

4 Credits

541-416-6900 ext 3142



Course Description

WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.

Required Textbook

Reading materials for this class will come from digital or scanned sources I've gathered and will be available via lectures and Google Classroom. These readings will discuss argument, rhetorical appeals, fallacies, research and writing processes, effective source use, revision and editing, stylistics, and other relevant topics.

Course Format & Supplies

This class is an in-person format

- This term, we will hold conferences in-person. These conferences are required.
- You will need access to a computer and some basic internet skills to access course content and participate in coursework in Google Classroom. We will also develop some new web-based skills during this course.
- You will need to be able to format your assignments in APA format and follow all the guidelines. It would also serve you well to know how to change fonts and spacing, use spelling and grammar checks, and copy/paste text. Other, fancier parts of word processing I'll be happy to show you as we go through the course.
- You will definitely need to check Google Classroom daily.

Course Teaching Methods

My teaching will include lectures, example papers, and how-to sessions for research and formatting. You will have time in class to work on assignments so that you can ASK for my help. You will be expected to prioritize your time for getting assignments done, as you won't have assignments due on a daily basis. These less-structured methods often are confusing or anxiety-inducing to people who need or rely on more detailed and rigid structures. While I am willing to help guide each of you, ultimately what I want you to develop are your own processes, methods, and understanding of how you accomplish the work I ask you to do.

You will be expected to show up prepared and use the class time I give you to work on MY WORK. Working on homework for another class during my class time is not permitted, nor is not doing any work and being disruptive to those around you; you will be asked to leave. You will have deadlines throughout assignments to ensure that you are on task and on target to complete your assignments by the due date.

As such, I use several premises to guide how I teach this course:

1. First, I rely on reading and discussions to share and examine concepts, ideas, and problems. I invite you to come with questions, comments, connections, and even complaints about the content of this course. Interrogate and engage these ideas, but don't worry about memorizing them.
2. I also use mini-lectures to deliver key concepts and ideas. I have usually planned the core content of these lectures before class, but based on your comments and responses, they may delve into peripheral and tangential ideas. As such, I do not have formal lecture notes to distribute to you, and I encourage you to attend each class and take notes as you see fit.
3. I also believe in a tutorial method for conducting class meetings, where the majority of work is done by you. As such, I set aside several classes for you to work on the projects at hand. This allows me to observe, comment on, and intervene as needed in your writing process. I imagine writing in this way to be collaborative; we work on this together.
4. Finally, you and I will meet in individual conferences this term. During these meetings, we will focus on your work and will often be before an assignment is due. For conferences, I expect you to have the best possible draft of work completed by these conferences. Failure to have work for us to confer upon may result in a zero for that part of the assignment, for which that grade cannot be changed (ie. no late work on rough drafts will be accepted).

Course Learning Outcomes

1. *Apply rhetorical concepts to achieve writing goals within a given discourse community.*
2. *Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources.*
3. *Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses.*
4. *Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection.*
5. *Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.*

Program Level Learning Outcomes

Writing & Information Literacy

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

Assignments & Descriptions

Super Bowl Commercial

In this first assignment, you will be asked to create a commercial worthy of being aired during the Super Bowl. You'll need to do the following:

1. Research your product or service
2. Find reputable sources and cite them using APA format for a reference page (look up the guidelines and directions for this!)
3. Your video must be 30-60 seconds in length
4. Your face must be in the video at least once
5. You must use rhetorical strategies/modes learned in WR121
6. You will create an outline, which will highlight the things your video will discuss, as well as identifying your audience
7. This must be a polished video that would be seen on TV, so you're going to want to do many takes, editing, modifying, etc.

Research Topic Proposal

In this proposal, you will 1) summarize and describe a topic that you are compelled by or interested in as a topic that warrants research, 2) provide a brief and early claim about that topic that might guide your future argument, 3) elaborate at least three inquiries that you wish to use guide your thinking and investigation about the topic, 4) provide a list of at least 4 Keywords or relevant

concept/search terms, and 5) locate two sources that discuss this topic, briefly summarize those sources, and give relevant quotes from both to establish that the topic is viable.

Annotated Bibliography

In the first part of your research project, you will locate ten sources related to the topic you are going to argue about. For each source, you will write 300-400 words that 1) summarizes the source, 2) discusses the elements and quality of the source's credibility, and 3) that synthesizes the sources as a whole by connecting each source to another source on your bibliography. These annotations need to be clear and readable, but you do not need to polish them.

