



Welcome to Winter 2018 WR 122 ONLINE: Composition @ COCC!

(CRN 11119)

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Course Description: *WR 122, Argument, Research, and Multimodal Composition (4 credits)*, 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.

Pre-Requisite: A passing grade (C or better) in WR 121 or equivalent coursework.

Readings: There is no textbook for this class. Readings and assignments will be posted in Blackboard for you to download/print.

FIRST WEEK ATTENDANCE REQUIREMENT: *See the START HERE folder in Blackboard. This assignment is due by **Monday, Jan 8th, 11:59pm** submitted via the submission link in the START HERE menu. This is NOT the introduction posting assignment due week 1, but a PRE-INTRODUCTION assignment meant to test your ability to read carefully and to make sure that an online class is right for you.*

If not completed, you will be dropped from the course. Wait listed students who wish to be considered for any open spots must also complete the attendance assignment.

WR 122 Student Learning Outcomes		
Critical Thinking, Reading, and Writing		Assignments
<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 	<ul style="list-style-type: none"> Researched exploratory and argument essays; Multimodal project All assignments this term are related to the process of research for different purposes 	
Processes		
<ul style="list-style-type: none"> Demonstrate flexible and rhetorically 	<ul style="list-style-type: none"> Three major assignments requiring three 	

<p>appropriate composing strategies</p> <ul style="list-style-type: none"> • Provide constructive peer feedback; respond effectively to peer and instructor feedback • Experiment with and adapt composing processes for a variety of technologies and modalities 	<p>different composing strategies.</p> <ul style="list-style-type: none"> • Peer and self review are part of all major assignments, and students can revise assignments after instructor feedback. • The multimodal assignment encourages composing from multiple 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 	<ul style="list-style-type: none"> • All assignments should be edited and proofread. • Students will adapt organizational and writing styles for each of the three major assignments • MLA and APA formatting and documentation systems will be reviewed and used in all three major assignments
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 	<ul style="list-style-type: none"> • The letter to your instructor assignment • Students will complete a self evaluation after each assignment • Each of the three assignments provides a different context

WR 122 Also Meets the following AAOT Outcomes:

Writing and Information Literacy Outcomes:

As a result of completing the General Education Writing sequence, a student should be able to:

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
2. Recognize and articulate the need for information, and then locate, evaluate, and ethically utilize information to communicate effectively; and
3. Demonstrate appropriate reasoning in response to complex issues.

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

COURSE DUE DATES

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| <ul style="list-style-type: none"> ○ Read the documents in the START HERE folder. Follow the directions for what you should read, how you should respond in writing, and how you should submit this assignment. ○ Complete the required attendance assignments by or before Monday, Jan 8th, by 11:59pm. |
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- *Note: You must complete the attendance posting in order to remain in the course, or, for waitlisted students, to be eligible to add the course.*

Assignment Due dates for the rest of the term:

- Except for the first week attendance assignment, assignments are usually due on **Wednesday and Sundays by 11:59pm** throughout the term. Assignments include discussion postings, prewriting, drafts, peer and self-evaluations, drafts and revised major assignments.
- The final essay will be due by or before **Wed., March 21st**.

Reading Assignments

Mini “lectures” and handouts from me, or links to other material are identified in most weeks this term. The expectation for this course is that you will READ (or view) this material. If you do not, you might have trouble understanding the assignments. If you have questions while doing any of the readings, please make sure you post them in the Q and A Discussion Folder so that I can answer it there: that way, others who were too shy to post a question can see the answer! Readings should be done early in the week since the assignments you submit are usually due on Wednesdays and Sundays.

Discussion Board Activity or Student Research Blog Posts

Usually, the discussion board postings are simply to practice a particular skill and to share work with each other, as we would do in a “live” class. I do not always require that you respond to each other’s postings—however, there are times when you must respond. Just read the instructions carefully.

Writing Assignments

Nearly every Wednesday and Sunday evening, you will have a writing assignment/task due, all leading up to your major research project due at the end of our course. Here is a schedule of assignments and due dates. NOTE: This schedule is subject to change. ANY CHANGES WILL BE POSTED IN THE ANNOUNCEMENTS PAGE IN BLACKBOARD and emailed to you. Please make sure you either read the announcements regularly and/or check your COCC email regularly.

