

W270
Argumentative Writing
Section 7439
4 – 5:15 Tuesday and Thursday
Sycamore Hall 137

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W270: Argumentative Writing

COURSE GOALS

The goal of W270 is to provide you with instruction in analyzing and evaluating the arguments of others as well as in developing and articulating arguments of your own. Accordingly, in this course you will learn how to: identify arguments, assess their reasoning and evidence, and write essays that convey clear and convincing arguments.

REQUIRED BOOKS

These books are available at TIS Books and the IU Bookstore.

- John D. Ramage, John C. Bean, and June Johnson, *Writing Arguments*, 7th edition
- Diana Hacker, *A Pocket Style Manual*, 4th edition
- Daniel Dennett, *Breaking the Spell: Religion as a Natural Phenomenon*, paperback

EXPECTATION AND RESPONSIBILITIES

- **Due Dates:** All writing assignments are due at the beginning of class. If you are absent, email me the assignment before 4:00. Because assignments build on skills learned in previous ones, I will accept no late work. However, I will allow you one free “late pass” as I do recognize that life can sometimes get in the way of schoolwork. This means that you can hand in *one* assignment late.
- **Attendance:** You are required to come to class on time every day. I will mark you tardy if you are not in the classroom when I call your name from the attendance list (each set of three tardies will be counted as one absence). Because class participation is vital for learning the material in this course, I will grant you only three “free” absences. Your final grade for the course will be dropped by a third of a letter grade for each absence after these three. Since you are still missing class when ill or attending funerals, these are not excused absences. Therefore, do not skip class: save your free three absences for when you are really ill or are required to leave town. Absences due to religious holidays, however, do not count towards your absence total. Always contact me when you miss class so that I can apprise you of the day's material, but be advised that alerting me to your absence does not excuse it.
- **Participation:** I expect you to be ready to discuss the assigned material when you show up to class and to have the course materials with you every day. I expect that you will read the textbook and assigned articles carefully and take notes.
- **Respect:** In this course we will be discussing topics that arouse passionate feelings, therefore it is essential that you calmly listen to others' viewpoints and consider them thoughtfully. You may reject them, but you must have a good argument before you do so.

I will treat you the student as an adult in this course and I expect you to act accordingly. Please try to solve all problems that you encounter (e.g. computer issues, inability to locate my office) *before* emailing me.

- **Plagiarism:** Any unacknowledged use of others' work (both words and ideas) will result in a failing grade in the class and a report filed with the dean. Nothing you could possibly gain by plagiarizing is worth the penalty of failing this course.
- **Cell phones and pagers:** Please turn off your cell phones and pagers during class as a courtesy to both myself and the other students.
- **http://www.indiana.edu/~tl12/mgonin_awadewit/www/** – All handouts, overheads, and assignment sheets will be posted on the course website.
- **Writing Tutorial Services (WTS):** I urge you to take advantage of the Writing Tutorial Services in Ballantine 206. The tutors will be happy to talk to you about your papers, no matter what stage of the writing process you are at: brainstorming, outlining, drafting, or editing. WTS is open from 10 a.m. to 8 p.m. Monday through Thursday and 10 a.m. to 5 p.m. on Friday. It is best to call ahead (855-6738) for an appointment.

ASSIGNMENTS

Small assignments:

Introductory assignment, Part 1	20 points
Introductory assignment, Part 2	20 points
Analysis 1:	50 points
Analysis 2:	50 points
Peer reviews (2x20 points):	40 points

Papers:

Paper 1 – Classical argument	100 points
Paper 2 – Definitional argument	150 points
Paper 3 – Evaluation argument	150 points
Paper 4 – Proposal argument	200 points

Other:

Quizzes:	80 points
Wikipedia assignment:	20 points
Final:	100 points
Class participation:	50 points

GRADE DEFINITIONS

A+ = 97-100 %	B+ = 87-89 %	C+ = 77-79 %	D+ = 67-69 %
A = 93-96 %	B = 83-86 %	C = 73-76 %	D = 63-66 %
A- = 90-92 %	B- = 80-82 %	C- = 70-72 %	D- = 60-62 %
			F = 0-59 %

A = *Exemplary* – Praiseworthy to the extent that it may serve as an example or model of excellence to others.

