

## Writing 122: English Composition—Argumentation

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Online Office Hours: Th 12-1 (via Zoom)  
(For a schedule-only version of the syllabus, click [this link](#))

Summer 2021  
CRN 16377 (4 credits)  
Meets Virtually Mode  
Th 10-11:50 (Zoom)

Writing 122 focuses on the analysis and construction of argumentative texts. It expands academic research methods begun in WR 121. Requires 3500-4000 words (about 12 pages) of revised, final draft copy each term or an appropriate multimodal analog for this amount of text. 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 “meets virtually mode,” meaning that half the course is “asynchronous” and conducted through the course Moodle shell (schedule for that is more flexible) while the other half is in “real time” conducted through the Zoom video conferencing tool. For the “asynchronous” portion of the class, weekly written contributions to discussion forums are required. Class readings are available as scanned PDFs 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. Demonstrate awareness of audience, purpose, and genre in reading and writing. (Using critical thinking and reading strategies to understand the rhetorical dimensions of a piece of writing.)
2. Analyze (using critical thinking) and compose a variety of argumentative texts.
3. Use appropriate argumentative elements and strategies in written texts, such as persuasive appeals, counterarguments, and Toulmin and Rogerian methods.
4. Practice foundational and advanced research methods by finding, evaluating, incorporating, and citing appropriate sources.
5. Write in clear, effective language.

To meet these outcome goals, students will practice writing thoughtful 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*, 2<sup>nd</sup> ed., Faigley and Selzer (pdf links are available below)  
*The Little Seagull Handbook*, 3<sup>rd</sup> ed., Bullock, et al. (pdfs available below)

[Course Packet](#) of handouts

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

28% Homework / Peer Reviews 140 points

32% Participation 160 points (Moodle Forums and Zoom Meetings)

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

## Policies and Procedures

Meets Virtually Class Format: Meets Virtually class format means that half the class time (or 110 min./week) is conducted in an “asynchronous” way--primarily through discussion forums on Moodle that allow some time flexibility during each week. The other half of the class (again, 110 min./week) is meant to be in “real time”--conducted primarily through the Zoom video conferencing app. Our Zoom meetings will happen on Thursday each week at the time as indicated by the Schedule of Classes (10:00-11:50).

**To Join Zoom Meeting for class Thursdays 10-11:50**

<https://lanecc.zoom.us/j/5109521732?pwd=ZoNTNGp3SlZoZo9rZVJ6Ymo5cDRSQTo9>  
or

Meeting ID: 510 952 1732

Passcode: WR122

Zoom sessions will focus primarily on discussion of class readings and up-coming writing assignments. Your involvement in Zoom meetings will be more active than passive, so you may be asked to unmute yourself to communicate orally, use the chat feature, etc. I would encourage you to use a video interface (situate yourself in a space where you feel comfortable having your camera show your image or create a virtual backdrop), but this is not required. Zoom sessions will NOT just be me talking. (Even in a conventional face-to-face class, I rarely adopt a pure lecture format for my writing classes.) A fairly typical pattern for these meetings will be that we first meet as a whole class for general discussion or questions. Then I will form students into random groups using the Breakout Room feature. Typically, students will have about 15 minutes to generate content for the shared class “[TOE](#)” 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. (If you have ideas on how best

to use our time together, please share those ideas with me.) I plan to post provisional agendas for the Zoom meetings each week through the Moodle Announcements forum by Monday. This portion of the class is worth 5 points a week of participation points. You have to attend at least half of the Zoom meeting to be eligible to earn these points. (Zoom generates a report of users.)

For the asynchronous, purely online portion of class time, an important feature of the class will be participation in the weekly online Forum post (located on the class Moodle site). 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, 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. (You can earn up to one extra credit point a week by posting to the discussion forum early--by the end of the day Wednesday. This does NOT apply to the Personal Introduction Forum on Week One.) Please don’t hesitate to contact me if obstacles prevent your full participation in the course.

Office Hours: I will be holding online virtual office hours Thursdays 12-1, meaning that I should be logged into the Zoom meeting that I use for office hours during that time.

**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 different from the one I use for class in 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 so that we can arrange a meeting time.

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](#) -- 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 set 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. 3-4 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 (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](#) (10 points per essay cycle) in special forums set aside for this purpose. You will be writing at least one formal [proposal](#) (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:** 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](mailto: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 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, Responsibilities, and Conduct](#). 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.)