Activities and Grading: Please review the late policies carefully. Since assignments in this class build upon each other, some assignments will either not be accepted late at all, or will be accepted up until one class period late, but with a late grade penalty and no written feedback from me.

- **Process assignments (weekly assignments, not identified below specifically): 20%**
 - These assignments are not worth a lot individually (about 2% each). If, however, you successfully complete them all, it will help your overall grade. AND, because they are practice for assignments that do affect your grade, missing them is like missing practice: you will not get the benefit of practicing before the big game.
 - **Late Assignments: will be accepted up to 48 hours late with a letter grade penalty.**
- **Peer and Self Evaluations: 5%**
 - You will do several informal peer and self-evaluations this this term in order to meet the student learning outcomes for this course related to process and metacognition.
 - **Late Assignments: will be accepted up to 48 hours late with a letter grade penalty (with the exception of the final self-evaluation which will not be accepted late).**

- **Research Journal: 20%**
 - Students will keep track of their researching and notetaking throughout the term. The Research Journal will be collected twice during the term.
 - **Late Assignments: This assignment will be accepted up to 48 hours late with a letter grade penalty.**
- **Exploratory Essay 20%**
 - Students will write a 1000+ word essay exploring their issue, identifying the background, the various perspectives, and the barriers to solving the issue. The audience will be your fellow students.
 - **Late Assignments: This assignment will be accepted up to 48 hours late with a letter grade penalty.**
- **Researched Argument Essay (~2000 word essay): 20%**
 - Students will write a 2000+ word essay on the same issue as the exploratory essay, but this essay will be a type of argument essay (common ground or problem/solution or refutation) written to the specific audience you determine.
 - **Late drafts will miss being reviewed by a peer and by your instructor. Revised essays are due at the final.**
- **Final Multimodal project: 15%**
 - This multimodal project will be on the same issue as the previous two essays, but the audience will be determined by you. The purpose will be to persuade that specific audience to act.
 - **Late projects will be accepted no later than the final exam date with a full letter grade penalty.**

The following Grading Scale will be used in this course:

A	94-100	Exceptional (there is not A+ grade at COCC)
A-	90-93	Superior
B+	87-89	Excellent
B	83-86	Very good
B-	80-82	Good
C+	77-79	Better than satisfactory
C	70-76	Satisfactory [Note that there is no C- or D+ grade at COCC]
D	65-69	Passing [Note that you must earn a C or above for Writing classes at COCC]
F	0-64	Not passing

WEEKLY SCHEDULE and due dates

(SUBJECT TO CHANGE: see Blackboard for changes)

To do by or before Monday, Jan 8th, Midnight:

- GO to the START HERE link in the course menu on the left side of your screen and read the documents there (including the syllabus)
- POST to the First Week Attendance/Introductions Discussion Board forum (the link is in the course menu on the left side of the screen) by or before Monday, Jan 8, midnight

<p>Week 1: Jan 8-14</p> <p>TO DO BY OR BEFORE WED, Jan 10th, MIDNIGHT</p>	<p>TO DO BY OR BEFORE SUNDAY, Jan 14th, MIDNIGHT</p>
<p>Read the following:</p> <ul style="list-style-type: none"> • Week 1 Mini Lecture: Course overview and Choosing an Issue/Research Question for the term <p>POST to the Week 1 discussion board---go to the Discussion board link for instructions:</p> <ul style="list-style-type: none"> • You'll be asked to identify three possible issue/research questions based on your understanding of the criteria you read about in the above reading. <p>ADVICE: Begin working on Sunday's assignment before Sunday.</p>	<p>Read the following:</p> <ul style="list-style-type: none"> • Week 1 Mini Lecture Part 2: How to do background research for the Letter assignment due Sunday. • Letter to Professor Donohue assignment due by Sunday night <p>SUBMIT to the Submission link</p> <ul style="list-style-type: none"> • Find an encyclopedia/CQ Researcher/Opposing Viewpoints or Wikipedia background article on your proposed issue question (one that is at least 4 pages long). You'll need to create a citation for it and write a brief summary of the article for the assignment below: • Write and submit your letter to me via the Submission Link in Blackboard
<p>Week 2: Jan 15-21</p> <p>TO DO BY OR BEFORE WED., Jan 17, MIDNIGHT</p>	<p>TO DO BY OR BEFORE SUNDAY, Jan 21, MIDNIGHT</p>
<p>Read the following:</p> <ul style="list-style-type: none"> • Week 2 Mini Lecture on the following topics: <ul style="list-style-type: none"> ○ What is genre and why is it important? ○ How to determine various positions on your issue question ○ Researching using databases • Begin working on Sunday's assignment 	<p>POST the following:</p> <p>Find 3 sources that meet the following criteria:</p> <ul style="list-style-type: none"> • Are from different genres • Are at least 4 pages long • Help you understand 3 different positions on your issue <p>Go to the Discussion Board for week 2, and follow the instructions for this week's assignment.</p>

