

WR 122 – Argumentation

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Course Text and required materials:

- *From Critical Thinking to Argument*, 5th 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.

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

200 pts from Peer reviews

50 pts from In-class activities

50 pts from Free writes

150pts Essay 1—Letter of Discontent

150pts Essay 2—Rhetorical Analysis

200pts Essay 3—Critical Thinking Essay One

200pts Essay 4—Critical Thinking Essay Two

Major Assignment Descriptions

This course will require timely completion of the following essays.

Essay 1—Letter of Discontent

A two to three page (600-900 words) Letter of Discontent. 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).

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 perceived 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.”

Essay 3 & 4—Argumentative Research-based Essays

Four to six page essays (1200-1800 words) that argue a specific position backed by credible sources. While you must decide the narrowed topic for each paper, each must show thoughtful analysis of and response to the course readings and/or discussions about them. That means, on a minimum level, each of the papers must significantly use at least two of the readings from class or from suitable materials you have found outside of class. 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 textbook. The form of the paper may be analytic, argumentative, or a combination of critical/creative. What they cannot be is merely summary or merely descriptive. I must approve the topic for the first essay. You are welcome and encouraged to create a multi-modal argument for your second 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 before it was officially due.

Non-Essay assignments will not be accepted late unless you have made arrangements with me ahead of time.

In-class assignments and participation cannot be made up.

Participation & Attendance

Participation is expected. Active participation—voicing your opinions by regularly speaking in class, asking questions, sharing in-class writing, contributing to group activities is essential. Treat class like you would a job—show up on time, stay involved, and do your best to attend. Frequent absences and/or disengagement in the classroom will make it much harder to receive a passing grade.

Email

One of the primary ways we'll 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 typically do not check my email over the weekend. Complex questions are best reserved for office hours. Do not use email as a substitute for attending class.

Classroom Conduct

The classroom is a safe 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 include but are not limited to: talking while others have the floor, using cell phones, texting, reading the newspaper, arriving late or leaving early. Conduct which repeatedly disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

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. Please note that the final exam is worth a full 30% of the grade--incompletes are uncommon and should be avoided if at all possible.

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. Please feel free to drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at lbcc.writingcenteronline.net where you will get a personalized response within 1 – 2 business days.