

## WR 122 – Argumentation

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### **Course Text and required materials:**

*From Critical Thinking to Argument*, 6th Edition

Access to a computer and internet (partially provided in class)

Ability to type and print all major essays

### **Course Description**

Students will write essays that logically argue a thesis and effectively respond to outside texts. Throughout the course, writing will be approached as a process that includes guided discussion to generate ideas, prewriting, drafting, revision and careful proofreading. Assigned readings will require students to analyze, summarize, and synthesize secondary sources addressing a variety of issues.

### **Course Objectives**

Writing 122 is meant to provide practice in expository and argumentative writing with emphasis on critical thinking skills; principles of inductive and deductive reasoning; the relationship of language to logic; analysis, criticism, and advocacy of ideas; methods of research in relation to evidence; and advanced elements of style and organization. To accomplish these goals in Writing 122, you will read, examine, and respond (in class discussions and in your writing) to a multitude of media revolving around various contemporary issues, as presented in our text, and reaching across several disciplines

### **What You Can Expect**

By the end of this class you will be able to:

- Develop and present precise, logical, and effective argumentative essays.
- Plan, draft, organize, and revise different types of arguments.
- Do research to support your argumentative positions.
- Integrate research into your writing using quotes, paraphrases and summaries.
- Properly document your sources using MLA/APA guidelines.

### **What Your Instructor Expects**

Plan to:

- Read the assigned materials,
- Check the instructor website regularly
- Turn in assignments by deadlines as stated,
- Spend about nine hours per week working on assigned materials,
- Revise essays at least twice.
- Refer to this syllabus as needed

## **Grading**

Your grade for this course will be based on a 1000pt scale where:

A=1000-900 B=899-800 C=799-700 D=699-600 F=599-0

300pts Small Assignments

200pts from Peer reviews

50pts Essay 1 Peer Review

50pts Essay 2 Peer Review

50pts Essay 3 Peer Review

50pts Essay 4 Peer Review

100pts from Participation

50pts from In-class activities

50pts from Free writes

150pts Essay 1—Formal Complaint Letter

150pts Essay 2—Rhetorical Analysis

150pts Essay 3—Argumentative Essay

250pts Essay 4—Final Argumentative Essay

## **Major Assignment Descriptions**

This course will require timely completion of the following essays.

### *Essay 1—Formal Complaint Letter*

A 400 – 600+ word formal complaint letter. You will write this professional letter as if you were planning to send it to a company or service provider which has not met your specific needs.

You will acknowledge why you made your purchase or used the service provided, what you expected to be the result of this purchase or use, and why the actual result was unsatisfactory. Use the basic skills of writing developed in previous writing courses in order to create a concise, well-developed, professional letter, which takes into account your purpose (what you expect to gain from this letter) and the intended audience (the customer service department, for example).

You are strongly encouraged to meet or slightly exceed the 600 word upper limit for this complaint letter.

### *Essay 2—Rhetorical Analysis*

A three to four page (900-1200 words) Rhetorical Analysis (a.k.a. “Critique”) of one essay or written argument. You will choose an essay you want to analyze/evaluate for the Rhetorical Analysis, and will briefly summarize the reading (a 10-12 sentence paragraph). The majority of your essay, however, will apply analytical and evaluative methods, especially focusing on reasoning and evidence presented, as well as bias of author, style and/or form of the piece, analysis of intended audience and purpose and finally your evaluation and response to the essay that takes into account your own “subjectivities.”

This assignment will require outside reading on your part to determine a written essay appropriate for a rhetorical analysis.

### *Essay 3 & 4—Argumentative Research-based Essays*

Four to six page essays (1200-1800 words) that argue a specific position backed by credible sources. While you must decide the narrowed topic for each paper, each must show thoughtful analysis of and response to the course readings and/or discussions about them. Remember, all materials must be cited in MLA or APA format, complete with parenthetical (in-text) citations and a reference or works cited page, even if they are from our text book or course materials. The form of the paper may be analytic, argumentative, or a combination of critical/creative. What they cannot be is merely summary or merely descriptive. I must approve the topic for each essay, and you are strongly discouraged from changing topics a week before the formal due date. Topic choices must differ substantially between these papers, both in subject and audience. You are welcome and encouraged to create a multi-modal argument for your second essay.

#### **Late Papers**

Major papers will be marked down a full letter grade for the first day of lateness and 1/3 of a letter grade for each following business day of lateness. If you are ill or cannot submit your paper on time, please email or speak to me IN ADVANCE to make arrangements.

Late papers will not be accepted if they are more than a week late. This cut-off will not be invoked if you have had a documented medical emergency or have discussed turning the paper in late before it was officially due.

In-class assignments and participation cannot be made up.

#### **Participation & Attendance**

Participation is expected. Active participation—voicing your opinions by regularly speaking in class, asking questions, sharing in-class writing, contributing to group activities is essential. Treat class like you would a job—show up on time, stay involved, and do your best to attend. Frequent absences and/or disengagement in the classroom will make it much harder to receive a passing grade.

#### **Email**

One of the primary ways we will stay in contact is through email. Though not graded, emails are important and will be expected to be professional. I do my best to respond to emails Monday through Friday, but I do not check my email over the weekend. Complex questions are best reserved for office hours. Do not use email as a substitute for attending class.

#### **Feedback**

Office hours are the most effective way to receive feedback on your work. If you are unable to make use of office hours, send an email asking for specific feedback regarding a specific assignment.

#### **Classroom Conduct**

The classroom is an environment in which students and an instructor come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn and the general goals of academic freedom are maintained. Differences of

viewpoint or concerns should be expressed in terms which are supportive of the learning process. Behaviors that are disruptive to learning include but are not limited to: talking while others have the floor, using cell phones, texting, arriving late or leaving early. Conduct which repeatedly disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Academic Dishonesty**

Do not cheat. Any plagiarism or use of someone else's writing (including sentences or phrases), information, or ideas without proper attribution and citations – intentional or accidental – may result in an F on the paper or for the course. As a general rule, if you did not write an assignment for this specific class, during this specific term, specifically for me, do not turn it in.

### **Regarding Self-Plagiarism**

Do not submit any papers you have written for another class or instructor even if you were the one who wrote the paper. Please speak with me if you have any questions or would like clarification on what constitutes self-plagiarism.

### **Incompletes**

If you have completed approximately 80 percent of the course work by the end of the term but are unable, for reasons that are generally not your fault, to complete the rest, I will grant you an incomplete.

### **Center For Accessibility Resources**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

### **LBCC Non-Discrimination Policy**

Everyone is welcome at LBCC, regardless of whether they are black, white, Latino, native, gay, straight, Christian, Muslim, Jewish, male, female, transgendered, married, disabled, a veteran, a non-English speaker, an immigrant, or any number of other categories not listed here. What is more, LBCC sees our differences as a source of strength and an important part of education.

### **Writing Center**

From invention to revision, beginning to end, the LBCC Writing Center can help you take your writing to the next level. Please feel free to drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment and any questions you have. You may also submit your writing online at [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net) where you will get a personalized response within 1 – 2 business days.

### **Regarding this Syllabus**

This syllabus may be adjusted if the needs of the class change. Students will be notified via email if any changes are made and are strongly encouraged to save a copy for reference.