

WR122 English Composition: Argumentation

Linn-Benton Community College
Spring Term 2020

CRN: 42869

Scheduled for MW: NSH109. F: MKH207

Held on-line.

Text: *A Little Argument* by Lester Faigley and Jack Selzer
Quick 'n' Dirty Handbook for Writers by McLagan and Madraso

Instructor: Pam McLagan

Contact info: e-mail mclagap@linnbenton.edu (Preferred)

Office: SSH210. Office hours suspended until further notice. **Communicate by email.**

If I need to get in touch with you, I will use your LBCC e-mail account or Moodle.

Each day, we try to persuade others to adopt our point of view on any number of topics: assure a parent or spouse that we REALLY didn't see the post behind us in the parking lot; persuade the instructor in the math class to take the late assignment; or convince the voters to approve a revision to a current law.

As a result of completing WR 122, students should be able to

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level persuasive writing assignments.
2. 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.
3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, counter-argument, conclusion, etc.) in their written assignments, with an emphasis on standard argument models, particularly the Toulmin model.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level analysis and argument assignments.
5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear, credible, and persuasive.

In order to achieve these goals, students will be involved in a variety of tasks. These will be on-line. We will pace the work so that one activity builds on the one before, and the readings and projects will complement one another. Keeping up with each week/unit's info may be a challenge, but we can do this.

Evaluation for the course will be based on

- 1) journals, activities, etcetera, assigned;
- 2) essays to be worked on independently and peer or writing center edited as needed;
- 3) chapter reflections.

WR122 writing is held to at least WR121 proficiency standards. If you have not yet taken WR121 and plan to do so, you may experience difficulties if you have taken WR122 first. Students may seek extra help with me during office hours or by appointment, or at the Writing Center.

Late papers will receive a 10% penalty, but each student will receive a “Get Out of Jail Free” card. This may be used to eliminate late “fees” if the paper is turned in within one week of the due date. If not used, it may be turned in week ten for bonus points.

Additional Guidelines:

* Communicate with the instructor -- by e-mail – if you have situations arise which make it impossible for you to complete an assignment on time. If you communicate, I can help.**

*Plan for all work to be done on time... this includes drafts and revisions.

*Plan to do your own work. You’ll be learning how to give appropriate credit for information and/or quotations from others’ work so that you will avoid plagiarism. When you do it yourself, you’ll learn better!

****Since this is a course about persuasion and (sometimes) disagreement, we must each do our part to show respect for and to one another and our readers. Since we all want respect, we need to show respect - even to (especially to) those with whom we disagree.*

Reading assignments for *A Little Argument*

You've paid good money for a book, but it will be of no value to you unless you read it, think about it, and link what it says to what you are doing for a course for which you have paid good money.

Many instructors require quizzes on the text readings, and others require notes to show that students have at least looked at the book. Alas, I don't like quizzes, and I think we'll skip notes for this term. However, I have chosen a book for you which can be helpful as you navigate the waters of formal collegiate writing.

So, for this term, you will write and submit a reflection on the chapter under consideration, and you will be ready to contribute to the discussion we will have on each chapter. The reflection will contain:

1. One idea, impression, thought, suggestion, etcetera, which stood out to you. Explain what the idea/suggestion, etcetera, was and why it stood out to you.
2. Then explain how this relates to you, your project, and this term's work.

This should be in the form of a +/- 150 word paragraph, typed in good form and format and should be submitted in the Moodle assignment space on the day/date indicated below.

Chapter 1 and pp 100-106 **Due..April ...13.....** One reflection for **each** section; may be on one page

Chapter 4 pp 88-72-100 and pp 106-126 **Due..April22.....** One reflection

Chapter 2 **Due.....May 4.....**

Chapter 3 **Due.....May 11.....**

Chapter 5 Resource only... no reflection due

Chapter 6 Resource only... no reflection due

Chapter 7 Resource only... no reflection due

Campus Resources:

- +**Conferences** with the instructor. I'll be happy to communicate via email until such time as we can meet face to face.
- +**Library** (541-917-4638) Or libref@linnbenton.edu
- +**Writing helps:** a cooperative writing service including ESOL, Writing Desk, Writing and Study Skills Labs and more. See their sites for more information.
- +**Writing Center:** Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. They will likely do most of their work through the OWL or Zoom.
- + **College Skills Zone.** Check their site for accommodations.
- + **Computer Labs:** Call or email the library: (541-917-4638) Or libref@linnbenton.edu

Request for Special Needs or Accommodations

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

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 see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/public-report.