



WR 222: English Composition II

MTWR 222
Moreland 206
3 credits
Prerequisite: WR121

Instructor: Dr. Ana Milena Ribero
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Office hours: T 1-2 pm and by appointment

Required Texts:

- Lunsford & Ruskiewicz. *Everything's an Argument*, 7th ed.
- Selected readings available through Canvas

Course Description:

Students will analyze viewpoints and study the elements that go into crafting powerful written and visual arguments in the public sphere. Students will make their own arguments, entering existing conversations about the important questions of the world. Students will learn to apply critical thinking to their reading and writing practices, with the aim of growing as informed and discerning participants in their communities.

OSU Baccalaureate Core Outcomes for all Writing II Courses:

- . Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- . Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- . Apply critical thinking to writing and writing process, including revision.

This course fulfills the Baccalaureate Core requirement for the WR II category. It does this by following the “Outcomes Relative to Course Content” and “Assessment Methods” listed in the matrix below.

OSU Bacc Core Outcomes for WR II Course	Outcomes Relative to Course Content	Assessment Methods
Apply multiple theories, concepts, and techniques for creating and evaluating written communication	Students practice recognizing and deploying Aristotelean appeals and various modes of argumentation, practice improving concision and clarity in their work and others', and critically evaluate existing texts for both writing and argumentation	Instructor assesses participation in skill-building exercises, low-stakes practice assignments in evaluating and generating argumentation, and three formal essays: a rhetorical analysis, a controversy analysis, and a public argument.
Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions	Students reflect on expectations from academic audiences and public audiences; practice anticipating audience concerns and interests; and receive instruction in conventions, structures, and effective style in writing	Instructor assesses Essays 1's and 2's suitability for an academic audience and Essay 3's suitability for a public audience each student identifies, including writing mechanics and style

Apply critical thinking to writing and writing process, including revision	Students perform critical investigations of strong writing features such as introductions, conclusions, support, and rebuttals; provide critical feedback to their peers; and revise writing in exercises and essay drafting.	Instructor assesses participation in peer review workshops, guided investigations of writing strategies, and draft development in three formal essays
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Specific WR 222 Outcomes:

This course focuses on argument in the civic realm. Successful students in WR 222 will demonstrate their ability to understand, read, and write at the 200-level in the following areas:

Rhetorical Knowledge

- Understand and respond to a variety of public rhetorical situations and audiences, using appropriate format; claims, support, evidence, and appeals; and voice, tone, and level of formality.

Critical Thinking, Reading, and Writing with increasing Information Literacy

- Use writing and reading for inquiry, learning, thinking, and communicating
- Find, read, evaluate, analyze, and synthesize appropriate sources in print and online
- Engage with the ongoing conversation and integrate “I say” with what “they say” ethically with documentation to give credit for others’ ideas

Writing Processes

- Use multiple informal and formal drafts to create, re-think, revise and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Collaborate in the writing process and critique personal and peers’ works

Knowledge of and Skill using Conventions

- Use appropriate formats and genre conventions
- Document sources appropriately with MLA works cited page plus in-text citation (footnotes, etc.)
- Use correct syntax, word choice, grammar, punctuation, and spelling, etc.

To achieve these outcomes, the course will include three major formal essays, plus a variety of informal writing including reading responses, short assignments, peer review responses, etc. This course also contains a large amount of in-class discussion of readings and other texts.

Course Policies:

Participation and Attendance

You are responsible for all materials, schedule changes, and information presented in class. You are expected to attend class regularly, arrive to class on time, and participate frequently in discussion of readings and issues. This means you should volunteer ideas, ask and answer questions, and respond to your classmates’ ideas and comments. Doing the assigned reading before class will aid lively discussions. You will review each other’s work, so be prepared to share formal and informal writing in class. Bring solid drafts to share, and give classmates’ work serious attention. I communicate frequently via email so you need to check your ONID email and Canvas regularly. We may also attend events outside of class.

You are allowed to miss two class meetings, whether excused or unexcused. Your final grade in this class will be lowered by 0.5% for every absence after the first two, meaning that if your final score is an 80% but you have missed five classes, your final grade will be 78.5%. If you need to miss a class, you should contact a classmate for notes and missed material. If you have a special circumstance that will keep you from attending class regularly, it is best if you tell me about it as soon as possible so we can arrange how to proceed.

