University of Rhode Island
Department of Writing & Rhetoric
WRT 201 (Section 0007):
Writing Argumentative and Persuasive Texts
Fall 2019

Instructor:	Dr. Adrienne Jones Daly
Email:	adriennejdaly@gmail.com
Phone:	
Class days/time:	
Classroom location:	
Office Hours:	
Mailbox:	

What this Course Is

This course follows the words of Joseph Joubert, a 18th and 19th century French philosopher:

> **"The aim of argument, or of discussion, should not be victory, but progress."**
> *« Le but de la discussion ne doit pas être la victoire, mais l'amélioration. »*

Our current social, political, and media climate tends to prioritize talking points and all-or-nothing approaches when it comes to discussions. Often we feel that we must take one side or the other: pro-life or pro-choice; Black Lives Matter or Blue Lives Matter; Democrat or Republican; border wall or nothing. We read others' words to find points that we push back on; we dismiss the words of entire groups because they are not "us."

How do we move beyond such polarizing discussions?

That is in part what this course intends to do—to teach us how to engage more thoughtfully with others in difficult discussions in the hopes of moving forward, making progress, making things better. Along the way, we will learn more about what makes a good argument and a persuasive text. We will practice analyzing different kinds of arguments and writing them. We will learn how to evaluate sources and find credible, reliable sources in this era of information overload and "fake news." We will practice the craft of writing (with all its messiness) and the craft of reading and feedback.

What You Definitely Need to Know

Structure of the Course
In this course, we take an active learning approach. Outside of class, you'll be reading and considering arguments that you see in the world around you. In class, we'll be applying and practicing the knowledge you've gained in the readings. Class is also an opportunity to learn from others, to hear different perspectives, and to engage in giving and receiving feedback on writing (peer review).

In this course, we have five main topics: environment, education, race/anti-racism, gender, and technology. You will often be in discussion with students interested in the same topic as you, and as a group you will work on creating an annotated bibliography as well as various types of arguments. While we have a few major projects (see below), you will be doing a fair amount of small, low-stakes writing and response assignments to help you further your knowledge of arguments and your writing skills.

Required and Recommended Texts
This is the required textbook that I will use in this course:

A. Lunsford and J. Ruszkiewica, *Everything's an Argument* (7th edition, Bedford/St. Martin's)

The following books are very helpful for any writing and research you do, both in this course and elsewhere. However, you are not required to buy them.

Ballenger, *The Curious Researcher: A Guide to Writing Research Papers*
Bullock and Weinberg, *The Little Seagull Handbook* (**2nd edition**, Norton, 2014)

Sakai
If you log onto the URI Sakai site (sakai.uri.edu), you will find a Sakai worksite dedicated to this course. We will use this site for many things: sharing resources, class communications, online discussions, submission of final versions of projects, and grades. You should check Sakai regularly for this course and modify the settings to allow you to receive announcements through your e-mail. I use e-mail to get in touch with you directly, so get into the habit of checking e-mail and Sakai every day.

Meeting and Communicating with the Instructor
Communicating with instructors is important. I welcome your questions, and I want you to let me know if you are having issues with the course. E-mail is the best way to contact me, but please understand that I may not be able to immediately respond. I am always happy to meet or talk outside of class for questions or issues or help with projects. Contact me to set up a time to talk. In general, Tuesday or Thursday mornings are the best times for me to meet, but I am happy to find a time that works for you.

Grade Calculation
Grades will be posted on Sakai Gradebook. Grades for this course consist of the following areas:

15%   Peer review
15%   Find and share
15%   Annotated Bibliography Assignment
15%   Critical Analysis Assignment
30%   Position Argument Assignment
10%   Final Reflective Essay

The projects and course grades will adhere to the URI grading scale, below.

A 93 ● A- 90 ● B+ 88 ● B 83 ● B- 80 ● C+ 78 ● C 73 ● C- 70 ● D+ 68 ● D 63 ● F 59

Major Assignments
Over the course of the semester, you will work towards a position argument on a particular topic. Along the way are several major assignments, as well as many small, ungraded writing assignments, both in class and

outside of class. Below are brief descriptions of the major assignments. You will find more information on each assignment on Sakai.

Annotated Bibliography
An annotated bibliography is a list of sources that you are using for the project along with *annotations*, brief summaries of the works along with explanations of their value to your research and how they connect to other sources and ideas. You will work on this as a group.

