

# Syllabus

## Course Information:

**Course Title:** English Composition – Argument and Research

**Course Number** WRITING 122 CRN 21500

**Credits:** 4

**Course Date:** SPRING 2017 4/3/17-6/18/17

**Course Meeting Times:** MW 10:15--11:55 AM

**Final Exam Time:** 6/14/17 W 10:15—12:15 p.m.

**Course Location:** MAZ 0205

**Instructor:** Jane Thielsen, MA, Email: [jthielsen@cocc.edu](mailto:jthielsen@cocc.edu) (best contact)

Office Hours A. Jane Thielsen BEND OCH 117 12:30 PM-1:00 PM MW & PRI 2:30-3:00 PM TTH

**Course Description:** Using critical reading, observation or investigation to explore topics in depth, students learn to incorporate, accommodate or refute other voices, use evidence and persuasion and follow patterns of reasoning to support their positions.

**Pre-requisite/program:** A passing grade (C or better) in WR 121 or equivalent coursework

## Learning Outcomes:

Upon completion of this course, the successful student will be able to	These outcomes will be verified by one or more of the following assessments
1 Analyze audiences and writing situations.	Students' work demonstrates understanding of the context in which writing is taking place: the needs, values, and expectations of different audiences; conventions of persuasive writing and means of persuasion; and cultural considerations.
2 Demonstrate an understanding of and appreciation for controversy, debate, and diverse opinions, values, and viewpoints.	Students analyze and report their analytical findings on written texts and other materials that engage controvertible topics, incorporating diverse viewpoints in written arguments on debatable issues.
3 Identify and use sources appropriately, including evaluating information for accuracy and reliability.	Students' work demonstrates proficiency in critically reading, analyzing, and evaluating sources in order to responsibly incorporate facts, opinions, judgments, and data from research.
4 Demonstrate a command of the basic rhetorical moments in argumentative discourse.	Students are able to identify, explain and evaluate basic structural components of written arguments such as claims, support and evidence, rebuttal and refutation, and final appeal (peroration). Students also know and can deploy such basic rhetorical strategies as appeals to ethos, logos, and pathos and can effectively distinguish between legitimate and illegitimate modes of argument and persuasion.
5 Demonstrate a command of basic principles of cogent, logical reasoning and argumentation.	Students are familiar with basic principles such as non-contradiction and logical inclusion/exclusion, as well as common fallacies of generalization and irrelevancy and can evaluate and edit these in their own writing and the writing of others.
6 Write ethically and responsibly.	Students demonstrate ethical considerations in their writing; act responsibly by using information technologies ethically, incorporating and crediting sources appropriately and without plagiarism, and by consciously avoiding inaccurate or misleading information.
7 Manage a substantial research writing project.	Students create research strategies that focus investigation and analysis on a discrete, manageable topic in a field of appropriately sophisticated inquiry; find information by using academic research methodologies, tools, and materials; develop an effective system of note-taking and drafting that avoids plagiarism and fairly represents sources; demonstrate such integral tasks as research proposal, preliminary bibliography, and outline; and develop competence in one system of documentation.
8 Work collaboratively	Students build responsible teamwork skills in peer editing and other group tasks germane to argumentative writing; they provide peers with suggestions for revising and editing.

**Program-level Outcomes:** Independent Accreditation Requirements:**Writing**

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; and
- Demonstrate appropriate reasoning in response to complex issues.

**Information Literacy**

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently;
- Evaluate information and its source critically; and
- Understand many of the economic, legal, and social issues surrounding the use of information.

**Instructional Methods**

This course presents material using lecture, class discussions, small group work, project creation, and electronic discussion (email and website chat room). This is not an online class, however Blackboard may be used for certain activities. The class website will serve as the primary platform for class materials.

In class, we will use a variety of learning formats, including discovery (pre-writing) techniques, small and large group discussion and workshops, in-class writing activities, peer reviews, listening, reading and taking notes on lectures, and other listening and viewing activities. **Basic computer skills are essential to success in this class. Handwritten work will not be accepted for graded assignments.**

**Textbook- OPT**

<b>Title</b>	<b>BACKPACK WRITING</b>
<b>Author</b>	FAIGLEY
<b>Edition</b>	4TH 16
<b>ISBN</b>	9780133862669

**Textbook Title:** *Little Seagull Hdbk.W/Exer.-W/Access* 2ND 14

**ISBN: 9780393607833**

**Publisher: Norton**

or

**Any grammar and style handbook that includes MLA 8<sup>th</sup> edition guidelines - Additional text materials will be provided by web site ([www.classfolios.org](http://www.classfolios.org).) and/or handouts manila/ mailing envelopes for major paper turn-in (for E1, E2, E3), writing paper & blue or black ink pen and a pencil: texts and materials should be brought to each class**

**COURSE OUTLINE BY MAJOR TOPICS:**

1. Defining argumentative writing and its relevance in academic work, civil polity, and practical tasks of business and administrative activity
2. Analyzing the structure of written arguments
3. Using analytical summaries to evaluate evidence, support, logic and logical fallacies; legitimate and illegitimate modes of argumentation
4. Planning, writing, organizing, revising, and editing formal written arguments
5. Research proposal
6. Preliminary bibliography
7. Research argument incorporating formal documentation and references to multiple research sources.

