

## **WR 122 Argumentation**

**WINTER TERM 2017**

**Donna Trask ("Mrs. T")**

**Office: SSH 215, MWF 11:50am – 12:50pm**

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**CRN 30695 (3 credits) MWF 1:00-1:50pm meets in MKH-209/IA-242**

**Required text:** Faigley, Lester and Jack Selzer. **A Little Argument.**

Second edition. Upper Saddle River, NJ: Pearson 2013 ISBN 13: 978-0-321-85276-2

**Required materials and tools:** an **LBCC Pay-to-Print account**, a suitable **folder with pockets** for submitting essays, a **USB drive**, and current editions of W. W. Norton's **The Little Seagull Handbook** and **Merriam-Webster's Everyday Language Reference Set**.

Both are in the LBCC Bookstore.

### **Welcome to WR 122!**

**WR122** is the **second** term of a three-term sequence in college composition, focusing on the writing of persuasive essays. To take WR122, you need to have successfully completed WR121. If you have any questions about your readiness for WR122, please speak with me.

**The primary objective of this course is to strengthen your proficiency in college-level persuasive writing.**

You will have the opportunity to employ a variety of formats – essay, evaluation, and peer review – to accomplish this goal. As a successful student in this course, you will learn to write convincingly, supporting your arguments with academically acceptable sources. Two-thirds of your grade on each writing assignment will be a reflection of your skill in organizing and developing ideas and in choosing the most effective structure for your presentation; one-third of your grade will depend upon your correct use of standard grammar, syntax, spelling and punctuation. Early in the term, you will join a group of classmates with whom you will conduct peer reviews of the drafts of your arguments and collaborate in revising and rewriting. Over the course of the term, each of you will personally write **several short arguments**, increasing in length **from two to six content pages, minimum**. Each paper will require **research** and proper **MLA** documentation. **Anticipate investing ten to twelve hours per week** preparing for and completing the assignments for this class. The more effort you put into your work, the more strength and confidence you will gain, because the quality of your writing will improve.

**Read ahead in the Class Calendar  
so that you can effectively prepare for each class meeting.**

***Expect to work hard, and to accomplish much!***

**Academic Decorum Statement:** Because college coursework and professional correspondence require focused study and the open exchange of ideas, the English Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with ***clarity and tact***. These standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

### **Writing Group/Peer Reviews:**

Writing group/Peer Reviews are an opportunity for you to give and receive helpful feedback. These workshops are designed to further develop your audience awareness, helping you understand not only how your writing sounds to others, but also how your writing affects or fails to affect them. You will be given worksheets to fill out on each other's drafts; after you have read and commented on the drafts, your group will reconvene to share constructive criticism, pointing out the strengths of each draft and identifying areas that need reworking. ***For these workshops to be successful, your attendance and active participation is necessary, so your grade in this course will be affected accordingly.***

### **RESOURCES:**

- **The Writing Center:** While enrolled in WR 122, you are **encouraged** to seek extra help at the Writing Center (917-4684), located on the second floor of Willamette Hall on the main campus. Visit their website at <http://www.linnbenton.edu/go/learning-center/writing-help> for their current term hours. No appointment is necessary; however, appointments can be made at the Center to meet with a tutor during regular times throughout the term. ***This is a free service available to all LB students, and students are encouraged to seek help early in the term.***
- **Computer Lab Resources:** The Library classroom may be used as a drop-in computer lab whenever space is available.
- **Library Information:** The LB library homepage can be found by following the links from: <http://www.linnbenton.edu>. The site provides library hours, an online catalogue, as well as many helpful research databases, including EBSCOHost, Electric Library, Facts on File, NetLibrary, Oregonian, Wall Street Journal, and other periodical indexes. To use these resources, you must log into your account by entering your Student ID# and the last four digits of your home phone number. ***Please make sure your contact information is current in LB's student records database; contact Registration and Records if it is not.***

**As we will be doing research to support our essays, please note that**

## **WIKIPEDIA**

**IS NOT YET CONSIDERED A PROPER ACADEMIC SOURCE**,  
so **ALWAYS refer to the ORIGINAL sources** if you pursue a topic found  
on Wikipedia.

## **Submitting Assignments:**

**All arguments** must be submitted in a **folder which bears your name**. Please place your **rough drafts**, with your **peer reviews on top** of them, into the **left-hand pocket** of your folder. Your **final drafts** must be **date stamped** and go into the **right-hand pocket**, with your **Reflection on top**.