Due Dates

Work is due at the beginning of class on the day noted. Late work will not be accepted without penalty unless students make arrangements for an extension before the due date. Major assignments that are turned in late will incur a 5% penalty per 24-hour period. **All major assignments** must be submitted in order to pass. All assignments

are submitted through Canvas, unless otherwise specified. You cannot pass by writing only some of the assigned essays, even if they are A papers.

Conventions

All work (except for certain informal, in-class exercises) must be typed, double-spaced with one-inch margins, using MLA page format, and proofread. Errors erode your credibility and affect your grade.

Academic Honesty

Cheating, in any form, is not tolerated at Oregon State University. Any plagiarism—that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving credit to the original source (and this includes accidental copy-paste)—has serious consequences, up to F for the class and/or a written report to Student Conduct for further disciplinary action. Proper use of MLA documentation to attribute quotes, facts, dates, statistics, ideas, phrases, words, and themes, etc. is essential. We will cover this in class (and in your textbook) but it is **your responsibility** to make sure that everything is properly documented. If you are uncertain about whether or how to cite something, please ask before turning in the paper.

Student Conduct and Community Standards

Students must adhere to the OSU Student Conduct Code as outline on the Office of Student Life website: http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf

Course Content

If any of the course materials, subject matter, or requirements in this course are offensive to you, speak to your instructor. Usually, the resolution will be to drop the course promptly.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Office Hours

I’m always interested in listening to your ideas and discussing your writing. Schedule an appointment or stop by during my office hours. Other resources include the Writing Center 123 Waldo or the Writing Desk at Valley Library.

Assignments and Grades:

Assignments:

Detailed instructions for each assignment will be posted on Canvas. All assignments will be submitted through Canvas unless otherwise noted.

Assignment	First Draft Due Date	Revision Due Date	Percentage
Rhetorical Analysis	1/31	2/9	25%
Controversy Analysis	2/23	n/a	15%
Public Argument	3/9	3/23	35%
Reading responses & short assignments	Throughout the term	n/a	15%
Argument presentation	3/7-3/14	n/a	5%
Participation	Throughout the term	n/a	5%

Grading criteria:

Papers are graded according to the OSU English Department broad scoring guide, using four criteria: 1) Quality of thinking, 2) Organization and coherence, 3) Style and technique, and 4) Use of conventions.

A= 94-100%	A-= 90-93%	
B+= 87-89%	B= 84-86%	B-= 80-83%
C+= 78-80%	C=74-77%	C-=70-73%
D+= 67-69%	D= 64-66%	D-= 60-63%
F=59% or less		

About Your Participation Grade

You are expected to participate in class discussions and activities regularly. The course schedule indicates readings and assignments you are to complete for each class; it is important that you read texts closely and write responses thoughtfully so that you may contribute to class work and discussion. Always bring your book (or other assigned reading) to class. We often read texts aloud in class and I will routinely ask for volunteers.

***A note about etiquette: Please turn your cell phone off and refrain from eating in class. Laptops should only be used in class with prior approval.

Rubric for participation

“A” students come to class having read and understood assigned material and can answer basic reading questions. They consistently volunteer to read aloud and thoughtfully contribute to class discussion. They respond constructively to classmates’ ideas, whether in class discussion or in peer review assignments. Their assignments are always on time and presentation is meticulous. The entire class benefits from these students’ participation.

“B” students do a good job overall. They may exhibit a high level of participation some days, but seem less comfortable on others. “B” students turn in assignments on time, but they are sometimes carelessly edited. They may volunteer to read regularly, but rarely contribute to class discussion. Alternately, they may contribute to discussion a lot, but fail to respectfully address the ideas and perspectives of others.

“C” students are physically there, most of the time. They tend to be absent on days that require a high degree of participation, such as peer review days. They are rarely prepared; they may have only skimmed the reading. They may fall asleep in class, check text messages, or otherwise detract from their classmates’ learning experiences.

Participation grades lower than a “C” are earned by students who were either MIA, who routinely disrupted class (arriving late, eating breakfast, needing to share a textbook, etc.), or who were obviously and consistently unprepared.