Argumentative Research Paper

To give shape to your research, your analysis, and your arguments, you will write a full research paper that argues your claims, presents your reasons, and cites and explains your evidence and sources. In the second part of your research project, you will produce a full draft of an argumentative research paper. This paper will be like a traditional "paper," in that it will be written and revised, and will be submitted both physically and electronically. The goal of this assignment is for you to put your thoughts formally into polished print so that we may begin to revise them for the next rhetorical step: the multimodal revision.

Research Paper Multimodal Revision

The final part of your research project is to revise and re-deliver your research and argument as a multimodal research "paper". In this re-imagined, re-mediated version of your argumentative research paper, you will incorporate graphics, links, infographics, and other digital elements that enhance the persuasive composition of your original paper and its argument in a manner appropriate for your intended audience. This part will not require new drafting, but rather you must approach already existing writing to revise, edit, and polish for your new digital rhetorical situation. This assignment will ask you to learn a new way of composing, using digital tools such as GoogleSites, Weebly, Wix, etc. Powerpoint will not be allowed.

Grading Contract, Grades, and Feedback

Assessments 80%

Homework 20%

Class Grade Range

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76

- C- 70-73
- D 60-69
- F Not Passing

Feedback:

As you can guess, responding to and grading writing takes time and careful thought. I will provide feedback on things you are doing well in your writing as well as those areas in which you can make some improvements. You will receive two kinds of feedback: a completed rubric that indicates your score on various aspects of your writing, along the lines of ideas and content, organization, sentence fluency and grammatical conventions. Additionally, you are free to meet with me 1:1, either during class work time or during our Extended Learning Opportunities on Wednesdays, because I really want you to learn and grow with every assignment you do for this class.

The assignments & requirements you must complete as part of this contract:

1. Super Bowl Commercial
2. Research Topic Proposal
3. Annotated Bibliography
4. Argumentative Research Paper Draft
5. Multimodal Revision "Paper" Final
6. Miss no more than 2 classes over the course of the term
7. Attend all scheduled individual conferences

When you submit work that is close to meeting the requirements, but just doesn't quite achieve the goals or every requirement, or that still needs some work in one or more areas, I may require you to revise that work for the possibility to still earn a higher grade.

There **are** ways to lower your grade, however...such as turning in work past the deadline, not following directions for assignment requirements, not using APA formatting and proofreading and editing your paper before submitting.

Feedback on Written Work

I give feedback on written and composed work using a flexible and holistic three-tier rubric system, from most important and valuable to least:

- 1) Global (Most Important)
 - Appropriate Content
 - Overall Purpose
- 2) Intra- and Inter-Paragraph (Important)
 - Overall Organization
 - Intra-Paragraph Sequence
 - Development of Ideas
 - Rhetorical Effectiveness & Appropriateness

3) Local (Least Important)

- Formal Written English
- Grammar & Syntax
- Spelling
- General Editing & Polish
- Stylistic Clarity

My method of providing general and specific evaluations and feedback is a dynamic, individualized, and complex process. The criteria above are not intended to be a list of errors for you to avoid, but rather are the elements that occur and interact in writing in complex ways. For example, it is possible that a “broken” organization is intended to achieve a rhetorical effect. I use this list as a guide to comment upon your work and to write an evaluation of overall effectiveness in writing. Feel free to contact me with questions to clarify any evaluation or comment you receive.

Course Policies

Written Work Submission Policy

In this class, all work will be submitted electronically through Canvas. With the exception of the Multimodal Digital Revision assignment, all work needs to be a GoogleDoc.

Late Work Policy

Submit Assignments on time:

Late work submitted after the due date will be lowered to 75% credit maximum available credit.

After that, an assignment will only receive 60% maximum credit for one week after the due date. Anything submitted beyond the one week deadline will not be accepted for credit.

Extensions on Work

Extensions can be arranged to extend your due date based on legitimate, unavoidable, and/or serious circumstances. Extensions cannot be arranged after a due date has passed - they are not retroactive.

