**Writing 122Z: Composition II**

Instructor: David Bockoven Fall 2023

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Office Hours: Tu/Th 9-9:50 RCH-203/Zoom Tu/Th 1-2:50

(For a schedule-only version of the syllabus, click [this link](https://docs.google.com/document/d/1qQC5Nx41lsgathkQynJwBQ2qvy8vVk-7e5md4ZusYKI/edit?usp=sharingY06dFW9xk4748Fua68S4x7Hj63hoW2eTM/edit?usp=sharingusp=sharing))

 WR 122Z builds on concepts and processes emphasized in WR 121Z: engaging with inquiry, research, and argumentation in support of students’ development as writers. In this class, “argument” refers to a thoughtful process of inquiry, negotiation, and persuasion rather than combative, confrontational discourse. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions. Class operates on the model of active learning—exercising one's critical reading skills and asking independent questions. The basic writing requirement for the course is 3500-4000 words (about 12 pages) of revised, final draft copy each term or an appropriate multimodal analog for this amount of text.

A major component of the class will be focused on improving students’ ability to engage in 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 readings are available as scanned PDFs through our class Moodle website and links on the syllabus (I also have some print copies that I bring to class to work with there).

**Course Outcome Goals**

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

1. Apply rhetorical concepts to achieve writing goals within a given discourse community. (Using critical thinking and reading strategies will help students better understand rhetorical concepts.)
2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources.
3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses.
4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection.
5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.

To meet these outcome goals, students will practice writing thoughtful analytical and expository prose and 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](https://docs.google.com/document/d/1LkFMOJ_TmSuWJF1bNM7C1lOzfC9OjI0kB4WSNyEYpxg/edit?usp=sharing) of handouts

 Readings (scanned PDFs) available for download from Moodle and links below

 Also strongly recommended: portable dictionary

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

20% [Essay #1](https://docs.google.com/document/d/1V5K75ZHtDX8T-zrq97txEKuXi9TnjbAECxB3jVOXXNY/edit?usp=sharing) (5-7 pages) 100 points

20% [Essay #2](https://docs.google.com/document/d/19onNUtw1FDlC-76Gh_k7s5Vlb6ap8im_FvvFRJU84xQ/edit?usp=sharing) (5-7 pages) 100 points

28% Homework / Peer Reviews 140 points

32% Participation 160 points (In-Person Meetings and Daily Writings)

500 Total Points Possible (See [Assignment Log](https://docs.google.com/document/d/1DD2mYJFfbeB5WoPdwpl3t2cyU9qpOsu3iHZmEsllUpQ/edit?usp=sharingC07N4Lx6h61mVXDw5bPx9wGR1jNl14erOA/edit?usp=sharing) for a list of all assignments)

 **Policies and Procedures**

 In-Person Class Format: Before the COVID pandemic, this was the main way that I used to conduct a class. Then the pandemic hit, and I had (and you probably did too) to adapt to a variety of different class “modalities.” I’ve been back in a physical classroom for a year now, but I am still relearning how to run a class this way. Please share any suggestion you may have on how to make the best use of class time.

In-person classes will focus primarily on discussion of class readings and preparing up-coming writing assignments. I rarely adopt a pure lecture format for my writing classes. A fairly typical pattern for these meetings will be doing [the in-class writing assignment](https://docs.google.com/document/d/1S_oc6qwKn5KaCFUFC9GhjHgdyWNok4GH7csQ1TxHjuE/edit?usp=sharing9M5_33XaOGsYmBEFOCIxTcUbJU/edit?usp=sharinghYoo8/edit?usp=sharingdcM3vbsxB39M5_33XaOGsYmBEFOCIxTcUbJU/edit?usp=sharing) and then meeting as a whole class for general discussion or questions. Then I will form students into random groups. Typically, students will have about 15-20 minutes to generate content for the shared class [“TQE”](https://www.cultofpedagogy.com/tqe-method/) document to help guide subsequent class discussion on the assigned reading and/or to discuss their upcoming writing assignments. Then, we reconvene as a whole class to conduct a class-wide discussion. We may also do a read-along/think-along activity that I will introduce during class. I plan to post provisional agendas for class meetings each week through the Moodle Announcements forum before Monday.