Expected time investment (over eleven weeks)

Class time: 25 hours
Assigned reading: 16.5 hours
Reading Responses & short assignments: 11 hours
Argument of Definition: 9.5 hours
Rhetorical Analysis: 10 hours
Causal Argument: 15 hours
Presentation: 3 hours

Total = 90 hours (30 hours per credit hour)

Class Schedule

EAR = *Everything's an Argument* CV = Canvas

Week 1

1/10

Read and print syllabus (CV)

1/12

Read: *EAR* "Everything is an Argument" pages 1-27**Write:** Reading response #1: *EAR Respond* box on page 26. Submit on CV.**Week 2**

1/17

Read: *EAR* "Rhetorical Analysis" pages 87-111**Write:** Reading response #2: *EAR Respond* box on page 92. Submit on CV.**Task:** Select the editorial you will be analyzing in your Essay 1.

1/19

Read: *EAR* "Arguments Based on Emotion" pages 28-39 and "Arguments Based on Character" pages 40-50.**Write:** Reading response #3: *EAR Respond* box on page 50, question #3 only. If you do not have a Facebook page, use a celebrity's Facebook page for the exercise. Submit on CV.**Task:** Find a rhetorical artifact in your everyday life. Look at print ads, newspaper articles and editorials, photographs, food wrappers and containers, etc. that use ethos, pathos, and/or logos to persuade. Pick one of these items and **bring it to class**. Be ready to discuss how this item uses ethos, pathos, and/or logos to persuade readers.**Week 3**

1/24

Read: *EAR* "Arguments Based on Facts and Reason" pages 51-70.**Write:** Reading response #4: *EAR Respond* box on page 60. Find the link to *USA Today Snapshots* on CV Module 3. Submit on CV.

1/26

Read: *EAR* "Fallacies of Argument" pages 71-86.**Write:** Reading response #5: *EAR Respond* box on page 85, question #1 only. Submit on CV.**Week 4**

1/31

Rhetorical Analysis FIRST DRAFT due on Canvas before class begins.

2/2

Read: *EAR* "Finding Evidence" pages 412-426**Write:** Reading response #6: *EAR Respond* box on page 425, question #2 only. Submit on CV.**Week 5**

2/7

Read: *OSU Libraries' How-To Guide* linked in CV, Module 5. Please read the modules "Finding Articles" and "Finding Books" only.**Task:** Using the information in the *How-To Guide*, find one scholarly article, one newspaper article, and one book that may work for your Controversy Analysis topic.**Write:** For each source you find (see Task above), jot down the source's title, author(s), date of publication, and a brief statement about how this source may be useful in your research. Submit on CV.

2/9

Rhetorical Analysis REVISION due on Canvas before class begins**Read:** *EAR* "Evaluating Sources" pages 427-435.**Write:** Reading response #7: *EAR Respond* box on page 435, question #3 only. Submit on CV.**Week 6**

2/14

Read: *EAR* "Using Sources" pages 436-454.**Write:** Using three sources you have found for your Controversy Analysis, write a paraphrase,

summary, and direct quotation from each that you may use in your Essay 3. Submit on CV.

2/16

Read: *EAR* "Documenting Sources" pages 465-503.

Write: Find out the citation style that is common in your chosen discipline. Write a 1-2 paragraph description of the citation style. Submit on CV.

Week 7

2/21

Read: *EAR* "Plagiarism and Academic Integrity" pages 455-464.

Write: Reading response #8: *EAR Respond* box on page 463, question #2 only. Submit on CV.

2/23

Controversy Analysis due on Canvas before class begins.

Week 8

2/28

Read: *EAR* "Structuring Arguments" pages 121-150.

Write: Reading response #9: *EAR Respond* box on page 129. Submit on CV.

3/2

Read: "Audience" from the Writing Center at UNC Chapel Hill. Link found on CV Module 8

Write: Complete an audience analysis by answering the bulleted questions in the UNC "Audience" reading. Submit on CV.

Week 9

3/7

Read: *EAR* "Style in Arguments" pages 307-329

Write: Reading response #10: *EAR Respond* box on page 312. Submit on CV.

3/9

Public Argument FIRST DRAFT due on Canvas before class begins.

Week 10

3/14

Read: *EAR* "Presenting Arguments" pages 344-360

Write: Reading response #11: *EAR Respond* box on page 360. If you can't attend a presentation on campus, use the TED Talk linked on CV, Module 10. Submit on CV.

3/16

Online Day

Write: Continue working on Public Argument Revision

Final's Week

3/23

Public Argument REVISION due on Canvas before class begins.