

Instructor: John Campbell
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Websites:

The course will be delivered on Canvas. A variety of instructional materials, including lectures, texts, and handouts, will be posted there, as well as discussion threads for your regular participation. There will not be class Zoom meetings, but I'm happy to schedule individual Zoom office hour meetings with you.

Additional website to consult on specific language-level or documentation issues:
<http://owl.english.purdue.edu/owl/>

Course Premises:

By emphasizing argumentation supported by critical thinking and research, this course will prepare you to meet the expectations of sophisticated readers while exercising your individual priorities, passions, and approaches. We will explore ways in which critical thinking, research skills, rhetorical strategies, and language-level effectiveness will enable you to become more empowered students and citizens.

In this course, your authority begins with the "I" but never ends with it. The "I" is the sum of your experience so far in the world, including your educational, cultural, and personal histories, and as such constitutes strong authority with which to begin the argumentative process. And yet, as a college student, your intellectual development must embrace significantly more than your own individual world. Writing is a bridge between private impulse and public concern. Argumentation charts new destinations in the journey towards self-discovery and social awareness. Research support provides the means to carry your ideas to these new destinations.

Course Outcomes:

Upon successful completion of this course, students will be able to:

Analyze the rhetorical needs of their audience in relationship to the assignment for college-level persuasive writing assignments.

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.

Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, counter-argument, conclusion, etc.) in their written assignments.

Use appropriate argumentative elements and strategies in written texts, such as persuasive appeals, claim/support/warrant structures, and counterargument/refutation methods.

Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level analysis and argument assignments.

Write in clear, effective language.

Specific Skills Involved

1. Analyze rhetorical needs (audience, purpose and subject).
2. Apply critical thinking strategies in your written assignments, with a focus on factual, analytical, and evaluative writing.
3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, presentation and refutation of counterarguments, narration, comparison, conclusion, etc.) in your written assignments.
4. Use databases, the internet, and print sources to locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.
5. Craft sentences and paragraphs that communicate your ideas clearly and effectively using vocabulary, sentence patterns, and writing conventions at a college level to make your writing clear, credible, and persuasive.
6. Produce MLA documentation, including in-text citation and annotated bibliographies.

Course Requirements and Grading:

Your final grade for WR 122 (100 points possible) will be composed of two essay grades plus a participation grade that will encompass various activities. For each graded essay, you'll receive a detailed assignment sheet and a list of grading criteria.

1) Essay 1: Documentation of Problem 6 pp. **30 pts. possible**

2) Essay 2: Solution Proposal Argument 6 pp. **30 pts. possible**

3) Participation: Discussion postings and drafts **40 pts. possible**

You will be given credit for ongoing online activities such as brainstorming, posting topics, posting thesis statements, critical discussions, and written responses to readings. There will be a total of 40 credits possible here.

All assignments should be double-spaced, 12 point Times font, standard margins, and MLA format.

Points will be totaled at the end of term and converted to a letter grade. LBCC does not grade with plus or minuses.

100—90 = A 89—80 = B 79—70 = C 69—60 = D 59 and below = F

Course Policies

~Regular online participation is mandatory. You will be given weekly participation credit toward your grade.

~Assignments that do not meet length requirements will lose points depending on how far under the requirement they fall. (On essays, two points loss per half-page.) Length requirements are measured in full pages.

~ Unexcused late assignments will lose points depending on how late they are turned in. (Two points loss per 24 hrs. late for essays.) Discussion board posts must be submitted on time for participation credit.

~ Any extended deadline depends on you offering me timely notice of extraordinary circumstances, via campus e-mail, or, if necessary, via my cell phone. Extraordinary circumstances means: serious health issues, real family emergencies, or other crucial circumstances. Timely notice is important—don't wait until the next class to contact me.

THE LBCC WRITING CENTER is a great resource to help you succeed in this class.

Visit the Writing Center online at www.linnbenton.edu/writing-center

Here's a video to acquaint you with the Writing Center's services:

<https://www.youtube.com/watch?v=fp4K9lLkej0>

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:

<https://www.linnbenton.edu/about-lbcc/administration/policies/equal-opportunity.php>

Disability Accommodations:

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

<https://www.linnbenton.edu/student-services/accessibility/index.php>

or call 541-917-4789.

Plagiarism Policy: I take academic honesty very seriously. I will define and give examples of plagiarism in lecture. I'll also offer you concrete techniques you can use to protect yourself against plagiarism. It is your responsibility to understand what plagiarism is and how to avoid it. Blatant plagiarism earns an F for the assignment. Repeated plagiarism will earn an F in the course.

Please note that there is no Final Exam in this class.