

# WRITING 201: ARGUMENT

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## Contact Information

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**DR. PRIYA SIROHI**

Pronunciation:  
PREE-yah Si-ROW-hee

**EMAIL (PREFERRED):** PSIROHI@ITHACA.EDU

**OFFICE HOURS:** BY APPOINTMENT

**PRONOUNS:** SHE/HER

## Course Description

Welcome to WRTG 201: Argument! This course will teach you the principles and practices of argument through the medium of writing. Argument is one of the most common - and most nerve wracking - forms of communication. We associate it with arguing and conflict, which is uncomfortable. This class will show you how argument can in fact be a powerful form of reconciliation, community-building, and inquiry. Writing assignments will deepen your theoretical, practical, and sociocultural understanding of argument. The main learning objective of the course is to give you the tools you need to develop arguments for your professional and civic goals.

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*You can make anything by writing.*  
-C.S. Lewis

## LEARNING OUTCOMES

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INDEPENDENT  
INQUIRY



VISUAL  
ANALYSIS



ACADEMIC  
PREPAREDNESS



WRITING &  
SOCIAL CHANGE



LANGUAGE  
IN CONTEXT



TECHNOLOGY



CULTURAL  
COMPETENCY



RHETORICAL  
LITERACY



DIGITAL  
COMPOSITION

## MATERIALS

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No textbook required.  
All readings are  
available as accessible  
PDF's on Sakai

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### You will need the following technologies:

- Reliable Internet access
- Reliable computer, tablet, or phone access
- Headphones to improve Zoom call quality
- Microsoft Office Suite
- PDF Viewer (Preview, Adobe, etc.)

## CLASS POLICIES

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1

You will need your laptops, as we often do in-class exercises and searches. Laptops can be rented for free at IC at certain kiosks.

2

Be respectful of each other. Intolerance and hate will not be tolerated, and we will handle any disagreements that come up during discussion with maturity, calm, and reason as a classroom community.

4

**Attendance:** Email me to let me know if you can't make it to class. Notification of absence will let me make it an excused absence. Repeated absences means a

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meeting with me over tea to talk about what's going on, and see if we can problem solve.



## FLIPPED CLASSROOM

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This course is organized as a **flipped classroom**. New material will be presented to you as homework on Sakai first before that material is covered in class. Then, during class you will experience personalized instruction one-on-one, in pairs, or in small groups. Using hands-on activities, the material you cover in homework will be reinforced over our synchronous Zoom meetings. Flipped classrooms make the most of our Zoom time together, reducing lecture time and increasing your interactions with your classmates. It also means you will get more individualized attention from me on your work, and can rely on a classroom community to help you with your writing.

# UNITS

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1

## RHETORICAL ANALYSIS

**25% of Total Course Grade**

A rhetorical/discourse analysis is where you select a term, concept, or specific argument, and you trace its use and impact across different platforms, audiences, and publications over a certain period of time. This is to help you observe arguments through their trends, transformations, and impact.

Analyzes a specific term or concept within a current debate, and traces how multiple audiences/rhetors develop their positions within that debate around that concept.

## REQUIREMENTS

- At least 8 pages long
- A sample topic: Trace the term "snowflake" as its been used by multiple groups for varying agendas
- Must be evidence-based **analysis**, rather than directly argumentative

## DRAFTING STAGES

- 1) Topic proposal
- 2) Annotated Bibliography
- 3) Rough draft and Peer Workshopping
- 3) Final Draft Submission

