**WRITING 122: ARGUMENT**

**Online - Summer 2020**

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**Office Hours:** Text, email, or message me on Moodle to set up typed chat “meetings” on Google Docs or Zoom meetings. I am quite flexible on time and I know that a lot of you are dealing with a ton of work, limited internet, kids, parents, jobs, and all kinds of other stresses, so we’re going to have the best, calmest possible WR122 term while still getting you the info and work you need to succeed in this class.

**Special Summer Term 2020 information, lightly adapted, with permission, from University of North Carolina’s Brandon Bayne:**

1. Nobody signed up for this pandemic. Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus. And although in this case you *did* originally sign up for an online class, you *did not* sign up expecting to deal with everything else that’s going on economically and in the nation (and the world).
2. The humane option is the best option: We are going to prioritize supporting each other as humans, simple solutions that make sense for most of us, sharing resources and communicating clearly.
3. We will foster intellectual nourishment, social connection, and personal accommodation, and we will focus on accessible *asynchronous* (this means not at the same time, i.e. there will be no lectures or required time for class) content for diverse access and contexts. We may have one or two *optional*, **not** required, Zoom meetings where we can talk “face to face” with each other to combat isolation, but again, that will *never* be part of your grade.
4. We (meaning your instructor and the institution, and hopefully you as well) will remain flexible and adjust to the situation. Nobody knows exactly where this is going and what we’ll need to adapt, and everybody needs support and understanding in this unprecedented moment. Please know that LBCC has a page and office (online right now, but still useful) dedicated to helping students with any emergency needs, from food to electricity to child care. See the [Roadrunner Resource Center](https://www.linnbenton.edu/current-students/student-support/roadrunner-resource-center.php) for a lot more information!

This syllabus contains 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 keep it handy and refer to it often. **The better you know the syllabus, the better the chance that you’ll do well in the course.**

**COURSE CATALOG DESCRIPTION:** 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*, rather than a shouting match driven by *emotion*. 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:

* **Analyze the rhetorical needs** (the needs of your 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 your written assignments, with emphasis on analysis and evaluation/persuasion.
* **Implement appropriate rhetorical elements and organization** (introduction, thesis, development and support, counter-argument, conclusion, etc.) in our written assignments, with an emphasis on standard argument models, particularly the Toulmin model.
* **Locate, evaluate, and integrate high-quality information and opinion** appropriate for college-level analysis and argument assignments.
* Craft sentences and paragraphs that **communicate your ideas clearly and effectively** using words, sentence patterns, and writing conventions at a high college level to make your writing clear, credible, and persuasive.

**ONLINE LEARNING WITH MOODLE:** There are no required textbooks for this course; all course content will be posted on our Moodle class site. Start at the [LBCC homepage](http://www.linnbenton.edu/), and then click on the yellow Moodle logo at the top right. Alternatively, you can go directly to [the sign-in screen](https://moodle.linnbenton.edu/). If you’ve never logged into Moodle before, you will first need to claim your account at<https://identity.linnbenton.edu/>. If you have any problems logging, please contact the Student Help Desk at 541-917-4630 or student.helpdesk@linnbenton.edu.

**Because online learning requires a high level of independence and self-motivation, students who lack time management skills and self-motivation typically don’t fare well in courses like this. You give yourself the best chance to do well in the course 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.** It is of course essential that you have access to a reliable computer and internet connection**.** Please please let me know if this will be an issue. LBCC has some equipment that it can loan out to students for the entire term, I believe, but I’ll look into it more deeply if you let me know you need it.

Course content will be organized into weekly sections starting June 29. The next week or next two weeks, depending on how time-sensitive the assignments are, will be opened on Friday morning of the week before; if we find this doesn’t work for us, we’ll change that method. Week One will be open to students as of June 22 if you’d like to get in gear early.

**ACTIVE PURSUIT OF THE COURSE:** I think most of you will find that online teaching requires a higher level of commitment and independence than a traditional course. **I reserve the right to require a phone call or Zoom with students who are not earning a passing grade at midterm (the end of Week 5).** Students who are not earning a passing grade after midterm and/or are not actively pursuing the course, may want to consider withdrawing (see more information about this below in the “Last Day to Withdraw” section).

**COMMUNICATING WITH ME:** My main communication tools with you will be email and/or text, so it’s **essential that you check your LBCC student email and stay current with your text messages** as often as you can**.** (You can find information about accessing your LBCC email [here](http://www.linnbenton.edu/roadrunner-mail)). In addition to having useful reminders for upcoming tasks, the announcement emails will also often provide valuable course content that complements the current assignments we are working on. **Checking email frequently and reading messages carefully is your best way to stay current in the class!**

However, the best way for *you* to contact *me* is via text. PLEASE text me if you have questions that you can’t find answers to in the assignments or syllabus. 503-451-0228. Second choice: Email. Third choice: Moodle message.

