

WRITING 122: ARGUMENT

TUE/THUR 11:30-12:50

(Tuesdays in IA-233; Thursdays in MKH-207)

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This syllabus contains all the vital information about this course—what you’ll be learning, what will be expected of you, and what you can expect from me. In short, it states what is required of both of us during the term. This is a valuable document, so keep it handy and refer to it often. **The better you know the syllabus, the better the chance that you’ll do well in the course.**

COURSE CATALOG DESCRIPTION: WR 122: Argumentation “Emphasizes the logical means of supporting claims in argumentative essays, thesis statements, and reasoning. Includes logic, style, and research. Prerequisite: WR 121 English Composition or equivalent with a grade of "C" or better. ”

COURSE OVERVIEW: The focus of our reading, writing, and thinking will be *argument*, which we’ll define as a process of inquiry driven by reason, rather than a shouting match driven by emotion. This course is grounded in the premise that argument is everywhere—at school, at home, in the workplace, in our communities, and in the world at large. Argument is used to try to persuade us of all kinds of things, such as voting for someone, or buying something, or believing something. In this class, we’ll explore how to create effective and ethical written arguments, and how to analyze and respond to the arguments of others. This course aims for you to “resee” your existing ideas and beliefs, and nudges you to be open to new perspectives. Much of the class will be collaborative, which means you’ll be sharing your thoughts with the entire class, as well as interacting with small groups of your peers. I will ask you to take an active, engaged role in your learning, and I will make sure our classroom will be a space to share diverse ideas respectfully.

STUDENT LEARNING OUTCOMES: Students who complete this course will be able to:

- **Analyze the rhetorical needs** (the needs of your audience in relationship to the assignment) for college-level persuasive writing assignments.
- **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.
- **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.
- **Locate, evaluate, and integrate high-quality information and opinion** appropriate for college-level analysis and argument assignments.
- 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.

REQUIRED TEXTBOOK & MATERIALS: *From Critical Thinking to Argument* (5th ed) by Sylvan Barnet, Hugo Bedau, and John O'Hara. Textbook readings are an important element of this course, so plan to carve out plenty of time to read, re-read, and take notes. The textbook is available at the LBCC bookstore, and 2 copies are available on reserve in the library. Additional online readings will also be required periodically.

ASSIGNMENTS:

1. **Major writing assignments:** There will be a minimum of 3 major writing assignments: a summary, an argument analysis, and an argument essay. Each will require more writing than the previous one. Specific instructions and evaluative criteria will accompany each assignment, and your papers will need to meet these standards to be considered complete. Major writing assignments will be marked as either "complete" or "incomplete." In the case of an "incomplete," I will include feedback to help you complete the assignment. These assignments can be revised as many times as you wish up until our Final Exam period.
2. **Various In-Class and Out-of-Class Assignments:** There will be several smaller writing assignments that will need to be completed either in class or for homework. The goal of these tasks will be to reinforce key skills needed for the major writing assignments. These smaller assignments will be marked as either "complete" or "incomplete." In the case of an "incomplete," I will include feedback to help you complete the assignment. These assignments can be revised as many times as you wish up until our Final Exam period.
3. **Reading Checks:** On most days when a reading assignment is due, you will be given a short question about it to answer at the start of class. Reading checks are not meant to be difficult; as long as you read carefully and identify important concepts in the reading, you should do just fine. Reading checks will receive one of the following marks: "full credit," "partial credit," or "no credit." If you miss a reading check, it will be marked as "no credit" and will not be able to be made up. Your best way to prepare for reading checks is to carefully read and take notes on every assigned reading. You can use your notes for reading checks but not your textbook.
4. **Final Conference, Final Portfolio, and Reflection Letter:** Each student will need to meet with me individually during Final Exam week (Week 11) for a brief end-of-class conference. Most conferences will take place during our Final Exam period, which is scheduled for **Tuesday, March 19th from 12:30-2:20**, but I may also offer some time slots on Monday. At the conference you will need to bring a completed portfolio of all your work for the term (including any last revisions) and a reflection letter that discusses the work you put into your writing this term.

