# **WR 122: Argument**

**Winter 2023: Chinook Hall, Wednesdays 9:30-11:20, Room 202**

## THE PURPOSE OF THIS SYLLABUS

Welcome to Writing 122! This syllabus contains all the vital information about this course—what you’ll be learning, what will be expected of you, and what you can expect from me. In short, it states what is required of both of us during the term. This is a valuable document, so please refer to it often. **The better you know the syllabus, the better the chance that you’ll do well in the course!**

## INSTRUCTOR INFORMATION

* Name: Matt Usner
* Email: matt.usner@linnbenton.edu
* Phone: (971) 208-7175 (call or text)
* Virtual Office Hours: I’m happy to schedule an in-person or Zoom meeting with you at any point if you have questions or concerns; call, text, or email me to set up a time.

## CLASS MEETING INFORMATION

Our class is a hybrid section, which means half of our course content is delivered in the classroom, and the other half is delivered online. **We will meet each Wednesday of the term at Chinook Hall in room 202 from 9:30 AM to 11:20 PM.**

## COURSE DESCRIPTION AND PREREQUISITE

WR 122: Argumentation “Emphasizes the logical means of supporting claims in argumentative essays, thesis statements, and reasoning. Includes logic, style, and research. Prerequisite: WR 121 English Composition or equivalent with a grade of ‘C’ or better. ”

## COURSE OVERVIEW

The focus of our coursework will be *argument*--by which I mean a process of inquiry driven by *reason*. This course is grounded in the premise that argument is everywhere—at school, at home, in the workplace, in our communities, and in the world at large. Argument is used to try to persuade us of all kinds of things, such as voting for someone, or buying something, or believing something. In this class, we’ll aim to understand, analyze, and construct different types of arguments. Along the way, I hope you’ll reflect on some of your existing ideas and beliefs--and be nudged to consider new perspectives. My goal is to make this class a productive space that promotes viewpoint diversity and stimulates thoughtful, informed discussion.

## STUDENT LEARNING OUTCOMES

Students who complete this course will be able to:

* Demonstrate awareness of audience, purpose, and genre in reading and writing.
* Analyze and compose a variety of argumentative texts.
* Use appropriate argumentative elements and strategies in written texts, such as persuasive appeals, counterarguments, and Toulmin and Rogerian methods.
* Practice foundational and advanced research methods by finding, evaluating, incorporating, and citing appropriate sources.
* Write in clear, effective language.

## REQUIRED COURSE MATERIALS

* Access to the online textbook *How Arguments Work* by Anna Mills. The book can be accessed online [here](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/Book%3A_How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_%28Mills%29), but I’ll also be posting links to our readings from it on Moodle.
* Access to Google Docs and Drive. Google Docs is a free text editing program included with [Google Drive](https://docs.google.com/a/mail.linnbenton.edu), a free, cloud-based file storage system that you can access from your school email. From your LBCC email inbox, click on the “Google Apps” tile icon at the top right corner and choose “Drive.” Let me know if you need help.
* Notebook paper for in-class writings.

## ONLINE LEARNING WITH MOODLE

Because this is a hybrid course, there is a significant online component that you will be responsible for. All online content will be posted on our class Moodle site, and this is also where you will be submitting your assignments. Online content will be organized into weekly sections. **Each upcoming section will be made available at the start of our class sessions on Wednesdays at 9:30 AM.** So for example, the Week 2 materials will be available starting at 9:30 AM on Wednesday of Week 1. I always encourage you to start your weekly work as early as you can, but be aware that this isn’t a self-paced course where you can work ahead and finish the term early. If you are new to Moodle and need assistance, please contact the [Student Help Desk](https://www.linnbenton.edu/student-services/library-tutoring-testing/library/help-desk.php#:~:text=The%20Student%20Help%20Desk%20is,%3A%20(541)%20704%2D7001) at 541-917-4630 or student.helpdesk@linnbenton.edu.