Just coming to class earns 4 points a week of participation points (2 per class). You have to attend at least half of the class to be eligible to earn these points. (If you come in late or are not able to stay until the end of the class, check with me later to make sure that I recorded your presence.) I give partial credit if you let me know about an absence (you don’t have to provide a reason) up to four absences.

To be successful in a college class, students must take an active and responsible role in their own learning. It takes discipline to keep current with the class. Please don’t hesitate to contact me if obstacles prevent your full participation in the course. I may be able to help you prioritize which assignments to focus on.

Office Hours: I will be holding in-person and online virtual office hours Tuesdays and Thursdays 9-9:50. In-person office hours are held in my office, RCH203, but I should also be logged into the Zoom meeting that I use for office hours during that time if you can’t get to the physical office.

**To Join Zoom Meeting for office hours**

<https://lanecc.zoom.us/j/98334887450>

 or

Meeting ID: 983 3488 7450

My Zoom meeting for office hours is set up in a way that I will only be letting in one student at a time. Hopefully, you will not need to wait too long (usually student attendance for office hours is rather sparse). I am also available by appointment if the scheduled office hours conflict with your schedule or if you want to reserve a specific time. Let me know if you’re interested (via email about 48 hours beforehand) so that we can arrange a meeting time. (I’m holding office hours at Lane Community College on Mondays and Wednesdays 10-11, and you could also use the same Zoom link for that time, too.)

 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, use MLA formatting conventions, and include your name, date, class name, essay description, and my name. (See [*Little Seagull* pages 158-60](https://drive.google.com/open?id=1ulD84G7vfDdDk2SFksYpSnuKeptX1hHs) -- 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](https://docs.google.com/document/d/1kyivHvtzIdyl3UR2Y7zsSvcAtjGazhvoia-GMz7uecQ/edit?usp=sharing). 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 set on “Anyone with the link.”

 Homework: The main homework assignments are [Rhetorical Analyses](https://docs.google.com/document/d/1ey4nCXwmakp3YEldeMqHXHSPCAN4Zm8IDuNsKi2l5Rw/edit?usp=sharing), which will require you to focus in an in-depth way on reading assignments. 2-4 times (depending on which assignment you do for the “Wildcard” one during Week Seven and the last one where there’s a self-reflective option) you will be asked to analyze the rhetorical dimensions of assigned reading (24 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](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharingzbnXm-XDHm_B8TdSAtg/edit?usp=sharing) (10 points per essay cycle) in special forums set aside for this purpose. You will be writing at least one formal [proposal](https://docs.google.com/document/d/1DzCoE7Yr0sGjtG--9IFxze4cM1OwXD1i_7cQPy2BNxE/edit?usp=sharing) (24 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](https://docs.google.com/document/d/1RVv5FBzSxEQM5GQBzqqrtth5T4OHy10YS-omC-kJy1k/edit?usp=sharing): When I read student essays, I look for a number of qualities including unity of purpose, specificity of detail, depth of analysis, 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](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/), you can use the Zoom video app for both drop-in and scheduled conferences. They also have an [Online Writing Lab](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/online-writing-lab.php), 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](http://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.