GRADING: My experience teaching college writing has shown me that most students concern themselves more with writing for a grade than with writing to learn the practices and mindsets that writers use to communicate effectively. Dr. Asao Inoue, Professor and Director of the University Writing Program & Writing Center at the University of Washington Tacoma, sums up this idea nicely:

[U]sing conventional grading systems to compute course grades often leads us to think more about our grade than about our writing, to worry more about pleasing a teacher or fooling one than about figuring out what we really want to learn, or how we want to communicate something to someone for some purpose. Additionally, conventional grading may cause us to be reluctant to take risks with

our writing or ideas. It doesn't allow writers to fail at writing, which many suggest is a primary way in which people learn from their practices.

For these reasons, I use a grading system that clearly spells out what work is required to attain a final course grade. The higher the grade, the more work that is required. In other words, if you want an A, you'll need to do more work than if you want a B. When it comes to improving as a writer, my firm belief is that "more is better."

Also, instead of assigning letter grades or points or percentages for your course work, I will mark it as complete if it meets the standards and expectations presented in the instructions, or I will mark it as incomplete and provide you feedback to help you complete it. All of your assignments except Reading Checks and the Reflection Letter can be revised as many times as you wish up until our Final Exam period. This means that you may be submitting each assignment multiple times until it is marked as complete. Even though you won't be receiving traditional letter grades, you will be receiving lots of feedback from me--both written and oral. You will know how well you're doing in the course based on my feedback and on the number of assignments you have successfully completed compared to how many you need to complete to earn the grade you desire. The table below lays out the requirements needed to earn a final grade of A, B, and C.

	C	B	A
Major Writing Assignments	Earn a "complete" on the Summary, Argument Analysis, and Argument Essay, as well as required drafts and peer feedback.	Earn a "complete" on the Summary, Argument Analysis, and Argument Essay, as well as required drafts and peer feedback, <u>and earn a "complete" on one additional Summary.</u>	Earn a "complete" on the Summary, Argument Analysis, and Argument Essay, as well as required drafts and peer feedback, <u>and earn a "complete" on one additional Summary and one additional Argument Analysis.</u>
Various In-class and Out-of-class Assignments	Earn a "complete" on at least 3 assignments.	Earn a "complete" on at least 4 assignments.	Earn a "complete" on at least 5 assignments.
Reading Checks	Earn "full credit" on at least 3 Reading Checks.	Earn "full credit" on at least 4 Reading Checks.	Earn "full credit" on at least 5 Reading Checks.
Final Conference with Portfolio and Reflection Letter	Required	Required	Required
Visits to the Writing Center	None required (although it's still encouraged)	At least 1 30-minute in-person session required before end of Week 10.	At least 2 30-minute in-person sessions required before end of week 10.
Attendance (see attendance and punctuality policies below)	No more than 4 absences for whatever reason	No more than 3 absences for whatever reason	No more than 2 absences for whatever reason

for more details)			
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For grades of D or F, I will determine which of these two grades is most appropriate based on how close the student is to earning a grade of C.

IMPORTANT COURSE POLICIES AND CAMPUS RESOURCES:

- **No-Show Policy:** Unless prior arrangements have been made with me, registered students not attending the first two class sessions will be withdrawn.
- **Attendance Policy:** Missing class means missing valuable instruction time, which means that you give yourself the best chance to do well by attending every class on time and in its entirety. The grading breakdown above indicates how many absences are permitted for final grades of A, B, and C. **There is no distinction between an excused absence and an unexcused one; a missed class is a missed class.** If you do miss a class, you should contact me or a trusted classmate to find out what you missed. Likewise, if you miss a class when an assignment is due, you will need to contact me to make arrangements for getting me the work. If you are absent for an in-class activity that is collected for grading, it cannot be made up.
- **Punctuality Policy:** Plan to arrive to class on time and stay for the entire period. If you arrive more than 5 minutes late, you will be marked late. More than 3 lates will equal one absence.
- **Phones in the Classroom:** Silence your phone and put it in your pocket or bag; keep it out of sight, not in your lap or on your desk. Using your phone in class distracts yourself and those around you, including me. If there is a serious need to have your phone out, please talk to me before doing so.
- **Laptops/Tablets in the Classroom:** I prefer that students do not use these devices in the classroom unless instructed to, but if you'd like to, please talk to me before doing so.
- **Policy on Late Work:** Policies for late work will be included with assignment instructions.
- **Plagiarism and Academic Integrity:** Presenting someone else's ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you're not sure how to do this, please ask me for help before submitting your paper. Once you submit a paper, the policy mentioned above will be enforced.
- **Office Hours:** Feel free to visit me during my office hours (listed at the top of this syllabus) to discuss any questions or concerns you have. It's best to schedule a time in advance, but I won't mind if you stop by unannounced.
- **Moodle:** Important course materials—such as assignment instructions, class agendas, and your grades—will be posted on our course site on Moodle (<http://elearning.linnbenton.edu/>). If you need help getting started with Moodle, let me know during the first week of class.
- **LBCC Student Email:** Please make sure that you check your student email regularly throughout the