Online learning requires a high level of independence and self-motivation. You give yourself the best chance to do well by being proactive: logging-in to our course site frequently, reading online instructions carefully, paying close attention to the course calendar, and contacting me well ahead of time when you have questions, not a few hours before an assignment is due.

## COMMUNICATING WITH ME

Aside from our weekly class meetings, my main communication tool with you is **email** so it’s **essential that you check** [**your LBCC account**](http://www.linnbenton.edu/roadrunner-mail) **at least once daily.** In addition to having useful reminders for upcoming tasks, my emails will also often provide valuable course content that complements the current assignment we are working on. **Checking email frequently and reading my messages carefully is your best way to stay current in the class!** I have a 24-hour turnaround when replying to emails Monday through Friday, although I typically reply much sooner than that. On weekends, I typically do not check email. When you have questions about an assignment, do not until a few hours before it is due to email me. Instead, be working on the course content early, and allow yourself time for questions--and time for me to answer those questions. I’m also happy to videoconference with you; just email me to schedule a time.

## ASSIGNMENTS

1. **4 Major Assignments**:
* 2 Argument Analyses: An argument analysis focuses on the specific methods that the author of a text uses to achieve their purpose--or not achieve, as the case may be. In this type of analysis, you are making an argument about how effective the writer’s use of language and argumentative techniques are.
* Annotated Bibliography: This assignment will require you to gather a collection of sources that present various perspectives on the debate you will be taking a stance on in your Researched Argument.
* Researched Argument: The longest and most complex of the major assignments, the researched argument will require you to present an argument on a debatable issue.
1. **4 Minor Assignments**:I call these assignments “minor” to distinguish them from the “major” assignments, but that’s not to say that they are not important. They will be a bit less rigorous than the major assignments, but they are designed to reinforce key skills needed for the major writing assignments.
2. **8 Reading Responses:** These will be fairly short, informal responses to some of our reading assignments. Think of these responses as opportunities to engage meaningfully with our readings--to identify key ideas, to pose questions, to make connections to our other writing assignments.

In addition to the assignments outlined above, **your active participation is also required during our weekly class sessions each Wednesday from 9:30-11:20**. By “active participation” I mean that you are contributing to class discussions and activities.

## GRADING AND REVISION POLICY

My experience teaching college writing has shown me that most students concern themselves more with writing for a grade than with writing to learn the practices and mindsets that writers use to communicate effectively. Dr. Asao Inoue of Arizona State University sums up this idea nicely:

*[U]sing conventional grading systems to compute course grades often leads us to think more about our grade than about our writing, to worry more about pleasing a teacher or fooling one than about figuring out what we really want to learn, or how we want to communicate something to someone for some purpose. Additionally, conventional grading may cause us to be reluctant to take risks with our writing or ideas. It doesn't allow writers to fail at writing, which many suggest is a primary way in which people learn from their practices.*

For the reasons outlined above, I use a grading system that clearly spells out what work is required to attain a final course grade. **The higher the grade, the more work that is required. In other words, if you want an A as your final grade, it will require more work than if you want a B.** When it comes to improving your writing, my firm belief is that “more is better.”

Instead of assigning letter grades or points or percentages for your assignments, I will give them one of three marks:

* **Complete**: this means that you submitted your assignment on time, and it meets all of the standards spelled out in the instructions. (This is good!)
* **Incomplete**: this means that you submitted your assignment on time, but it needs to be revised in order to be considered complete. (This is ok because I’ll give you feedback to help you revise!)
* **Not Completed**: this means that you did not submit your assignment by the due date, and no credit or makeup will be given. (This is a missed opportunity that can’t be made up, but depending on the final course grade you’re pursuing, it may not have a negative impact. See the grading table below for details.)

**As long as you submit your assignments on time, most of them can be revised within one week after I give feedback on them. You can revise as often as you wish until Week 11** (see calendar below for specific date). This means that you may be submitting assignments multiple times until they are marked complete. That’s ok; writing is a process that needs to be practiced often! Be aware, however, that **if a revision is not completed within a week of my giving you feedback, the option to revise will then be forfeited, and the assignment will be permanently marked “incomplete.”**

**An important note: Not completing an assignment by its due date means that no credit or revision option will be given**. Missing a due date means that you forfeit the opportunity to complete that assignment. Thus, it’s always in your best interest to submit an attempt--no matter how basic--by the due date.