 Accommodation: LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources 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 Accessibility Resources, please visit their website at [www.linnbenton.edu/accessibilityresources](https://www.linnbenton.edu/student-services/accessibility/index.php) 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, Responsibilities, and Conduct](https://www.linnbenton.edu/about-lbcc/administration/policies/student-rights-responsibilities-and-conduct.php). 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)*;* please download linked PDF readings on your own.)

| Date | Reading Assignment | Writing Assignment  |
| --- | --- | --- |
| 9/25- 10/01 | [**Week One**](https://docs.google.com/document/d/1M17Xl9XnXjMm83XIzX_4AegEP77H_kjEyor4O_uWY1s/edit?usp=sharing)**: Rhetorical Analysis and Critical Reading/Thinking** |  |
| Tues. 9/26 | Syllabus; [Big Picture Stuff](https://docs.google.com/document/d/1PGxd6RTFDXUkMiF8D5archHpt-8lyRhy7hZI-9O85ew/edit?usp=sharing); “Analyzing an Argument” [LA Most of Chap 2 11-26, 33-44](https://drive.google.com/file/d/0B7ZDfh_6ZARRbWNKRnhUdWk1LUk/view?usp=sharing&resourcekey=0-53iJp3uzqkBkxu9_b5ipHw); [Rhetorical Analysis Assignment Description](https://docs.google.com/document/d/1ey4nCXwmakp3YEldeMqHXHSPCAN4Zm8IDuNsKi2l5Rw/edit?usp=sharing) | [In-Class Writing](https://docs.google.com/document/d/1mHWrDF6dcM3vbsxB39M5_33XaOGsYmBEFOCIxTcUbJU/edit?usp=sharing) (ICW) |
| Thurs. 9/28 | [*Ways of Reading* Introduction](https://drive.google.com/file/d/0B7ZDfh_6ZARRblJtanZMdUJNZU0/view?usp=sharing&resourcekey=0-PU3BoC79LKjfmFsuXyiEHA) | ICW |
| Sun. 10/01 | **11:59pm: Last Chance to Drop Class for** **Full Refund** |  |
| 10/02-10/08 | [**Week Two**](https://docs.google.com/document/d/1VR59oD91vYw39adXf05O1QHXb4TXtAZxt_hk-2mYXsI/edit?usp=sharing)**: Argument and the Writing Process** | [Rhetorical Analysis](https://docs.google.com/document/d/1ey4nCXwmakp3YEldeMqHXHSPCAN4Zm8IDuNsKi2l5Rw/edit?usp=sharing) #1 (due Sunday) |
| Tues. 10/03 | [“Writing Arguments”](https://drive.google.com/file/d/0B7ZDfh_6ZARRWHRQQ2hTbDgtN2s/view?usp=sharing&resourcekey=0-ndB1yOcUuUY9xWLjDLi5WA) (*LB Brief* Chap. 10); Stokes, [“No, You’re Not Entitled to Your Opinion”](https://drive.google.com/file/d/18m2DPF48Yg0obMKgDf3v4k9lNqkQ8bPF/view?usp=sharing) | ICW |
| Thurs. 10/05 | “Writing an Argument” [LA Chap 3 45-71](https://drive.google.com/file/d/0B7ZDfh_6ZARRNU4wRDdKblBJaTA/view?usp=sharing&resourcekey=0-RE3bDOGebiRnyBq8NFxYxA); “Writing Processes” ([*Seagull* 9-29, 158-60](https://drive.google.com/open?id=1ulD84G7vfDdDk2SFksYpSnuKeptX1hHs)) | ICW |
