

Syllabus

Course Information:

Course Title: WR 122 Argument, Research and Multimodal Composition

Course Number: WRITING 122 CRN 11532

Credits: 4

Course Date: 1/7/18—3/25/18

Course Meeting Times: MW 5:45—7:35 PM

Course Location: RMD 312

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

Office Hours: MADRAS 2:30 PM - 3:00 PM MW

Redmond 5:00-5:30 PM MW

Bend 5:15- 5:45 TTH and by arrangement

Final Exam Time: 3/19/18 M 6:00—8:00p.m.

WR 122 - Argument, Research, and Multimodal Composition--WR 122 continues the focus of WR 121 in its review of rhetorical concepts and vocabulary, in the development of reading, thinking, and writing skills, along with metacognitive competencies understood through the lens of a rhetorical vocabulary. Specifically, students will identify, evaluate, and construct chains of reasoning, a process that includes an ability to distinguish assertion from evidence, recognize and evaluate assumptions, and select sources appropriate for a rhetorical task. Students will employ a flexible, collaborative, and appropriate composing process, working in multiple genres, and utilizing at least two modalities. They will produce 3500-4500 words of revised, final draft copy or an appropriate multimodal analog for this amount of text. If the focus is primarily multimodal, students will produce at least one essay of a minimum of 1500 words, demonstrating competence in both research and academic argumentation.

Prerequisite: A passing grade (C or better) in WR 121 or equivalent coursework. Credits: 4 Lecture: 4

WR 122 Outcomes	
Rhetorical Awareness	
<ul style="list-style-type: none"> • Exhibit rhetorical awareness & competence • Apply key rhetorical concepts through analyzing and composing a variety of texts 	
Critical Thinking, Reading, and Writing	
<ul style="list-style-type: none"> • Analyze and synthesize college-level texts for specific and varied rhetorical tasks/goals • Engage in research as a recursive and inquiry-based process; capitalize on the communal and conversational nature of academic research in composing a variety of texts 	
Processes	
<ul style="list-style-type: none"> • Demonstrate flexible and rhetorically appropriate composing strategies • Provide constructive peer feedback; respond effectively to peer and instructor feedback • Experiment with and adapt composing processes for a variety of technologies and modalities 	
Knowledge of Conventions	
<ul style="list-style-type: none"> • Deliberately use the conventions of Standard Edited English to enhance meaning • Consistently maneuver text structure, paragraphing, sentence structure, and word choice appropriate to genre • Systematically and skillfully apply citation conventions 	
Metacognition and Transfer	
<ul style="list-style-type: none"> • Reflect and document procedural knowledge gained in the areas of writing strategies • Transfer and apply writing knowledge to new contexts 	

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

Title	BACKPACK WRITING
Author	FAIGLEY
Edition	4TH 16
ISBN	9780133862669

Textbook Title: *Little Seagull Hdbk.W/Exer.-W/Access* 3rd Edition

ISBN: 978-0-393-60264-7

Publisher: Norton or

Any grammar and style handbook that includes MLA 8th edition guidelines - Additional text materials will be provided by web site (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	
Final Examination + average of any quizzes	100	10	20% of the final course grade
Attendance, participation, conduct (<i>un-excused absences, leaving early or conduct issues will cost 5pts ea. occurrence.</i>)	100	10	

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

2/22/18	Essay 1 due
3/12/18	Essay 2 due
3/19/18	Final Exam 3/19/18 M 6:00—8:00p.m.

Final Exam Date and Time 3/19/18 M 6:00—8:00p.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 acco

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 lower 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 **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 a point penalty that lowers grade and possibly earns a referral for disciplinary action.** 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 refer students who disregard these issues for further disciplinary action .** 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

- A- 90-92 Superior – nearly meets the assignment goals – mostly correct overall
- B+ 87-89 Excellent - meets most assignment goals – mostly correct overall
- B 83-86 Very good - meets most assignment goals – some grammar/mechanical problems
- B- 80-82 Good – meets most assignment goals – less correct overall
- C+ 77-79 Better than satisfactory but barely meets the assignment goals – problems with mechanics
- C 70-76 Satisfactory meets the basic assignment goals – problems with mechanics
- D 65-69 Passing (Note: Courses in which “D” grades are earned may be limited or not used in specific certificate or degree programs) Does not meet basic assignment goals or grammar and mechanics basics
- F 0-64 Not passing – Does not demonstrate understanding of assignment or mechanical goals

For some course work turned in for credit, a rating scale may be used to help indicate quality of the work.

RATING SCALE: 5 (= 95+ excellent)/ 4 (= 85 close)/ 3 (= 75 a good start) / 2 (= 65 ALERT for immediate help!)/ 1 (= 55- not-in-the-ballpark, student's success seriously at risk)

Final Exam:–**3/19/18 M 6:00—8:00p.m.**

The following deadlines apply to full term courses; for part-of-term courses, see individual dates or insert dates here.

First week of each term	Mandatory attendance: students not in attendance or absent with instructor permission are administratively withdrawn
5pm, Friday of second week	Last day to drop with full refund.
5pm Friday of 7 th week	Last day to drop with no grade on transcript, last day to change to an audit, instructor approval not required
6pm, Wednesday of 10 th week	Last day to drop, requires instructor approval, shows as “W” on transcript

Final Exam Policy: General Information

The Final Exam Schedule has been approved by the Vice President for Instruction, and is published on the COCC Web Site.

All full-term classes at Central Oregon Community College include some kind of graded or evaluated activity during the period set aside and scheduled for final examinations. If the activity is a final examination, it should be comprehensive -- i.e., it should cover the work of the whole quarter. Final examinations should not exceed the allotted time and the total time expected to be spent on take-home finals should not exceed the time taken on in-class finals including preparation and examination. Take home finals should be due at the end of the scheduled final examination hour. On an individual basis, for emergencies and other special circumstances, a student may take a final examination at a time other than that scheduled, providing the student has received prior approval by petition signed by the instructor and the department chair. Approved petitions are returned to instructors, with copies sent to the Vice President for Instruction.

Students Rights and Responsibilities:

Please read the Students Rights and Responsibilities handbook available at:
[:http://studentlife.cocc.edu/Resources/Policies/default.aspx](http://studentlife.cocc.edu/Resources/Policies/default.aspx)

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.

Title IX statement:

Title IX protects people from discrimination based on sex in education programs and activities. This includes conduct such as: gender discrimination (includes males, females, transgender, gender identity, etc.), sexual harassment, sexual assault, stalking, intimate partner/relationship violence, bullying and cyberbullying, retaliation, the failure to provide equal opportunity in athletics and discrimination based on pregnancy. Persons having questions about Title IX should contact Diane Ross, Title IX Officer, 541-383-7218, x7218, dross3@cocc.edu.

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

If you tell the truth, you don't have to remember anything.

~Mark Twain

*Whoever is careless with the truth in small matters cannot be trusted
with important matters.*

~Albert Einstein

There's a world of difference between truth and facts. Facts can obscure the truth.

~Maya Angelou