



WR 122: ARGUMENT, RESEARCH, AND MULTIMODAL COMPOSITION

@Central Oregon Community College

Course Description

*Providing Vital Skills for the
21st Century!*

WR 122 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.

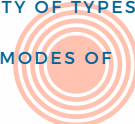
Pre-Requisite: A passing grade (C or better) in WR 121 or equivalent coursework.

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

THIS VERSION OF WR 122 IS ASYNCHRONOUS AND ONLINE, WHICH MEANS WE DO NOT MEET VIA ZOOM. HOWEVER, I URGE YOU TO POP IN DURING MY ZOOM/IN PERSON OFFICE HOURS IF ONLY TO CHAT ABOUT YOUR WORK.

BECAUSE THIS CLASS FOCUSES ON TRULY IMPORTANT SKILLS, SKILLS YOU WILL USE IN OTHER COLLEGE CLASSES AND BEYOND, SKILLS INCLUDING:

- CRITICAL READING AND THINKING
- EVALUATING RESEARCH
- INVESTIGATING IMPORTANT ISSUES
- UNDERSTANDING THE MEDIA
- WRITING A VARIETY OF TYPES OF ASSIGNMENTS
- USING MULTIPLE MODES OF COMMUNICATION



Assignments

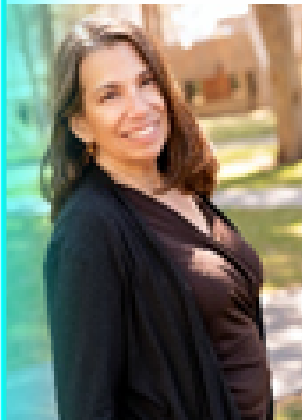
Assignment Due dates: Assignments are usually due 2 times weekly, Wednesday and Sunday nights. You are welcome to complete work early; however, don't post too far ahead since you will want my feedback before submitting future assignments.

Technology Requirements: To complete this course successfully, you should have basic Internet browsing and word processing skills. This term, we are moving from Blackboard to Canvas as our Learning Management System so be prepared for a steep learning curve for both YOU and for ME. If you need any technical assistance during the term, please call 541-383-7785 or email elarning@cocc.edu.

Reading Assignments: Mini "lectures" and handouts from me, or links to other material are identified in most weeks this term. Contact me if you EVER have any questions about the readings: I'm here to help.

Discussion Board 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: We write a lot in this class, as you probably guessed, and we write many different TYPES of assignments, some you might be familiar with (summaries, comparison and contrast essay) and some you may not be familiar with (Research Proposal and Research Journal). But that's ok since all of your previous writing experiences will assist you as you learn new writing genres (types of writing).



Your instructor is Dr. Stacey Donohue, Professor of English and Chair of the Humanities Department at COCC. To learn more about me visit:

<https://www.cocc.edu/employees/sdonohue/>

Activities and Grading:

The assignments for this class are designed to help you meet the course outcomes, so in order to pass the course, you must successfully complete the named assignments.

Most assignments will be accepted up until a week late (not the Multimodal project due finals week, however) with a small grade penalty. Note: There are no extra credit options for this class since we have many weekly assignments.

The following Grading Scale will be used in this course:

- A 94-100
- A- 90-93
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 70-76
- D 60-69
- F 0-60

Process assignments (30% each): These assignments are not worth a lot individually (about 3% 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.

Comparative Media analysis essay: 15%: Compare and contrast of 3 media sources on the same issue of your choosing.

Research Journal:15%: Students will keep track of their key sources.

Researched Argument Essay: 15% A researched argument essay, about 2000 words, on an issue or problem of your choosing.

Self-Evaluation: 10% This is an important assignment since it allows you to show off what you learned during the quarter. The more detailed your self evaluation the better.

Multimodal project: 15% This multimodal project will be on the same issue as your essay, but repurposed for a new audience and using multiple modes (visuals, audio, color, etc.)

FIRST WEEK ATTENDANCE REQUIREMENT

See the START HERE folder in Blackboard. This assignment is due by Monday, Jan 3rd 11:59pm . Wait listed students who wish to be considered for any open spots must also complete the attendance assignment.



Weekly Schedule

Week One | Jan 3-9

·Due by Wed. night, midnight:

- Read: Powerpoint lecture on reading, annotating, summarizing and citing arguments: ADD the elements of an argument (Thesis, Reasons, Evidence (logos); Address opposition (ethos); Emotional appeals (Pathos); contexts and credibility
- Read one of the following articles (your choice):
 - "Evidence Increases for Reading on Paper Instead of Screens" by Jill Barshay
 - "IQ Tests Can't Measure It, But 'Cognitive Flexibility' Is Key to Learning and Creativity" by Barbara Jacquelyn Sahakian, et al
- Write and Submit a 150 word summary

·Due by Sunday night:

- Complete and submit the rhetorical analysis worksheet

Week Two | Jan 10-16

·Due by Wednesday night

- Read: Powerpoint lecture on the News Media
- Read: Comparative Media Analysis assignment
- Read: Sample Comparative Media Analysis essay
- Discussion Board post: what issue will you explore and which three articles did you find (identify the sources and which one is considered conservative, center, or liberal)

·Due by Sunday night:

- Read: Writing a Fifty Word Summary
- Read: Powerpoint lecture on Citations
- Submit BRIEF summaries of the three articles and citations

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."