<b>Date</b>	<b>Reading Assignment</b>	<b>Writing Assignment</b>
6/28-7/04	<p><b><u>Week One: Rhetorical Analysis and Critical Reading/Thinking</u></b>            Syllabus; <a href="#">Big Picture Stuff</a>; <a href="#">Ways of Reading Introduction</a>; "Analyzing an Argument" <a href="#">LA Most of Chap 2 11-26, 33-44</a>; <a href="#">Rhetorical Analysis Assignment Description</a></p> <p><b>Note: Independence Day is Sun this week.</b></p>	<p><a href="#">Personal Intro Forum</a>;            Content-Based <a href="#">Discussion Forum</a></p>

Date	Reading Assignment	Writing Assignment
7/05-7/11	<b><u>Week Two: Argument and the Writing Process</u></b> <a href="#">“Writing Arguments”</a> ( <i>LB Brief</i> Chap. 10); <a href="#">“Writing an Argument” LA Chap 3 45-71</a> ; <a href="#">“Writing Processes” (<i>Seagull</i> 9-29, 158-60)</a> ; Stokes, <a href="#">“No, You’re Not Entitled to Your Opinion”</a>	<a href="#">Rhetorical Analysis #1</a> ; Discussion Forum
7/12-7/18	<b><u>Week Three: Types of Argument</u></b> <a href="#">“Constructing an Argument” LA Chap 4 72-126, 170-79</a> ; <a href="#">“A Psychologist’s View: Rogerian Argument”</a> ; <a href="#">“Notes on Warrant”</a> (Packet); <a href="#">“American Value Systems”</a>	<a href="#">Proposal</a> for <a href="#">Essay One</a> ; Discussion Forum
7/19-7/25	<b><u>Week Four: An Argument “Culture”?</u></b> Tannen <a href="#">“Argument Culture”</a> ; Researching and Documenting an Argument <a href="#">LA Chapters 5-6 127-169</a> ; <a href="#">Peer Review Instructions</a> and <a href="#">Grading Rubric</a>	Submit Essay 1.1 to Forum for next week’s Peer Review; Discussion Forum
7/26-8/01	<b><u>Week Five: Slow Ideas</u></b> Gawande, <a href="#">“Slow Ideas”</a> ; <a href="#">“Revising an Argument” LA Chap 7 180-185</a>	Essay 1.1 (4-6 pages) <a href="#">Peer Review</a> . Discussion Forum
8/02-8/08	<b><u>Week Six: Scientific Habits of Mind</u></b> Steinkuehler and Duncan, <a href="#">“Scientific Habits of Mind in Virtual Worlds”</a>	<a href="#">Rhetorical Analysis #2</a> ; Essay 1.2 (4-6 pages) Due. Discussion Forum
8/09-8/15	<b><u>Week Seven: Games</u></b> McGonigal, <a href="#">“Becoming Part of Something Bigger Than Ourselves”</a>	“Wild Card” shorter piece ( <a href="#">Rhetorical Analysis</a> or <a href="#">Essay Proposal</a> for <a href="#">Essay 2</a> ). Discussion Forum

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
8/16- 8/22	<b><u>Week Eight: Visual Argument</u></b> “Analyze a Visual Argument” <a href="#">LA 26-32</a> ; Bechdel, <a href="#">“Ordinary Devoted Mother”</a>	Submit Essay 2.1 to Forum for next week’s Peer Review. Discussion Forum
8/23- 8/29	<b><u>Week Nine: Pain Scale</u></b> Biss <a href="#">“The Pain Scale”</a>	Essay 2.1 <a href="#">Peer Review</a> . Discussion Forum
8/30- 9/04	<b><u>Week Ten: Experts vs. Consumers</u></b> Percy, <a href="#">“Loss of the Creature”</a> <b>Note: Memorial Day is Mon. 5/31 this year.</b>	Final <a href="#">Rhetorical Analysis</a> (Here’s a <a href="#">Self-Reflective option</a> ); Essay 2.2 (4-6 pages) Due. Discussion Forum.

Turn in all final revisions as an e-mail attachment or by Moodle submission by Sept. 5<sup>th</sup> (Sunday of Week 10) (Note: this is Labor Day Weekend, so if you are planning to be away from your computer and Internet network, you will need to submit your work before you leave.)

**Course documents are available on Moodle Website**

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