**Topics and Assignments**

Primary Assignments

- A rhetorical analysis or evaluation of a text (text being written, visual, auditory, etc.)
- A research proposal
- An annotated bibliography including evaluation of 8-10 sources
- Collaborative work (might include peer review, small group work, group presentations, etc.)
- A final research paper: 8-10 pages in length, incorporating 5-8 sources

Week 1 Arguing by Analogy—analyze an essay, analogy exercise, deductive reasoning  
 Week 2 Op-eds as personal reasoning—analyze an op-ed & visual—counterargument  
 Week 3 Classic appeals—prewriting/draft1 for Essay1 (E1) “Personal Argument”—support reading in text—defining terms [1 section E1 peer edit and final packet due]  
 Week 4 -Peer editing E1 draft--reading in text critical reading—exercises in text—packet contents/turn in E1  
 Week 5—Claims— arg./research—sample essay analysis—citing, fallacies  
 Week 6--Topics for E2 --topic exploration, evaluating evidence, sample essays  
 Week 7-- Journal 1— Research databases, annotated bibliography, formal proposal  
 Week 8 -- Journal 2 -- Diction and voice—audience—counter argument--  
 Week 9 – Journal 3 – Draft, peer edit  
 Week 10 Journal 4--workshop—conferences—peer edit—workshop/conferences  
 Week 11-- **Final Exam and turn in final paper packet**

**Assessment**

Course Work Grading These details subject to change as needed.	Possible Points	%	Combined Percentage of course grade
Responses, summaries, journals, short essays (300-500wd. ea.)	Avg./all	10	80%
Essay #1: OP-ED Argument Essay 1000 wds	100	20	
Essay #2: Documented Argument Essay –2000-2500 wds	100	50	
<b>Final Examination + average of any quizzes</b>	<b>100</b>	10	<b>20% of the final course grade</b>
<b>Attendance, participation, conduct</b> ( <i>un-excused absences, leaving early or conduct issues will cost 5pts ea. occurrence.</i> )	<b>100</b>	10	

Due Dates of major graded work (exams, essays, project provided to help students plan)

4/19/17	Essay 1 due
6/7/17	Essay 2 due
6/14/17	Final Exam 6/14/17 W 10:15—12:15 p.m.

**Final Exam Date and Time 6/14/17 W 10:15—12:15 p.m.**

**Two Main Papers and short assignments** =80% of grade

**Final Exam**=half of the 20% of final grade—will measure primary concepts and level of mastery

**Assignments**--In-class work and out of class assignments average into 80% of grade

**Late Work** will not be accepted w/o prior arrangement and earns 5pt penalty for each day late

**Missed Exams/quizzes**—no make-ups w/o prior arrangement

**Absences:** unexcused absences cost 5pts each—**missing more than 2 classes with out pre-arrangements will threaten course grade**

**Extra Credit:** none

**Cheating/Plagiarism:** earns F and referral to college authorities.

### Course Policies and Advice

- Un-arranged for late work will not be accepted. On-time assignments will be graded ahead of arranged-for late ones.
- In-class assignments, including peer review drafts, must be completed by the end of the class period in which they are assigned.
- Final Exam will be given on the date identified by the COCC generated Final Exam Schedule.
- In-class work will be either retained for student reference or turned in for scoring.
- Late Work will not be accepted without previous arrangement
- Missed Exams – Cannot be made up without previous arrangement
- Attendance/Absences – attendance is required – unexcused absences will cost 5pts each. Missing more than 15 minutes of class time will count as an absence.
- Changes to the syllabus/deadlines/assignments will be made on the class page or by email.
- Email policy: **Students must use COCC account email only, and must include the student's course number in the subject line.**

**Reading Assignments:** For each class meeting, students will have material to read, some to be done before class and some during class. Written commentary on assigned readings, called “responses” are part of each reading assignment done outside of class. These responses will be used for class discussion of the reading assigned and may be collected for a rating credit. Out of class responses must be typed in MLA format. Please review **Responses** handout link on main class page for guidelines to follow.

**Peer Review/Editing:** Students will be required to share a fairly complete draft of all of the major essays before the final draft is due or at any other assigned time. These drafts will be read by other students and so **must be readable and typed**. Specific editing forms will be used to guide student feed-back. There are no make-ups for missing peer review sessions.