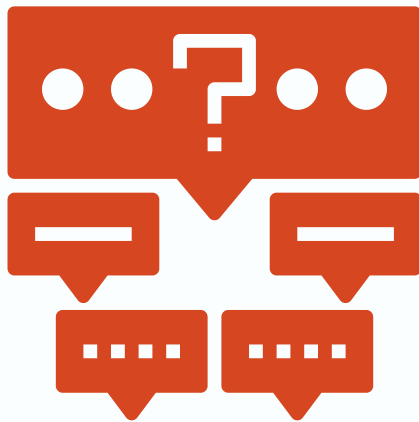
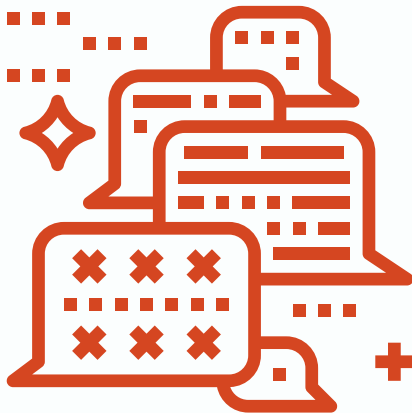
## PURPOSE

A discourse analysis creates an opportunity to develop a more balanced perspective on an issue. It also functions as a dog whistle - being able to situate arguments within larger contexts lets you see how arguments have impacts and functions beyond what appears on the surface. Furthermore, this project launches us into research & inquiry, critical aspects of developing effective arguments.

# UNITS

## 2 SOCRATIC SEMINARS

25% of Total Course Grade



### REQUIREMENTS

- Submit at least one annotated reading per seminar
- Take a position within a topic. That position is shared and then contested or expanded during seminar discussion
- There is a reflection component.

### DRAFTING STAGES

- Submit at least one annotated reading per seminar
- Develop a reflection of the seminar afterwards that incorporates new ideas that came up during the discussion.
- There will be at least **3 seminars**.

### PURPOSE

Socratic Seminars in the original version - with Socrates of ancient Greece - involved a group of students memorizing all the relevant knowledge and different positions of a topic or question. They would gather and debate that topic, led by Socrates, until the group reached a consensus. Today's version was reimagined by Harvard Law school as a form of in-class, student-led discussion. For our purposes, it's a way of practicing argument through community, verbal with written expression, and inquiry.

# UNITS

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## **3** ARGUMENT PIECE

**25% of Total  
Course Grade**

This is a unique assignment. You get to choose any genre, type of document, and medium and develop an argumentative piece of some kind within it. It can be a TikTok, a script, a think piece, a pamphlet, an infographic – the sky is the limit. As long as you are 1) taking a stance on a topic and then 2) advancing arguments within that topic, you can develop any kind of project.

### REQUIREMENTS

- Group project
- Data case must have at least 30 different documents/artifacts.
- The data case must have a concrete focus
- Develop an analysis of what you notice in the data case. You are allowed to present your analysis in any form – video, podcast, infographic, etc.

### DRAFTING STAGES

- 1) Topic Submission Email
- 2) Project Deliverable
- 3) Reflection/Genre Analysis

### PURPOSE

This project enables you to see connections across genres, and also enables you to conduct visual analysis and understand visual rhetoric. Furthermore, multimodal genres becoming the dominant form of incorporating information into quick argumentation. This will sharpen your ability to see the larger argumentative picture.

**The final 25% of your total course grade is comprised of short writing assignments such as reading responses, and are graded on completion (unless they fall significantly short of a genuine and thoughtful attempt at answering the prompts).**

# POLICIES

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## ATTENDANCE

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Attendance is a tricky issue in an online class where certain class days are asynchronous. My rule of thumb is that if I don't hear from you in some way - email, Zoom, or other check-ins for **a week (approx. 3 full class days)**, then I will have to take certain steps:

- First, I will try and get in touch with you, and if I'm successful, we'll come to an arrangement where you can make up the assignments. No points lost.
- If that doesn't work, I will have to evaluate your standing in the course, and decide how your absences will affect your grade. Points will be lost.
- Finally, I will submit a wellness check with Ithaca College if I still can't reach you. Your advisor will try and reach you, and a discussion will proceed from there.

In short, please keep me informed if you have to miss class; within reason, as long as I know how you're doing and you are keeping up with coursework, absences won't count against you.

