INSTRUCTOR: Dr. Kent Buys
LOCATION/TIME: IA-233: TTh, 11:00 AM to 12:20 PM; CRN#20489.
OFFICE HOURS: SSH 208 by appointment (T –10:00 to 11:00 AM).
PHONE: 752-7720. Please call anytime.

I. CLASS MATERIALS

Textbooks:
A. *Perspectives On Argument* by Nancy Wood, Fifth Edition (required);
B. Selected Newspaper editorials, ads
C. *LB Brief* by Jane Aaron (required)
Other: You should also have a dictionary and a thesaurus.

II. COURSE OUTCOMES

A. Students will read, practice and learn to write
   1. Purposes for Argument
   2. Types of Argument
   3. Lines of Argument
   4. Structuring of Arguments, as well as
B. Read, write, and discuss controversial issues
C. Write different styles of Argument
D. Use elements of Toulmin Argument
   1. Claim, Reason, Warrant, Evidence
   2. Identify Logical Fallacies
   3. Cite sources
III. GRADING OF CLASS ASSIGNMENTS

A. Class participation -- Exercises in class: 80 points

B. Three Argument analysis essays (Turned in on time, wks 3,5,7): 60 points

C. Three Quizzes – 7-10 points each 90 points

D. 4 Responses (analytical) to articles due weeks 5,6,7,8 40 points

C. The Portfolio Report -- Assembled revised drafts and other inclusions as described below due Tuesday of Week 10 (230 points)

Total assignment points: 500 points

Please note: I will accept only one late paper from each student, which must be submitted within one week of the original due date.

No Final Exam

Grading Scale
(percentage of total points):

- 90 -- 100 = A
- 80 -- 90 = B
- 70 -- 80 = C
- 60 -- 70 = D

IV. THE WRITING PORTFOLIO DEFINED

The writing projects that you produce during the quarter are considered “works in progress” which can be revised once and submitted as your best work in a neat collection (your portfolio) which will be due the last day of Week 8. Portfolios will not be accepted late. The portfolio should contain the items listed below:

1) A Table of Contents which outlines the sections and titles;

2) Final graded revisions of the three major writing projects for the quarter stapled on top of all previous drafts;
3) 5 Responses (analytical): with attached magazine or newspaper editorial (not a strictly news story), an advertisement, a printout of a Web page or an article essay (perhaps one you’re researching) and your analysis of that article which must identify claim, reasons, evidence, warrants, plus your response and reservations. Most news articles are descriptions only; you are looking for an argument (controversial point of view). Check the editorial pages for arguments.

4) A two-three page Reflection essay on your work for the quarter (essay form -- one paragraph about each essay discussing your topic choice, the process of writing it, and your satisfaction with the results);

5) An explanation of your writing Methodology (the writing process that you have routinely used in this class) and how well it has worked for you;

6) A final Grade Justification (an argument for the grade you honestly believe you deserve in this class using evidence based on your writing and your class performance); and

7) One hand-corrected Autobiographical Essay (showing your corrections and comments) which had been submitted the first week as a benchmark.

V. Important Policies:

1. Plagiarism. Using another’s work (exact words or paraphrase) as your own without proper acknowledgement is called plagiarism and can result in failure of the class and expulsion. Referenced work must be correctly cited and listed in the Works Cited (MLA) Section of an essay. In-text citations and a Works Cited Section are required whenever outside sources are used.

2. Waitlist Policy: If this class is full, registered students not attending class during the first week will be withdrawn, and waitlisted students who are attending class will be admitted to the class on a space available basis.

3. “Disabilities Services and Emergency Planning – Meet with Instructor Week One
“If you have emergency medical information for your instructor, need special arrangements to evacuate campus, or have a documented disability, please meet with your instructor, by appointment, no later than the first week of the term, to discuss your needs and present your ODS accommodation letter. If
you have a documented disability that will impact you at college and you have yet to seek accommodations, contact the Office of Disability Services (ODS) for intake and to document your disability with LBCC. Only students who document a disability and present an accommodation letter to an instructor are entitled to academic accommodation. Each term, when you register for classes and at least 2-3 weeks prior to the start of a term, submit your “Request for Accommodations” form to ODS. Week 1, pick up letters for your instructors and deliver in person to each instructor during office hours or by appointment. Instructors may need time to arrange your accommodations. ODS may be reached from any LBCC campus/center by emailing ODS@linnbenton.edu or by calling 917-4789. Letter pickup is available at each LBCC campus/center. "Additional instructional services, beyond classroom instruction and instructor consultations, are available for all students at the Learning Center and The Support Lab at HO-114." (LBCC Faculty Guidelines)

Writing 122 – English Composition – Argument
VI. PROPOSED CLASS SCHEDULE (* = assignment for next class):

WEEK 1
B. Syllabus and Overview
   Brainstorm stereotypes: (about 15)

WEEK 2
A. Due Thursday: Select an important claim you make about your personal character or belief system, using Toulmin elements of argument, and identify elements of your argument claim, reason, warrant and give a piece (example) of evidence to submit in writing (1-2 pages, double-spaced). Share in small groups.

WEEK 3
A. Tuesday Open-book Quiz (30 minutes)– Toulmin Argument (Chapter 5, pp. 127-156).
B. Brainstorm Topics for Essay #1 (Topic/claim of choice) – Due Thursday for small group presentation/discussion. For research and documentation, refer to Ch. 12 (pp. 293-350); select either MLA or APA Style (pp. 351-404).
*For next week, Read Chapter 13: Visual and Oral Argument (pp. 407-433).
WEEK 4
A. Work on organization and development of Essay #2.
B. Tuesday Class Discussion: Chapter 9: Rogerian Argument and Common Ground (pp. 245-290)
C. (Thursday) – Open Book Quiz on Chapter 9 (30 minutes).
D. Select text or news article to discuss in class next week. Read Summary Charts for Claims, Proofs (ethos, pathos, logos), and Tests of Validity (pp. 463-472) for Open Book Quiz next week.

WEEK 5 – Bring news article to present & discuss
A. Tuesday: Quiz on Synthesis Summary Charts (pp. 467-472). Discuss Essay #2 topic choices (pairs); present & discuss news article.
B. Thursday: Essay #2 due to turn in.
C. *Read Support for Arguments (see Index examples under “Support”, p. 725)

WEEK 6 – Bring news article to present & discuss
A. Tuesday: Open Book Quiz on Support (evidence) for Arguments
B. Discuss articles in small groups. Identify claim, warrant, support evidence.
C. Discuss chosen topics for Essay #3, due week 7 (Thursday) for peer review/discussion/correction.

WEEK 7 – Bring news article to present & discuss
A. Check Documentation, Review of trouble-spots and revise Essay #3 (see LB Brief and text for documentation check).
B. Thursday: Turn in completed Essay #3. Discuss/analyze chosen news articles

WEEK 8 – Bring news article to present & discuss
A. Tuesday -- Articles discussion (small groups);
B. Thursday -- Last Open Book Quiz (30 minutes): Your topic choice: Example of Toulmin Argument.

WEEK 9 – Selected Controversial Issues Discussion/Pro & Con Arguments
A. Controversial Issue Discussions/Arguments
B. Course Review; Prepare Portfolios for submission Thursday next week.

WEEK 10 – Controversial Issue Discussions/Pro & Con Arguments
A. Portfolio preparation questions/answers
B. Topic Discussions (small groups).
C. Thursday: Hand in Portfolios; individual conferences (last day of class).

WEEK 11 – Finals Week (no class)