

Writing 2202F

Winning Your Argument: Rhetorical Strategy in a Visual Age

Fall 2016

Section 650

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Course Description and Objectives

Argument: n. 1. An exchange of differing or opposing views, typically a heated or angry one; 2. A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong; 3. A summary of the subject matter of a book.

--from *The Oxford American Dictionary*, 2005, p. 82

Rhetoric: n. 1. The art of effective or persuasive speaking or writing, esp. the use of figures of speech or other compositional techniques; 2. Language designed to have a persuasive or impressive effect on its audience, but is often regarded as lacking in sincerity or meaningful content.

--from *The Oxford American Dictionary*, 2005, p. 1452

“An intensive and practical study of exposition in discursive prose,” this course, as its calendar description states, “reviews the foundations of grammar, introduces students to the rhetoric of presentation and persuasion, and considers diverse types of prose across multiple disciplines, focusing on an analysis of visual rhetoric and argumentation, including websites, advertisements, and other visual media.” In other words, this course will ask you to read, write, analyze, engage with, construct, deconstruct, and revise various types of arguments, considering the concerns of audience expectation, purpose, and rhetorical situation.

More generally, Writing 2202 will build upon what you learned in Writing 2101 F/G, continuing to help you expand on your “ability to communicate information, arguments, analyses accurately and reliably, orally and in writing to a range of audiences” (Ontario Council of Academic Vice-Presidents’ statement on “university Undergraduate Degree Level Expectations,” Oct. 2005).

Throughout the semester, in addition to gaining and sharing knowledge about argumentation, you will

- use electronic resources to communicate with others, while adapting your ideas to appropriate writing technologies;
- write essays that involve rhetorical and cultural analysis and papers that involve creative nonfiction;
- critically assess both your own and your peers’ writing through group and electronic forums with consideration to both local and global issues;
- revise papers through multiple drafts; and

- analyze language and purpose as it appears in a variety of cultural contexts and rhetorical situations.

In our attempt to accomplish these objectives and to better understand how arguments of all kinds are constructed, we will examine a variety of rhetorical techniques and analyse arguments of all forms. To understand what makes a strong argument, we will consider what an argument is and how rhetoric can be helpful or harmful. What does it mean to develop argument? Readings will include short stories, political speeches, news reports, academic essays, theoretical readings, advertisements, films, and web and visual based rhetoric that attempts to create an argument in some way. By the end of the semester, you will be well versed in identifying, analysing, and creating arguments of all kinds.

Required Texts

Barnet, Sylvan, and Hugo Bedau. *From Critical Thinking to Argument: A Portable Guide*. Fourth Edition. New York: Bedford/St. Martin's, 2014.

Messenger, William E., Jan de Bruyn, Judy Brown, and Ramona Montagnes. *The Canadian Writer's Handbook*. Essentials Edition. Don Mills: Oxford UP, 2012.

Readings from various sources (to be posted on OWL).

Course Requirements

Weekly Discussion	10%
Formal Media Analysis	20%
Rhetorical Analysis	30%
Formal Research Paper with Visuals	40%

Assignments/Assignment Format

All essays are to be typed, double-spaced, using a standard font (ie: Times New Roman, 12 point). You are expected to use either MLA or APA standards for documentation, which will be discussed in class and are detailed in *The Canadian's Writer's Handbook* section 37 and *From Critical Thinking to Argument* Chapter 7. All assignments must have your name, the course name, the instructor's name, and the submission date on the first page; assignments must also be submitted in .doc or .docx (or equivalent) format; PDF and other "read-only" formats are not acceptable.

Note that when you submit your assignments, you will be automatically submitting them to Turnitin for plagiarism checking. Turnitin will generate a report for you, detailing the percentage of your paper that has been drawn from secondary sources; you will be able to see the report, as will I. I will not grade any essay until I see the report.

All assignments are due on the date stated on the class schedule. You are expected to submit an electronic version to Turnitin.com via uploading your file to the appropriate "Assignments" link. **DO NOT EMAIL ME ASSIGNMENTS.**

Late assignments will be penalized 5% per day and will not receive comments of any sort. It is your responsibility to turn assignments in on time. Should you need an extension for any reason, **please contact me by email at least 24 hours prior to the day an assignment is due to discuss an extension.**

Note that extensions may be granted for the writing assignments and quizzes, but not for class discussion or peer review.

Attendance and Participation

The most successful classrooms have students and instructors equally engaged in a discussion about the readings, assignments, and daily topics. You are expected to complete the assigned readings each week. As this is Distance Studies course, we do not meet formally; thus, attendance and participation on the class discussion board are connected. While online courses are typically asynchronous, they are not self-paced. You must attend and participate in class (defined as logging into our OWL section and interacting with your peers and instructor by posting questions and responding to your peers' questions and your instructor's prompts in the relevant topic sections under the "Forums" link).

Your class discussion grade will be based on whether you have fulfilled the posting requirements, which are listed in more detail below. In general, the grade will be based on 1) the quality of your posts each week, 2) the frequency and number of posts made, and 3) the number of posts to which you read and respond.

1) Quality of Posting

All posts on the Class Discussion must

- Contribute something meaningful to the board.
- Support your opinion with sufficient reasons and/or evidence.
- Demonstrate that you have either completed the assigned reading and/or read your classmates' posts.
- Display good grammar and organization.

