

Instructor: Jane Walker

Office: NSH 202

Office Hours: 1:00-2:00 on MW, 12:00-1:00 on T and other days/times by appointment

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Course Information:

CRN 30294

Class time: MWF, 12:00-12:50

Locations: NSH-209 on MW

NSH-108 on F (computer lab)

Prerequisite: WR121 with a C or better

Required text and supplies:

- *From Critical Thinking to Argument: A Portable Guide*, 5th edition, Sylvan Barnet, Hugo Bedau, and John O'Hara. Bedford/St. Martin's, 2017.
- Access to a printer or a printing account at LBCC: You will sometimes need more than one copy of essay drafts to share with peer partners (the number may vary, but at least two). Setting up a printing account here at LBCC is a very good idea because we will be in a computer lab most Fridays.
- A paper folder for final draft submissions (paper please—no plastic)

Strongly recommended: a memory device to save your work (especially helpful when we are in the computer lab on Fridays)

Welcome to Writing 122!

We are going to start with the premise that argument is everywhere—at school, at home, in the workplace, in our local communities, in the world at large. The assignments in this course have been carefully crafted to get you thinking about argument beyond the classroom walls as well as learning to write clear and coherent academic papers that make an argument. Since one of the goals of this course relates to understanding the nature of argument, not only will you be crafting your own written arguments, but you will also be analyzing arguments. Stretch the boundaries of what have known and believed in the past, and be open to new ideas and perspectives. I look forward to working with you this term as we explore the area of persuasion.

A mind that is stretched to a new idea never returns to its original dimension.

---Oliver Wendell Holmes

Here are the LBCC WR122 course outcomes:

1. Analyze the rhetorical needs (the needs of your 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 your 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 our 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 your ideas clearly and effectively** using words, sentence patterns, and writing conventions at a high college level to make your writing clear, credible, and persuasive.

Course Requirements:

Essay #1: Personal Argument essay

- First draft submitted on due date (10 points)
- Peer response submitted on due date (10 points)
- Final draft (130 points)

Essay #2: Visual Analysis

- First draft submitted on due date (10 points)
- Peer responses submitted on due date (10 points)
- Final draft (140 points)

Essay #3: Rhetorical Analysis

- First draft submitted on due date (10 points)
- Final draft (160 points)

Essay #4: Researched Position paper

- Graphic organizer submitted on due date (10 points)
- Annotated Bibliography (15 points)
- First draft submitted on due date (15 points)
- Peer response submitted on due date (10 points)
- Presentation of position paper (20 points)
- Final draft (200 points)

Collaborative group project: You will collaborate with 2 or 3 other classmates this term to explore, research, and present multiple perspectives on a controversial issue of your choice. (100 points)

Daily Check Sheet: Most days, you will answer a short question on a daily check sheet. The question may cover assigned reading for that day, lecture material from that day, or simply be a reflective question. If you miss daily check points (for any reason), you may not make up those points—you just receive a 0 for that day. Some days you may have a writing assignment beyond those directly connected to each essay. Examples: writing out an answer to a question in your textbook, writing a brief response or analysis of an assigned reading. On those days, I may double—or even triple—the daily check points. (100 points)

Commitment grade: Basically, what it sounds like—engaged participation in class activities, coming to class prepared, doing your work on time, coming to class on time, and so on. (50 points)

Total = 1000 points

Behavior and expectations:

Make the commitment to be on time and attend regularly. There are lab sections offered at the Lebanon and Sweet Home Centers this term as well as an online section of WR122. If attending class regularly isn't a priority for you, consider signing up for these alternatives. If you can't make it to class, you would be wise to send me an email so we can stay in contact. If you do miss a class, it is your responsibility to pick up any handouts or assignments you missed the day you were gone.

You will be participating in many small group discussions throughout the term, and you will be working with other students on a group project. We may be discussing controversial issues at times—issues on which we won't all necessarily agree. As a member of our WR122 community this term, you have a responsibility to your fellow students and to me to be civil and respectful—even if you don't agree with other students' viewpoints. **I'll do my part to make the learning environment as comfortable, interesting, and supportive as I can, and you do your part to support a good learning environment for the rest of us.** If you experience an uncomfortable situation with any other student (in which you feel threatened or harassed, for example), please come see me as soon as possible.

Special note about cell phones: Please turn off or silence your phone during class and put it out of sight. Using a cell phone during class is unprofessional and disrespectful to all of us. Don't do it.