**All** required papers **must be typed** and must follow **proper MLA format** : your work should be **double-spaced**, printed in **12-point Times New Roman** or other **equally-legible font**, feature **one-inch margins and numbered pages**, and employ **proper documentation**.

**PLEASE NOTE:** Make sure **your name**, the **instructor's name**, the **course title and meeting time**, and **the date** all appear in the **UPPER LEFT-HAND CORNER** of the first page of the final draft, much as if it were business correspondence. The **title** should directly follow, and it must have **center** alignment.

**Please keep an electronic copy of every paper you submit.**

## **Criteria for Grading:**

**Assignments** earn points on the following: quality and organization of your ideas, clarity and conciseness of your writing, appropriateness of your tone and format, quality/effectiveness of your proofreading, and level of adherence to the assignment guidelines.

**Attendance** earns you 10 points each hour class meets. You will sign attendance daily. If you are **absent** due to illness or a verifiable emergency, **it is your responsibility to find out what you are missing and to get any applicable notes from your writing group**.

## **POLICY ON LATE WORK:**

***Work is to be submitted the day it is due.***

Our classroom standards reflect workplace standards: **a due date is a deadline**, and you don't miss deadlines at work without informing your supervisor of your progress. If circumstances are working against you, **please make arrangements for an extension PRIOR TO THE DEADLINE.**

Please understand that late work **causes you to lose opportunity** for Peer Reviews, and **these lost opportunities lower your grade.**

**Unless SUITABLE ARRANGEMENTS are made,**

**LATE WORK WILL NOT RECEIVE CREDIT**

**if it is presented MORE THAN ONE CLASS DAY after the due date:**

**It will receive a ZERO.**

**Nondiscrimination & Non-harassment Policy ;  
Center For Accessibility Resources (CFAR);  
LBCC Student Code of Conduct;  
Nondiscrimination Policy;  
Support of Diversity:**

NOTICE: "All references in this booklet or document to harassment and discrimination and how to report these situations have been replaced by new Board Policy 1015, "NONDISCRIMINATION & NONHARASSMENT POLICY" available at the following link: <http://po.linnbenton.edu/BPsandARs/1015%20-%20Nondiscrimination%20Policy.pdf> Please refer to this site."

Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you think you may need accommodation services, please contact the Center for Accessibility Resources, 917-4789.

LBCC students are expected to learn college rights and responsibilities. Please go to <http://www.linnbenton.edu/go/student-rights> to learn what you *must* do and what you *may* do in college. All students need to follow the LBCC code of conduct.

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.) *These guidelines are abbreviated and not intended to be comprehensive. We have a commitment to meeting student and faculty needs in a collaborative fashion for development of an improved learning environment.*

"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. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse." (related to Board Policy #1015)

# WR 122 CLASS CALENDAR Winter Term 2017 D. Trask

"I reserve the right to make changes to this syllabus at any time during the term."

## **WEEK ONE:** January 9 - 13

### **Class Activities:**

Discussion of course description and class calendar. Selection of members for writing/peer review groups (be sure to exchange **names** and **email addresses**). We will discuss what argument is ***NOT*** the basic rule of **CITATION**, avoiding **PLAGIARISM** (pg.143 - 146), and **the WIKIPEDIA caution** ( pg. 137.) To prepare for **Friday's QUIZ** over the vocabulary of argument, **work in your writing group** to learn the **definitions** of the words on the Vocabulary handout.

### **Writing Assignment:**

Compose a **five-paragraph explanation** of what you like about your writing and what you want to accomplish in this course. The paper is due **this Friday** before we take the **VOCABULARY QUIZ**.

## **WEEK TWO:** January 18 - 20 (No class Monday: Martin Luther King Day)

### **Class Activities:**

Discussion comparing **Traditional** argument to **Rogerian** argument.

Discussion of the essential parts of an argument, according to the **Toulmin** model .

Discuss of the **types of CLAIMS: FACT** (p. 112) [in Rebuttal argument], **DEFINITION** (p. 87) [in Definition argument], **CAUSE** (p. 99) [in Causal argument], **VALUE** (p. 104) [in Evaluation argument], and **POLICY** (p. 114) [in Proposal argument.]

Discussion of the **types of LOGICAL PROOFS** ( p. 60) and the **FALLACIES** (p. 55 - 57.)