## CONDUCT

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This course will involve sensitive discussions and topics. The lessons are designed to allow you to explore topics of race, gender, sexuality, class, and culture in a safe, generative, and healthy way. No one political view will be forced on you.

That being said, there are limits to that openness. The use of slurs, harassment, cyberbullying and other such behavior can and will be reported to the discretion of the instructor. This course is a safe space for people of every gender, race, sexuality, class, religion, ability, and culture.

## ZOOM RECORDINGS

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If we move to Zoom, please be aware that I will be recording our class sessions to help you recover a missed discussion if you are absent. This is permitted under federal laws that protect your educational privacy (FERPA), since the recording is only available to students enrolled in our course, and anything an enrolled student would learn about another student from watching the recording is the same that they would learn about each other if they were both in the class at the same time. Please note also that "breakout" or small group discussions in Zoom are *\*not\** recorded; only all group portions of the class are included. That said, I want you to feel like this is a safe learning environment. Please speak with me if you have concerns about recording.

# GRADING

I regard grades as a system that reinforces unfair privileges along the lines of race, gender, and socioeconomic background. A pandemic, democratic crisis, and global warming have also shifted our priorities and created new goals for learning. I will state here that I DO NOT want you to worry about your grades in this course. While I haven't dispensed with them entirely, I have designed our system to ensure your best chances of getting an A or B. This *does* mean that your writing will be evaluated under real-world dynamics. In a world without grades, you have to learn to self-assess your writing, move through draft stages without someone enforcing deadlines for you, and conduct peer review without an instructor. The course activities and assignments will challenge you because they're designed to help you grow into an independent writer. I will prize effort and labor significantly more than grades. The following is a more specific breakdown of how I treat "graded" aspects of our course.

1

## PROCESS

Your rubrics for grading center on four key areas. First, the completion of **each stage** of the writing process is crucial - readings, in-class work, short assignments, peer review, and rough drafts are all critical parts of the final product. Points can be taken off the final unit grade if important stages of the process remain incomplete.

2

## COMPLETION

I reward any labor you do for this course. Completing in class assignments, short writing, group work - all of these are 10-30 point activities that add up over time as you finish them. Completion points are designed to boost your scores and reward the writing process equally if not more than your final unit grades.

3

## CONTENT

The quality of your work is an important factor in your writing, but ultimately I will be more lenient on the quality of the final product if I feel that you put your best effort in, and improved from the rough draft to the final draft, its sufficient to earn points. That said, a lack of effort will reflect on the quality of your content. Keep that in mind!

4

## REFLECTION

After each project, you will submit a reflection. In it, you will think about the rhetorical choices, process, and workflow that went your final draft. It's an opportunity to win back points - if I feel that you can skillfully assess your own writing and understand the choices you made, I will grant you **recovery points** on the project.

## GRADING SCALE

### A SCALE

A+ 97%-100%  
A 93%-96.9%  
A- 90%-92.9%

### B SCALE

B+ 87%-89.9%  
B 83%-86.9%  
B- 80%-82.9%

### C SCALE

C+ 77%-79.9%  
C 73%-76.9%  
C- 70%-72.9%

### D SCALE

D+ 67%-69.9%  
D 63%-66.9%  
D- 60%-62.9%

# THE WRITING CENTER



WRITING  
CENTER



## What does the Writing Center do?

We aim to help students from all disciplines, backgrounds, and experiences to develop greater independence as writers. We are committed to helping students see writing as central to critical and creative thinking.

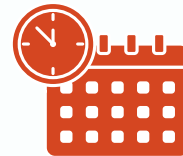
## Can we make Zoom appointments?

- The Writing Center now permanently offers Zoom tutoring!
- All appointments can be booked as Zoom appointments. Certain tutors are in fact Zoom-only.
- Existing in-person appointments can be changed to Zoom by simply emailing your tutor.