<p>Week 3: Jan 22-28</p> <p>TO DO BY OR BEFORE WED., Jan 24 MIDNIGHT</p>	<p>TO DO BY OR BEFORE SUN, Jan 28th MIDNIGHT</p>
<p><u>READ the following:</u></p> <ul style="list-style-type: none"> • Week 3 Mini Lecture with advice for completing the next few assignments below. • Assignment: Exploratory Essay assignment (due Feb 11) • Exploratory Essay Worksheet (due by Jan 24) • Sample Exploratory Essay so you can see what you are working towards • Assignment: Research Journal assignment (Part 1 due Feb 4; part 2 Feb 28) • If you will use MLA, read https://owl.english.purdue.edu/owl/resource/747/05/ • If you will be using APA read https://owl.english.purdue.edu/owl/resource/560/05/ <p><u>POST to the Discussion Board (Week 3 #1):</u></p> <ul style="list-style-type: none"> • Complete the exploratory essay assignment worksheet and submit that in the Week 3 Discussion Board titled Exploratory Essay worksheet 	<p><u>POST to the Discussion Board for Week 3 (#2)</u></p> <ul style="list-style-type: none"> • Find 2 more articles from 2 different genres that help you understand either the background on your issue or different positions on your issue. Choose sources that are over 4 pages long. Do 2 Research Journal entries for my feedback. Post them in the Week 3 Research Journal DRAFT Discussion Board • NOTE: remember you are working towards the complete Research Journal Part 1 (4 sources) due next Sunday. Tonight's notes are meant to get you working on it a week ahead of time;-)
<p>Week 4: Jan 29-Feb 4</p> <p>TO DO BY WED, Jan 31, MIDNIGHT</p>	<p>TO DO BY SUN, Feb 4th, MIDNIGHT</p>
<p>Read the following:</p> <ul style="list-style-type: none"> • My comments on your draft Research Journal notes on 2 sources posted Sunday: email me if you have questions. <p>OPTIONAL: Feel free to re-post your Exploratory worksheet after you revise it based on my advice. I'll give you additional feedback. Otherwise, keep researching for the Exploratory essay now that you know what information you need.</p>	<p>SUBMIT to Blackboard via the Submission Link:</p> <ul style="list-style-type: none"> • Research Journal Part 1 (notes on 5 sources that are longer than 4 pages each: for each source that is shorter than that, add another source with notes)

