



WRITING 122: ARGUMENT

Class Meeting Days/Times: M/W 2:30-3:50pm

Class Location: Albany Campus, MKH 118

Number of Credits: 3

Class CRN: 20460

Instructor Name: Lee Keeler

Email: KeelerL@linnbenton.edu

Office Hours: I will be holding virtual office hours at my LBCC email address in Google Hangouts on Fridays from 1 to 3pm.

Statement on the Syllabus's Importance:

Get to know this syllabus! It is vital that you have an understanding of all of the assignment dates that are coming this quarter. This document is your lifeline to passing this course.

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:

Despite the title, this class is not meant to be a place of contention. We are here to debate, question, explore and discover more about our abilities to present a point of view and to deliver that point of view from an academic standpoint. There can be distinct approaches and styles that we will examine together, but they are meant to be tools, not rules.

We, as the bearers of opinion, feeling and fact, have the gift of expanding upon how we tell others how we see the world. By gaining a better understanding of argumentative writing you will be empowered with the ability to craft well-informed essays, but more importantly, will learn more about your own system of logic.

Let us be perfectly clear: all opinions, within academic reason, are welcome to flow from your mind here in the form of essays, workshops, and in-class participation. We will address each other with respect and dignity, giving classmates ample time to express themselves and gradually perfecting the art of critical listening.

As we get to know each other in the class, be sure to focus on *communication* - especially with your instructor. If you have any special needs or are having a tough time, just let me know.

We will be talking about some potentially dry and technical concepts very early in the morning - get some strong coffee, be sure to come alert and prepared for engagement, your participation will factor into your final grade!

Student Learning Outcomes: Students who complete WR 122 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.

Course Materials:

The following text is available at the LBCC store and is required for this class:

A Little Argument (2nd Edition) by Lester Faigley and Jack Selzer

We will also be using various essays throughout the quarter from this free online supplement:

88 Open Essays

https://docs.google.com/document/d/1heN5uW4AKp71J_3PTAhklv892Qvk3mRBIXTS6A2p1Hc/edit

Class Work:

Reading - You are expected to keep track of the weekly chapters as we read them in this class and to take active, thorough notes in your study time. We'll be going over terminology and concepts that will require your involvement and comprehension of the material.

In-Class Exercises - These will often reflect and extend upon the concepts in the reading, with both *A Little Argument* and *88 Open Essays*. Exercises will include in-class writing, workshop notes and quizzes.

Exams - There will be one Take-Home Final that you will get the week of finals to be turned in during the final exam class.

Peer Reviews - There will be two peer reviews that students will write for each other. You are expected to actively read, critique and edit the work of a fellow student, giving feedback that will enhance their work. Please remember to give respectful feedback, and if you're stuck on an editing issue, please ask the author or myself to clarify. This is a requirement in order to pass this class!

Major Papers and their Subsequent Revisions -

There will be three major papers that you'll write in this class that will cover the fundamental principles of academic writing for the argument. You will be provided with criteria for each of these assignments as the quarter progresses. Please take a look at the class schedule on this syllabus and make a note of the due dates for these assignments. Your ability to get these in on time and within the assigned criteria will greatly determine the outcome for your final grade:

- 1.) Critical Paper One: Rhetorical Breakdown: 2-3 pages in length
- 2.) Critical Paper Two: Rhetorical Analysis: 3-4 pages in length
- 3.) Critical Paper Three: Comparative Stances: 5-6 pages in length

*Revisions: with each Critical Paper, you will have the option to turn in one revision draft as a chance to improve your grade, which you will turn in at a date that we both agree upon. Please let me know if you're planning on doing a revision of a Critical Paper.

Grading:

Overall Breakdown:

Class Participation - 10%

Attendance - 10%

In-Class Practicum - 10%

Take-Home Final - 10%

Peer Reviews - 15%

Major Papers and their Subsequent Revisions - 45%

Letter Grades by Percentage:

- *A = 90-100% Excellent Work*
- *B = 80-89% Good Work*
- *C = 70-79% Average Work*
- *D = 60-69% Poor Work*
- *F = 0-59% Failing Work)*

Important Course Policies and Campus Resources:

*(Use this section as a kind of “everything else” list of things that students should know about, both course-specific and campus-wide. Below I’ve listed some of the things I use on my syllabi, but please adapt yours accordingly. **Note that the Center for Accessibility Resources and Non-Discrimination Policy sections are REQUIRED; please use the exact language here for both of those sections.)***

- **No-Show Policy:** Unless prior arrangements have been made with me, registered students not attending the first two class sessions will be withdrawn.
- **Attendance Policy:** Missing class means missing valuable instruction time, which means that you give yourself the best chance to do well by attending every class on time and in its entirety. The grading breakdown above indicates how many absences are permitted for final grades of A, B, and C. There is no distinction between an excused absence and an unexcused one. If you do miss a class, you should contact me or a trusted classmate to find out what you missed. Likewise, if you miss a class when an assignment is due, you will need to contact me to make arrangements for getting me the work. If you are absent for an in-class activity that is collected for grading, it cannot be made up.
- **Punctuality Policy:** Plan to arrive to class on time and stay for the entire period. If you arrive more than 5 minutes late, you will be marked late. More than 3 lates will equal one absence.
- **Withdrawing from the Course:** Typically the Friday that concludes Week 7 is the last day for students to withdraw from a course; check the academic calendar for this term to confirm that date. 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](#) if you have questions before withdrawing.
- **Phones in the Classroom:** Please silence your phone and put it in your pocket or bag. Think of it as a test. Can you go 80 minutes without touching it or looking at it? If there is a legitimate need to have your phone out, please talk to me before doing so.
- **Laptops/Tablets in the Classroom:** I prefer that students do not use these devices in the classroom unless we’re in the computer lab, but if you’d like to, please talk to me before doing so.
- **Policy on Late Work:** Policies for late work will be included with assignment instructions.
- **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.

