WR122: College Composition II
CRN: 15973, 15974, 15993
Fall 2019

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Office Hours: MWF 2-3pm in 301A Tykeson (and by appointment)

Course Overview

In Writing 122, we will develop argumentative essays in response to challenging and complex contexts that include increasingly sophisticated competing arguments and issues. For this course, an argument is not a debate in which one side wins and the other loses. Instead the argumentative essay form emphasizes a process of intellectual inquiry where participants propose different answers to questions at issue and explain their reasoning at length. The resulting dialogue gives us all the opportunity to reconsider and refine our own reasons and positions. We will create this sort of discourse community in our class, analyze the assigned readings to uncover and discuss questions at issue, and address these questions in written essays.

Composition Program Learning Outcomes

In WR 122, students can expect to deepen their understanding of WR 121 outcomes through focused study of writing as a process of inquiry, learning, and expression within a particular discipline, profession, or more specific discourse community. Students will:

1. Cultivate a deep understanding of multiple perspectives using sustained ethical inquiry by:
   A. identifying and analyzing the shape argument can take in relation to audience, purpose, and context through rhetorical reading of a variety of texts;
   B. composing texts that demonstrate an understanding of writing as rhetorical and argument as inquiry;

2. Identify and describe rhetorical features and areas for improvement in their peers’ writing;

3. Practice revising multiple drafts based on feedback from peers and instructor and develop strategies for future independent revision processes;

4. Identify and critically apply style conventions for writing in an academic context.

Course Assignments Breakdown

- **Class Participation** 10%
- **Weekly Canvas Discussions** 10%
- **Weekly Writing Assignments** 80%
  - **Essay Cycle 1** (40%)
    - Initial Reflective Essay (1%)
Evidence Analysis 1 (5%)
Essay 1 Outline (5%)
Essay 1.1 (10%)
Peer Review 1 (8%)
Essay 1.2 (10%)
Midterm Reflective Essay (1%)

Essay Cycle 2 (40%)
Evidence Analysis 2 (5%)
Essay 2 Outline (5%)
Essay 2.1 (10%)
Peer Review 2 (9%)
Essay 2.2 (10%)
Final Reflective Essay (1%)

Formal Writing Assignments

In addition to discussion boards, we will also submit formal written work each week. These assignments will take different forms depending on what our objectives are for the week and where we’re at in our essay cycle. Here are the different shapes our weekly essays will take:

Essay Cycles

The course will include two “Essay Cycles.” Each Cycle will have an Evidence Analysis paper, an Essay Outline, an Argumentative Essay, and Peer Reviews. The Argumentative Essays will be drafted and carefully rewritten and revised between two versions (x.1 and x.2).

All essay drafts will use source citation and have a reference page documenting sources. You can choose the citation style that best suits your academic discipline, but be sure to be consistent throughout your assignments.

Evidence Analysis Paper

A formal writing assignment that asks you to engage deeply and critically with our shared readings. The assignment will focus on skills important to sympathetic and critical reading: summarizing and analyzing a short passage of the reading carefully. The goal of this assignment is to help you prepare to incorporate sources ethically and analytically, which involves a brief summary of the author’s main point/thesis alongside analysis of specific passages.

Argumentative Essay Outline

A worksheet that helps you draft your argumentative essay by having you fill out information for each paragraph in response to specific prompts. The outline takes you through six paragraphs, but your essay may have more or less depending on your particular audience, purpose, and context.

Argumentative Essay

A short, formal essay that develops a thesis in enthymematic form. The thesis of the essay should answer a question at issue relevant to our Discourse Community. The essay should then present an argument in support of that thesis that ethically draws support from, and considers alternative
perspectives contained in, the cycle readings. First versions (x.1) of each argumentative essay will receive comments from your peers and instructor that you are expected to address and incorporate into your final version (x.2).

Rethinking, Rewriting, and Revising

A crucial part of completing the x.2 essay is careful attention to rewriting and revision. You must submit Essay x.1 to move on to Essay x.2 of that Cycle. Similarly, you must complete both essay cycles to pass the course.

If an Essay x.2 is submitted that is equal to or more than 75% identical to the x.1 version (measured by VeriCite), that assignment automatically earns a D and will receive no instructor feedback. Because x.2 versions are both their own assignment and a rewritten and revised document, it is essential that they demonstrate careful reworking from their first draft.

Peer Reviews

Everyone will complete Peer Reviews for members of their writing group for each of the two Essay Cycles. Part of the revision and rewriting process is reading and responding to peer drafts to help writing group members rethink, rewrite, and revise their essays. In addition to gaining skills in evaluating other people’s work, you will also learn some great techniques to help you revise your own writing.

Reflective Essays

You will compose three Reflective Essays throughout the term-- one at the beginning of our term, one at midterm, and one at the end of our class -- in which you will reflect on your own writing and revision process.

Academic Honesty

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Composition Program’s e-handbook resources as well as the Student Conduct Code on the Office of Student Conduct and Community Standards website. In cases where academic misconduct has been clearly established, the award of an F for the final course grade is the standard practice of the Composition Program. Please see me if you have any questions about your use of sources.

Academic Misconduct Procedures

To ensure that the Composition Program maintains a consistent response to academic misconduct, misconduct cases are administered by the Office of Student Conduct and Community Standards (OSCCS), and not by individual instructors. While misconduct cases are being evaluated, instructors cannot discuss the assignment(s) in question, but may continue to help students with all other course work.

If an assignment of yours is under evaluation for plagiarism, the Composition Program will notify you by email and OSCCS will contact you to schedule a meeting. Until a case is resolved
through OSCCSC, no work from the assignment in question can be included in assignments for the course. You are encouraged to communicate with your instructor about guidelines and requirements for continuing coursework on a case-specific basis.

**Gender-Based Violence**

Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit the Help for Victims and Survivors (Links to an external site.) site for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator at her email, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombuds office (by phone at 541 346-6400 or via email at ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or another member of the clergy.

Please do not hesitate to reach out to me if you need assistance.

**Incompletes for Course Grade**

The Director of Composition must approve requests for the grade “Incomplete” in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by students through unforeseen circumstances beyond their control.

**Mental Health**

College can be extremely stressful and you may think you have to handle things alone. You don't. Talking to someone really helps. Here are some UO resources:

**UO Counseling Center website (Links to an external site.)**

UO Student After-Hour Support and Crisis Line: 541-346-3227

**Observance of Religious Holidays**

Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

**Registration**

The only way to add this class is through DuckWeb. The last day to add this or any writing class is the Friday of Week 1.

**Writing Tutoring**

**Writing Tutoring at The Center for Teaching Writing:** The CTW's Writing Tutorial can help with any stage of the writing process: brainstorming, reading comprehension and argument development, enthymeme creation or workshopping, advice for expanding or enhancing drafts, revision, structure, argument, grammar, etc. All tutoring takes place in PLC 269. Sessions are available Monday-Friday from 9:00 a.m. to 5:00 p.m. and last 50 minutes.
To make a **tutoring appointment**, students must go to the Writing Tutorial website (Links to an external site.) and follow the instructions for creating an account, and then schedule tutoring sessions.

There is also Drop-In Writing Tutoring offered at the **Teaching and Learning Center** in the Knight Library. You do not need an appointment for this tutoring service, but the tutors are not experts in our course material.