<p>Week 5: Feb 5-11</p>	
<p>TO DO BY WED., Feb 7th, MIDNIGHT</p>	<p>TO DO BY SUN, Feb 11th, MIDNIGHT</p>
<p>Read the following:</p> <ul style="list-style-type: none"> ○ Mini lecture Week 5: START WRITING YOUR EXPLORATORY ESSAY, DUE BY SUNDAY NIGHT. ○ My comments on your Research Journal ○ Kyle Stedman’s “Annoying Ways People Use Sources” <ul style="list-style-type: none"> ○ If you will use MLA, read https://owl.english.purdue.edu/owl/resource/747/24/ and https://owl.english.purdue.edu/owl/resource/747/02/ ○ If you will be using APA, read https://owl.english.purdue.edu/owl/resource/560/1/ and https://owl.english.purdue.edu/owl/resource/560/02/ ● Assignment: Workshopping your Exploratory essay: read this since you will need to complete the workshopping BEFORE submitting your essay by Sunday night. <p>POST the following to the Week 5, Part 1, Discussion board:</p> <ul style="list-style-type: none"> ● Identify at least three annoyance in Stedman’s article above and explain why you think you make those annoyances or why you are surprised by them. 	<p>SUBMIT to the Submission link in Blackboard:</p> <ul style="list-style-type: none"> ● Read the workshop handout instructions and DO the workshop on your Exploratory Essay before submitting to two locations: <ul style="list-style-type: none"> ○ Submit your workshopped Exploratory Essay to the Submission link, AND ○ Post your workshopped Exploratory Essay in the Discussion Board for Week 5 (part 2) so that it can be peer reviewed ● Read the peer review memo instructions: I will pair you up for peer review. That peer review is due by Wed., Feb 14th. You will submit it in the Week 5 Discussion Board part 2 link by replying to your partner.
<p>Week 6: Feb 12-18</p>	
<p>TO DO BY WED., Feb 14th</p>	<p>TO DO BY OR BEFORE SUN, Feb. 18th</p>
<p>To POST by Wed, Feb. 14th:</p> <ul style="list-style-type: none"> ● Peer Evaluation memo is due (see Week 5 for that assignment). Reply to your peer’s draft in the Week 5 Part 2 Discussion board with your peer review 	<p>To READ and DO:</p> <ul style="list-style-type: none"> ● Start doing additional research needed for the argument essay. Research Journal Part 2 is due by Feb. 28th---See the Week 3 folder for a review of what is required for the Research Journal (same as Part 1 but with 5 new

<p>memo.</p> <p>Then, READ the following:</p> <ul style="list-style-type: none"> • Mini Lecture Week 6 • Assignment: The Argument Essay (draft is due March 7; revision due March 23) • Assignment: Multimodal Project (draft due March 4; revision due March 14th) • Sample Argument Essays/Multimodal projects are in Blackboard under Readings 	<p>sources this time, sources that will help you with your Argument Essay)</p> <ul style="list-style-type: none"> • Read my feedback on your Exploratory Essay. If you are required to revise, or if you choose the option to revise, it is due by Sunday, Feb. 25th (next week)
<p>Week 7: Feb 19-25</p> <p>TO DO BY WED., Feb 21st</p>	<p>TO DO BY OR BEFORE SUN, Feb 25th</p>
<p>To Read:</p> <ul style="list-style-type: none"> • Week 7 Mini Lecture • Assignment: Outlining the Argument Essay (due Feb 25^h) <p>To do: Keep doing additional research needed for the Argument Essay/Research Journal and the Multimodal project</p>	<p>To SUBMIT via the Submission link in Blackboard:</p> <ul style="list-style-type: none"> • Detailed Outline for your Argument Essay <p>To Do</p> <ul style="list-style-type: none"> • Optional/Required Revision of Exploratory Essay is due submitted via the Submission link in Blackboard titled REVISED Exploratory Essay • Keep doing additional research needed for the argument essay/Research journal
<p>Week 8: Feb 26-March 4th</p> <p>TO DO BY WED, Feb 28th</p>	<p>TO DO BY OR BEFORE SUN, Mar 4th</p>
<p>SUBMIT to the Submission Link:</p> <ul style="list-style-type: none"> • Research Journal part 2 due. Submit via the submission link. (notes on 4 NEW sources that are longer than 4 pages each: for each source that is shorter than that, add another source with notes). <p>To READ:</p> <ul style="list-style-type: none"> • Read my feedback on your outline 	<p>POST to the Discussion Board::</p> <ul style="list-style-type: none"> • Post your Draft multimodal project to the Multimodal Project Discussion Board • Read two drafts by other students and give them advice by responding to their posts. <p>READ the following:</p> <ul style="list-style-type: none"> • Assignment: Workshopping the Argument essay draft (this will be due with your essay on March 7th. ONLY draft essays submitted on time and workshopped will be reviewed by me. If you choose not to submit, you will