Also, though it is difficult to define the full boundaries of what counts as “legitimate, unavoidable, and serious,” consider a few hypothetical circumstances of what **does and doesn’t** count:

- Falling behind in this class so that you can prioritize another class is understandable, but is not a legitimate reason for an extension (since course loads are expected as a regular part of college work)
- A car accident while driving or theft of your computer are certainly unavoidable; getting stuck at Mt. Bachelor on the day an assignment is due and not having reliable WiFi is very avoidable and therefore not a reason for an extension.
- A death in the family (you get to define family and I will not question it) is serious, as is a major illness that emerges.

In all instances, where you can, it is better to communicate earlier and in a timely way rather than waiting days or weeks after a due date to contact me. Again, **extensions cannot be arranged retroactively.**

Writing Format Policy

When you submit written work in this class, that work should follow these principles:

- Include a cover page using APA format
- Follow ALL APA formatting guidelines (see guidelines in link posted in Google Classroom; it is YOUR responsibility to research this and don’t just guess or “wing it” when using APA format.
- Use page numbers, starting on the first page.
- When using images, select ones that are informative and appropriate, not merely for tone.
- Use APA format for line spacing, paragraph alignment and spacing, and unobtrusive image use.
- Readable font (12-point size, no italics except for required APA format)
- When sources are used, an appropriate citation style should be used to signal to your reader that you are participating in their community. Following such a citation style often means introducing the source and the quote so your reader knows that you are using an outside source (ex:

“According to Hazlett...” and then including a short form of citation with a full source citation elsewhere. We will discuss APA citation style as research and rhetorical practices.

We will discuss different citation styles as research and rhetorical practices.

Instructor Communication and Evaluation

I will typically respond to email within one business day. While in-class work and multiple-choice tests can be graded rather quickly, major written assignments cannot. At minimum, major papers will require 1 to 1½ weeks to complete my comments, because I carefully read each essay and aim to give useful comments. Once you receive your work back, please read my comments. Most importantly, if you have questions about assignments, policies, or evaluation and comments, email me or set up a time to speak to me.

Questions About Class Content

I encourage you to ask any question at any point, either through comments on assignments in Google Classroom, through an email, or in person. No question is off-topic, no topic is too far afield. These questions often raise topics that seem distant, but can be illuminating and crucial to digging deeper into the main contents.

Plagiarism

There are professional and legal implications involved in the documents you produce. The method(s) of documentation that you learn in college ensure that you know how to 1) distribute accurate information, 2) build your credibility as a writer by referring to reliable research, and 3) truthfully represent and give credit to the research and opinions of others. Plagiarized student work constitutes a serious violation of academic and intellectual property rights, unnecessarily complicates the professor’s role, and undermines the value of the institution’s certificates and degrees. In this light, I will give zero (0) credit to plagiarized assignments if I deem it necessary. I will also report the incident to the Director of Student Life. You are responsible for whether or not your work is plagiarized. We discuss plagiarism right from the beginning of this course. When in doubt, consult me or a member of the COCC Writing Center.

Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will receive a zero for the assignment.

One additional chance to complete the assignment (within one week of the referral) will be given, but will only be restored to a maximum of 60% credit.

Your assignments will be checked by Turnitin.com for plagiarism.

This is a college class, high school assignment rules of re-doing or revising an essay don’t apply here.

Conferences

In this class, we will hold individual conference sessions.

Changes to the Syllabus

Course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised college calendar or other circumstances, which may include a major campus

emergency or inclement weather. Here are ways to get information about changes in this course: check Google Classroom, send me a message through Remind, or email me.

Civility Statement

Higher education communities and classrooms depend on the civil behavior and goodwill of all members of the learning environment. In all interactions relating to this class, students and instructors are expected to conduct themselves with civility and respect, recognizing that differences of experience, circumstance, and opinion are valuable contributors to a learning environment. Expressions of disagreement should be polite and respectful at all times: in person, in email, and in end-of-term evaluations.

Technology Assistance

If you need any technology assistance, contact Student Technical Support (541-383-7716), visit the Pioneer Computer Lab, or view [self-help resources online](#).

Institutional Syllabus Policies

[This institutional syllabus](#) includes policies and information that apply to all your COCC classes. Make sure that you read this in addition to the specific syllabus for each of your Classes. It includes policies on:

- Americans with Disabilities Act (ADA) Statement
- Basic Needs
- Class Recording Policy
- Enrollment and Drop Deadlines
- Final Exam Schedules and Policies
- Non-Discrimination Policy
- Snow Closure Policy
- Student Rights and Responsibilities
- Title IX Statement

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____