

## Writing 123: Spring 2018

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Office Hours: T/Th 11:30-12:30 in IA 222

CRN 43626, 3 Cr.

T/Th 10-11:20am in IA 217

### **Course Description**

Over the next ten weeks, we will be working together to build the skills necessary for successful undergraduate writing in the context of research. The course expands upon the foundational elements of critical inquiry and reasoning taught in WR 121 by focusing on how responsible, ethical research can contribute to the writing process. We will explore effective strategies for conducting research and for incorporating outside voices and authorities within our own work. However, we will also strongly consider both counter-logic and counterarguments by engaging in dialogic argumentation that synthesizes those arguments and sources that both support and challenge our own claims. We will practice organization and prewriting approaches that can be helpful when producing the sophisticated and substantial argumentative work that successful academic research writing requires. Our shared reading will be, *Between the World and Me* (2015) by Ta-Nahesi Coates, a rich example of what an extended argumentative essay looks like. Despite its non-traditional form, it deploys intensive research, demonstrates critical reading and logic, uses dialogic argumentation to carefully work through tricky (even contradictory) logical positions, and ultimately makes an argument worth, at the least, paying attention to while opening up the conversation to you as a reader/researcher for further inquiry. The book focuses on the topic of race, education, and history in the United States.

### **Required Texts**

- *Who Says? The Writer's Research*. 2<sup>nd</sup> Edition. Holdstein and Aquiline. Oxford University Press
- *Between the World and Me* by Ta-Nehisi Coates, Spiegel & Grau Publishers
- Daily Access to your LBCC email account and the Canvas Learning Platform
- Microsoft Word/Office 365 for assignments and a secure USB or web storage drive. You can download office for free as a LBCC student and use your LBCC Google drive for storage.

### **Course Learning Outcomes**

Upon completion of this course, students should be able to achieve the following outcomes:

1. Conduct research and write essays that develop and respond to a significant question that is relevant to the context in which it is written and appropriate for the audience to which it is addressed.
2. Provide logical answers to questions at issue and develop lines of reasoning in support of those answers while taking into account and responding to objections or competing answers and lines of inquiry.
3. Write an essay that is unified around a main claim, proceeds in a logical way, and consists of cohesive paragraphs that separate and connect ideas effectively.
4. Produce written work that displays adherence to the conventions of academic writing, including control of grammar, spelling, word usage, syntax, and punctuation; appropriate tone, style, diction, and register; proper formatting, use, and documentation of sources.
5. Improve the content and organization of an essay draft in a revision process, both by reevaluating the reasoning and context of the essay and by responding to critiques from peers and instructors.

### **Evaluation**

(97% = A+, 93% = A, 90% = A-, 87% = B+, 83% = B, 80% = B-, etc.)

15% Participation

15% Homework

30% Essay 1

40% Essay 2

**Participation** Everything we do in class is integral to the writing process and should be approached with your best work ethic. Not having the reading or homework done will impact your ability to fully participate. This class relies on you to participate in daily discussions, a group presentation for Essay 1, an individual presentation for Essay 2, peer reviews for both essays, and two mandatory visits to the campus writing tutors – one for each essay cycle. We will visit the Writing Center on campus to learn about all the options for in-person and online feedback on your writing.

**Homework** Homework assignments are meant to enrich class discussion and develop ideas toward essay writing. Each assignment will be explained in class and information will be posted to Canvas.

**Essay Cycles** Essays in this course are written in cycles. This means that they are submitted first in an early version, commented on, revised, and submitted again in a second version. Because the quality of teacher and peer feedback is dependent on the quality of the first version of an essay, first versions are to be complete and written in formal, academic prose. While the first version of each essay (.1) will not receive a grade, the failure to write a first draft on time and revise extensively will significantly lower your final essay grade (.2). I will not give a grade on .1 essays because the goal is to improve your work rather than focusing on achieving a specific grade. While further instructions will be discussed in class and posted to Canvas, the general focus of **Essay 1** will be to write a 5-6 page argumentative essay that presents a rhetorical analysis of *Between the World and Me* and may include 2-3 outside sources to support your analysis. For **Essay 2** you will develop your own idea for a paper focused around the topic of race, ethnicity, gender, or disability and write a 7-8 page argumentative essay based on a question of issue of your choice. While Essay 1 will focus on a rhetorical analysis of the book, for Essay 2 your voice and choice of audience will be the driving factors as you forward your own argument about a particular question at issue important to you. Essay 2 will require the use of 6-10 outside sources to support your claims.