Appointments can be made at [lthaca.mywconline.com](http://lthaca.mywconline.com), also located on the [apps.ithaca.edu](http://apps.ithaca.edu) page.

## Hours:

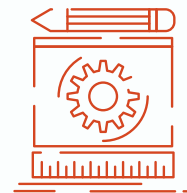
Monday - Friday from 9 AM to 5 PM  
Sunday - Thursday from 7 PM -10 PM.  
Location: Smiddy 107



## What do tutoring sessions look like?

In a friendly, comfortable atmosphere, writers at all levels participate in one-on-one conferences with trained student and faculty tutors to work on effective strategies for all aspects of the writing process. Topics explored in these conferences may include:

- The generation, organization, and focusing of ideas
- Understanding assignments and readings
- Comprehensive rewriting of drafts
- Sentence structure and style
- Grammar, punctuation, and spelling
- Research and note-taking methods
- Source documentation



**We do NOT revise, edit/correct, or write papers for students.**

Instead, we help them learn how to do it themselves.

Like the Writing Center on Facebook ([facebook.com/ithacawc/](https://facebook.com/ithacawc/)) and follow us on Instagram ([instagram.com/ithacawritingcenter](https://instagram.com/ithacawritingcenter)) to be the first to know about workshops and write-ins: [facebook.com/ithacawc/](https://facebook.com/ithacawc/)

Official IC Website: <https://www.ithaca.edu/academics/writing-center>



# CAMPUS RESOURCES

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## CAPS

### **The Ithaca College Center for Counseling and Psychological Services (CAPS)**

promotes and fosters the academic, personal, and interpersonal development of Ithaca College students by providing short-term individual, group, and relationship counseling, crisis intervention, educational programs to the campus community, and consultation for faculty, staff, parents, and students. Their team of licensed and licensed-eligible professionals value inclusivity, and they are dedicated to creating a diverse, accessible, and welcoming environment that is safe and comfortable for all those they serve and with whom they interact. CAPS is continuing to serve all enrolled students at this time via Telehealth. They have decided not to provide in-person services at this time to ensure the safety of students and staff. Staff in the office will answer questions by phone at 607-274-3136; please leave a voicemail if you do not reach a live person. You can also reach the office via email at [counseling@ithaca.edu](mailto:counseling@ithaca.edu). In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available. Remember, getting help is a smart and courageous thing to do.



## ACADEMIC ADVISING

### **Statement regarding the the Center for Academic Advising**

The Academic Advising Center supports IC students and has transitioned to a virtual model of advising. Students are able to set up both scheduled or drop-in appointments using Zoom and connect with an Academic Advisor. Contact the Advising Center to discuss registration questions, review degree requirements, talk about ICC requirements, discuss adding or changing majors or minors, receive help with study skills and strategies, and get help with any other academic advising related questions. You may also email [advisingcenter@ithaca.edu](mailto:advisingcenter@ithaca.edu) with your advising questions. To schedule an appointment go to: <https://www.ithaca.edu/academic-advising-center>.

# POLICIES

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## PLAGIARISM

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### From the Ithaca College Policy Manual

Whether intended or not, plagiarism is a serious offense against academic honesty. Under any circumstances, it is deceitful to represent as one's own work writing or ideas that belong to another person. Students should be aware how this offense is defined: Plagiarism is the unacknowledged use of someone else's published or unpublished ideas, whether this use consists of directly quoted material or paraphrased ideas. Although various disciplines follow styles of documentation that differ in some details, all forms of documentation make the following demands:

- That each quotation or paraphrase be acknowledged with footnotes or in-text citation
- That direct quotations be enclosed in quotation marks and be absolutely faithful to the wording of the source
- That paraphrased ideas be stated in language entirely different from the language of the source
- That a sequence of ideas identical to that of a source be attributed to that source;
- That all the sources the writer has drawn from in paraphrase or direct quotation or a combination of paraphrase and quotation be listed at the end of the paper under "Bibliography," "References," or "Works Cited," whichever heading the particular style of documentation requires.