Even though your assignments won’t be receiving traditional letter grades or points, you will be receiving lots of feedback from me. You will know how well you’re doing in the course based on my feedback and on the number of assignments you have successfully completed compared to how many you need to complete to earn the grade you desire.

**The table below spells out the requirements needed to earn a final grade of A, B, and C. Study it carefully!** (I suggest you copy [this completion checklist](https://docs.google.com/document/d/19Cyh5_MCEABm3sFV7QaNiycDdTjnYO4LR4nsYx3b_ao/copy) to keep track of your progress.)

|  | **To earn an A you must…** | **To earn a B you must…** | **To earn a C you must…** |
| --- | --- | --- | --- |
| **Major Assignments** | Earn a “complete” on:**• 2** Argument Analyses **• 1** Annotated Bibliography**• 1** Researched Argument | Earn a “complete” on:**• 1** Argument Analysis **• 1** Annotated Bibliography**• 1** Researched Argument | Earn a “complete” on:**• 1** Argument Analysis **• 1** Annotated Bibliography**• 1** Researched Argument |
| **Minor Assignments** | Earn a “complete” on **4 out of 4** minor assignments. | Earn a “complete” on **4 out of 4** minor assignments. | Earn a “complete” on **3 out of 4** minor assignments. |
| **Reading Responses** | Earn a “complete” on **8 out of 8** responses. | Earn a “complete” on **7 out of 8** responses. | Earn a “complete” on **6 out of 8** responses. |
| **Class Attendance** | Be an active participant in **9 out of 10 classes**. | Be an active participant in **8 out of 10 classes**. | Be an active participant in **7 out of 10 classes**. |

For grades of D or F, I will determine which is most appropriate based on how close you are to earning a grade of C.

## IMPORTANT COURSE POLICIES AND CAMPUS RESOURCES

* **No-Show Policy:** Students may be **dropped from the class** if they do not attend the first class or fail to complete all of the first week’s assignments on time.
* **Electronics Policy:** You are welcome to use laptops/tablets in class to read course materials and take notes, but please close any tabs/apps not related to our learning. If you have your phone out, please keep it facedown so it does not continually steal your attention. **Note that there will be times in class when I want everyone to put their devices away and focus on an activity.** Lastly, be sure to remove any earbuds during class. If you have an accommodation that would make any of these policies challenging in any way, please let me know.
* **Plagiarism and Academic Integrity:** Presenting someone else’s ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you’re not sure how to do this, please ask me for help before submitting your assignment. Once you submit an assignment, the policy mentioned above will be enforced. I strongly suggest that you review [the college’s administrative rule on academic integrity and honesty](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php).
* **Late Work:** Some assignments may be able to be submitted late for partial credit. Refer to the assignment instructions for specific details.
* **Last Day to Withdraw:** The Sunday that concludes Week 7 is the last day to withdraw from a course. If you are still enrolled after that, you must receive a grade. Withdrawing from a course can impact your financial aid, so be sure to contact the [Financial Aid Office](https://www.linnbenton.edu/tuition-and-admission/financial-aid/contact.php) before withdrawing.
* **Student Email:** You are responsible for all communication sent to [your student email](http://www.linnbenton.edu/roadrunner-mail), so be sure that you are checking it frequently.
* **Student Help Desk:** The [Student Help Desk](https://www.linnbenton.edu/student-services/library-tutoring-testing/library/help-desk.php#:~:text=The%20Student%20Help%20Desk%20is,%3A%20(541)%20704%2D7001) can help you with college technology questions.
* **Writing Center:** [The LBCC Writing Center](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/index.php) (WH-200) is a fantastic free resource for students interested in improving their writing skills.
* **Library:** [The LBCC library](http://library.linnbenton.edu/home) is located on the first floor of Willamette Hall.
* **Public Safety:** In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](https://www.linnbenton.edu/about-lbcc/college-services/safety/safety-and-well-being.php) at 541-926-6855 and 541-917-4440. From any LBCC phone, you may alternatively dial extension 411 or 4440. Public Safety also is the home for LBCC's Lost & Found. They also provide escorts for safety when needed.
* **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)](http://linnbenton.edu/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](https://www.linnbenton.edu/student-services/accessibility/index.php) for steps on how to apply for services or call (541) 917-4789.
* **Statement of Inclusion:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.
* **Title IX Reporting Policy:** If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717) a violation of our [sexual misconduct policy](https://www.linnbenton.edu/about-lbcc/departments-and-contacts/report-an-issue/harassment-and-misconduct.php) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.
* **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food 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](http://www.linnbenton.edu/RRC).

