



HUMANITIES DEPARTMENT

COURSE TITLE: English Composition (Argumentative Writing)
COURSE NUMBER: WR 122
COURSE CREDITS: 4
RECOMMENDED PREPARATION WR 121

COURSE DESCRIPTION: Using critical reading, observation or investigation to explore topics in depth, students learn to incorporate, accommodate or refute other voices, use evidence and persuasion and follow patterns of reasoning to support their positions. WR 122 focuses on the research process for producing a substantial, documented research essay.

GENERAL COURSE OUTCOMES:

Upon completion of this course, the successful student will be able to	These outcomes will be verified by one or more of the following assessments
1. analyze audiences and writing situations.	<ul style="list-style-type: none">Students' work demonstrates understanding of the context in which writing is taking place: the needs, values, and expectations of different audiences; conventions of persuasive writing and means of persuasion; and cultural considerations.
2. demonstrate an understanding of and appreciation for controversy, debate, and diverse opinions, values, and viewpoints.	<ul style="list-style-type: none">Students analyze and report their analytical findings on written texts and other materials that engage controvertible topics, incorporating diverse viewpoints in written arguments on debatable issues.
3. identify and use sources appropriately, including evaluating information for accuracy and reliability.	<ul style="list-style-type: none">Students' work demonstrates proficiency in critically reading, analyzing, and evaluating sources in order to responsibly incorporate facts, opinions, judgments,
4. demonstrate a command of the basic rhetorical moments in argumentative discourse.	<ul style="list-style-type: none">Students are able to identify, explain and evaluate basic structural components of written arguments such as claims, support and evidence, rebuttal and refutation, and final appeal (peroration). Students also know and can deploy such basic rhetorical strategies as appeals to ethos, logos, and pathos and can effectively distinguish between legitimate and illegitimate modes of argument and persuasion.
5. demonstrate a command of basic principles of cogent, logical reasoning and argumentation.	<ul style="list-style-type: none">Students are familiar with basic principles such as non-contradiction and logical inclusion/exclusion, as well as common fallacies of generalization and irrelevancy and can evaluate and edit these in their

	own writing and the writing of others.
6. write ethically and responsibly.	<ul style="list-style-type: none"> Students demonstrate ethical considerations in their writing; act responsibly by using information technologies ethically, incorporating and crediting sources appropriately and without plagiarism, and by consciously avoiding inaccurate or misleading information.
7. manage a substantial research writing project.	<ul style="list-style-type: none"> Students create research strategies that focus investigation and analysis on a discrete, manageable topic in a field of appropriately sophisticated inquiry; find information by using academic research methodologies, tools, and materials; develop an effective system of note-taking and drafting that avoids plagiarism and fairly represents sources; demonstrate such integral tasks as research proposal, preliminary bibliography, and outline; and develop competence in one system of documentation.
8. work collaboratively	<ul style="list-style-type: none"> Students build responsible teamwork skills in peer editing and other group tasks germane to argumentative writing; they provide peers with suggestions for revising and editing.

COURSE OUTLINE BY MAJOR TOPICS:

- Defining argumentative writing and its relevance in academic work, civil polity, and practical tasks of business and administrative activity
- Analyzing the structure of written arguments
- Using analytical summaries to evaluate evidence, support, logic and logical fallacies; legitimate and illegitimate modes of argumentation
- Planning, writing, organizing, revising, and editing formal written arguments
- Research proposal
- Preliminary bibliography
- Research argument incorporating formal documentation and references to multiple research sources.

PRIMARY ASSIGNMENTS

- An evaluation essay: 4-6 pages in length
- A research proposal
- An annotated bibliography: 8-10 sources
- A final research paper: 8-10 pages in length, incorporating 5-8 sources

Information Literacy Proficiencies 2, 4, 5, 7

These proficiencies are mandated by the state to be embedded in writing courses. They were developed at the 2007 Oregon Information Literacy Summit II. Additional background about their creation can be found at this site:
<http://blogs.library.oregonstate.edu/ilsummit/2007-summit/proposed-proficiencies>

- 2: “Find information efficiently and effectively, using appropriate research tools and search strategies.” (Embedded in Outcome 7 above)
- 4: “Treat research as a multi-stage, recursive learning process.” (Embedded in Outcome 7 above)
- 5: “Ethically and legally use information and information technologies.” (Embedded in Outcome 6 above)
- 7: “Manipulate and manage information, using appropriate tools and technologies.” (Embedded in Outcome 7 above)

Revised Nov 2010