Each day, we try to persuade others to adopt our point of view on any number of topics: assure a parent or spouse that we REALLY didn’t see the post behind us in the parking lot; persuade the instructor in the math class to take the late assignment; or convince the voters to approve a revision to a current law.

This course has been designed to improve persuasive skills in the following areas:

  * Understanding arguments—including critical thinking and reasoning
  * Analyzing arguments, including detecting missing elements and evaluating the effectiveness.
  * Creating written arguments: planning, drafting, revising, and researching.
  * Developing persuasive strategies
  * Avoiding logical fallacies.

In order to achieve these goals, students will be involved in a variety of classroom activities, group projects, and independent tasks. We will pace the work so that one activity builds on the one before, and the readings and projects will complement one another. Attendance in class and at group meetings is crucial to success in the course. If you miss class, it is your responsibility to get the information.

Evaluation for the course will be based on

  1) in-class writings and responses,
  2) essays to be worked on independently or with a group and peer edited in class,
  3) quizzes, and
  4) a final exam.

WR122 writing is held to at least WR121 proficiency standards. If you have not yet taken WR121 and plan to do so, you may experience difficulties if you have taken WR122 first. Students may seek extra help with me during office hours or by appointment or at the Writing Desk.

Assignments must be turned in on time to receive full credit. Late assignments will receive a 10% penalty.
Additional Guidelines:

* Type or word-process final revised paragraphs and essays (except those done in class).
* Rough drafts and peer comments/edits must be turned in with the revised essay assignments.
* Plan for all work to be done on time... this includes drafts and revisions.
* Plan to do your own work. You'll be learning how to give appropriate credit for information and/or quotations from others' work so that you will avoid plagiarism. When you do it yourself, you'll learn better!

***Since this is a course about persuasion and (sometimes) disagreement, we must each do our part to show respect for and to one another and for our readers. Since we all want respect, we need to show respect –even to (especially to ) those with whom we disagree.***

Campus Resources:

+ **Conferences** with the instructor. I’ll have office hours each day that I’m on campus. If those hours do not work for you, we can meet by appointment. (Turn over for office and office hours)
+ **Library** (917-4638)
+ **Writing helps**: a cooperative writing service including ESOL, Writing Desk, Writing and Study Skills Labs and more.
+ **Writing Center**: Writing Desk Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments.
+ **Computer Labs**: WH 213 and Forum 202 and NSH 108.

Disability Statement:
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 the term, submit your Request for Accommodations form to ODS. During Week 1, pick up the letter 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 email—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.
**WR122 Proposed Schedule**  
**Fall Term 2007**

### Week 1  
**9/25-27**  
- Intro class, course  
- Assign chaps 1,2  
- Writers' resources  
- Assign diagnostic  

**Diagnostic due**  
- Discuss Chaps 1,2 Argument/Style  
- Assign chapter 3 -Rhetorical situation  
- Assign position  

### Week 2  
**10/2-4**  
- Discuss Chaps 3  
- Peer edit position  
- Assign Chapter 4 Issues  

**Position due**  
- Assign analysis/Response with citations  

### Week 3  
**10/9-11**  
- Just WHAT is analysis?  
- Assign chapters 5-6  
- Essential parts/ claims  

**Peer edit Analysis/Response**  
- Citations  

### Week 4  
**10/16-18**  
- Analysis/Response Due  
- Assign #3–Value or Definition  
- Assign chapter 7 proofs  

**#3 Due**  
- Library visit??  
- Assign Chapter 8 fallacies/pseudopros  

### Week 5  
**10/23-25**  
- Peer edit #3  
- Assign project  

**TBA**  
- Commas 1,2,4  

### Week 6  
**10/30-11/1**  
- Project related activities  
- Summaries, etc.  

**Project related activities**  
- Colon, Semicolon, Commas 3,5  

### Week 7  
**11/6-8**  
- Summaries due  
- Begin analysis essay  

**Chapter 9 Rogerian argument**  
- Parallel construction  

### Week 8  
**11/13-15**  
- Peer edit the essay/Conferences  

**Project Due**  
- Assign Policy (#4)  

### Week 9  
**11/20**  
- Activities related to policy paper  

**Thanksgiving Holiday**  

### Week 10  
**Policy Due**  
- Prep for final  

*FINAL EXAM is scheduled for Tuesday, Dec. 4, 12:30 PM*