**WR 122: English Composition: Argument and Style CRN 49338 Spring 2017**

|  |  |  |
| --- | --- | --- |
| Meeting Times: 5:30--6:50 pm | MW | Classroom: North Santiam Hall 207 |

Instructor: John Campbell

E-mail: [campbej@linnbenton.edu](mailto:campbej@linnbenton.edu) (use your campus e-mail to contact me)

Phone: 541-740-9489 (cell) Office: TBA Office Hours: 4:30—5:30 MW

Text & Materials:

*The Little Seagull Handbook*, Bullock & Weinberg

Handouts: Regular handouts will include topical arguments, excerpts from online educational resources, student writing examples, and lecture-related materials.

Additional Websites:

<http://www.dartmouth.edu/~writing/materials/student/toc.shtml> <http://owl.english.purdue.edu/owl/>

COURSE PREMISE

By emphasizing argumentation, research, and rhetorical effectiveness, 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, reading, and writing will enable you to become more effective students, citizens, and participants in various social and cultural contexts.

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.

The LBCC community is enriched by diversity of all kinds. We all share the privilege of thinking, learning, and working together in an encouraging environment. In our classroom community, we will work toward creating and enjoying a community of mutual respect, appreciation, and goodwill.

LEARNING OUTCOMES

In this class, you will learn to:

1. Write effective arguments.
2. Provide insightful critiques of various argumentative texts.
3. Adapt your style of writing to meet the audience’s needs.
4. Use in-depth research to support argumentative positions.
5. Understand the power, uses, and misuses of argument in society.

METHODS OF INSTRUCTION

Will include brainstorming, peer-editing workshops, critical-thinking exercises, lectures, discussions, class analysis of readings, and reading and discussion of texts.

SPECIFIC SKILLS YOU WILL PRACTICE

1. Analyze the 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, rebuttal, narration, comparison, conclusion, etc.) in your written assignments.

4. 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.

**Course Requirements and Grading:**

Your final grade for WR 122 (100 points possible) will be composed of three 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 4 pp.+bibliography 30 pts. possible**

**2) Essay #2: Solution Proposal Argument 4 pp.+bibliography 30 pts. possible**

**3) Essay #3: Problem-Solver Profile 3 pp.+works cited 20 pts. possible**

**4)** **In-class exercises and activities: 20 pts. possible**. You will be given credit for ongoing in-class activities such as brainstorming, peer reviews, conferences, written responses to readings, and student presentations. There will be a total of 20 credits possible here, and the activities will be worth a total of 20 points towards your grade. In-class activities normally can not be made up in the case of an absence.

All turned-in assignments should be typed, double-spaced, in 12 point Times font, standard margins.

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 attendance is mandatory. You will be given participation credit toward your grade via the in-class exercises, plus you’ll be given handouts that are only available and discussed in class. This means: be here, be on time, listen respectfully, and speak up in a thoughtful and informed manner in class discussions. In-class activities normally can not be made up in the case of an absence. If you miss a class, you are responsible for getting the missed information.**

**~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.)**

**~ Unexcused late assignments will lose points depending on how late they are turned in. (Two points loss per 24 hrs. late for essays.) Assignments are due at the beginning of class on the due date.**

**~ Any excused absence or extended deadline depends on you offering me timely notice of extraordinary circumstances, whether in person, 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.**

**~Use of cell phones, MP3 players, or other personal electronic devices during class sessions is prohibited unless assignment-related. No texting in this class.**

**~Out-of-class assignments must be typed.**

**THE LBCC ONLINE WRITING LAB**

The Online Writing Lab (OWL) allows students to utilize our services without having to be on campus. When you submit your writing to the OWL, staff will respond with written feedback within 24-48 hours. To use this service effectively, you need to look at the deadline for your assignment and then calculate not only the time it takes for a writing assistant to respond but also the time you need to incorporate any feedback you think will strengthen your writing. In addition, since the staff does not work on the weekend, if you submit your writing Friday evening, Saturday or Sunday, no one will see it until Monday.

You need to register first to use this service. At the link [**http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php**](http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php), the program will step you through the registration process.  After the process is completed, the computer will inform you that you will receive, through email, a one-time account access link. If you do not receive that link within 24 hours, check the spam folder in your email. Once you activate that link, the process to register is complete, and you can begin using the OWL. If you have any questions about the registration process, please talk to a Writing Center assistant or contact Victoria Fridley at 541-917-4708 or [victoria.fridley@linnbenton.edu](https://www.linnbenton.edu/webtop/mail%20to:victoria.fridley@linnbenton.edu)

**Disability Accommodations:**

You should meet with your instructor during the first week of class if you have a documented disability and need accommodations, your instructor needs to know medical information about you, or you need special arrangements in the event of an emergency. If you think you may need accommodations, please contact The Center for Accessibility Resources (CFAR) at 917-4789.

**Plagiarism Policy:**

I take academic honesty very seriously. We will discuss, define, and see examples of plagiarism in class. I’ll 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 may earn an F in the course.

**COURSE ACTIVITIES AND SCHEDULE:**

Readings, handouts, writing exercises, conferences, and workshops will be assigned and conducted in class on a regular basis. This schedule features themes, activities, and due dates for major assignments; it does not detail every class activity. At the end of every class meeting, I’ll remind you of what’s due for the next class. Due dates for graded assignments are in **bold print**.

Schedule is subject to change if necessary.

M, April 3 Introduction to course, writing samples

W, April 5 Critical Thinking and Reading Strategies, Intro to Essay #1

M, April 10 Documentation of Problem Strategies 1

W, April 12 Peer Review Workshop

M, April 17 Documentation of Problem Strategies 2

W, April 19 Grading Criteria Workshop

M, April 24 **Essay #1 due,** Intro to Essay #2

W, April 26 Solution Proposal Argumentative Strategies 1

M, May 1 Solution Proposal Argumentative Strategies 2

W, May 3 Peer Review Workshop

M, May 8 Solution Proposal Argumentative Strategies 3

W, May 10 Grading Criteria Workshop

M, May 15 Mandatory Conferences

W, May 17 **Essay #2 due,** Intro to Essay #3

M, May 22 Problem-Solver Profile Strategies 1

W, May 24 Problem Solver Profile Strategies 2

M, May 29 Memorial Day, no class

W, May 31 Student Presentations

M, June 5 **Essay #3 due**, Student Presentations

W, June 7 Student Presentations