LBCC Statement of Inclusion:

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)

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by another person while at LBCC, please refer to the following website for contact information:

<http://www.linnbenton.edu/go/about-lbcc/policies/equal>

Deadlines and Revision:

You will turn in all out-of-class work at the beginning of the class period that it is due. Major writing assignments (essays) will lose 10% in value each week they are late. Daily homework assignments must be turned in on time to earn credit in the gradebook. You may petition (that means you have to let me know that your assignment will be late) to turn in one "free" late essay.

You may revise final drafts if they are turned in by the due date. **Revisions are due one week from the day I return final graded drafts.** Since Essay #4 is due the last week of the term, it may not be revised. You should, however, have ample time to get feedback on Essay #4 before you hand in the final draft.

Formats for essays:

Please type or word process all drafts of essays. Type your name, title of course (WR122), my name, the date, and the title of the essay (i.e. "Essay #2"), and a word count in the upper left-hand corner of your paper. Use double-spacing, 12 inch **Times New Roman font**, one-inch margins, and numbered pages. You are required to turn in first draft(s) along with your final draft. **I will not grade any essay without a first draft.** Any essay turned in without a first draft is then considered late and is subject to a reduction in points.

Academic Honesty/Integrity:

Our class is part of a larger academic community. We will follow standard MLA guidelines for giving credit to outside sources in our journals and our papers. Using someone else's words or ideas in a quotation, paraphrase or summary means (1) beginning with a lead-in to show who said what, (2) including an in-text citation to show the source of the quotation, paraphrase, or summary, and (3) preparing a bibliography (called "Works Cited") that appears at the end of the assignment and lists all sources used, including internet sources. **Papers that do not properly cite outside sources risk earning an "F."**

Resources:

Plan to **stretch your understanding** with each assignment. I will look for **thoughtful content, logical organization, a clear style, and appropriate format.** If you need help:

- Visit me during office hours. If those hours don't work for you, make an appointment.
- Check Moodle for current assignments and calendar (You are expected to learn how to log in to Moodle and use it. Find the link on the LBCC webpage and on my instructor WR122 website. You will be uploading drafts of essays into a Turnitin link on our Moodle site.)
- E-mail me or phone (see p. 1 of syllabus)
- Visit the Writing Center in the Learning Center.
- Visit the computer labs available in the Learning Center and the library.
- Use LBCC's online writing lab (OWL) to submit writing online for feedback. You will find a link on my LBCC instructor page.

Center for Accessibility Resources (CFAR):

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you believe you may need special accommodation services, please contact the Center for Accessibility Resources, 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services webpage every term in order to receive accommodations.

Tentative Calendar for major assignments (dates and assignments subject to change with notice):

Essay #1: Personal argument	
First draft (upload into Google Docs)	Fri., Jan. 12 – Wk 1
Share responses on Google Docs (5)	Wed., Jan. 17 – Wk 2
Final draft (first draft should be in Google Docs)	Fri., Jan. 19 – Wk 2
Essay #2: Visual analysis	
First full draft	Fri., Feb. 2 – Wk 4
Peer responses (2)	Mon., Feb. 5 – Wk 5
Final draft (submit in folder with all items on the checklist)	Fri., Feb. 9 – Wk 5
Essay #3: Rhetorical Analysis	
First draft (submit online to Turnitin and submit in Google Docs as well if you want feedback from Jane)	Fri., Feb. 16 – Wk 6
Final draft (submit hard copy)	Fri., Feb. 23 – Wk 7
Collaborative Group Project:	
In-class work	Weeks 5 & 6
Presentations	Weeks 6 & 7
Annotated Bibliography	Due the day you present
Essay #4: Position paper	
Graphic organizer	Fri., Mar. 2 – Wk 8
Annotated Bibliography	Hand in with final draft
First full draft (submit online to Turnitin and submit in Google Docs as well if you want feedback from Jane)	Fri., Mar. 9 – Wk 9
Peer responses (2)	Mon., Mar. 12 – Wk 10
Final draft (submit to Turnitin AND submit a hard copy in folder with all items on the checklist)	Fri., Mar. 16 – Wk 10
Presentation	Week 10 and final exam period

Final exam schedule:

All students are required to come to the final exam period on Wednesday, December 6th from 1:00-2:50. You will finish your essay #4 presentations that day and also get back your graded essay 4.

The vital habits of democracy: the ability to follow an argument, grasp the point of view of another, expand the boundaries of understanding, debate the alternative purposes that might be pursued.

---John Dewey