- **Moodle:** Important course materials—such as assignment instructions, class agendas, and your midterm and final grades—will be posted on our course site on Moodle. An easy way to get to Moodle is to start at the [LBCC homepage](#), and then click on the yellow Moodle logo at the top right. Alternatively, you can go directly to [the sign-in screen](#). If you've never logged-in to Moodle before, you will first have to claim your account at <https://identity.linnbenton.edu/>. If you have any problems logging, please contact the Student Help Desk; they can be reached at 541-917-4630 or student.helpdesk@linnbenton.edu.
- **LBCC Student Email:** Please make sure that you check your student email regularly throughout the term. Should I need to contact you, I will be emailing your student account. You can find information about accessing your LBCC email here: <http://www.linnbenton.edu/roadrunner-mail>
- **The LBCC Writing Center:** The LBCC Writing Center (WH-200) is a fantastic free resource for students. As explained above, you will be required to visit the WC to earn a grade of A or B in this class. Get more info about the WC here: <http://www.linnbenton.edu/learning-center/writing-center>
- **The LBCC Library:** The LBCC library is located on the first floor of Willamette Hall. Get more information here: <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.
- **Public Safety/Campus Security:** In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

- **Student Printing:** LBCC uses a pay-to-print system called GoPrint that charges .10 cents per printed page. If you do not have a GoPrint account, you can sign up for one in any college computer lab. You can find more information at <http://www.linnbenton.edu/computer-resources-and-labs>.
- **Food and Drink in the Classroom:** Drinks are fine, but please do not eat during class.
- **Our Classroom’s “Golden Rule”:** Let’s maximize learning by minimizing distractions from it. Focus!

Weekly course calendar (subject to change with advanced notice):

DATE	TOPICS & ACTIVITIES	WORK TO BE COMPLETED BEFORE CLASS
WEEK 1 9/30	Class Introductions Go over Syllabus Practice Discussion Assessment Writing	Buy “A Little Argument” from LBCC Store
10/2	ALA Chapter 1: Efficacy Terminology Pgs. 76-92 Critical Paper 1 Criteria: Rhetorical Breakdown	Read Chapter 1 Read Pgs. 76-92
WEEK 2 10/7	ALA Chapter 3: Writing Basics Breakdown of Terminology Intro: “88 Open Essays” Declaration of Topics for Critical Paper 1	Read Chapter 3
10/9	Exercise/Discussion	Peruse Index of “88 Open Essays”
WEEK 3 10/14	ALA Chapter 2: Analysis Analysis Supplement	Read Chapter 2
10/16	Critical Paper 1 Due Critical Paper 2 Criteria: Rhetorical Analysis Types of Research - Video/Slides	Finish Critical Paper 1: Rhetorical Breakdown
WEEK 4 10/21	ALA Chapter 4: Analysis of Arguments Declare Paper 2 Topics	Read Chapter 4
10/23	Analysis of Rhetoric: Vote on Essay from “80 Open Essays” Questions on Critical Paper 2	Work on Critical Paper 2
WEEK 5	ALA Chapter 5: Research ALA Chapter 6: Documentation	Read Chapters 5 and 6 Work on Critical Paper 2

10/28		
10/30	Library Meet-Up: Research Cont'd Peer Review: Critical Paper 2	Work on Critical Paper 2
WEEK 6 11/4	Critical Paper 2 Due: Rhetorical Analysis ALA Chapter 4 Review Critical Paper 3 Criteria: Comparative Stances	Finish Critical Paper 2: Rhetorical Analysis
11/6	Analysis of Rhetoric: Vote on Essay from "80 Open Essays" Declare Paper 3 Topics	
WEEK 7 11/11	NO SCHOOL - Veteran's Day	
11/13	ALA Chapter 7: Revisions/Updates Peer Review: Critical Paper 3	Read Chapter 7, Work on Critical Paper 3
WEEK 8 11/18	Guided Debates: Presentation Debate Feedback/Analysis	Read Guided Debate Materials TBA
11/20	Critical Paper 3 Due	Finish Critical Paper 3: Comparative Stances
WEEK 9 11/25	Choose Guided Debate Topic(s) Choose Guided Debate Prep	Media Links TBA
11/27	Approaches in Politics: Breakdowns and Etiquette	
WEEK 10 12/2	Review of Primary Concepts Catch-Up Work	Catch-Up with Assignments
12/4	Take-Home Exam Given	
WEEK 11 12/9		Take-Home Exam