

Syllabus

Course Information:

Course Title: WR 122 Argument, Research and Multimodal Composition

Course Number: WRITING 122 CRN 20867

Credits: 4

Course Date: 4/6/20—6/14/20

Course Meeting Times: TTH 12:45-2:35pm

Course Location: RMD 128

This course will be delivered online until COCC reopens onsite classes.

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

Office Hours: TBA

Final Exam Time: TH 6/11/20 Online

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/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 will 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- OPTIONAL

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 **OPT**

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/mailling 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
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 --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)

Wk 4	Essay 1 due
Wk 5-10	Essay 2 draft stages due
4/11/20	Main paper due at Final Exam TH 6/11/20 Online

Final Exam Date and Time TH 6/11/20

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)

Final Exam:– **TH 6/11/20**

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>

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 – Does not demonstrate understanding of assignment or mechanical goals

COCC Support Services

[Writing Center](#) - Contact the Writing Center Coordinator for more information: Jennifer Forbess. For Spring term, the writing center is set up to meet with students via their Zoom room, which is available at <https://cocc.zoom.us/my/cocccwritingcenter>

[Online Tutoring](#) - Free online tutoring is currently offered to COCC Students through the Western eTutoring Consortium. Check out their website for a list of subjects and the schedule.

[Disability Services](#) – If you need to request, modify, or cancel an accommodation visit the website for Services for Students with Disabilities.

[Using the \(digital\) Library](#) – A guide to navigating the massive amount of material available online through the COCC Barber Library

Zoom Apps – Zoom is COCC's web conferencing standard and will be used for most remote delivery. Zoom is a free tool that works on all major platforms. We recommend you pre-install the *Zoom Cloud Meetings* app on the computer or devices you plan to use for school. Links to install: [App Store](#) | [Google Play](#) | [Windows](#) | [Mac](#)

Computer Labs – As of this writing, COCC has several computer labs available student use beginning Monday April 6th. In Bend the Pioneer lab is open, in Redmond the RTEC lab, and the Madras and Prineville labs are still currently slated to open with the start of term. This information may change, so please check the [Computer Lab website](#) regularly if you plan to use these.

Student Tech Support – for general computer use and Bobcat account support, please contact feedback365@cocc.edu or call the Student Help Line at 541-383-7716. Blackboard and eLearning support can be reached at elarning@cocc.edu.

Blackboard Tools and Resources – if you're new to using Blackboard for your classes, please visit the [eLearning Student Resources page](#) for a digest on how to use the primary tools and functions, such as submitting assignments, participating in the discussion boards, and checking your grade.

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.

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