**Writing 122**: **Argument, Style, and Research**

Spring 2014

CRN: 42412

Tuesday/Thursday 2-3:50pm

Center, Room 451

*“The most accurate definition of writing, I believe, is that it is the process of using language to discover meaning in experience and to communicate it.”*

*--Donald Murray, from “Internal Revision”*

*“…we learn to write by writing.”*

*--John Holt, from “Making Children Hate Reading”*

*“Good writing doesn’t come naturally, though people seem to think it does.”*

*--William Zinsser, from “Simplicity”*

*“Writing turns out to be one thing we can control in a world where much feels beyond our control.” –Mary Pipher, from “Writing to Connect”*

**Instructor**

**Dr. Sarah M. Lushia**

(You may call me: Sarah, Dr. Lushia, or Ms. Lushia)

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**Office**: Center Building 439L

**Office Phone**: 541-463-5482

**Office Hours:**

Monday: 9am-10am

Tuesday 12:15-1:15pm

Wednesday: 9am-10am

Thursday: 12:15-1:15pm

Friday: 9am-10am

I’m also happy to meet with students by appointment

**Access for Students with Disabilities**: If you need support or assistance because of a disability, you may be eligible for academic accommodations through Disability Resources. For more information, contact Disability Resources at 541.463.5150 (voice) or 541.463.3079 (TTY). You may also stop by Building 1, Room 218. Please note that I cannot discuss Disability Accommodations in the classroom, due to issues of confidentiality. So if you have a documented disability, please email me to arrange a meeting during office hours as soon as possible so you can provide me with a copy of your letter of accommodations and we can discuss which of these accommodations you will need in this course.

**Course Information**

**Catalog Course Description**

This course focuses on persuasion and argument supported by external research, including the processes of finding and evaluating sources, citing, documenting, and integrating source material into the student’s own text. Both subjects--argument and research--are presented in the context of critical reading and the writing.

**What to Expect in this Course**

* You will write often and compose several drafts of all the writings for your Assignments
* You will focus largely on how to effectively build and support arguments
* You will conduct a significant amount of inquiry-based research
* You will read and critically engage with a wide variety of texts, especially in your research.
* You will work often in small peer groups on in-class activities, in workshops with drafts, and discussing readings.
* You will be expected to participate in whole class discussions as well.
* Most of all, you should expect to grow as a writer and critical thinker in this course.

**Required Texts**

The majority of the readings for this course will be a mixture of PDFs of articles and chapters from a variety of books, as well as Open Educational Resources. Links to these materials will be provided on our course Moodle page, which you will be able to consistently access throughout the course.

You will also need a writing handbook. We will use the free, on-line handbook found at:<http://bcs.bedfordstmartins.com/resdoc5e/>

**Course Outcomes/Goals**

We will spend a significant amount of time discussing the Course Outcomes/Goals. At the end of the course, each of you will be required to provide specific evidence which proves that you’ve met all of the Course Outcomes/Goals listed below.

Upon successful completion of this course, students should be able to:

1. **Engage in and value a respectful and free exchange of ideas**
   * This goal includes respectfully engaging in in-class discussions in small and large groups as well as having respectful, constructive conversations during peer response workshops. It also includes genuinely engaging with ideas that differ from your own in a respectful manner.
2. **Demonstrate effective critical thinking and reading skills of college-level texts**
   * This goal includes the ability to read college level texts—both assigned readings and the pieces of research you find for your projects—deeply and critically. To read deeply and critically means to read beyond the basic, surface meaning of texts and to consider how their meaning is affected by elements such as: who wrote texts, why texts were written, where they were published or became public, how they are structured/organized, what rhetorical devices and word choices are used.
3. **Make appropriate and effective rhetorical choices within specific Writing Situations during multiple stages of the writing process, including: invention, drafting, revising, and editing**
   * This goal asks you to consider how well you are tailoring your writing to the specific framework—audience, genre, and purpose—in which you are writing. For instance, you would not begin an essay with “Dear Sarah” because that would be an inappropriate choice for the essay genre.
4. **Employ appropriate methods of development and support within their written arguments**
   * This goal asks you to consider how well you develop or “unpack” ideas within your writing to support your thesis. It also asks you to consider HOW you develop these ideas—what methods do you use to do this? For example if you’re trying to argue that an event had a wide impact, one of the ways you might support this claim is by providing statistics about how many people it affected from studies done about the event.
5. **Engage in an effective research process, demonstrate effective use of quality resources, and accurately and consistently cite sources using appropriate documentation style(s) in accordance with a documentation handbook**
   * This goal includes the ability to find quality resources (think of the “stuff” Jen teaches you about the research process as well as the ability to USE these resources effectively to develop and support your claims. It also includes the ability to correctly cite sources.
6. **Effectively employ and critically analyze the accepted conventions and formatting of academic writing**
   * This goal asks to you consider the conventions and formatting used in specific genres. For example to ask questions such as: Why are essays double spaced? Why do I need a Works Cited page at the end of a research essay? Why do I indent paragraphs in an essay? Once you’ve considered and answered these questions, this goal asks you apply what you’ve discovered about the accepted conventions and formatting of specific genres to your own writing.
7. **Articulate an understanding of why/how writing is an essential skill not only in the classroom, but, more importantly, beyond the classroom**
   * This goal asks you to think about how/why writing is useful in your everyday life and “real world” situations. In other words, how is what you’re learning about writing in this course important to your life outside this course.

