

## WR 122 English Composition: Argumentation

Linn-Benton Community College  
Spring 2018

CRN 42869; MWF 11 AM; MW–NSH IA219; F MKH201

Text: *A Little Argument* by Lester Faigley and Jack Selzer  
*Quick 'n' Dirty Handbook for Writers* by McLagan and Madraso  
Supplemental readings available as a PDF on my Instructor website  
And <http://grammar.ccc.commnet.edu/grammar/index.htm>

Instructor: Pam McLagan

Contact info: e-mail [mclagap@linnbenton.edu](mailto:mclagap@linnbenton.edu) (Preferred)

LBCC phone: 541-917-4525

Office: SSH210 Office hours: MW 9 AM; or Friday by appointment

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

## **Request for Special Needs or Accommodations**

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 Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public report](http://linnbenton-advocate.symplicity.com/public-report).

## Reading assignments

You've paid good money for a book, but it will be of no value to you unless you read it, think about it, and link what it says to what you are doing for a course for which you have paid good money.

Many instructors require quizzes on the text readings, and others require notes to show that students have at least looked at the book. Alas, I don't like quizzes, and I think we'll skip notes for this term. However, I have chosen a book for you which can be helpful as you navigate the waters of formal collegiate writing.

So, for this term, you will write and submit a reflection on the chapter under consideration, and you will be ready to contribute to the discussion we will have on each chapter. The reflection will contain:

1. One idea, impression, thought, suggestion, etcetera, which stood out to you. Explain what the idea/suggestion, etcetera, was and why it stood out to you.
2. Then explain how this relates to you, your project, and this term's work.

This should be in the form of a +/- 100 word paragraph, typed in good form and format and should be submitted when the chapter discussion is completed.

Chapters 1 and pp 76-92      Due..... One reflection for each section may be on one page

Chapter 4  
pp 88-126      Due.....

Chapter 2      Due.....

Chapter 3      Due.....

Chapter 5      Resource only... no reflection due

Chapter 6      Resource only... no reflection due

Chapter 7      Resource only... no reflection due

WR122 Proposed Reading and Assignment Schedule

Winter 2018

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

Week 1	No class Monday—Faculty inservice Intro class, course, argument <b>Read: Chapter 1 in text.</b> Be ready to discuss. Diagnostic essay assignment Assign #1 Definition... <b>read pp. 76-88 in chapter 4</b>
Week 2	Edit Definition World View Discussion <b>Read Chap. 4 pp 88-126</b>
Week 3	Definition Paper due— Assign Analysis Project---Library Visit <b>Chapter 2—Analyzing an argument</b>
Week 4	Continue Chapter 2 <b>Read Chapter 3</b> Proposals due Analyze Historic Rhetoric—Declaration of Independence
Week 5	Chapter 5—Researching an argument Chapter 6— Documenting an argument Analyze Historic Rhetoric Gettysburg Address
Week 6	Annotated Bibliography due (analysis project) Analyze Historic Rhetoric—King’s Dream Speech
Week 7	Chapter 7—Revising an argument Analyze Historic Rhetoric—RFK’s speech Edit Analysis Essay
Week 8	Analysis Essay Due Assign Policy Readings TBA
Week 9	Memorial Day Holiday Monday—No class Continue with policy/proposal in-class activities related to policy.
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.