WR 122: Writing from Rhetoric (15971)

Fall 19 • Czander Tan • czandert@uoregon.edu • PLC 219 • Office Hours: T 10am-1pm & appt.

Class Location: McKenzie 348
Class Time: MWF 11:00am – 11:50am
Office Phone: (541) 346-0049

Course Description

Writing is, simplistically speaking, a communication of thoughts and ideas through written words. You will practice breaking down elements of the thought and ideas of others, then develop your own thoughts and ideas in a clear and effective manner.

You might think of writing as lego blocks – you first have to know how parts fit into one another and how they hold up before you can build your own structures and see how they might look from the outside. Can they withstand an earthquake or a strong gust of wind? Might it collapse under its own pressure? Will anyone even care to look at it? There are structures that are stable, there are architectures that are moving; the best appeal to both. The important thing to realize, however, is that the most magnificent and grand lego-cities are made up of tiny little bricks.

In terms of essay-writing, our little bricks are words, which build the logics of sentences, which in turn form pillars of persuasive paragraphs. How the paragraphs work together forms the foundation of your ideas, and how readers move through them depends on your constructive choices.

Learning Outcomes

1. Cultivate a deep understanding of multiple perspectives using sustained ethical inquiry by:
2. Identifying and analyzing the shape argument can take in relation to audience, purpose, and context through rhetorical reading of a variety of texts;
3. Composing texts that demonstrate an understanding of writing as rhetorical and argument as inquiry;
4. Identify and describe rhetorical features and areas for improvement in their peers’ writing;
5. Practice revising multiple drafts based on feedback from peers and instructor and develop strategies for future independent revision processes;
6. Identify and critically apply style conventions for writing in an academic context

Required Texts & Course Materials

• Culture of Science (Readings available in Canvas Files)
Course Work

Essay Cycles

The course will include two essay cycles, the first comprising of a Rhetorical Analysis and an Argumentative Essay drafted (revised between two versions), the second comprising an Annotated Bibliography and a Fieldwork Essay. First drafts of the essays are expected to be complete.

Journals

During most class sessions, there will be informal writing journals to reflect on and respond to the assigned reading(s) of the week. These will usually be prompted by one or two questions regarding content, your own perspective, or as it relates to class. They will be due either in class or by the end of the day. Due to the dynamic nature of discussions in our course, these prompts/questions will only be shared in class and not posted on Canvas.

These writing exercises are to give practice in writing to process thoughts. It will also give you a reference to go off of when participating in class discussion.

All journals will be graded according to engagement with the subject—you receive full credit if you put thoughtful effort into writing, partial credit if it is done half-heartedly, and a zero if no effort at all is present in your journal.

While these responses are individually low stakes assignments, collectively they embody a significant portion of your course grade. In other words, do not overlook these assignments.

Reflections and Final Portfolio

Be sure to keep all work related to the argumentative essays along with any assigned reflective essays for inclusion in a final portfolio to be submitted at the end of the term. Further instructions for portfolios will also be provided later in the term.
## Grade Weight

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<thead>
<tr>
<th>Value</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>30%</td>
<td>Essay Cycle 1</td>
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<tr>
<td></td>
<td>• Rhetorical Analysis (10%)</td>
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<td></td>
<td>• Argument Essay (20%)</td>
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<td>40%</td>
<td>Essay Cycle 2</td>
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<td>• Annotated Bibliography (10%)</td>
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<td></td>
<td>• Fieldwork Essay (30%)</td>
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<tr>
<td>15%</td>
<td>Journals</td>
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<tr>
<td>5%</td>
<td>Reflections and Final Portfolio</td>
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<tr>
<td>10%</td>
<td>Engagement</td>
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<tr>
<td>100%</td>
<td>Course Total</td>
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### Letter Grades:

- A (94-99) = Legit, A- (90-93) = So Close
- B+ (87-89) = Very Good, B (84-86) = Good, B- (80-83) = Pretty Good
- C+ (77-79) = Fair But Rising, C (74-76) = Fair, C- (70-73) = Fair But Falling
- D+ (67-69) = Passing, D (64-66) = Still Passing, D- (60-63) = On The Cusp
- F (≤ 59) = Fail

## Course Policies

- **Course Policies:** [https://composition.uoregon.edu/program-policies/](https://composition.uoregon.edu/program-policies/)
- **Questions:**
  - Ask me questions. Part of my job is to answer your questions. Please seek me out for clarification and elaboration regarding any part of the course.
- **Cell Phones:**
  - Please try not to be distracted during class – it wouldn’t do much for your tuition if you spent class time on your phone.
- **Laptops:**
  - If you don’t regularly bring a laptop to campus, please let me know. We will use laptops regularly for journals and essay workshops, but unless they are required for a specific activity, they must be put away.
- **Attendance:**
  - Attendance is expected. We only meet a limited number of times as a class per term. Please let me know in advance if you have a pressing need for missing class – what you miss is your responsibility to make up.
- **Late Work:**
  - Turn in your work on time. Unless previously arranged, late work will result in a zero for the assignment.
Course Calendar

Week 1: Words

Sep 30 (M): NO CLASS – Rosh Hashanah
Initial Reflection due on Canvas by end of Tuesday (10/01)

Oct 2 (W): Course introduction; syllabus discussion

Oct 4 (F): Discuss “Science and Pseudo-Science” by Sven Ove Hansson

Week 2: Phrases

Oct 7 (M): Discuss “Natural Enemies” by Chew & Laublichler
[On Canvas]

Oct 9 (W): Discuss the rhetoric of metaphor

Oct 11 (F): Respond to article

Week 3: Sentence

Oct 14 (M): Discuss “The Egg and the Sperm” by Emily Martin
[On Canvas]

Oct 16 (W): Discuss the rhetoric of analogy
Rhetorical Analysis due on Canvas by midnight Thursday

Oct 18 (F): Essay Outlining

Week 4: Sentences

Oct 21 (M): In-class workshop (big picture)

Oct 23 (W): In-class workshop (rhetoric)

Oct 25 (F): In-class workshop (technical details)
Draft of Argument Essay due by 5pm on Canvas
Week 5: Paragraph

Oct 28 (M): Conferences
Oct 30 (W): Conferences
Final Draft of Essay due on Canvas by midnight Thursday
Nov 1 (F): Discuss “The Systems Lens” by Donella H. Meadows
[On Canvas]

Week 6: Essay = System

Nov 4 (M): Discuss “Thinking in Systems” by Meadows
[On Canvas]
Nov 6 (W): Discuss the rhetoric of systems
Nov 10 (F): Respond to an article

Week 7: Paragraphs

Nov 11 (M): Discuss “Climate Change & the Significance of Religion” by Hulme
[On Canvas]
Nov 13 (W): Discuss the rhetoric of evidence
Nov 15 (F): Respond to article

Week 8: Essay

Nov 18 (M): Discuss “Two Wrongs Make a Right” by Shawn Stover
[On Canvas]
Annotated Bibliography due by midnight Tuesday
Nov 20 (W): Discuss the rhetoric of fallacies
Nov 22 (F): Essay outlining

Week 9: Argument

Nov 25 (M): In-class workshop
Nov 27 (W): In-class workshop
Draft of Fieldwork Essay due by 5pm on Canvas

Nov 29 (F): NO CLASS – Thanksgiving Holiday

Week 10: Words

Dec 2 (M): Conferences

Dec 4 (W): Conferences

Dec 6 (F): In-class workshop / Final Reflection
Final Draft of Essay due on Canvas by midnight Friday