



Welcome to Fall 2017 WR 122: Composition @ COCC!

Tues/Thurs: 10:15-12:05 in Ochoco 202 (CRN 43203)

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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.

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 explanatory 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 appropriate composing strategies Provide constructive peer feedback; respond effectively to peer and instructor feedback Experiment with and adapt composing processes for a variety of technologies and modalities 	<ul style="list-style-type: none"> Three major assignments requiring three different composing strategies. 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

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

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; and
- Demonstrate appropriate reasoning in response to complex issues.

Information Literacy

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently;
- Evaluate information and its source critically; and
- Understand many of the economic, legal, and social issues surrounding the use of information.

Course Format: This course will include lecture, small and large group discussions, in class writing workshops, and in class peer review sessions. **Students should expect to contribute to discussions, share their writing, provide constructive feedback, and participate fully in class activities.** Students should have basic computing (including Word Processing) skills, and **are expected to check their email and Blackboard accounts at least weekly.**

Attendance Policy: Due to the class format, regular attendance and active participation are essential for success in this course. Students missing more than 4 class sessions (either by being physically absent or by coming to class unprepared or very late) cannot expect to pass. WR 122 is a process class: you need to be in the class daily because the activities and discussions that occur are part of your overall writing process. We do a lot of hands-on learning (the “workshops”) in this class. **If you are unable to attend class, you are independently responsible for obtaining all material covered from your fellow classmates. Most in class activities cannot be made up; however, I do “drop” two missing in class assignments.**

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): 25%**
 - These assignments (both in class and take home) are not worth a lot individually (about % 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. Peer and self evaluations are included in this category.
 - **Late Assignments: These assignments usually cannot be made up (with some exceptions); however, a total of two missing or low graded assignments will be dropped.**
- **Letter to your instructor: 5%**
 - This 300 word letter will introduce yourself to me, and also ask you to think about your goals ,and your motivation to be successful in this course. The letter will also let us both know what writerly concerns you may want to work on this term.
 - Late Assignments: **This assignment will be accepted up to 48 hours late with a letter grade penalty.**
- **Research Journal: 15%**
 - 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. Late revised essays assignments will be accepted up to 48 hours late with a letter grade penalty.
- **Final Multimodal project (includes the draft, peer review, and presentation): 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, announced in class)

<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
<u>Week 1:</u> Mon 9/25	Intro to WR 122: What is researched writing? Introduction to Case Studies and the assignments this term.	Nothing for day 1, but get the book after class if you haven't yet: <u>the book is also available to read in the library for up to 3 hours.</u>	Nothing for day 1
Wed 9/27	Case Studies discussion Developing research questions Introduce the readings and "genre"	Re-read the syllabus and bring any questions you have to class.	Submit your letter to me via the Submission Link in Blackboard If you wish to try a different issue than the case studies I gave you, then include a draft with your letter to me.

<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
<u>Week 2:</u> Mon 10/2	Genre analysis and Research Strategies for developing working knowledge	Please read as many of the readings that relate to the Case Study you are interested in, but definitely the two highlighted ones.	Read the two readings that are highlighted for your case study. Print and annotate to read and bring to class. <u>If you are doing a “choose your own casebook”, then you should try to find 2 or more articles for this assignment: they must be from different genres. You should also bring in your case study</u>
Wed 10/4	Preliminary research and the research journal Evaluating sources Bibliographic citations	Read the following: <ul style="list-style-type: none"> • 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/ 	
<u>Week 3:</u> Mon 10/9	The exploratory essay and worksheet Discuss shared assumptions and points of view Using the Case Study discussion board	Please read the Exploratory Essay assignment in Blackboard under the Assignments link	Bring in 2 sources that represent 2 different opinions on your issue
Wed 10/11	Focused Research		Post links to at least 2 additional articles you found, articles with authors that are over 4 pages, in the Discussion Forum for your Case Study. Write a brief

<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
			summary of each source under each link
<u>Week 4</u> Mon 10/16	Focused Research		Post links to at least 2 additional articles you found, articles with authors that are over 4 pages, in the Discussion Forum for your Case Study. Write a brief summary of each source under each link
Wed 10/18	MLA and APA review and workshop and tentative thesis	<p>Read the following:</p> <ul style="list-style-type: none"> • Everyone should read Kyle Stedman's "Annoying Ways People Use Sources" (in Blackboard, under the Readings link) • 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/ 	Research Journal part 1 due
<u>Week 5</u> Mon 10/23	Workshopping and peer review		Draft Exploratory essay due for peer evaluation and workshopping. Bring in a printed copy of your draft essay, and submit the draft

	Sign up for conferences		essay in Blackboard via the submission link for the DRAFT Exploratory essay.
<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
Wed 10/25	Conferences today: no class	Please read the Revising handout located in the Readings section of Blackboard	Bring your draft essay to our conference to discuss
<u>Week 6</u> Mon 10/30	The argument essay and revising your questions	Please read the Argument Essay assignment in Blackboard under the Assignments link	Revised Exploratory essay due (printed and handed in with the draft attached and submit the draft essay in Blackboard via the submission link for the REVISED Exploratory essay.
Wed 11/1	Class will not meet today: Stacey is in a meeting in New York. Instead, work on your argument essay		
<u>Week 7</u> Mon 11/6	Outlining		Bring draft outline to class for peer review and continue to do additional research for the argument essay
Wed 11/8	In class drafting workshop	Please re-read Kyle Stedman's article, located in the Readings section in Blackboard	Revised outline due
<u>Week 8</u> Mon 11/13	Connection to the multimodal project: Using visuals in your essay	Please read the Multimodal project assignment in Blackboard under the Assignments link	Research Journal part 2 due
Wed 11/15	Peer Review and workshopping		Draft argument essay due for peer evaluation and workshopping—and submission for my feedback—bring in printed copy and have

	Sign up for conferences		the electronic copy also available
<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
<u>Week 9</u> Mon 11/20	Conferences in my office this week---no class. Instead, work on revising your essay and developing the multimodal project		
Wed 11/22	Conferences in my office this week---no class. Instead, work on revising your essay and developing the multimodal project		
<u>Week 10</u> Mon 11/27	Revision workshop		Bring an e-copy of your essay in progress.... Optional revision of Exploratory essay is due today with draft attached
Wed 11/29	Peer review draft multimodal		Draft multimodal due for peer review. Please submit your draft multimodal in the Discussion Board forum that is labeled DRAFT Multimodal projects BEFORE class begins
<u>Week 11</u> Mon 12/4			Multimodal presentations must be posted in Blackboard BEFORE class begins: in class presentations and evaluations.
Wed 12/6	Workshop of revised essay		Time for multimodal presentations Revised Essay due submitted to Blackboard at the END of class today—we will be workshopping it before you submit it. You will submit at the END of class via Blackboard so make sure you have an electronic copy of

			your revised essay with you for class.
<u>Finals Week</u> Wed 12/13 10:15- 12:15	In class self evaluation		

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 .

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 attempted and 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.