##  COURSE CALENDAR

 This week-by-week schedule contains all course topics and assignment due dates; follow it carefully!

| **DATE** | **TOPICS, ASSIGNMENTS, AND DUE DATES** |
| --- | --- |
| ***WEEK 1***Mon 1/9 to Sun 1/15 | **THINKING CRITICALLY ABOUT ARGUMENT*** **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
* Reading Response #1 due by Sunday 11:59 PM (see Moodle Week 1 for reading)
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| **WEEK 2**Mon 1/16 to Sun 1/22 | **UNDERSTANDING AND SUMMARIZING ARGUMENTS*** Reading Response #2 due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
* Minor Assignment #1: Argument Summary and SOAPSTone Analysis due by Sunday 11:59 PM
 |
| **WEEK 3**Mon 1/23 to Sun 1/29 | **BEGINNING TO ASSESS ARGUMENTS (LOGOS)*** Reading Response #3 due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
* Minor Assignment #2: Argument Assessment due by Sunday 11:59 PM
 |
| **WEEK 4**Mon 1/30 to Sun 2/5 | **ANALYZING APPEALS (PATHOS AND ETHOS)*** Reading Response #4 due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
* Minor Assignment #3: Appeals Analysisdue Sunday 11:59 PM
 |
| **WEEK 5**Mon 2/6 to Sun 2/12 | **WRITING AN ARGUMENT ANALYSIS*** Reading Response #5 due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
 |
| **WEEK 6**Mon 2/13to Sun 2/19 | **INTRODUCING THE RESEARCHED ARGUMENT AND CHOOSING A TOPIC*** Argument Analysis #1 final draft due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
 |
| **WEEK 7**Mon 2/20 to Sun 2/26 | **FINDING SOURCES AND EVALUATING CREDIBILITY*** Reading Response #6 due by 9:30 AM Wednesday
* Post your research question by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
* Minor Assignment #4: Evaluating Credibility due by Sunday 11:59 PM
 |
| **WEEK 8**Mon 2/27 to Sun 3/5 | **WRITING AN ANNOTATED BIBLIOGRAPHY*** Reading Response #7 due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
* Annotated Bibliography due by Sunday 11:59 PM
* Argument Analysis #2 final draft due by Sunday 11:59 PM **(required only if pursuing an A)**
 |
| **WEEK 9**Mon 3/6 to Sun 3/12 | **DRAFTING THE RESEARCHED ARGUMENT*** Reading Response #8 due by 9:30 AM Wednesday
* **Class session on Wednesday 9:30-11:20 in Chinook Hall 202**
 |
| **WEEK 10**Mon 3/13to Sun 3/19 | **POLISHING THE RESEARCHED ARGUMENT*** **Class session on Wednesday from 9:30-11:20 in Chinook Hall 202**
* Researched Argument due by Sunday 11:59 PM
 |
| **WEEK 11**Mon 3/20 | **LAST CHANCE TO ASK QUESTIONS AND SUBMIT REVISIONS*** **All revisions due by Thursday 3/23 at noon; no work accepted after this.**
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