	<p>not get my feedback.</p> <ul style="list-style-type: none"> • WRITE your argument essay this week.
Week 9: March 5-11	
TO DO BY or BEFORE Wed, March 7	TO DO BY OR BEFORE SUNDAY, March 11
<p>SUBMIT to the Submission link AND POST to the Discussion board:</p> <ul style="list-style-type: none"> • Workshop your completed draft Argument essay which is due no later than midnight tonight—late essays will not be reviewed by a peer or by me. • Submit your workshopped draft argument essay to TWO locations: <ul style="list-style-type: none"> ○ To the Week 9 Discussion board so it can be peer reviewed, AND ○ To the submission link so I can review it • Read the Peer Evaluation Memo assignment: I will pair you up for peer reviews (due by Sunday night). 	<p>POST to the Discussion Board:</p> <ul style="list-style-type: none"> • Peer Review memo is due. Reply to your peer's Week 9 draft.
Week 10: March 12-18	
TO DO BY WED., March 14	TO DO BY OR BEFORE SUN, March 18
<p>POST to the Discussion Board:</p> <ul style="list-style-type: none"> • Revised Multimodal project due: post your revised project to the Week 10 REVISED Multimodal Projects Discussion Board. <p>READ:</p> <ul style="list-style-type: none"> • Your peer's feedback on your draft essay. Keep revising your essay! 	<p>To READ:</p> <ul style="list-style-type: none"> • Read through your peers' multimodal projects and identify 4 that you think do an excellent job. . Reply to your own project with your votes. • MY feedback on your draft essay • Revise your essay for next week! • Read the Workshop/Self Evaluation that is due with your revised essay next week.
Week 11: Finals Week	
TO DO BY OR BEFORE Friday March 23rd at noon---note the extension and the TIME (NOON)	
<p>SUBMIT to the Submission link:</p> <ul style="list-style-type: none"> • <u>Revised argument essay due with self evaluation</u> (see Workshop/Self Evaluation assignment in the week 10 link) 	

COCC Policies:

Plagiarism Statement: Proper citations and documentation of any sources that you quote, paraphrase, and/or summarize in your writing are required whenever you borrow the words, facts, and/or ideas of others. In general, putting others' ideas into your own words still means you are borrowing, and to avoid plagiarism, the source must be cited and documented, both (a) at the point in your essay where there borrowing occurs (parenthetical citations for most academic documentation systems), and (b) in a list of all sources cited given at the end of your essay. Plagiarism—intended or not—is considered a serious academic violation of intellectual property rights, and may earn your written assignment an automatic “F.”

Students Rights and Responsibilities: Please read the [Students Rights and Responsibilities](http://www.cocc.edu/Student-Life/Rights_and_Responsibilities/) (http://www.cocc.edu/Student-Life/Rights_and_Responsibilities/) handbook.

PLEASE NOTE: Resubmitting an assignment from another class is a form of cheating. All work you do for this class must be original, not recycled from another class. If you submit an assignment that was also submitted for another class, you will earn an “F” on that assignment.

Americans with Disabilities Statement: Any student with a **documented disability** (physical, learning, psychological, vision, hearing) who needs to arrange reasonable accommodations must inform the College and Stacey as soon as possible. If you require any assistance related to a disability, contact the Disability Services Office located in Boyle Education Center: call **(541) 383-7583** or email DisabilityServices@cocc.edu .

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:

The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the Central Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status or any other classes protected under Federal and State statutes in any education program, activities or employment. Persons having questions about equal opportunity and non-discrimination may contact Human Resources for referral to the appropriate personnel, 541-383-7236.

Personal Counseling: COCC offers free, confidential personal counseling to students, provided by licensed, professional counselors: it is intended to help students address any sort of personal issue that is getting in your way. Call the CAP Center on the Bend campus at (541)-383-7200 to find out more or to make an appointment.

Academic Advising: Please know that if you have questions about anything related to your coursework at COCC, you should consult first with your instructor, who is here to help you. Your academic advisor can also be a useful resource for more long term college and career plans. And COCC provides free Writing Center tutoring, “live” and online, for all students. Those tutors are here to help you!

Incompletes and Withdrawals: A request for an incomplete will only be given if the student has successfully completed at least 75% of the coursework. If you cannot finish the class and have not completed at least 75% of the coursework, you should withdraw from the class before the Wednesday of week 10. Withdrawals are the responsibility of the student: I cannot withdraw you from the class after week 1 of the term. However, you do need my permission to withdraw after week 7.

Important Enrollment Deadlines:

- 5pm Friday of 2nd week of the term: Last day to drop with a full refund.
- 5pm Friday of 7th week of term: Last day to drop with no grade on transcript: instructor approval not required.
- 6pm Wednesday of 10th week of term: Last day to drop, requires instructor approval and shows as a “W” on your transcript.