



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

**Mon/Weds: 12:45-2:35 in Ochoco 202 (CRN 10211)**

**Professor Stacey Donohue**

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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		
<b>Critical Thinking, Reading, and Writing</b>		<b>Assignments</b>
<ul style="list-style-type: none"> <li>Analyze and synthesize college-level texts for specific and varied rhetorical tasks/goals</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Researched exploratory and argument essays; Multimodal project</li> <li>All assignments this term are related to the process of research for different purposes</li> </ul>	
<b>Processes</b>		
<ul style="list-style-type: none"> <li>Demonstrate flexible and rhetorically appropriate composing strategies</li> <li>Provide constructive peer feedback; respond effectively to peer and instructor feedback</li> <li>Experiment with and adapt composing processes for a variety of technologies and modalities</li> </ul>	<ul style="list-style-type: none"> <li>Three major assignments requiring three different composing strategies.</li> <li>Peer and self review are part of all major assignments, and students can revise assignments after instructor feedback.</li> <li>The multimodal assignment encourages composing from multiple modalities</li> </ul>	

Knowledge of Conventions	
<ul style="list-style-type: none"> <li>Deliberately use the conventions of Standard Edited English to enhance meaning</li> <li>Consistently maneuver text structure, paragraphing, sentence structure, and word choice appropriate to genre</li> <li>Systematically and skillfully apply citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>All assignments should be edited and proofread.</li> <li>Students will adapt organizational and writing styles for each of the three major assignments</li> <li>MLA and APA formatting and documentation systems will be reviewed and used in all three major assignments</li> </ul>
Metacognition and Transfer	
<ul style="list-style-type: none"> <li>Reflect and document procedural knowledge gained in the areas of writing strategies</li> <li>Transfer and apply writing knowledge to new contexts</li> </ul>	<ul style="list-style-type: none"> <li>The letter to your instructor assignment</li> <li>Students will complete a self evaluation after each assignment (including the final)</li> <li>Each of the three assignments provides a different context</li> </ul>

**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 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.

**Snow Closures:** In the event of a school closure due to snow or ice: Please continue working ahead--- have a copy of the syllabus in your hands so you can see what we would have done and what is due next. Please also check Blackboard for an update on what to work on at home.

**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 (both in class and take home) 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. 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.**
- **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: Late drafts will miss being reviewed by a peer and by your instructor; the revision 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 exam date.**
- **Final Multimodal project (includes the draft, peer review, and presentation): 20%**
  - This multimodal project will be on the same issue as the previous two essays, but the audience will be your classmates. The purpose will be to persuade that specific audience to that your issue is worthy of their consideration. **Late projects and presentations 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)**

<b><u>DATE</u></b>	<b><u>TOPICS</u></b>	<b><u>TO READ</u></b>	<b><u>TO SUBMIT</u></b>
<b><u>Week 1:</u></b> Mon 1/8	Intro to WR 122:  Introduction to the assignments this term and Choosing an issue question and finding background information.	Nothing for day 1	Nothing for day 1
Wed 1/10	Starting with a research question  <ul style="list-style-type: none"> <li>• What is genre and why is it important?</li> <li>• How to determine various positions on your issue question</li> <li>• Researching using databases</li> </ul>	Re-read the syllabus and bring any questions you have to class.	<b><u>DUE before class begins:</u></b> 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:  Submit your letter to me via the Submission Link in Blackboard
<b><u>Week 2:</u></b> Mon 1/15	Martin Luther King, Jr. Day: COCC is closed---see what is due on Wednesday and work ahead.		

<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
Wed 1/17	<p>Developing working knowledge of your issue</p> <p>Evaluating sources</p> <p>Bibliographic citations</p> <p>Handouts to read for Monday: Exploratory Essay and the Research Journal assignments</p>	<p>Read Library Research Overview under READINGS in Blackboard</p> <p>Read the following:</p> <ul style="list-style-type: none"> <li>If you will use MLA, read <a href="https://owl.english.purdue.edu/owl/resource/747/05/">https://owl.english.purdue.edu/owl/resource/747/05/</a></li> <li>If you will be using APA read <a href="https://owl.english.purdue.edu/owl/resource/560/05/">https://owl.english.purdue.edu/owl/resource/560/05/</a></li> </ul>	<p><b><u>DUE before class begins:</u></b> Find 3 sources that help address the research question/issue you are leaning toward, and that meet the following criteria:</p> <ul style="list-style-type: none"> <li>Are from different genres</li> <li>Help you understand 3 different positions on your issue</li> </ul> <p>See the Discussion Board for Jan 17<sup>th</sup> for the rest of the assignment</p>
<b><u>Week 3:</u></b> Mon 1/22	<p>The exploratory essay and the Research Journal part 1</p> <p>Discuss shared assumptions and points of view</p> <p>Discuss the Exploratory Essay Worksheet</p> <p>Practice Research Journal entry</p>	<p>Please read the Exploratory Essay assignment and the Research Journal assignment handouts in Blackboard under the Assignments link (I also gave you printed copies last week)</p>	<p><b><u>DUE before class begins:</u></b> Post to the Week 3 Discussion Board links to at least 2 more sources that you found that give you information on different positions on your issue OR background on your issue. Write a brief summary of each source under each link</p>
Wed 1/24	<p>Focused Research, and practice Research Journal entry and conferences in class to go over your exploratory essay worksheet</p>		<p><b><u>DUE before the START of class:</u></b> Submit the Exploratory Essay Worksheet to the Exploratory Essay Worksheet Discussion board AND bring a printed copy to class</p>

