

WR 122 Argumentation

SPRING TERM 2019

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Office: SSH 215, MWF 12:00 – 12:50pm
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CRN 42869 (3 credits) MWF 11:00-11:50am meets in MKH-201

*Because students will access articles **ONLINE**, we have **NO TEXTBOOK**.*

Required materials and tools: an **LBCC Go-Print account**, a **folder with pockets** for submitting your arguments, a **USB drive**, and the current edition of W. W. Norton's ***The Little Seagull Handbook***.
Recommended: Merriam-Webster's *Everyday Language Reference Set*.

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. Success in this course means learning to write convincingly, supporting your arguments with academically acceptable sources. Half 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; the other half of your grade will depend upon your correct use of standard grammar, syntax, spelling and punctuation. Your writing group will conduct peer reviews of the drafts of all arguments, and collaborate in revising and rewriting. Over the course of the term, you will personally write **four brief arguments**, increasing in length **from two to eight 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 you will accomplish much!

Academic Decorum Statement:

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.

Peer Reviews:

Writing Peer Reviews provides an opportunity for you to give and receive helpful feedback. These reviews 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 opportunities to be successful, your attendance and participation is necessary, and your grade will be affected accordingly.***

RESOURCES:

- **The Writing Center:** While enrolled in WR 122, you are **encouraged** to seek extra help at the Writing Center (541-917-4708), located on the second floor of Willamette Hall on the main campus. During the regular school year, they are open MTuThF 9:00am to 4:30pm, and from 9:00am to 6:00pm on Wednesdays. You may drop in without making an appointment; however, appointments are recommended if you wish to meet with a tutor during busy times throughout the term. *This is an included service available to all LBCC students.*
- **Computer Lab Resources:** The Library classroom may be used as a drop-in computer lab whenever space is available.
- **The LBCC Library :** You can easily navigate from the LBCC homepage to the Library homepage by going to Quick Links in the upper right corner of the screen and clicking on *Library*. The site posts library hours, an online catalogue, over 75 research databases (Academic Search Premier, Opposing Viewpoints, etc.), several digital magazines, an interlibrary loan service and a Student HelpDesk, just to name a few of the benefits provided by our *excellent* Library.

As we will be doing research to support our essays, please note that because **WIKIPEDIA IS NOT YET A PROPER ACADEMIC SOURCE** , you should **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, in the **left pocket** of your folder. Your **final drafts** must be **date stamped** and go into the **right pocket**, covered by the **Reflection**; finish with the **Scoring Sheet on top**. Thank you!

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* (I prefer *Verdana*), feature *one-inch margins* and *numbered pages*, and employ *MLA documentation*.

Make sure **your name**, the **course title and meeting time**, **instructor**, and **the date** all appear in the **UPPER LEFT CORNER** of the **first page** of the final draft, much as if it were the front page of 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: the quality and organization of your ideas, the clarity and conciseness of your writing, the appropriateness of your tone and format, the quality and effectiveness of your proofreading, and the level of adherence to the assignment guidelines.

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 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 DUE DATE.**

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.

Request for Special Needs or Accommodations

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. 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.

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, 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 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/public-report

Discrimination/Harassment Complaints

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by a person while at LBCC or wish to report any concern or complaint, please use this form: [Report Concerns / Complaints Form](#)
Any complaint about a student or a student complaint about the College, contact Lynne Cox, (541) 917-4806, coxly@linnbenton.edu, T-107B, Albany, OR 97321

Any complaint about an LBCC staff member, contact Scott Rolen, (541) 917-4425, rolens@linnbenton.edu, CC-108, Albany, OR 97321

Basic Needs Statement

Any student who has difficulty affording groceries, or who lacks a safe and stable place to live, is urged to contact the Student Resource Navigator in the **Single Stop Office (T-112)**: Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources.

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

WEEK ONE: April 3 - 5**Class Activities:**

Wednesday: Discussion of course description and class calendar, what argument is *NOT*, the basic rule of CITATION, and avoiding PLAGIARISM (in *Seagull*, pages 107–118). Selection of members for your writing/peer review groups; please **exchange names** and **email addresses** before the end of class today. ***Plagiarism QUIZ*** is homework, due on Friday.