**Packets of main graded essays:** Final drafts must have a thematic *title*, and in the top left corner of the page must be the student's name, date, course information and assignment name. Please staple the required parts as a packet *before class with final draft on top, then the working draft, and any other required parts underneath*. (in-attention to this format will earn points off...). Each final draft packet of a graded essay must have a *Process Writing* at the end that tracks the process/experience of writing the paper. Packets must be turned in, in a 9x12 manila envelope with *student's name and course data and assignment* enclosed *printed clearly* in the upper left of the address side. Packet content link is on main class page. A digital version of the final draft may also be required as an email attachment (or via Bb, as indicated) from student's COCC mail account.

**MLA Formatting:** All out of class writing tasks must be submitted using MLA format – typed, double-spaced, 12-point Times New Roman (or Arial). **See samples on the OWL web site or our writing handbook for a current guide (or the templates on the class page) for this MLA-formatting, including use of a header to be sure each page contains student’s name and page number.** In addition, MLA crediting of any ideas/information **other** than the student’s own views/thinking will avoid plagiarism and insure academic, legal and personal integrity (see below for more on plagiarism issues). **Please note: Be sure to keep back-up files on a removable disk (cd or flash-drive) of ALL work turned in for a grade, and keep a photocopy of essay packets containing hand-written material.**

**Attendance and Participation** We will use small group workshops as a major component of teaching and learning writing, so **attendance is mandatory.** Students must, also, be responsible for their own learning by asking questions, doing extra reading, etc. as needed to further their understanding. **Students who cannot attend a class, must notify the instructor by email before class time and arrange with another student in class to take notes. Missing more than 20 minutes of class without arrangement will count as an absence. More than 2 unexcused absences will threaten the course grade.** The instructor is not obligated to recount in detail what was covered in class for an absent student. The Bb class site and the open internet class page will have course materials, general assignments, etc. for access from any internet computer. But adjustments to in-class activities or coverage of material may be made that do not conform exactly to the day’s assignment schedule. **Students should get the name and contact information of at least one classmate who is willing to share notes.**

**SPECIAL WEATHER/COLLEGE CLOSURE POLICIES:** If a situation requires class to be cancelled, students must keep up with class assignments on the assignments web page. If assignments are due on a cancelled class day, students can email them to [jthielsen@cocc.edu](mailto:jthielsen@cocc.edu) **BUT ONLY THROUGH THEIR COCC MAIL ACCOUNT NOT BY PERSONAL EMAIL.** Please save a file as a doc or docx and attach to the mail.

**Conduct and Behavior** COCC college personnel expect all students to behave appropriately in the college classroom. This means that everyone must at all times show respect for fellow classmates and instructors. Common courtesy is essential to a productive learning environment for all students. **Any disruptive or distracting behavior in the classroom INCLUDING PERSONAL CONVERSATIONS, shuffling papers, rummaging in bags and/or arriving late will result in lowered grade and possibly being dropped from the course as the instructor determines.** Disruptive behavior may also include: any discourtesy to student or instructor, willful disobedience, threatening behavior, profanity or vulgarity, disturbance to the learning atmosphere, dominating a discussion, doing work for another class, dishonesty, cheating and eating in class, etc. **Any electronics can be used only with consent of the instructor. Instructor will rearrange seating and work partners or drop students who disregard these issues.** Instructor must be advised of emergency situations that require a student to leave class for communication issues. **Students are expected to be ready to attend class for the allotted time and, as a courtesy to the continuity of the class, may not leave the room without consent of the instructor.**

**Learning Environment:** Class room time will provide a safe, open setting to ask questions, share ideas, investigate material and consider various points of view. Students who come prepared to engage in lively, stimulating discussion, explore their own thinking, write with honesty, care and curiosity, and conform to guidelines of assignments will insure that they benefit from this class, personally and academically. By staying in this class, students are agreeing to and committing to these goals and standards. Students are also accepting responsibility for contributing to the learning of the group as a whole. We will regard writing as a crucial skill for academic success, as a tool for learning, and as a satisfying, enriching end in itself

**Course Grading Scale:**

A 93-100 Outstanding performance –meets the assignment goals – grammatically correct overall



**Americans with Disabilities Statement:**

Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact COCC Disability Office in Boyle Education Center to discuss special needs, 383-7583.

**COCC Non-Discrimination Policy:**

Central Oregon Community College is an affirmative action, equal opportunity institution..

It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 383-7236.

Depending on the course content (e.g. Massage Therapy or Nursing), it may be advisable to include the following:

**Physical Contact Statement:**

Due to the nature of this course, students are advised that physical contact between the instructor and student, or student to student is required for some lab assignments (example, taking blood pressure, taking pulse, etc.) If you have concerns about these requirements, you are encouraged to discuss these with the instructor prior to the next class session to determine if appropriate alternative assignments exist. If you do not think you will be able to participate to the extent required by the course, you are encouraged to drop the course within the appropriate deadlines in order to obtain a refund.

**Student Insurance:**

Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage.

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*The time to begin writing an article [essay] is when you have finished it to your satisfaction. By that time you begin to clearly and logically perceive what it is you really want to say.*

*~Mark Twain*