<p><b><u>Week 4</u></b> Mon 1/29</p>	<p>Focused Research and Outlining your Exploratory essay</p>		<p><b><u>DUE before the start of class:</u></b> Post 2-3 of your research journal entries to the Week 4 discussion board for my quick feedback: remember, you need to have notes on 5 sources by Wed night, so I'm giving you a chance to get feedback on a few of them before then.</p>
<b><u>DATE</u></b>	<b><u>TOPICS</u></b>	<b><u>TO READ</u></b>	<b><u>TO SUBMIT</u></b>
<p>Wed 1/31</p>	<p>Outlining and drafting your exploratory essay (in class)</p>	<p>Read ONE of the sample Exploratory Essays under READINGS in Blackboard.</p>	<p><b><u>Due by the START of class today, Jan 31:</u></b> After reading one of the sample Exploratory Essays, please answer the questions in the Discussion Board forum for Jan 31.</p> <p><b><u>Due by midnight tonight, 1/31:</u></b> SUBMIT via the submission link your Research Journal part 1 by midnight tonight: notes on 5 sources due</p>
<p><b><u>Week 5</u></b> Mon 2/5</p>	<p>MLA and APA review and drafting workshop</p>	<p>Everyone should read Kyle Stedman's "Annoying Ways People Use Sources" (in Blackboard, under the Readings link)</p> <p>If you will use MLA, read <a href="https://owl.english.purdue.edu/owl/resource/747/24/">https://owl.english.purdue.edu/owl/resource/747/24/</a> and <a href="https://owl.english.purdue.edu/owl/resource/747/02/">https://owl.english.purdue.edu/owl/resource/747/02/</a></p> <p>If you will be using APA, read <a href="https://owl.english.purdue.edu/owl/resource/560/1/">https://owl.english.purdue.edu/owl/resource/560/1/</a> and</p>	<p><b><u>DUE before the start of class:</u></b> Bring in outline and rough draft of the Exploratory essay (electronic versions of both)</p>

		<a href="https://owl.english.purdue.edu/owl/resource/560/02/">https://owl.english.purdue.edu/owl/resource/560/02/</a>	
<u>DATE</u>	<u>TOPICS</u>	<u>TO READ</u>	<u>TO SUBMIT</u>
Wed 2/7	Workshopping and peer review		<b><u>DUE before the start of class:</u></b> Draft Exploratory essay due for peer evaluation and workshopping. Bring in an E-Copy: you'll submit at the end of class.
<b><u>Week 6</u></b> Mon 2/12	The argument essay and outlining the argument essay Sign up for a conference with me	Please read the Argument Essay assignment in Blackboard under the Assignments link	<b><u>Due by the START of class today, Feb 12:</u></b> After reading one of the sample Argument Essays, please answer the questions in the Discussion Board forum for Feb. 12.
Wed 2/14	Conferences today (and Tues, and Thurs): no class		Keep doing research: Research Journal part 2 is due Feb 23rd
<b><u>Week 7</u></b> Mon 2/19	Self Evaluation of Exploratory Essay (in class)  Connection to the multimodal project: Using visuals in your essay	Please read the Multimodal project assignment in Blackboard under the Assignments link	<b><u>DUE before the start of class:</u></b> SUBMIT your Revised Exploratory Essay via the submission link
Wed 2/21	From outlining to drafting		<b><u>Due before the START of class:</u></b> Submit your Revised outline via the submission link  <b><u>Due by Friday, Feb 23, 5pm:</u></b> Research Journal part 2 due by or before FRIDAY, FEB 23 <sup>rd</sup> , 5pm. Submit via the

			submission link for Research Journal Part 2
<b><u>DATE</u></b>	<b><u>TOPICS</u></b>	<b><u>TO READ</u></b>	<b><u>TO SUBMIT</u></b>
<b><u>Week 8</u></b> Mon 2/26	Drafting workshop part II	Read ONE of the sample Argument Essays under READINGS in Blackboard.	Bring to class an e-copy of your argument essay in progress
Wed 2/28	Peer Review and workshopping		<b><u>Due before the start of class:</u></b> Draft argument essay due for peer evaluation and workshopping—and submission for my feedback—bring in printed copy and have the electronic copy also available
<b><u>Week 9</u></b> Mon 3/5	Peer review draft multimodal Sign up for conferences		<b><u>Due before the START of class:</u></b> Draft multimodal due for peer review posted in Discussion Board
Wed 3/7	Conferences: class will not meet today so I can meet with students		<b><u>Optional</u></b> 2 <sup>nd</sup> revision of Exploratory essay is due with draft attached. Bring to your conference
<b><u>Week 10</u></b> Mon 3/12	Multimodal Presentations		<b><u>Due before the start of class:</u></b> Multimodal presentations must be posted in Blackboard BEFORE class begins: in class presentations and evaluations.
Wed 3/14	Multimodal presentations		Multimodal presentations continue
<b><u>Finals Week</u></b> Wed 3/21 1-3pm	Bring an e-copy of your revised argument essay to the final for a last minute workshopping. At the end of the final, you will submit your revised argument essay via the Submission link in Blackboard		

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