

Writing 122: English Composition—Argumentation

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Online Office Hours: Tu/Th 10-11:30

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CRN 42871 (3 credits)
Online

Writing 122 emphasizes the logical means of supporting claims in argumentative essays, thesis statements, and reasoning, including logic, style and research. In addition, the course continues and extends the emphasis of Writing 121: the development of essays appropriate for a college-level audience and critical thinking. In this class, “argument” refers to a thoughtful process of inquiry, negotiation, and persuasion rather than combative, confrontational discourse. A major component of the class will be critical reading. Writing is always grounded in a particular practice of reading. Your writing takes place in a context of what others have already written/said about the topic you are interested in. So what a class like this does is to help sharpen your ability to read a text and then know how to respond back. Class format is “asynchronous” and conducted through the course Moodle shell, but weekly written contributions to discussion forums are required. Face-to-face meetings through the Zoom video app are available by student request. Class readings are available as scanned pdf’s through our class Moodle website and links on the syllabus. Class operates on the model of active learning—exercising one’s critical reading skills and asking independent questions.

Course Outcome Goals

Upon successful completion of the class, students should be able to

1. *Analyze the rhetorical needs* (the needs of their audience in relation to the assignment) implicit in college-level persuasive writing assignments (“rhetorical” is a fancy word that refers to the interaction of audience(s), author’s purpose, and the topic itself).
2. *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in their 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 their 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 their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear, credible, and persuasive.

To meet these outcome goals, students will practice writing thoughtful expository prose, demonstrating competence in organization, mechanics, and the writing process. Such competence is reflected in the following skills: using a variety of writing strategies (narration, definition, comparison and contrast, classification, description, examples, and persuasion) to help focus and develop the main idea; presenting ideas logically; developing a writing style appropriate to the audience, purpose, and situation; reading and critically analyzing the writing of others using summary, paraphrase, and quotations; integrating source material into their own work using lead-in signal phrases and in-text citations; using organizational and transitional strategies to give an essay shape and form; presenting material logically with an introduction which defines the subject and previews the content of the essay, a discussion section which is fully developed, and a conclusion which summarizes and interprets the thesis; using standard grammar, syntax, spelling, and punctuation; and revising and editing their writing effectively.

Requirements

Prerequisite: Passing Writing 121 English Composition or equivalent with a grade of 'C' or better. Before entering WR122, students are assumed to have basic competence in grammar, mechanics, sentence structure, and developing related ideas in a unified, coherent paragraph and/or short essay.

Texts: *A Little Argument*, 2nd ed., Faigley and Selzer (pdf links are available below)
The Little Seagull Handbook, 3rd ed., Bullock, et al. (pdfs available below)
[Course Packet](#)

Readings (scanned pdfs) available for download through Moodle and links below
Also strongly recommended: portable dictionary

Major Assignments, Point Value and Percentage of Total Final Grade:

20% [Essay #1](#) (5-7 pages) 100 points

20% [Essay #2](#) (5-7 pages) 100 points

40% Homework / Peer Reviews 200 points

20% Participation 100 points (10 points a week)

500 Total Points Possible (See [Assignment Log](#) for a list of all assignments)

Policies and Procedures

Online Class Format: Because our class does not physically meet in a common time or place, an important feature of the class is the weekly online Forum post (I plan to have you do **two a week**: usually one of these will focus on “rhetorical” features of the assigned reading while the other will focus more on content). Participation in these Forums on the class Moodle site replaces the kinds of interactions you would have with an instructor and other students in a conventional face-to-face class. Earn up to 10 points each week by participating in this “slow motion” class discussion (meaning that someone may not respond to you immediately but perhaps several days later). Post your reactions and analysis to each week’s readings and topics and respond to what others in the class have to say. When you post your primary messages to the weekly discussion forums, plan to post about 150 words (a well-developed paragraph or two). Emphasize your own thinking, analysis, and personal reactions to the topics involved. Then, when you respond to at least 2 other people (total--so one per forum would be sufficient), try for a minimum of 50-75 words, using your post to expand your understanding. Ask questions, talk online, and use this feature of our class to expand your understanding of course material. For more description and a grading rubric see [this document](#). **Special Note:** **Weekly online discussion forums cannot be made up after the due date (midnight Sunday each week).** To be successful in an online course format, students must take an active and responsible role in their own learning. It takes discipline to post to the online Forums and keep current with the class. I will be holding “online” office hours Tuesdays and Thursdays 10-11:30, meaning that I should be logged into the Moodle course shell at that time and should respond very quickly to any questions or emails you may have. Yet another option is to conduct