Friday: Work in your writing group to learn the definitions in the vocabulary handout. The **VOCABULARY QUIZ** will be homework, due next Monday.

Writing Assignment:

Draft a **five-paragraph explanation** of what you like about your writing **and** what you want to accomplish in this course. The paper is due **next Monday**, first of class.

WEEK TWO: April 8 - 12

FIVE-PARAGRAPH EXPLANATION and *VOCABULARY QUIZ* due Monday

Class Activities:

Monday and Wednesday: Discussion comparing **Traditional** argument to **Rogerian** argument, according to the handouts. Discussion of the essential parts of an argument as presented in the **Toulmin** model. Discussion of the types of **CLAIMS**: *FACT, DEFINITION, CAUSE, VALUE*, and *POLICY*; discussion of the specific types of **LOGICAL PROOFS**; discussion of the **FALLACIES**; locating the formats for proper **MLA DOCUMENTATION** (in *Seagull*, pages 119 – 169). **RESEARCH WORKSHOP this Friday.**

WEEK THREE: April 15 - 19**Writing Assignments/ Class Activities:**

All week: Class time for planning/preparing **Argument#1, two (2) pages minimum**, 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). As no topics are forbidden, the only considerations are "Am I truly interested in this topic?" and "Can I locate an adequate number of reliable and academically acceptable sources to back me up?"

If you can answer those two questions in the affirmative, pursue the topic!

Next Monday: Peer Reviews of Argument #1; Discussion and Feedback. The Final Draft of **Argument#1 is due next Wednesday.**

WEEK FOUR: April 22 - 26

Writing Assignments/ Class Activities:

Monday: Peer Reviews of Argument #1; Discussion and Feedback.

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

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

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

Friday: A review of Rogerian argumentation and discussion of how that affects research. Class time for planning/preparing **Argument #2, four (4) pages minimum**, to be written in **Rogerian style**. Prepare an argument you have been thinking of, or go to Opposing Viewpoints and select a second issue to argue (for **or** against).

WEEK FIVE: April 29 - May 3

Writing Assignments/ Class Activities:

Monday and Wednesday: Continue researching and writing Argument#2.

Friday: Peer Reviews of Argument #2; Discussion and Feedback.

The Final Draft of **Argument#2 is due next Monday**.

WEEK SIX: May 6 - 10

Writing Assignments/ Class Activities:

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

Second Reflection: Write an evaluation dissecting your work and addressing the comments made in the peer reviews. *Discuss the challenges you encountered when employing Rogerian style, vs. Traditional style.*

Wednesday and Friday: Class time for planning/preparing **Argument#3, six (6) pages minimum**, 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 Friday**.

WEEK SEVEN: May 13 - 17

Writing Assignments/ Class Activities:

Wednesday: Continue work on Argument #3.

Friday: Peer Review of Argument#3; Discussion and Feedback.

The Final Draft of **Argument#3 is due next Monday**, end of class, with your Reflection.

WEEK EIGHT: May 20 – 24

Argument #3 DUE MONDAY

Writing Assignments/ Class Activities:

Monday: Submit Argument#3 at the end of class, with your reflection.

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

Wednesday and Friday: Preparation for the **Final Paper:** Class time for researching/organizing **Argument#4, eight (8) pages minimum**, 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).

WEEK NINE: May 29 and 31 (No class Monday: MEMORIAL DAY)

Writing Assignments/ Class Activities:

Wednesday and Friday: Continued preparation of Argument #4;

Peer Reviews will be *next* Wednesday;

Final Draft of **Argument #4 is due next Friday.**

WEEK TEN: June 3 - 7

Writing Assignments/ Class Activities:

Monday: Continue prep of Argument #4;

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

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

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

FINALS WEEK: June 12

Class meets on Wednesday, June 12, in MKH-201, regular time.

Your final arguments will be returned, and grades will be distributed.

Please be prepared to share your suggestions for improving the course!