term. Should I need to contact you, I will be emailing your student account. You can find information about accessing your LBCC email here: <http://www.linnbenton.edu/roadrunner-mail>

- **The LBCC Writing Center:** The LBCC Writing Center (WH-200) is a fantastic free resource for students. Tutors are available to assist you with all aspects of your writing assignments. The Writing Center also offers online tutoring services as well. Get more information here: <http://www.linnbenton.edu/learning-center/writing-center>
- **The LBCC Library:** The LBCC library is located on the first floor of Willamette Hall. Get more information here: <http://library.linnbenton.edu/home>
- **Center for Accessibility Resources (CFAR):** 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.
- **Non-Discrimination Policy:** Everyone in the LBCC community has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill, and we will honor that right in our classroom.
- **Student Printing:** LBCC uses a pay-to-print system called GoPrint that charges .10 cents per printed page. If you do not have a GoPrint account, you can sign up for one in any college computer lab. You can find more information at <http://www.linnbenton.edu/computer-resources-and-labs>.
- **Food and Drink in the Classroom:** Drinks are fine, but please do not eat during class.
- **Our Classroom's "Golden Rule":** To maximize learning by minimizing distractions from it.

COURSE CALENDAR (subject to change with advance notice):

DATE	TOPICS & ACTIVITIES	READING DUE BEFORE CLASS
WEEK 1 TUE 1/8	Course introduction; Productive behaviors and attitudes; Critical thinking and habits of mind needed for successful college writing	None
THU 1/10	Meet in computer lab today and every Thursday; Be ready for first reading check at start of class; Writing Center tour at 12:15	First half Ch. 1 (pages 3-19)
WEEK 2 TUE 1/15	Critical thinking (con't)	Second half Ch. 1 (pages 19-41)
THU 1/17	Critical reading; Summarizing and paraphrasing; Assign summary	First half of Ch. 2 (pages 45-70)
WEEK 3 TUE 1/22	Summarizing and paraphrasing (con't)	Second half Ch. 2 (pages 73-87)
THU 1/24	Summary due; Appeals to logic (logos), credibility (ethos), and emotion (pathos)	Beginning of Ch. 3 (pages 88-91)

WEEK 4 TUE 1/29	Analyzing arguments; Assign argument analysis	Ch. 5 (pages 173-192)
THU 1/31	Analyzing arguments (con't)	To be announced
WEEK 5 TUE 2/5	Draft of argument analysis due for peer feedback	To be announced
THU 2/7	Argument analysis due; Assign argument essay	First half of Ch. 6 (pages 193-206)
WEEK 6 TUE 2/12	SCHEDULE FOR WEEKS 6-10 WILL BE UPDATED NEAR MIDTERM	
THU 2/14		
WEEK 7 TUE 2/19		
THU 2/21		
WEEK 8 TUE 2/26		
THU 2/28		
WEEK 9 TUE 3/5		
THU 3/7		
WEEK 10 TUE 3/12		
THU 3/14	Work independently on final portfolio and reflection letter	None
WEEK 11 TUE 3/19	Final Exam Period: 12:30-2:20 (Individual conferences); Final portfolio and reflection letter due; No work submitted after this point.	None