**Course Portfolio** You will complete two take home reflection assignments (during Week 1 and at the end of the term) and one in-class reflection Week 5. You will collect these materials and complete your final course portfolio at the end of the term. Please understand that these formal written assignments are meant to help our Composition Program (and me!) improve these classes each term. These assignments will count toward your Homework grade.

**Formatting** All written work, except in-class writing, should be typed and double-spaced, using 12-point Times New Roman font and 1 inch margins. Use MLA format for quoting and citing sources as failure to properly cite sources will lower your grade significantly.

**Extra Credit** You may earn a 2% bonus to your final course grade for attending one scholarly lecture, art exhibit, film screening, cultural event, play, or another event on campus or around the Willamette Valley focused on the topic of race or ethnicity. Write a 1-page single spaced review and summary.

### **Additional Course Policies**

**Registration Statement:** The last day to add this or any writing class is the Friday of week one.

**Prerequisites:** Successful completion of WR121 or an equivalent officially approved by LBCC is required for enrollment in WR 123. Academic advisers can assist students if they have questions about WR 123 placement.

**Attendance and Late Work Policies:** Four absences are allowed; any additional absences for any reason will lower your final course grade by 1/3 letter grade. **Late homework assignments may be turned in within one week for ½ credit.** Essay final drafts will get a 50% penalty for late essays turned in up to three days late unless a student has a specific accommodation from the university or in cases of documented medical emergencies. Failure to turn in a first draft on time will result in an automatic penalty of 25% to your final draft grade, even if the final draft is turned in on time. If something comes up that will impact your ability to turn in your work on time you need to talk to me about it in advance to see if we can work something out to protect your grade.

**Personal Technology Use:** Any personal communication or non-class work on personal electronics is not permitted during class time and will result in a significant penalty to your final participation grade. If you are expecting an emergency text or phone call please step outside of the classroom to deal with it.

**Academic Honesty:** All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult *Who Says?* for a definition of plagiarism and information on documentation, and refer to the Student Conduct Code on the Office of Student Conduct and Community Standards website. In cases where academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice of the Composition Program. Please see me if you have any questions about your use of sources.

### **LBCC Disability Services**

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 go to <http://linnbenton.edu/cfar> 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, 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 at <http://po.linnbenton.edu/BPsandARs/>

### **LBCC Diversity Commitment Statement:**

Linn-Benton Community College recognizes and affirms difference and variety as integral to an inclusive representation of humanity and the educational community. To thrive as an academic institution, LBCC fosters a learning and working environment that encourages multiple perspectives and the free exchange of ideas. LBCC expects all who work, study or teach at the college to be committed to these principles which are an essential part of our focus, goals, and mission.

### **Incompletes**

Incompletes will not be awarded in this course except under extraordinary circumstances and only with the approval of the English Department chair.