Discussion of proper **MLA DOCUMENTATION** (p. 152 - 169.)

**RESEARCH WORKSHOP, WH-224, Friday, January 20**

## **WEEK THREE:** January 23 - 27

### **Writing Assignments/ Class Activities:**

Monday and Wednesday: Class time for planning and preparing **Argument#1**, to be written in **Traditional style**. Prepare an argument you have been thinking of, or go to Opposing Viewpoints and select an issue to argue for **or** against. On **Friday**, we will do Peer Reviews of Argument #1, and have time for Discussion and Feedback; the Final Draft of **Argument#1 is due Monday**.

## **WEEK FOUR:** January 30 - February 3

### **Writing Assignments/ Class Activities:**

Monday: Explanation of the Reflections, their purpose and value.

**Submit the final draft of Argument#1 at the end of class, with your Reflection.**

**First Reflection:** Write a two-page evaluation dissecting your work and addressing the comments made in the peer reviews. Discuss what you have learned about your research skills set.

Wednesday: Class time for planning and beginning **Argument #2**, to be written in **Rogerian style**.

Friday: A review of Rogerian argumentation and discussion of how that affects research.

## **WEEK FIVE:** February 6 - 10

### **Writing Assignments/ Class Activities:**

Monday and Wednesday: Class time for researching and preparing **Argument#2**, our first **Rogerian** argument. Prepare an argument you have been thinking of, or go to Opposing Viewpoints and select a second issue to argue for **or** against. On **Friday**, we will do Peer Reviews of Argument #2, and have time for Discussion and Feedback; the Final Draft of **Argument#2 is due next Monday**.

**WEEK SIX:** February 13 - 17

**Writing Assignments/ Class Activities:**

**Monday:** Submit the final draft of Argument#2 at the end of class, with your Reflection.

**Second Reflection:** Write a two-page evaluation dissecting your work and addressing the comments made in the peer reviews. Discuss the challenges you encountered when employing Rogerian argument as compared to the challenges of utilizing Traditional style.

**Wednesday:** Class time for planning and beginning **Argument#3**, to be written in **[student's more challenging style]** (Traditional **or** Rogerian.) Prepare an argument you have been thinking of, or go to Opposing Viewpoints and select a third issue to argue for **or** against.

**Rough Drafts will be Peer-Reviewed next Wednesday.**

***CLASS MEETS IN WH-224, Friday, February 17***

**WEEK SEVEN:** February 22 and 24 (**No class Monday: PRESIDENTS' DAY**)

**Writing Assignments/ Class Activities:**

**Wednesday:** Peer Review of Argument#3; Discussion and Feedback

**Final Draft of Argument#3 due Friday, at the end of class, with your Reflection.**

**Third Reflection:** Write a two-page evaluation dissecting your work and addressing the comments made in the peer reviews. Discuss what you have learned about your preferred argument style.

**WEEK EIGHT:** February 27 - March 3

**Writing Assignments/ Class Activities:**

**Monday and Wednesday:** Preparation for the **Final Paper:** Class time for researching and creating **Argument#4**, to be written in **[student's more fluent style]** (Traditional **or** Rogerian.) Prepare an argument you have been thinking of, or go to Opposing Viewpoints and select a fourth issue to argue for **or** against. **Friday:** Conferences to review your progress and challenges with Argument #4.

**WEEK NINE:** March 6 - 10

**Writing Assignments/ Class Activities:**

**All week:** Class time for continued preparation of Argument #4; **Peer Reviews will be next Wednesday**, and **the Final Draft will be due Friday of next week.**

**WEEK TEN:** March 13 - 17

**Writing Assignments/ Class Activities:**

**Monday:** Continue prep of Argument #4;

**Wednesday:** **Peer Review** of Argument #4, with Discussion and Feedback;

**Final Draft of Argument#4 due Friday, at the end of class, with your Reflection.**

**Fourth Reflection:** Write a two-page evaluation dissecting your work and addressing the comments made in the peer reviews. Discuss your improvement as an arguer. **NOTE: Argument #4 will be returned and grades will be distributed when class meets during Finals Week.**

**WEEK ELEVEN:** March 22

**On Wednesday, March 22, FINALS WEEK**, class is **meeting at the regular time** in **MKH-209**.

We will have open discussion about the quality of your experience in WR 122; please be prepared to share your suggestions for improving the course. I will take notes !!