**Lane’s Core Learning Outcomes**

In addition to individual Course Goals provided for each course you’ll take at Lane, Lane Community College also has a set of Core Learning Outcomes (CLOs) that are central to the liberal education approach that is the heart of Lane. According to Lane’s Assessment website, “The liberal education approach can empower our students to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face.” There are five CLOs at Lane which work together to provide the framework for this liberal education; they are as follows: think critically, engage diverse values with civic and ethical awareness, create ideas and solutions, communicate effectively, and apply learning. You may have seen these CLOs displayed on posters like this one like this around campus and the community:



Because the CLOs are central to the liberal education approach at Lane, each course you take here will address one or more of the CLOs. For more detailed information on the CLOs, please visit: <http://www.lanecc.edu/assessment/core-learning-outcomes>

**In this course we’ll be focusing on think critically, communicate effectively, and create ideas and solutions.** You can find detailed descriptions of each of these CLOs below.

**Think critically**

*Definition*: Critical thinking is an evaluation process that involves questioning, gathering, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think critically:

* Identify and define key issues
* Determine information need, find and cite relevant information
* Demonstrate knowledge of the context and complexity of the issue
* Integrate other relevant points of view of the issue
* Evaluate supporting information and evidence
* Construct appropriate and defensible reasoning to draw conclusions

**Communicate effectively**

*Definition:* To communicate effectively, students must be able to interact with diverse individuals and groups, and in many contexts of communication, from face-to-face to digital. Elements of effective communication vary by speaker, audience, purpose, language, culture, topic, and context. Effective communicators value and practice honesty and respect for others, exerting the effort required to listen and interact productively. Students who communicate effectively:

* Select an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for conveying the message
* Create and express messages with clear language and nonverbal forms appropriate to the audience and cultural context
* Organize the message to adapt to cultural norms, audience, purpose, and medium
* Support assertions with contextually appropriate and accurate examples, graphics, and quantitative information
* Attend to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension
* Demonstrate honesty, openness to alternative views, and respect for others' freedom to dissent

**Create ideas and solutions**

*Definition*: Creative thinking is the ability and capacity to create new ideas, images and solutions, and combine and recombine existing images and solutions. In this process, students use theory, embrace ambiguity, take risks, test for validity, generate new questions, and persist with the problem when faced with resistance, obstacles, errors, and the possibility of failure. Students who create:

* Experiment with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes
* Explore or resolve innovative and/or divergent ideas and directions, including contradictory ideas
* Utilize technology to adapt to and create new media
* Invent or hypothesize new variations on a theme, unique solutions or products; transform and revise solution or project to completion
* Persist when faced with difficulties, resistance, or errors; assess failures or mistakes and rework
* Reflect on successes, failures, and obstacles

**Policies**

**Attendance:** This class will function as a discussion-based learning community. As such regular attendance to the class is essential for your success. I expect you to be here, on time, and prepared for whatever we’re doing in class each day. Absences in excess of two and/or being chronically unprepared or late for class will result in a direct lowering of your class participation grade as well as your overall grade in the course. If there is an illness, family emergency, or other such unexpected issue happening in your life, please make me aware of this as soon as possible so we can negotiate absences.