--Stephen King

Week Three | Jan 17-23

·Due by Wednesday night

- Read: Essay Writing and Revising
- Read: Proofreading Strategies

·Due by Sunday night

- Submit Comparative media analysis of three articles on the same issue

Week Four | Jan 24-30

·Due by Wednesday night:

- Read: Power Point lecture on the Researched Argument Essay and Research Proposal assignments
- Read: Research proposal assignment; Researched Argument Essay assignment
- Read: Sample Research Proposal
- Discussion Board post due

·Due by Sunday night:

- Submit the Research Proposal

Week Five | Jan 31-Feb 6

·Due by Wednesday night:

- Read: Power Point lecture on the Research Journal and Evaluating Sources
- Read: Research Journal assignment
- Nothing else is due: work on Research Journal (part 1 due Wed, part 2 due Sun)

·Due by Sunday night

- Submit the Research Journal Part 1: entries on 3 sources submitted in a single document)

Week Six | Feb 7-13

• Due by Wednesday night:

- Submit Research Journal Part 2

• Due by Sunday night

- Read: Power point Lecture on Outlining
- Read: Outlining your argument essay assignment
- POST to the Discussion board: a draft thesis statement

Weekly Schedule

Week Seven| Feb 14-20

- **Due by Wednesday night:**
 - Submit the Outline
- **Due by Sunday night**
 - Read: Power Point lecture on Drafting your essay
 - Read: one of the sample argument essays
 - Read: the Stedman article, "Annoying Ways People Use Sources
 - SUBMIT 2 pages of your essay, with sources cited. Include the Works Cited/Reference citations for sources cited. I want to check to see how you integrate sources and organize a paragraph.
 - Also POST those two pages to the discussion board

Week Eight | Feb 21-27

- **Due by Wednesday night:**
 - Read: Peer Review assignment
 - POST: Peer reviews by responding to the two students I paired you up with for peer review
- **Due by Sunday night:**
 - Read: Power Point Lecture on Workshopping and Revising
 - Read: Workshopping

Week Nine | Feb 28-Mar 6

- **Due by Wednesday night:**
 - Submit your revised essay with your self evaluation copied and pasted to the end of your essay.
 - Submit your Self Evaluation also as a separate uploaded document: this is because the self evaluation is an important part of the writing process and will be graded separate from your essay.
- **Due by Sun night:**
 - Read: Power Point lecture on The Multimodal Project
 - Read: The Multimodal project assignment
 - Post to the Discussion board

Week Ten| Mar 7-13

- **Due by Wednesday night:**
 - Read some sample multimodal projects under Readings and Samples in Blackboard.
 - Submit a rough draft of your multimodal project for peer review and my review.
- **Due by Sun night:**
 - POST Peer reviews of draft multimodal projects
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Week Eleven| Finals week: March 14-18

- **Finals week: due by Wed March 16th**
 - Submit Revised Multimodal Project

By the time you get here, you will have completed a very challenging research and writing course! Congratulations!



WR 122 Outcomes

1. Rhetorical Awareness

- Exhibit rhetorical awareness and competence.
- Apply key rhetorical concepts through analyzing and composing a variety of texts.

2. Critical Thinking, Reading, and Writing

- 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.

3. Processes

- 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.

4. Knowledge of Conventions

- Deliberately use 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.

5. Metacognition and Transfer

- Reflect and document procedural knowledge gained in the areas of writing strategies.
- Transfer and apply writing knowledge to new contexts.

Associate of Arts/ Oregon Transfer Degree
Outcomes for WR 121, 122, and 227

General education writing courses (WR 121, 122, and 227) offered by the Humanities Department help students achieve the following AAOT degree outcome:

Writing

- 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.



How will you meet those outcomes?

- Process Assignments: Help you with ALL of the outcomes!
- The Research Journal: Helps you with the Oregon Transfer Degree Outcomes as well as WR 122 Outcomes 1, 2 and 3.
- The Comparative Media Analysis Essay: Helps you meet all of the Oregon Transfer Degree Outcomes and WR 122 Outcomes
- The Researched Argument Essay: Helps you meet all of the Oregon Transfer Degree Outcomes and WR 122 Outcomes
- The Self Evaluation: Helps you with WR 122 Outcome 5
- The Multimodal Project: Helps you with WR 122 Outcomes 2,3 and 4.

Student Resources

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.

Technology Assistance: If you are in need of any technology assistance, contact Student Technical Support (541-383-7716, visit a Computer Lab, or view self-help resources online. The following are Computer Lab locations: Bend-Boyle Education Center or Pioneer Hall; Redmond-Redmond Technology Center; Madras; Prineville. You can also email elarning@cocc.edu

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 .

Basic Needs: Any student who is experiencing difficulty with transportation, affording materials and supplies for classes, accessing food on a regular basis, and/or lacking a safe place to live, and believes this may affect their class performance are encouraged to contact Marcus Legrand, COCC College and Career Success Coach at step@cocc.edu to discuss potential resources available at COCC and in the community. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Online Writing Lab: Free individual writing tutoring is available! See Canvas for more information.



Principles of Community at COCC:

The Community of Learners at Central Oregon Community College and Oregon State University - Cascades is made up of students, faculty, staff, and administrators. Together we are dedicated to personal, professional and academic excellence. The success of our students is our highest priority, one that is best achieved by each of us working together as members of this community to foster a climate of mutual respect and caring. Choosing to join our Community of Learners affords us both individual rights as well as responsibilities. As such, we embrace the following Principles:

1. Practice Personal and Academic Integrity
2. Respect the Dignity of all Persons
3. Respect the Rights and Property of Others
4. Promote Empathy and Learn from Differences in People, Ideas, and Opinions
5. Promote a Healthy and Safe Learning Environment
6. Living These Principles

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/) handbook.

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 Thursday 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 Thursday of 10th week of term: Last day to drop, requires instructor approval and shows as a “W” on your transcript.
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