face-to-face meetings through the video app Zoom. Let me know if you're interested in that option so that I can set up a meeting and give you the ID#. Please don't hesitate to contact me if obstacles prevent your participation in the course. (You can earn up to one extra credit point a week by posting to either forum early--by the end of the day Wednesday. This does NOT apply to the Personal Introduction Forum on Week One.)

Papers: Essays are usually due at the end of any given week by the end of the day Sunday (see schedule below). **Late papers and homework will not be accepted if turned in more than a week after the original due date.** In other words, I don't accept paper "dumping" where students turn in more than half of their coursework in the last week of class. Papers should be typed, double-spaced, carefully proofread, and include your name, date, class name, essay description, and my name. (See [Little Seagull pages 158-60](#) -- scroll down --for basic manuscript format.) Save **all** work you do for this class. Subsequent versions of essays submitted should include previous versions turned in along with peer reviews. Revisions are almost always appreciated and encouraged, but they should be completed no later than two weeks after being returned and require a separate [self-assessment assignment](#). Work will normally be uploaded into different assignment folders and forums on Moodle, but they may also be turned in as an email attachment. I can only download attachments in the following formats: *.doc, *.docx, *.rtf, or *.pdf (**not** *.wps or pages format). Make sure both your name and my name appears on the document itself. If using Google Docs, make sure your Sharing settings are on "Anyone with the link."

Homework: The main homework assignments are [Rhetorical Analyses](#), which will require you to focus in an in-depth way on reading assignments. 4-5 times (depending on which assignment you do for the "Wildcard" one during Week Seven) you will be asked to analyze the rhetorical dimensions of assigned reading (30 points per submission) or of reading you're doing for research in preparation for writing essays (no more than two of these should be on out-of-class reading). For each of the two essays, you will be [peer reviewing](#) (10 points per essay cycle) in special forums set aside for this purpose. You will be writing at least one formal [proposal](#) (30 points per essay) for Essay One. During Week Seven, the "Wildcard" shorter piece is either a Rhetorical Analysis or a Proposal for Essay Two--your choice.

Grading Criteria: When I read student essays, I look for a number of qualities including unity of purpose, specificity of detail, and coherence of progression. Essays are given a holistic letter grade based on **six criteria: argument, critical reading, organization, audience, sentence-level writing, and manuscript formatting.** "Argument" includes how effectively the paper presents a thesis and supports it through relevant examples. Students can demonstrate their critical reading skills by how they use details from sources to offer a fresh perspective on the topic that goes beyond a bland summary. The paper's organization into paragraphs should follow from the paper's main purpose (form follows function). Good papers are often an implicit dialogue between an author and reader--good writers anticipate how a potential audience will relate to a paper. Students should write in complete sentences that avoid grammatical errors (especially comma splices!), awkward phrasings, and mistakes in punctuation, but beyond that students should cultivate a personal writing style with an interesting variety of sentence and phrase structures.

Grading Scale: Grades are based on a percentage of the 500 total points possible throughout the quarter (see above for how many points any one assignment is worth). 500-450 points (100-90%) = A; 449-400 points (89-80%) = B; 399-350 points (79-70%) = C; 349-300 points (69-60%) = D; fewer than 300 points will result in a failing grade.

College Resources: On [the Writing Center's website](#), you can use the Zoom video app for both drop-in and scheduled conferences. They also have an [Online Writing Lab](#), where you can upload essays to get feedback within a few days. From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. For more information, visit them online.