**Missing Class:** If you miss class, you are FIRST to contact classmates and get notes/handouts you missed. So please be sure you have some form of contact information for a few classmates so you can contact them. You are responsible for any material covered in class you miss—including instructions for assignments. If you want/need clarification of something you missed in class AFTER you have gotten notes/handouts from classmates, I’m happy to provide this information in office hours or via email. However, I will not answer the question: “What did I miss in class?”

**Cell Phones:** Your cell phone should be off during class. The only exception should be if you have a personal emergency you may need to attend to. We will have a break in the middle of each class period during which you may check your texts/voice mail messages.

**Late Work Policy:** Only late work that follows the following procedure will be accepted for credit. Procedure: 1)If there is a reason you cannot submit an assignment on time, please contact me **via email** as soon as possible to request an extension on the deadline. In most cases, I expect that you will request this extension no later than the end of the day on which the assignment was due. 2) I will respond to your email and, if granting you an extension, provide you with a new due date. 3) **PRINT** the email I sent you which includes the new due date. Staple this email to the top of the completed assignment, and submit the assignment by the new due date.

**Academic (Dis)Honesty:** Quoted directly from LCC’s Policies as listed in the online catalog:

“Students are expected to conduct their academic affairs in a forthright and honest manner. In the event that students are suspected of classroom cheating, plagiarism or otherwise misrepresenting their work, they will be subject to due process as outlined in the Student Code of Conduct.” In plain language, do your own work. Ask for help if you get stuck or need extra support. There’s no valid reason to turn in work that isn’t your own.

**Classroom Conduct:** Respecting other students, yourself, your instructor, and any guest that may attend class is a fundamental and non-negotiable requirement in this course. I will not tolerate disrespect of any form in this class. This includes but is not limited to: name calling, raising your voice at another individual, using ethnic/racial slurs, homophobic language, or sexist language, disparaging someone’s religion, class, community, or background or attempting to silence someone while they are speaking. Over the course of the quarter we will be talking about many ideas, opinions, and contemporary issues. The only way to facilitate open and constructive conversations about these ideas, opinions, and issues is to create a safe learning environment. This does not mean that you cannot express disagreement with an idea that is raised in class. Without people presenting multiple views of a topic no genuine and constructive conversations will occur. What it does mean is that in all instances, including those in which you are disagreeing with someone else’s ideas, you must be respectful.

**Grading and Assessment**

**Overview**

It is possible to earn 1000 total points in this course. Below you will find a chart of how the points/percentages you earn in this course translate into letter grades.

**Points Earned Percentage of Possible Points Final Letter Grade**

955-1000 96%-100% A+

925-954 93%-95% A

895-924 90%-92% A-

865-894 87%-89% B+

825-864 83%-86% B

795-824 80%-82% B-

765-794 77%-79% C+

725-764 73%-76% C

695-724 70%-72% C-

665-694 67%-69% D+

625-664 63%-66% D

595-624 60%-62% D-

0-594 0%-59% F

**Breakdown of Possible Points to be Earned in Course**

Personal argument 150pts

Annotated Bib 175pts

Audience Analysis for Argumentative Packet   75pts

Participation 100pts

Peer Response 75pts

Course Goals Essay 125pts

Argumentative Packet   300pts

**Total Possible Points 1000pts**

**Contact Information for Important Places on Campus**

Academic Advising Building #1/Room 103 541.463.3200

Academic Learning Skills Building 11/Room 246 541.463.5439

Career and Employment Services Building #1/ Room 102 541.463.5167

Child Care Building #24/Room 114 541.463.5519

Computer Labs Various 541.463.3333

Counseling Building #1/ Room 103 541.463.3200

Disability Resources Building #1/Room 218 541.463.5150

Health Clinic Building #18/Room 101 541.463.5665

Legal Services Building #1/Room 201A 541.463.5365

Library Center/2nd Floor 541.463.5220

Multicultural Center Building #1/Room 201 541.463.5276

Queer/Straight Alliance Building #1/ Room 206 541.463.5331

Student Government Building #1/Room 210 541.463.5290

Student Life/Leadership Development Building #1/Room 206 541.463.5336

Substance Abuse Prevention Building #1/Room 226 541.463.5178

Titan Bookstore Center/ 3rd Floor 541.463.5256

Tutoring Services Center/ Room 210 541.463.5282

Veterans’ Services Building #1/ Room 215 541.463.5497

Women’s Program Building #1/ Room 202 541.463.5353