ul>

For grades of D or F, I will determine which is most appropriate based on how close you are to earning a grade of C.

## IMPORTANT COURSE POLICIES AND CAMPUS RESOURCES

- **No-Show Policy:** Students may be **dropped from the class** if they do not complete all of the first week’s assignments on time.
- **Plagiarism and Academic Integrity:** Presenting someone else’s ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you’re not sure how to do this, please ask me for help before submitting your assignment. Once you submit an assignment, the policy mentioned above will be enforced. I strongly suggest that you review [the college’s administrative rule on academic integrity and honesty](#).
- **Late Work:** Some assignments may be able to be submitted late for partial credit. Refer to the assignment instructions for specific details.
- **Last Day to Withdraw:** The Sunday that concludes Week 7 is the last day to withdraw from a course. If you are still enrolled after that, you must receive a grade. Withdrawing from a course can impact your financial aid, so be sure to contact the [Financial Aid Office](#) before withdrawing.
- **Student Email:** You are responsible for all communication sent to [your student email](#), so be sure that you are checking it frequently.
- **Student Help Desk:** The [Student Help Desk](#) can help you with college technology questions.
- **Writing Center:** [The LBCC Writing Center](#) (WH-200) is a fantastic free resource for students interested in improving their writing skills.
- **Library:** [The LBCC library](#) is located on the first floor of Willamette Hall.

- **Public Safety:** In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](#) at 541-926-6855 and 541-917-4440. From any LBCC phone, you may alternatively dial extension 411 or 4440. Public Safety also is the home for LBCC's Lost & Found. They also provide escorts for safety when needed.
- **Center for Accessibility Resources (CFAR):** 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.
- **Statement of Inclusion:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.
- **Title IX Reporting Policy:** If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our [sexual misconduct policy](#) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.
- **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food 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](#).

## COURSE CALENDAR

This week-by-week schedule contains all course topics and assignment due dates; follow it carefully!

DATE	TOPICS, ASSIGNMENTS, AND DUE DATES
<b>WEEK 1</b> Mon 4/3 to Sun 4/9	<b>THINKING CRITICALLY ABOUT ARGUMENT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction Post due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Reading Response #1 due by 11:59 PM Thursday</li> </ul>
<b>WEEK 2</b> Mon 4/10 to Sun 4/16	<b>UNDERSTANDING AND SUMMARIZING ARGUMENTS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #2 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Textbook Exercise #1 due by 11:59 PM Thursday</li> <li><input type="checkbox"/> Summary/SOAPSTone Analysis due by 11:59 PM Sunday</li> </ul>
<b>WEEK 3</b> Mon 4/17 to Sun 4/23	<b>ANALYZING APPEALS (LOGOS)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #3 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Textbook Exercise #2 due by 11:59 PM Thursday</li> </ul>
<b>WEEK 4</b> Mon 4/24 to Sun 4/30	<b>ANALYZING APPEALS (PATHOS AND ETHOS)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #4 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Textbook Exercise #3 due by 11:59 PM Thursday</li> <li><input type="checkbox"/> Appeals Analysis due by 11:59 PM Sunday</li> </ul>
<b>WEEK 5</b> Mon 5/1 to Sun 5/7	<b>WRITING AN ARGUMENT ANALYSIS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #5 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Argument Analysis #1 due by 11:59 PM Sunday (Google Docs)</li> </ul>
<b>WEEK 6</b> Mon 5/8 to Sun 5/14	<b>INTRODUCING THE RESEARCHED ARGUMENT AND EXPLORING RESEARCH QUESTIONS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #6 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Textbook Exercise #4 due by 11:59 PM Thursday</li> <li><input type="checkbox"/> Post your initial research questions by 11:59 PM Sunday</li> </ul>
<b>WEEK 7</b> Mon 5/15 to Sun 5/21	<b>FINDING AND EVALUATING SOURCES</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #7 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Textbook Exercise #5 due by 11:59 PM Thursday</li> <li><input type="checkbox"/> Source Evaluation due by 11:59 PM Sunday</li> </ul>
<b>WEEK 8</b> Mon 5/22 to Sun 5/28	<b>WRITING AN ANNOTATED BIBLIOGRAPHY</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotated Bibliography due by 11:59 PM Sunday</li> </ul>
<b>WEEK 9</b> Mon 5/29 to Sun 6/4	<b>DRAFTING THE RESEARCHED ARGUMENT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response #8 due by 11:59 PM Tuesday</li> <li><input type="checkbox"/> Textbook Exercise #6 due by 11:59 PM Thursday</li> <li><input type="checkbox"/> Argument Analysis #2 due by 11:59 PM Sunday (Google Docs)</li> </ul>
<b>WEEK 10</b> Mon 6/5 to Sun 6/11	<b>POLISHING THE RESEARCHED ARGUMENT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Researched Argument due by 11:59 PM Thursday (Google Docs)</li> </ul>
<b>WEEK 11</b>	<b>ALL REVISIONS DUE BY WEDNESDAY 6/14 AT 11:59 PM; NO WORK ACCEPTED AFTER THIS.</b>

# WR 122: ARGUMENT

## Completion Checklist for Assignments

The table below indicates the number of required assignments that must be completed to earn a particular final grade for the course.

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Use the checklist below to keep track of your progress throughout the term.

ASSIGNMENTS COMPLETED	Yes	No	ASSIGNMENTS COMPLETED	Yes	No
Week 1 Introduction Post			Reading Response #4		
Summary/SOAPSTone Analysis			Reading Response #5		
Appeals Analysis			Reading Response #6		
Argument Analysis #1			Reading Response #7		
Initial Research Questions			Reading Response #8		
Source Evaluation			Textbook Exercise #1		
Annotated Bibliography			Textbook Exercise #2		
Argument Analysis #2			Textbook Exercise #3		
Researched Argument			Textbook Exercise #4		
Reading Response #1			Textbook Exercise #5		
Reading Response #2			Textbook Exercise #6		
Reading Response #3			-----	—	—