Critical Analysis
Rhetorical analysis is an important skill, and one that we will hone in this course. For this assignment, you will critically analyze one or two of your sources for your argument, and present the conclusions of this analysis in essay form.

Position Argument
This is the biggest of the major assignments. As you research and discuss your topic, you will formulate and further research a particular claim. You will then argue your claim in a well-supported and well-presented position argument. You will be able to choose the genre and form of your position argument from among three choices: a thought piece, an academic essay, or a TEDTalk-esque presentation.

Final Reflective Essay
Instead of an exam, we have a final reflective essay. The final reflection really is a story of your journey this semester and what you have learned about arguments and writing.

Policy on Late Work
You are expected to turn in all graded assignments on the day they are due. Late work will receive only partial credit. Any work not received will receive 0 points. Work not submitted for peer review means a 0 for the work, and not showing up for a peer review session means a loss of points for your peer review grade.

Learning Outcomes
This course meets the GenEd requirements B.1 (Write Effectively) and B.4 (Information Literacy). Additionally, our course also seeks to build your ability to engage in productive conversation with others through thoughtful and respectful listening, reading, and response.

Writing Effectively
Upon completion of WRT 201, students will be able to:
    a. Complete at least four substantial writing projects that meet expectations for focus, development, organization, and coherence.
    b. Revise and edit to meet conventions of standard Englishes.
    c. Demonstrate awareness of readers' needs and expectations for prose style, genres, conventions, and citation.
    d. Reflect upon and explain the appropriateness of their choices for the rhetorical situation and utilize feedback that addresses both revision and editing.
    e. Research, synthesize, analyze, critique, explain, argue, and explore in a variety of writing assignments.

Information Literacy
Upon completion of WRT 201, students will be able to:

a. Develop a research question about a topic that focuses both their inquiry and their writing activity.
b. Learn how to navigate databases and various search engines.
c. Evaluate and assess all sources.
d. Produce a Persuasive Essay or Public Document targeted to a specific audience who needs the information.
e. Attribute sources appropriately in written documents.
f. Cite sources accurately and ethically in written documents.

More Stuff You Should Know

Writing Center and Academic Enhancement Center

Disabilities and Academic or Personal Issues

Weather Issues

Academic Honesty

Semester Schedule**

Here are some dates for major deadlines, peer review sessions, and class topics. More information on readings, assignments, and out-of-class work will be posted on Sakai. ***Please note that this schedule is subject to change. Sakai will have the official schedule with dates and assignments.*** Any updates or changes will be announced in class or by e-mail and posted on Sakai.

1	Sept. 5	**Introduction to the Course**
2	Sept. 10 & 12	**Important Concepts & Logical Fallacies**
3	Sept. 17 & 19	**Rhetorical Analysis I and II**
4	Sept. 24 & 26	**Finding and Evaluating Sources I and II**
5	Oct. 1 & 3	**Peer Review of Ann. Bib. & Finding a Topic** ***DUE** – Tues., 10/1 – Draft of Annotated Bib. 1.0*
6	Oct. 8 & 10	**Terminology Jeopardy & Peer Review of Critical Analysis** ***DUE** – Thurs., 10/10 – Draft of Critical Analysis*
7	Oct. 15 & 17	**Arguments of Definition I & II** ***DUE** – Thurs., 10/17 – Final version of Critical Analysis*
8	Oct. 22 & 24	**Arguments of Fact I & II**
9	Oct. 29 & 31	**Conferencing with Instructor – *NO CLASS*** ***DUE** – Tues., 10/29 – Position Argument Proposal*
10	Nov. 5 & 7	**Arguments of Evaluation I & II** ***DUE** – Thurs.., 11/7 – Annotated Bib. 2.0*

11	Nov. 12 & 14	**Arguments of Cause I & II**
12	Nov. 19 & 21	**Peer Review of Position Argument D1 & Revision and Style** *DUE – Tues.., 11/19 – Position Argument D1*
13	Nov. 26	**Visual Rhetoric and Multimedia Arguments** *Thurs., 11/28 – Thanksgiving Break – NO CLASS*
14	Dec. 3 & 5	**Peer Review of Position Argument D2 & Editing Tutorial** *DUE – Tues.., 12/3 – Position Argument D3*
15	Dec. 10 & 12	**Semester Review** *DUE – Tues.., 12/10 – Final Version of Position Argument*
Final Reflective Essay is due by Wednesday, December 18		

**Schedule or activities may change slightly over the course of the semester. Up-to-date information will be shared in class and on Sakai. You are responsible for making sure you have the most current information.