

## Syllabus

### Course Information:

**Course Title:** WR 122 Argument, Research and Multimodal Composition

**Course Number:** WRITING122 CRN 12988

**Credits:** 4

**Course Date:** 1/9/23—3/23/23

**Course Meeting Times:** MW 3:15-5:05pm PIO 200C

**Instructor:** A. Jane Thielsen, M.A.I.S. Email: [jthielsen@cocc.edu](mailto:jthielsen@cocc.edu) (best contact)

**Office Hours:** TBA

**Course Location:** COCC CANVAS AND IN PERSON PIO 200C

**Final Exam Time:** M 3/06/23 3:15pm—5:05pm

**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

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

**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/discussion board). This is not usually an online class, however BECAUSE OF THE HEALTH NEED FOR STAYING AWAY FROM GROUPS, the online class site—classfolios.org—and Blackboard may be used for class activities and documents. 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.**

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

ISBN: 978-0-393-60264-7 **OPT**

**Publisher:** Norton or

**Any grammar and style handbook that includes MLA 9<sup>th</sup> edition guidelines - Additional text materials will be provided by web site ([www.classfolios.org](http://www.classfolios.org).) and/or handouts.**

**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 (will 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	Possible	%	Combined Percentage
<b>These details subject to change as needed.</b>			
Responses, summaries, journals, short essays 300wds	<b>Avg./all</b>	10	80
Essay #1: OP-ED Argument Essay 1000 wds	<b>100</b>	20	
Essay #2: Documented Argument Essay --2500 wds	<b>100</b>	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 (<i>un-excused absences, leaving early or conduct issues will cost</i>)</b>	<b>100</b>	10	

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

<b>Wk 4</b>	<b>Essay 1 due</b>
<b>Wk 5-10</b>	<b>Essay 2 draft stages due</b>
<b>Wk11</b>	<b>Main paper due at Final Exam Time</b>

**Final Exam Date and Time M3/6/23 3:15am—5:05pm**

**Assignment Information – continued**

**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.
- 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.**

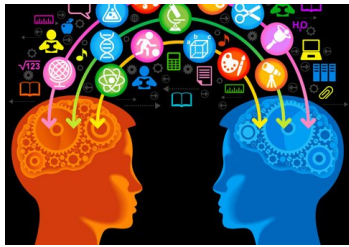
**Reading Assignments:** For each class meeting, students will have material to read, some to be done before class and some during class. Written commentary on assigned readings, called “responses” are part of each reading assignment done outside of class. These responses will be used for class discussion of the reading assigned and may be collected for a rating credit. 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.

**MLA Formatting:** All 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** *Students must, also, take personal responsibility for their own*



*learning by asking questions, doing extra reading, etc. as needed to further their understanding.* More than 2 unexcused absences from an online Bb assignment. will lower the course grade. The Bb class site and the open internet class page will have course materials, general assignments, etc. for access from any internet computer.

**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 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. can earn a referral for college discipline.**

**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**

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

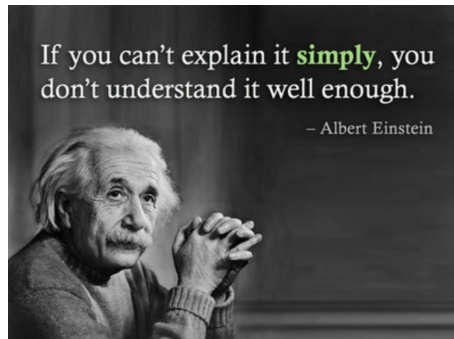
**RATING SCALE:** 5 (= 95+ excellent)/ 4 (= 85 close)/ 3 (= 75 a good start) / 2 (= 65 ALERT for immediate help!)/ 1 (= 55- not-in-the-ballpark, student's success seriously at risk)

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 <sup>th</sup> 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 <sup>th</sup> 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

### 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.F 0-64 Not passing –

### 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](mailto: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.

## WATCH WORDS

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*

~THERE'S A WORLD OF DIFFERENCE BETWEEN TRUTH AND FACTS. FACTS CAN OBSCURE THE TRUTH. ~MAYA ANGELOU