When you have questions about an assignment, do not wait until a few hours before it is due to text me. Text me or email me or *both* as soon as you have the questions. Work on the course content early, and allow yourself time for questions - and time for me to answer those questions. I also encourage you to arrange an office hour “chat” or Zoom to discuss *any* questions or concerns.

**ASSIGNMENTS:** All assignments will fall into one of two categories: major or minor.

1. Major Assignments:
* **Rhetorical Précis**: A rhetorical précis (pronounced *pray-see*) is a paragraph-length writing that is similar to a summary in that it condenses the essential content of a text, but it also briefly analyzes the methods that the author uses to present the content. **Do three** (along with the other assignments necessary) **with a “complete” to earn an A**).
* **Rhetorical Analysis**: A rhetorical analysis is an essay that focuses in-depth on the specific methods that the author of a text uses to achieve their purpose--or not. In a rhetorical analysis you are making an argument about the writer’s use of language and argumentative techniques; you are **not** making an argument in favor of or against the author’s stance on the essay’s topic. **Do two** (along with the other assignments necessary) **to earn an A.**
* **Debate Analysis**: The longest and most complex of the major assignments, the debate analysis will require you to look in-depth at the opposing sides of a debatable issue. **This assignment must be complete** (along with the other assignments necessary) **to pass this class.**
1. Minor Assignments:There will also be **several smaller writing assignments**. I call these “minor” to distinguish them from the “major” assignments, but that’s not to say that they are not important; they definitely are. They will each reinforce key skills needed for the major writing assignments. **Do at least six with a “complete” to earn an A**. Note: You cannot pass the class without completing at least four of these minor assignments.

**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, Professor and Director of the University Writing Program & Writing Center at the University of Washington Tacoma, 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. (This isn’t great for your grade.)

**As long as you submit your major writing assignments on time, they can be revised within a week after I post feedback on them in the gradebook.** You can revise these assignments **as many times as you wish until Wednesday of Week 10**. This means that you may be submitting a major assignment multiple times until it is marked as complete. Not completing a major assignment by its due date means that no credit or makeup will be given; in other words, you forfeit the opportunity to complete that assignment.

**As long as you submit your minor assignments on time, they can be revised once within a week after I post feedback on them in the gradebook. (Peer feedback assignments are excluded from this revision policy.)** If a minor assignment is marked as “incomplete” a second time (or if it’s not revised), no credit or additional attempts will be given. Not completing a minor assignment by its due date means that no credit or makeup will be given; in other words, you forfeit the opportunity to complete that assignment.

Even though you won’t be receiving traditional letter grades, 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 lays out the requirements needed to earn a final grade of A, B, and C. Study it carefully!**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **To earn a C** | **To earn a B** | **To earn an A** |
| **Major Assignments** | Earn a “complete” on:* **2** rhetorical précis
* **1** rhetorical analysis
* **1** debate analysis
 | Earn a “complete” on:* **2** rhetorical précis
* **1** rhetorical analysis
* **1** debate analysis
 | Earn a “complete” on:* **3** rhetorical précis
* **2** rhetorical analyses
* **1** debate analysis
 |
| **Minor Assignments** | Earn a “complete” on at least **4** minor assignments. | Earn a “complete” on at least **6** minor assignments. | Earn a “complete” on at least **7** minor assignments. |

You can see that the difference between a C and a B is earning a complete on two more minor assignments; to earn an A, you need to earn a complete one more major and one more minor assignment. **You must complete the debate analysis to pass this class.** For grades of D or F, I will determine which of these two grades is most appropriate based on how close the student is 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 complete the first week’s assignments on time.
* **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 paper. Once you submit a paper, the policy mentioned above will be enforced.
* **Policy on Late Work:** Policies for late work will be included with assignment instructions.
* **Office Hours:** *Please text or email* to schedule a Zoom or Google Doc chat meetup.
* **Google Docs and Google Drive:** This class will require that you use Google Docs, a free text editing program, to complete most of your writing assignments. Google Docs is part of Google Drive, a free, cloud-based file storage system that you can access from your school email. From your inbox, click on the “Google Apps” icon at the top right corner and choose “Drive.” You can also just type doc.new in a new browser window when you’re logged into LBCC email, or on a phone or tablet, download the Google Docs app and, again, make sure you’re logged in with your LBCC email. (You might also have access to Google Docs through a non-school Gmail account, which is wonderful, but for LBCC classes, please please use your LBCC account. Trust me, I have also experienced this issue when I’m not careful.)
* **The LBCC Writing Center:** The LBCC Writing Center, online this term, is a fantastic free resource for students. Get more info about the online WC here: [http://www.linnbenton.edu/learning-center/writing-center](https://www.linnbenton.edu/current-students/study/learning-center/writing-assistance/)
* **The LBCC Library:** The LBCC library and librarians will help us out throughout this course. Obviously, it’s closed down, but the librarians and reference staff are working, and they’ll be “there” (online) for us the entire term. More details on that throughout the course. <http://library.linnbenton.edu/home>
* **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) 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 go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.
* **Non-Discrimination Policy:** Everyone in the LBCC community has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill, and we will honor that right in our classroom, including using preferred pronouns and not *ever* using insults based on gender, race, sexual orientation, gender identity, veteran status, marital status, ethnicity or any other federally, state, or locally protected category.
* **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 [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) ).
* **Last Day to Withdraw:** Each term, the Friday that concludes Week 7 is the last day for students to withdraw from a course. If you are still enrolled after this point, you must receive a grade. Be aware that withdrawing from a course can impact your financial aid, so be sure to consult with the [Financial Aid Office](https://www.linnbenton.edu/current-students/money-matters/financial-aid/) if you have questions before withdrawing.
* **Many Other Helpful Links, via LBCC:** The following are resources dedicated to help students succeed. All of the following are available remotely. Please reach out if you are struggling in any of your classes:
* [Math Assistance](https://www.linnbenton.edu/current-students/study/learning-center/math-assistance/)
* [Academic Skills & Coaching (formerly College Skills Zone), and Tutoring](https://www.linnbenton.edu/current-students/study/learning-center/college-skills-zone/index.php)
* [First Resort](https://www.linnbenton.edu/current-students/student-support/first-resort.php)
* [Student Help Desk](https://www.linnbenton.edu/current-students/involvement/lbcc-student-email/contact-the-student-help-desk.php)
* [Advising Center and Counseling Services](https://www.linnbenton.edu/current-students/student-support/advising-center/)
* [International Student Office](https://www.linnbenton.edu/future-students/make-it-official/international-students/)