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu , or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess. You may also find the [Roadrunner Student Emergency Fund](#) to be of assistance?

Accommodation: 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 visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

Etiquette and Nondiscrimination: One of the goals of this course is to construct a "discourse community," a space in which students feel respected and comfortable expressing their ideas openly. This means that in class discussion forums basic rules of etiquette should be followed. No personal attacks will be tolerated. 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). 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.

Plagiarism: This college punishes incidents of academic dishonesty. Plagiarism is subject to disciplinary action as described in [Student Rights and Responsibilities](#). All work submitted in this course must be your own and be written exclusively for this course. Students may only seek assistance in writing their papers from authorized sources (me, members of class peer review group, or university-approved tutorial service). The use of sources (ideas, quotations, paraphrases) must be properly documented. See me if you have any questions about your use of sources.

Tentative Schedule

(Please complete readings and writing assignments during the week they are listed below; LA refers to textbook *A Little Argument*; "Seagull" refers to *The Little Seagull Handbook* (3rd ed); "Packet" means virtual Course Packet accessible through Moodle; please download linked pdf readings on your own.)

Date	Reading Assignment	Writing Assignment
4/06-4/12	<p>Week One: Rhetorical Analysis and Critical Reading/Thinking Syllabus; Outcomes; Four Basic "Tools" (rhetoric, Believing/Doubting games, quote sandwiches, and power of assumptions); Big Picture Stuff; Finkel video; Ways of Reading Introduction; "Analyzing an Argument" LA Most of Chap 2 11-26, 33-44; Rhetorical Analysis Assignment Description</p>	
4/13-4/19	<p>Week Two: Argument and the Writing Process "Writing Arguments" (<i>LB Brief</i> Chap. 10); "Writing an Argument" LA Chap 3 45-71; "Writing Processes" (Seagull 9-29, 158-60)</p>	Rhetorical Analysis #1
4/20-4/26	<p>Week Three: Types of Argument "Constructing an Argument" LA Chap 4 72-126, 170-79; "A Psychologist's View: Rogerian Argument"; "Notes on Warrant" (Packet); "American Value Systems"</p>	Proposal for Essay One
4/27-5/03	<p>Week Four: An Argument "Culture"? Tannen "Argument Culture"; Researching and Documenting an Argument LA Chapters 5-6 127-169; Peer Review Instructions and Grading Rubric</p>	Submit Essay 1.1 to Forum for next week's Peer Review; Rhetorical Analysis #2
5/04-5/10	<p>Week Five: Slow Ideas Gawande, "Slow Ideas"; "Revising an Argument" LA Chap 7 180-185</p>	Essay 1.1 (4-6 pages) Peer Review .
5/11-5/17	<p>Week Six: Scientific Habits of Mind Steinkuehler and Duncan, "Scientific Habits of Mind in Virtual Worlds"</p>	Rhetorical Analysis #3 ; Essay 1.2 (4-6 pages) Due.

Date	Reading Assignment	Writing Assignment
5/18- 5/24	<u>Week Seven: Games</u> McGonigal, " Becoming Part of Something Bigger Than Ourselves "	"Wild Card" shorter piece (either a Rhetorical Analysis or Essay Proposal for Essay 2)
5/25- 5/31	<u>Week Eight: Visual Argument</u> "Analyze a Visual Argument" LA 26-32 ; Bechdel, " Ordinary Devoted Mother "	Submit Essay 2.1 to Forum for next week's Peer Review
6/01- 6/07	<u>Week Nine: Pain Scale</u> Biss " The Pain Scale "	Essay 2.1 Peer Review .
6/08- 6/12	<u>Week Ten: Experts vs. Consumers</u> Percy, " Loss of the Creature "	Final Rhetorical Analysis (Here's a Self-Reflective option); Essay 2.2 (4-6 pages) Due.

Turn in all final revisions as an e-mail attachment by midnight, June 12th (Fri)

Course documents are available on Moodle Website

WR122-20190442871 - ENGLISH COMPOSITION: ARGUMENT