**Observance of Religious Holidays:** Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

**CLASS SCHEDULE (Subject to changes if needed; any changes will be posted to Canvas Announcements)**

**Week 1: Introduction to WR 122**

**T** Course overview and Writing Center Visit

**Th** Read *BTWAM* p. 1-33 before you come to class (always complete readings before class when assigned)

**Week 2: Between the World and Me (part 1)**

**T** Read *BTWAM* p. 34-72, Homework #1 due (post to Canvas before class); In-Class Jigsaw Research Activity

**Th** Read *Who Says?* Chapters 1-2, Groups 1 and 2 present

**Week 3: Questions at Issue and Enthymemes**

**T** Read *BTWAM* p. 73-132, HW #2 due (post to canvas before class); Groups 3 & 4 Present

**Th** Read *Who Says?* Chapter 3

**Week 4: Between the World and Me (part 2)**

**T** Read *BTWAM* p. 133-152, HW #3 due (post to canvas before class), Groups 5 & 6 present

**Th** In-class work on counterarguments and logical fallacies

**Week 5: Drafting, Reviewing, Revising**

**T** Essay 1.1 draft due (post to canvas and bring a copy to class); Peer Review in class

**Th** Essay 1.2 final draft (post to canvas by noon)

**Week 6: Developing Arguments that place ideas in context**

**T** Read *Who Says?* Chapter 4; Begin Essay 2

**Th** Read *Who Says?* Chapters 5-6, Meet in with Research Librarian; Room TBA

**Week 7: Doing Research to develop your Arguments**

**T** Read *Who Says?* Chapters 7-8, In class work on bibliographies and proposals

**Th** HW #4 Essay 2 Proposal Due

**Week 8: Outlining and Presenting**

**T/Th** Student Presentations over Essay 2 all this week in class

**Th** HW #5 Essay 2 Annotated Bibliography Due

**Week 9: Drafting and Revising**

**T** Read *Who Says* Chapters 9-10; work on outlines

**Th** HW #6 Essay 2 Outline Due

**Week 10: Final Touches**

**T** Essay 2.1 due; bring a copy to class for Peer Review

**Th** Wrap-up day. Post your Essay 2.2 final draft to Canvas by Noon and your final course portfolio by 5pm

**Finals Week** – As per Composition program policy, there is NO final exam in WR 123.

**University of Oregon Composition Program Grading Policy**

<b>Overall Grade</b>	<b>Overall Work</b>	<b>Participation (up to 10%)</b>	<b>Shorter Formal Assignments (up to 15%)</b>	<b>Essays (70% or greater)</b>	<b>Revision</b>
A+ A A-	Excellent: Well exceeds requirements in most or all areas	Raises the level of the discourse community through insightful class comments and focused, active listening. Takes full advantage of multiple methods of participation, which could include things like office hours, Blackboard forums, or tutoring.	Goes well beyond assignment requirements by developing ideas with thorough analysis. Almost no patterns of error.	Sustains in-depth inquiry into questions at issue within the discourse community. Makes an original argument supported by strong organization. The order and development of paragraphs creates a clear line of reasoning. Topic sentences provide transition and deepen reasoning. Analyzes evidence thoroughly. Almost no patterns of error. Prose style enhances the argument.	Interprets and applies instructor and peer feedback in a way that rigorously works through many or all of the problems in the first version. At the same time, the revision displays ownership of the paper's ideas, going beyond feedback to preserve and extend the author's vision and voice.
B+ B B-	Good: Meets all requirements and often exceeds them	Contributes thoughtfully to the discourse community through productive class comments and active listening. Takes advantage of multiple methods of participation.	Goes beyond assignment requirements by displaying engagement in ideas and analysis. Few patterns of error.	Sustains inquiry into questions at issue within the discourse community. Makes a reasonable argument supported by sound organization. Each paragraph develops an idea related to the enthymeme. Analyzes evidence. Few patterns of error. Works at developing a thoughtful prose style.	Integrates instructor and peer feedback with the author's vision to purposefully work through many of the problems in the first version.
C+ C C-	Satisfactory: Meets all requirements	Contributes to the discourse community through pertinent, respectful class comments and active listening. Comes to class prepared to work.	Meets all assignment requirements and displays comprehension of the material. Writing errors do not impede clarity.	Attempts inquiry into questions at issue within the discourse community. Makes a clear argument and displays an attempt at organization, though some paragraphs may not develop ideas fully or relate clearly to the enthymeme. Includes some evidence. Writing errors do not impede clarity.	Attempts to recognize, translate, and apply instructor and peer feedback through most of the essay. Extends revision beyond the sentence level.
D+ D D-	Unsatisfactory: Does not meet all requirements	Does not contribute or does not contribute respectfully to the discourse community. Is frequently unprepared for class.	Does not meet all assignment requirements. Writing errors may impede clarity.	Displays little sense of inquiry into questions at issue within the discourse community. Lacks a clear argument. Includes little evidence or relies on generalizations or assumptions for evidence. Writing errors may impede clarity. May not meet required page length.	Makes no attempt to apply instructor or peer feedback beyond proofreading and editing.
F	Does not meet requirements	Disrupts the discourse community. Is almost always unprepared for class.	In no way addresses the assignment.	In no way addresses the assignment.	In no way attempts revision.