Posts should not

- Employ disrespectful, insulting, or offensive language.
- Be unrelated to the weekly topic.
- Be too long (more than one screen length) or too short (a sentence or two).
- Consist only of statements like "I agree with you" or "Great comment!" Such posts do not contribute any substance to the discussion.

2) Frequency and Number of Posts

To earn full marks, you must post on at least **three separate days** covering that particular week's forum question (in addition to meeting the standards defined under "Quality of Posting"). At least **one post must initiate a new thread** to the discussion, and at least **one post must be a reply to either the course instructor or another student**. This means at least **three posts per week**. For the purposes of the Class Discussion all weeks run from Monday to Sunday; late posts (i.e., posts that appear after the discussion concludes on Sundays at midnight) will not count toward your participation grade.

3) Number of Posts Read

I will also look at the number of posts you've read. For instance, if during Week 3, the class has posted 100 times in total and you only read 10 of those posts, that fact does not reflect positively in assigning your class discussion grade.

Peer Review

For each assignment, you will participate in a peer review, which will be conducted through the Forum tab, in an appropriately titled section. You must upload a draft to the peer review forum by Monday

(before midnight), as noted on the class schedule. You must then respond to at least two of your classmates' drafts by that Friday at midnight. You will have specific items to respond to for each assignment. **Failure to upload a sufficiently complete draft and/or to participate by reviewing at least two other students' drafts will result in the earned mark for that assignment being reduced by 10%. For example, an earned mark of 78 will receive a mark of 70.**

Note that in of the three weeks when there is an assigned peer review forum, your posting a draft and responding to the drafts of others will take the place of regular class discussion.

Attendance policies

The very nature of this course requires that you attend regularly to do well. If you miss more than two weeks of class your final grade will be penalized 10%. If you miss more than three weeks, your final grade will be penalized 15%. As explained above, not "attending" class is defined as not posting in the class discussion at all. This attendance policy will only be waived for medical or compassionate reasons as outlined in the updated "Medical Accommodation Policy" below.

Scholastic Offences, including Plagiarism

The University Senate requires the following statements, and Web site references, to appear on course outlines:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

Prerequisites

The University Senate requires the following statement to appear on course outlines:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

The prerequisite for registration in this course is a) a final grade of 65 or more in one of Writing 1030, 2101, 2121, 2111, or 2131, or b) a final grade of 70 or more in Writing 1000F/G, or c) Special Permission of the Program.

Medical Accommodation Policy

Western has a comprehensive policy covering requests for accommodation by students who are not registered with Student Accessibility Services. All students should review this policy here, under the heading 'Accommodation for Illness – Undergraduate Students', noting the procedures, restrictions, and notice requirements:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

In Writing courses, students covered by this policy who are seeking academic consideration must proceed as follows.

Writing Studies' Basic Policy: Students seeking academic consideration on medical or any other grounds for any missed tests/exams, class attendance/participation components, or late or missed assignments must either initiate a Self-Reported Absence (for a grade component worth up to 30% of their final grade, but excluding final exams scheduled during the exam period) or apply in person to the Academic Counselling or Undergraduate office of their home Faculty and provide a Student Medical Certificate (SMC) or other supporting documentation as required in accordance with official Western policy (linked above).

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either:

- i. A Self-Reported Absence, or
- ii. Academic consideration supported by the Academic Counselling Office.

Exception: In Writing Studies courses, a student seeking academic accommodation on non-medical grounds for any missed in-class tests/exams, class attendance/participation components, or late or missed assignments worth less than 10% of a final grade may first consult directly with her or his instructor, who will – in his or her discretion – elect either to make a decision on the request directly or instruct the student to follow the procedures set out in Writing Studies' Basic Policy (above).

Please note that individual instructors will not under any circumstances accept or read medical documentation directly offered by a student, whether in support of an application for accommodation on medical grounds or for related reasons (e.g. to explain an absence from class which may result in a grade penalty under an 'Attendance' policy in the course). All medical documentation must be submitted to the Academic Counselling or Undergraduate office of a student's home Faculty.

Students who are or who feel they should be covered under Student Accessibility Services should review Western policy here:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10

Students who are in emotional/mental distress should refer to MentalHealth@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Special Requests: Special Examinations, Incomplete Standing, Aegrotat Standing

Please refer to the "Information for All Students in a Writing Course" for more detailed information. Briefly, remember that your instructor does not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean's office of your home faculty.

Lecture and Assignment Schedule

Week	Topic	Assignment Due
Week 1: Sept. 9-15	Introductions, How do we read?	
Week 2: Sept. 16-22	Critical Reading and Arguments	
Week 3: Sept. 23-29	Critical Reading (cont.)	Peer Review: Media Analysis
Week 4: Sept. 30-Oct. 6	Visual Rhetoric	Media Analysis Due (Oct. 4 by 11:55 pm)
Week 5: Oct. 7-13	Using Sources	
Week 6: Oct. 14-20	Developing an Argument	
Week 7: Oct. 21-27	Developing an Argument (cont.)	Peer Review: Rhetorical Analysis
Week 8: Oct. 28-Nov. 1	Analyzing an Argument	Rhetorical Analysis Due (Nov. 1 by 11:55 pm)
Fall Reading Week		
Week 9: Nov. 11-17	Toulmin Model	
Week 10: Nov. 18-24	Deductive and Inductive Arguments	
Week 11: Nov. 25-Dec. 1	Fallacies	Peer Review: Research Paper
Week 12: Dec. 2-5	Research Paper	Research Paper Due (Dec. 5 by 11:55 pm)