| 10/09-10/15 | [**Week Three**](https://docs.google.com/document/d/1TKfcRRUGObI7OUMCQP-G1UeBZR00aixmxeOqY07lQpQ/edit?usp=sharing)**: Types of Claims and Alternatives to Conventional Argument** | [Proposal](https://docs.google.com/document/d/1DzCoE7Yr0sGjtG--9IFxze4cM1OwXD1i_7cQPy2BNxE/edit?usp=sharing) for [Essay One](https://docs.google.com/document/d/1V5K75ZHtDX8T-zrq97txEKuXi9TnjbAECxB3jVOXXNY/edit?usp=sharing) (due Sunday) |
| Date | Reading Assignment | Writing Assignment  |
| Tues. 10/10 | “Constructing an Argument” [LA Chap 4 72-126](https://drive.google.com/file/d/0B7ZDfh_6ZARRWnZhckU5c2ktZ1k/view?usp=sharing&resourcekey=0-xFVAxhl_chsptwPIwcWJhA), 170-79  | ICW  |
| Thurs. 10/12 | Tannen, [“Argument Culture”](https://drive.google.com/file/d/0B7ZDfh_6ZARROEJkSWJaQXlUWlk/view?usp=sharing&resourcekey=0-syUpGAg1VpaiXfLgKCl_LQ); [“A Psychologist’s View: Rogerian Argument”](https://drive.google.com/file/d/0B7ZDfh_6ZARRS09PaHlUcjJkMDA/view?usp=sharing&resourcekey=0-cm1eUFrvu43By2bU_vntLw) | ICW |
| 10/16-10/22 | [**Week Four**](https://docs.google.com/document/d/1IW59rOV7NMx_VKm31bOl0yo89TPe1wuRHbd_JpoUvRw/edit?usp=sharing)**: Evidence**  |  |
| Tues. 10/17 | Schulz, [“Evidence”](https://drive.google.com/file/d/0B7ZDfh_6ZARRVGUtTUYzc3hRVWM/view?usp=sharing&resourcekey=0-xLnRTVa4FOBslpyMzYqjJg)  | ICW |
| Thurs. 10/19 | Schulz (cont.); Researching and Documenting an Argument [LA Chapters 5-6 127-169](https://drive.google.com/file/d/0B7ZDfh_6ZARRUmdjSmFHZEs3X2c/view?usp=sharing&resourcekey=0-pskuLNRwosDq2BmpPD5UXQ) (review) | ICW |
| 10/23-10/29 | [**Week Five**](https://docs.google.com/document/d/1k1SgdDTrQuKiL-6569-p63lUhwH5BoJl8QY-sf6twHQ/edit?usp=sharing)**: Experts vs. Consumers** |  |
| Tues. 10/24 | Percy, [“Loss of the Creature”](https://drive.google.com/file/d/0B7ZDfh_6ZARRbEpJQlMySks1VEU/view?usp=sharing&resourcekey=0-THtV7i9VHl3lPdjAfd_nVQ); [Peer Review Instructions](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharing) and [Grading Rubric](https://docs.google.com/document/d/1RVv5FBzSxEQM5GQBzqqrtth5T4OHy10YS-omC-kJy1k/edit?usp=sharing) | ICW |
| Thurs. 10/26 | Percy (cont.); “Revising an Argument” [LA Chap 7 180-185](https://drive.google.com/file/d/0B7ZDfh_6ZARRQ2RKQUpoeUtYa1U/view?usp=sharing&resourcekey=0-zBObuDXxEUFG6tacGijejw) | Essay 1.1 (5-7 pages) [Peer Review](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharingDHm_B8TdSAtg/edit?usp=sharing7ChemJU/edit?usp=sharingi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharing); ICW |
| 10/30-11/05 | [**Week Six**](https://docs.google.com/document/d/1Ai_2pSTvF8aZvDL-K6bjs9OGyqYgpe-XNPOMdaJi80c/edit?usp=sharing)**: Scientific Habits of Mind** | [Rhetorical Analysis](https://docs.google.com/document/d/1ey4nCXwmakp3YEldeMqHXHSPCAN4Zm8IDuNsKi2l5Rw/edit?usp=sharing) #2; Essay 1.2 (5-7 pages). Both Due Sunday. |
| Tues. 10/31 | Steinkuehler and Duncan, [“Scientific Habits of Mind in Virtual Worlds”](https://drive.google.com/file/d/1-z97aiGl08pOJqdeTanuHACU6EDsdx5_/view?usp=sharing) | ICW |
