

Writing 122 – Argumentation

Spring 2019

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Office Hours: 11-12 on M, 12:00-1:00 on W, and other days/times by appointment

Course Information:

CRN 43796 (10am), 40299 (1pm)

Class time: MWF, 10-10:50 (43796)

MWF, 1-1:50 (40299)

Location: NSH-207

Prerequisite: WR121 with a C or better

Required text and supplies:

- *A Little Argument*, 2nd edition, Lester Faigley and Jack Selzer. Pearson, 20137.
- Access to a printer or a printing account at LBCC: You will sometimes need more than one copy of essay drafts to share with peer partners (the number may vary, but at least two).

Strongly recommended: a memory device to save your work

Welcome to Writing 122!

We are going to start with the premise that argument is everywhere—at school, at home, in the workplace, in our local communities, in the world at large. The assignments in this course have been carefully crafted to get you thinking about argument beyond the classroom walls as well as learning to write clear and coherent academic papers that make an argument. Since one of the goals of this course relates to understanding the nature of argument, not only will you be crafting your own written arguments, but you will also be analyzing arguments. Stretch the boundaries of what have known and believed in the past, and be open to new ideas and perspectives. I look forward to working with you this term as we explore the nuances of argumentation.

A mind that is stretched to a new idea never returns to its original dimension.

---Oliver Wendell Holmes

Here are the LBCC WR122 course outcomes:

1. Analyze the rhetorical needs (the needs of your audience in relationship to the assignment) for college-level persuasive writing assignments.
2. **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.
3. **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.

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 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.

Grading Schedule

Response Papers (5):	20%
Argument Analysis Papers (4):	30%
Argumentative Essays (2):	50%

Response Papers: In this class, you will write 5 short response papers that ask you to share an opinion about a given topic. These response papers will be discussed in class in the vocabulary of argumentation that we will learn over the term. Each paper will be graded as a Pass/Fail, so that you can worry more about practicing our concepts than getting it “right”. These papers can be less formal, but must adhere to standard grammar and spelling rules. (4 pts each)

Argument Analysis Papers: You will write 4 medium-length papers requiring you to identify and analyze the specific parts of a given argument. These will be objective, primarily, testing your ability to locate various “ingredients” of an argument. However, you will also discuss whether the arguments being made are valid and/or sound. These papers will be formal in tone and adhere to standard grammar and spelling rules. (2 x 25 pts, 2 x 50 pts)

Argumentative Essays: You will write 2 longer papers requiring you to take a position on some topic of interest to you (approved by me). These essays will follow the guidelines set forth by traditional and contemporary standards of rhetoric and will include a thesis, a reason, and credible evidence. These papers will be formal in tone, follow rhetorical models of structure and organization that we discuss in class and adhere to standard grammar and spelling rules. (2 x 100 pts)

Behavior and expectations:

Make the commitment to be on time and attend regularly. If you can’t make it to class, you would be wise to send me an email so we can stay in contact. If you do miss a class, it is your responsibility to pick up any handouts or assignments you missed the day you were gone.

You will be participating in many small group discussions throughout the term, and you will be working with other students on a group project. We may be discussing controversial issues at times—issues on which we won’t all necessarily agree. As a member of our WR122 community this term, you have a responsibility to your fellow students and to me to be civil and respectful—even if you don’t agree with other students’ viewpoints.

I’ll do my part to make the learning environment as comfortable, interesting, and supportive as I can, and you do your part to support a good learning environment for the rest of us. If you experience an uncomfortable situation with any other student (in which you feel threatened or harassed, for example), please come see me as soon as possible.

Special note about cell phones: Please turn off or silence your phone during class and put it out of sight. Using a cell phone during class is unprofessional and disrespectful to all of us. Don’t do it.

LBCC Statement of Inclusion:

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)

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by another person while at LBCC, please refer to the following website for contact information:

<http://www.linnbenton.edu/go/about-lbcc/policies/equal>

Deadlines and Revision:

You will turn in all out-of-class work before class on the assigned due date. Major writing assignments (essays) will lose 10% in value each day they are late. Response and Argumentative Analysis assignments must be turned in on time to earn credit in the gradebook. You may petition (that means you have to let me know that your assignment will be late) to turn in one “free” late assignment.

You may revise final drafts if they are turned in by the due date. **Revisions are due one week from the day I return final graded drafts.** Since Essay #2 is due the last week of the term, it may not be revised. You should, however, have ample time to get feedback on Essay #2 before you hand in the final draft.

Formats for essays:

Please type or word process all drafts of essays. Type your name, title of course (WR122), my name, the date, and the title of the essay (i.e. “Essay #2”), and a word count in the upper left-hand corner of your paper. Use double-spacing, 12 inch **Times New Roman font**, one-inch margins, and numbered pages.

Academic Honesty/Integrity:

Our class is part of a larger academic community. We will follow standard MLA guidelines for giving credit to outside sources in our journals and our papers. Using someone else’s words or ideas in a quotation, paraphrase or summary means (1) beginning with a lead-in to show who said what, (2) including an in-text citation to show the source of the quotation, paraphrase, or summary, and (3) preparing a bibliography (called “Works Cited”) that appears at the end of the assignment and lists all sources used, including internet sources. **Papers that do not properly cite outside sources risk earning an “F.”**

Resources:

Plan to **stretch your understanding** with each assignment. I will look for **thoughtful content, logical organization, a clear style, and appropriate format.** If you need help:

- Visit me during office hours. If those hours don’t work for you, make an appointment.
- Check Moodle for current assignments and calendar (You are expected to learn how to log in to Moodle and use it. Find the link on the LBCC webpage and on my instructor WR122 website. You will be uploading drafts of essays into a Turnitin link on our Moodle site.)
- E-mail me or phone (see p. 1 of syllabus)
- Visit the Writing Center in the Learning Center.
- Visit the computer labs available in the Learning Center and the library.
- Use LBCC’s online writing lab (OWL) to submit writing online for feedback.

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 the 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.

Tentative Calendar for major assignments (dates and assignments subject to change with notice):

Assignment	Due Date
Response Paper #1	Friday, April 5 - Wk 1
Argument Analysis #1	Friday, April 12 - Wk 2
Response Paper #2	Friday, April 19 - Wk 3
Argument Analysis #2	Friday, April 26 – Wk 4
Essay #1 Rough Draft	Wednesday, May 1 – 5
Essay #1	Friday, May 3 – Wk 5
Response Paper #3	Friday, May 10 - Wk 6
Argumentative Analysis #3	Friday, May 17 - Wk 7
Response Paper #4	Friday, May 24 - Wk 8
Argumentative Analysis #4	Friday, May 31 - Wk 9
Essay # 2 Rough Draft	Monday, May 3 - Wk 10
Essay # 2 Rough Draft	Wednesday, May 5 - Wk 10
Essay # 2 Rough Draft	Friday, June 7 - Wk 10
Response Paper #5	Friday, June 7 - Wk 10
Essay #2	Wednesday, June 12 - Finals

The vital habits of democracy: the ability to follow an argument, grasp the point of view of another, expand the boundaries of understanding, debate the alternative purposes that might be pursued.

---John Dewey