B = *Praiseworthy* – Fully meets all requirements and exceeds basic competence, giving the work distinction.

C = *Satisfactory* – Fully meets all requirements of the assignment or course with a basic level of competence.

D = *Marginal* – Fails to meet all requirements; what has been completed may be considered at least competent; or meets all requirements but below a basic level of competence; or fails to meet all requirements and to achieve a basic level of competence, but is not considered failing.

F = *Failing* – Falls significantly short of requirements, or basic competence, or both.

SYLLABUS

(subject to change)

Part I: Reading and understanding arguments

Week 1

Jan. 8 Introduction

Jan. 10 Chapter 1, “Arguments: An Introduction” (p. 3-15)
Brief discussion of how to read the textbook

Week 2

Jan. 15 Chapter 1, “Argument: An Introduction” (16-21)
Introductory assignment due

Jan. 17 Chapter 4, “The Core of an Argument” (p. 75-86)
Phillip Carter and Paul Glastris, “The Case for the Draft” (p. 459-69)

Week 3

Jan. 22 Chapter 5, “Logical Structure of Arguments” (p. 87-108)
Philip Carter and Paul Glastris, “The Case for the Draft” (p. 459-69)

Jan. 24 Chapter 10, “Introduction to Claims” (p. 195-204)
Philip Carter and Paul Glastris, “The Case for the Draft” (p. 459-69)

Week 4

Jan. 29 Tim Dickinson, “The Return of the Draft” (p. 472-75)
Analysis 1 due on Dickinson

Jan. 31 Chapter 2, “Reading Arguments” (p. 22-49)

Week 5

Feb. 5 Chapter 2, “Reading Arguments” (p. 22-49)
Michael Levin, “The Case for Torture” (p. 500-502)
Analysis 2 due on Levin

Part II: Writing arguments

Feb. 7 Chapter 3, "Writing Arguments" (p. 50-72)
Hand out assignment for paper 1
Register as a Wikipedia user

Week 6

Feb. 12 Chapter 3, "Writing Arguments" (p. 50-72)
Wikipedia copyediting in class

Feb. 14 Discuss Sample Paper 1
Wikipedia copyediting assignment due

Week 7

Feb. 19 Chapter 6, "Evidence" (p. 109-124)

Feb. 21 Chapter 16, "Finding and Evaluating Sources" (p. 359-86)
Librarian visit

Week 8

Feb. 26 Draft of Paper 1 due
In-class debate

Feb. 28 Chapter 11, "Categorical and Definitional Arguments" (p. 208-231)
Hand out assignment for Paper 2

Week 9

Mar. 4 Sydney Schanberg, "Not a Pretty Picture" (p. 683-685)

Mar. 6 Sample Paper 2
Paper 1 due

Week 10

Mar. 11 Spring break

Mar. 13 Spring break

Week 11

Mar. 18 Chapter 12, "Causal Arguments" (p. 242-269)
Miguel Altieri and Peter Rosset, "Ten Reasons why Biotechnology Will Not Ensure
Food Security..." (p. 592-600)

Mar. 20 Draft of Paper 2 due
Peer review

Week 12

Mar. 25 Chapter 13, "Resemblance Arguments" (p. 270-288)

Mar. 27 Judith Barad, "Stewart and Socrates: Speaking Truth to Power" (website)
Paper 2 due

Week 13

Apr. 1 Chapter 14, "Evaluation Arguments" (p. 289-307)
Hand out assignment for Paper 3

Apr. 3 David Holcberg, "Human Organs for Sale?" (p. 317-319)

Week 14

Apr. 8 Chapter 15, "Proposal Arguments" (p. 320-339)
Hand out assignment for Paper 4

Apr. 10 Draft of Paper 3 due
Peer review
Discussion of Sample Paper 4

Week 15

Apr. 15 George W. Bush, "Graduation Speech at West Point" (p. 508-512)
Richard Falk, "The New Bush Doctrine" (p. 512-517)

Apr. 17 Daniel Dennett, *Breaking the Spell*
Revision of introductory assignment due

Week 16

Apr. 22 Daniel Dennett, *Breaking the Spell*

Apr. 24 Daniel Dennett, *Breaking the Spell*

Week 17

Apr. 29 Paper 4 and Final due