**COURSE CALENDAR**: May be subject to change; keep an eye out!

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| --- | --- |
| **Date** | **Topics, Assignments, Due Dates (due by 11:59 pm)** |
| ***WEEK 1***Monday 6/29 | **Introduction, Viewpoint Diversity, & Critical Thinking*** Minor Assignment One: Student Introduction **(due Tue, 6/30)**
* Minor Assignment Two: 4 Short Argument and Critical Thinking **(due Thur, 7/2)**
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| ***WEEK 2***Monday 7/6 | **Critical Reading, Rhetoric, & the Rhetorical Situation*** Minor Assignment Three: Critical Reading Self-Analysis **(due Tue, 7/7)**
* Minor Assignment Four: SOAPSTone Graphic Organizer **(due Thur, 7/9)**
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| ***WEEK 3***Monday 7/13 | **Writing a Rhetorical Précis*** Major Assignment: Rhetorical Précis One **(due Thur, 7/16)**
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| ***WEEK 4***Monday 7/20 | **Analyzing Arguments*** Major Assignment: Rhetorical Analysis One first draft **(due Sun, 7/26)**
* Sign up by **11:59 pm Sunday, 7/26** to complete Minor Assignment Five: Peer Feedback
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| ***WEEK 5***Monday 7/27 | **Analyzing Arguments (con’t); Peer Review*** Major Assignment: Rhetorical Précis Two **(due Mon, 7/27)**
* Minor Assignment Five: Peer Feedback **(due Tue, 7/28)**
* Meet Prof. Suzi on Google Docs or Zoom for Rhetorical Analysis One feedback **by Thursday, 7/30, at 5 pm** (see Google Sheet in Week 5 to sign up)
* Major Assignment: Rhetorical Analysis One final draft **(due Thur, 7/30)**
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| ***WEEK 6***Monday 8/3 | **Introducing the Debate Analysis; Choosing a Topic; Evaluating Source Credibility*** Major Assignment: Rhetorical Précis Three **(due Mon, 8/3)**
* **Post your topic choice for the Debate Analysis by Thursday, 8/6!**
* Minor Assignment Six: Evaluating Source Credibility **(due Sun, 8/9)**
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| ***WEEK 7***Monday 8/10 | **Understanding the Toulmin Method*** Major Assignment: Rhetorical Précis Four **(due Mon, 8/10)**
* Minor Assignment Seven: Toulmin Analysis **(due Thur, 8/13)**
* Major Assignment: Rhetorical Analysis Two **(due Sun, 8/16)**
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| ***WEEK 8***Monday 8/17 | **Peer Feedback on First Drafts; Understanding Rogerian Argument*** Major Assignment: Debate Analysis first draft **(due Thurs, 8/20)**
* Sign up by **11:59 pm Thursday, 8/20** to complete Minor Assignment Eight:

Peer Feedback |
| ***WEEK 9***Monday 8/24 | **Polishing Final Drafts of Debate Analysis*** Minor Assignment Eight: Peer Feedback **(due Tue, 8/25)**
* Meet Prof Suzi on Google Doc or Zoom for feedback on Debate Analysis
* Major Assignment: Debate Analysis final draft **(due Thurs, 8/27)**
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| ***WEEK 10***Monday 8/31 | **Last Revisions; Final Questions*** Final chance to submit revisions **(due Wednesday, 9/2)**
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