**A student is guilty of plagiarism if he/she fails, intentionally or not, to follow any of these standard requirements of documentation.**

In a collaborative project, all students in the group may be held accountable for academic misconduct if they engage in plagiarism or are aware of plagiarism by others in their group and fail to report it. Students who participate in a collaborative project in which plagiarism has occurred will not be held accountable if they were not knowledgeable of the plagiarism.

What, then, do students not have to document? They need not cite their own ideas, references to their own experiences, or information that falls in the category of uncontroversial common knowledge (what a person reasonably well-informed about a subject might be expected to know.) They should acknowledge anything else.

### Other Forms of Academic Dishonesty

Other violations of academic honesty include, but are not limited to, the following behaviors:

- Handing in to a class a paper written by someone else;
- Handing in as an original work for a class a paper one has already submitted to another course;
- Handing in the same paper simultaneously to two courses without the full knowledge and explicit consent of all the faculty members involved;
- Having someone else rewrite or clean up a rough draft and submitting those revisions as one's own work;

These offenses violate the atmosphere of trust and mutual respect necessary to the process of learning.

# POLICIES

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## DISABILITY | TITLE IX

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In accordance with Federal Law, students with a disability documented through Student Accessibility Services (SAS) may require reasonable accommodations to ensure equitable access. A student with an attendance accommodation, who misses a scheduled course time due to a documented disability, must be provided an equivalent opportunity to make up missed time and/or coursework within a reasonable time-frame. An accommodation that affects attendance is not an attendance waiver and no accommodation can fundamentally alter a course requirement. If a faculty member thinks an attendance-related accommodation would result in a fundamental alteration, concerns and potential alternatives should be discussed with SAS.

In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.

Any student who misses class due to a family or individual health emergency or to a required appearance in a court of law shall be excused. If the emergency is prolonged or if the student is incapacitated, the student or a family member/legal guardian should report the absence to the Dean of Students or the Dean of the academic school where the student's program is housed. Students may consider a leave of absence, medical leave of absence, selected course withdrawals, etc., if they miss a significant portion of classwork. A student may be excused for participation in College-authorized co-curricular and extracurricular activities if, in the instructor's judgment, this does not impair the specific student's or the other students' ability to succeed in the course.

For all absences except those due to religious beliefs, the course instructor has the right to determine if the number of absences has been excessive in view of the nature of the class that was missed and the stated attendance policy. Students should notify their instructors as soon as possible of any anticipated absences.

### **Statement related to accommodations for students via Student Accessibility Services.**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities. Accommodations are available for remote, hybrid, and in-person study. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before any accommodations can be provided. Please note that accommodations are not retroactive, so timely contact with Student Accessibility Services is encouraged. Students who wish to meet with an SAS specialist can email [sas@ithaca.edu](mailto:sas@ithaca.edu) to schedule an online or phone appointment.

### **Title IX**

Please note that if you disclose an experience related to sexual misconduct (including sexual assault, dating violence, and/or stalking, sexual harassment or sex-based discrimination, your professor can inform the Title IX Coordinator, [lkoenig@ithaca.edu](mailto:lkoenig@ithaca.edu), of all relevant information, including your name. The college will take initial steps to address the incident(s), protect, and support those directly affected, and enhance the safety of our community. The Title IX Coordinator will work with you to determine the best way to proceed. Information shared in class assignments, class discussions, and at public events do not constitute an official disclosure, and faculty and staff do not have to report these to the Title IX Coordinator. Faculty and staff should be sure that access to campus and community resources related to sexual misconduct are available to students in the case these subjects do arise. Any other disclosure to faculty and staff needs to be reported to the Title IX Coordinator. For more information: <https://www.ithaca.edu/share>