| Thurs. 11/02 | Steinkuehler and Duncan (cont.) | ICW |
| 11/06-11/12 | [**Week Seven**](https://docs.google.com/document/d/1Q6IQfAOBja0D3fiVQAmJOcYrf6IufAnzPHAXCWhR2aQ/edit?usp=sharing)**: Games** | “Wild Card” shorter piece ([Rhetorical Analysis](https://docs.google.com/document/d/1ey4nCXwmakp3YEldeMqHXHSPCAN4Zm8IDuNsKi2l5Rw/edit?usp=sharing) or [Essay Proposal](https://docs.google.com/document/d/1DzCoE7Yr0sGjtG--9IFxze4cM1OwXD1i_7cQPy2BNxE/edit?usp=sharing) for [Essay 2](https://docs.google.com/document/d/19onNUtw1FDlC-76Gh_k7s5Vlb6ap8im_FvvFRJU84xQ/edit?usp=sharing)). |
| Tues. 11/07 | McGonigal, [“Becoming Part of Something Bigger Than Ourselves”](https://drive.google.com/open?id=1Mt081WQh-N-5A2g1aAB8wJGVGkTty_So) | ICW |
| Thurs. 11/09 | McGonigal (cont.) | ICW |
| Date | Reading Assignment | Writing Assignment  |
| 11/13- 11/19 | [**Week Eight**](https://docs.google.com/document/d/1bQlbH-BTxg5x1CHtFN8d-VPcsV5I2o7LP_O-Fl_hc0w/edit?usp=sharing)**: Visual Argument** |   |
| Tues. 11/14 | “Analyze a Visual Argument” [LA 26-32](https://drive.google.com/file/d/0B7ZDfh_6ZARRZjVIRTYxdjY3ZkE/view?usp=sharing&resourcekey=0-xLlncgDYF6TCzUtl0LohWw); Bechdel, [“Ordinary Devoted Mother”](https://drive.google.com/file/d/0B7ZDfh_6ZARRMlVQU2FsM0VibDQ/view?usp=sharing&resourcekey=0-i2WrVMYEOwkKH4U9xmBAGA) | ICW |
| Thurs. 11/16 | Bechdel (cont.) | ICW |
| 11/20-11/26 | [**Week Nine**](https://docs.google.com/document/d/1UWkmxjlkV9bB-BuyKQG--CFBLRFPkbGiezgmNq-hdJE/edit?usp=sharing)**: Pain Scale** |  |
| Tues. 11/21 | Biss, [“The Pain Scale”](https://drive.google.com/file/d/0B7ZDfh_6ZARRWHZmWS1JUnpJWWc/view?usp=sharing&resourcekey=0-BjnMIGZPHyrnf0GupyQaDw) | ICW |
| Thurs.11/23 | **Thanksgiving (no classes held)** |  |
| 11/27-12/03 | [**Week Ten**](https://docs.google.com/document/d/1UhSFsuzRyzV6OzOuolO5WNpZPueuUmVt4cl3i8bjBCY/edit?usp=sharing)**: Is It an Argument?** |  |
| Tues. 11/28 | No assigned reading; see weekly overview document for directions | Essay 2.1 [Peer Review](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharingTNHpC3azbnXm-XDHm_B8TdSAtg/edit?usp=sharing7ChemJU/edit?usp=sharingikQV0j6lVRIEfE7ChemJU/edit?usp=sharing); ICW |
| Thurs. 11/30 | Course retrospective | ICW |
| 12/04- 12/06 | **Finals Week (no in-person meetings; optional Zoom conferences)** | Final [Rhetorical Analysis](https://docs.google.com/document/d/1ey4nCXwmakp3YEldeMqHXHSPCAN4Zm8IDuNsKi2l5Rw/edit?usp=sharing) (Here’s a [Self-Reflective option](https://docs.google.com/document/d/1HpCcn2lBtib9JkZAKpislJRvWBxs6r5Y882E5N_nims/edit?usp=sharing)); Essay 2.2 (5-7 pages). |

Turn in all final revisions as an e-mail attachment or by Moodle submission by Dec. 7th (Thursday of Finals Week)

**Course documents are available on Moodle Website** WR122Z-20230228408 - COMPOSITION II