

WR 123, CRN 16003
Fall, 2019
MWF, 1:00-1:50
184 PLC

Instructor: Ulrick Casimir (“Dr. C.”)
Office: 223 PLC
Phone: 346-3977
Office Hours: MW, 11:30-12:30 & by appt.
E-mail: ucasimir@uoregon.edu

In addition to being physical available during the office hours listed above, I will also be available online, via Skype, during those same office hours (my Skype name: tikitavi7).

Course Overview

Writing 123 is a course in argumentative writing and independent research, but it is also an extension of what you’ve learned in Writing 121. We will extend your existing skills in logical reasoning and critical thinking to explore research methodologies, audience awareness, and the role of authority in scholarship. Through computer work and library visits, we’ll become familiar with the research resources available to you as well as how to evaluate and use these resources to support your process of inquiry and generate meaningful questions at issue. Writing assignments will show you what responsible research entails, how good research writing participates in the academic conversation, and who you are as a researcher. In the end, you will be able to evaluate the usefulness and credibility of sources and sketch out lines of inquiry for longer essays.

Required Texts (casebook is provided; handbook is available at the Duck Store)

The Uses and Abuses of Technology (casebook), ed. Brian Gazaille.
The Craft of Research, 4th edition (handbook), Wayne C. Booth et al.

E-Handbooks

The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site:

- Purdue OWL (<https://owl.english.purdue.edu/owl/>)
- UNC Writing Center Handouts (<http://writingcenter.unc.edu/handouts/>)
- Writing for Success (<http://open.lib.umn.edu/writingforsuccess/>) *NOTE: Does **not** reflect the most recent MLA edition (8th). Refer to Purdue OWL for citation information.*

Anything else that you might need for this course will be provided for you, either in class or online/via Canvas.

Composition Program Learning Outcomes

In WR123, students can expect to deepen their understanding of WR121 outcomes by engaging in a critically reflective academic research writing process. Students will:

1. frame and assess research questions in a discipline-appropriate manner, remaining open to exploration throughout the process;
2. critically evaluate and synthesize multiple topic and genre-appropriate sources, then articulate their findings in a genre-appropriate manner;

3. develop audience awareness through a process of collaborative review and revision of their writing based on the feedback of peers and instructors;
4. describe and practice a critical research process, including finding and gaining familiarity with scholarly sources;
5. identify and critically apply style conventions for writing in an academic context.

Course Details, Policies & Procedures

Composition Program Policies: The policies for the Composition Program are available here: <https://composition.uoregon.edu/program-policies/> Conformance with these policies is mandatory for students enrolled in a composition course at the UO.

Attendance, Tardiness, and Participation: Attendance is required in this class. Unless your absence is specifically due to official university business (and note that in that situation, you would have a written excuse provided by the university itself) or related to military service, you will be marked absent for all classes that you miss, regardless of the reason that you miss them.

Additionally, students in this course will incur one full absence every two times that they are tardy (i.e., if they arrive after I've finished calling roll), so please do yourself a big favor and be on time. If you arrive late to class, please note that you must come see me after class has ended on the same day that you are late, in order for me to change your absence to a tardy. Otherwise, I will NOT be able to change your absence to a tardy.

If you do miss class (hey, it happens), please note that you are still responsible for anything that you missed. If you would like to discuss what you missed, then please swing by or Skype me during office hours ... but I ask that you do **not** send me an e-mail asking me what you missed (a class session is an awful lot for anyone to cover in an e-mail!!).

Concerning participation: Active participation is required in this course. To facilitate active participation and discussion, make sure that you read the assigned material and take notes on it before coming to class.

“Late Work” Policy: If you cannot submit an assignment on time, it is your responsibility to contact me no later than 24 hours before the date and time the assignment is due with your request for an extension. If the situation warrants it, I will make arrangements with you on an individual basis for late submission of that particular assignment.

Note that I will not grant extensions for frivolous or avoidable reasons. Also note that I will not grant extensions for computer/hard drive failure—those of you who don't do so already should take this opportunity to get into the practice of backing up your work. Finally, I will accept no late submissions without prior approval—no exceptions.

ALL written work for this course is due at the beginning of the class meeting that your course calendar specifies is the deadline for the assignment (see the “Late Work” policy

outlined above for specifics on the late submission of assignments), or by the date/time specified as the deadline for the assignment (if you scan the course calendar, you'll see that we often have assignments due via Canvas on Saturdays).

A Note on Phones, the Internet, and Laptops: No placing of phone calls, taking of phone calls, or no texting in this course. Please limit your Internet usage to matters germane to our current in-class discussion, and **please**, no side conversations during discussion.

It is vital that students in this course respect both the classroom and one another. Consistently disrupting class (falling asleep, talking while others are trying to talk, allowing your phone to ring, texting, checking or using social media or checking your e-mail during class, arriving late or leaving early, etc.) will result in a lowered participation grade (consider this note your warning, as you will not be notified of this point deduction during class).

About laptops: I regularly use my laptop in the classroom, and I encourage students to use theirs. Concerning my laptop, federal privacy laws require that I keep all of my student's private information private; it's actually a **federal** crime for me not to make a concerted effort to do so.

I use my password-protected, frequently backed-up laptop for discussion/lecture; I also use an Excel workbook on that laptop to keep track of everything that pertains to my students—from their grades and attendance records, to where they sit, to notes that I write on a student's page to help me remember anything that might have happened or any noteworthy conversation that I had with a student on a particular day. The Excel workbook that I use is a vital tool for me, particularly when I am teaching a large number of students/sections. Due to the ways in which I use my laptop in the classroom, it is absolutely NOT OK for students to come around my desk or lectern and look at my laptop's screen. The only time a student should come around and look at my laptop's screen is when I invite that student to do so.

Again, I encourage students to use laptops in the classroom; I am a firm believer that the best way to take notes in the modern classroom is to type them on your laptop. I do reserve the right, however, to ask individual students to put away their laptops, or to stop bringing them to class altogether, if they are using their machines for activities that are unrelated to class, such as checking e-mail, visiting social media sites, sending/receiving IMs, or simply surfing the web.

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 see me if you would like a detailed definition of plagiarism and information on documentation, and refer to 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 up to 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.

Incompletes: 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.

Details on Written Assignments

There are two major assignments, both argumentative essays, in this course; this will make more sense as we move through the term, but for now, be advised that your first essay will essentially “set the stage” for the second one that you write for this course. There are additional writing assignments (for instance, two Reading Analyses and a Synthesis Essay that are scheduled for the earlier part of the term, as well as a formal Proposal and a ten-annotated bibliography that you’ll be putting together later in the term, while developing the argument for your second essay) that work together and lead up to, support, and/or inform the argumentative essays that you will write for this course.

Essay Cycles: Argument essays in this course are written in cycles. This means that they are submitted first in an early version, commented on, revised, and submitted again in a second version. Because the quality of teacher and peer feedback is a function of the quality of the first version of an essay, first versions are to be complete and written in formal, academic prose.

In addition to these writing assignments, you will write initial and final formal reflective essays that will be included in the final portfolio at the end of the term (we will also be doing an informal, in-class reflective writing assignment near midterm). Specific instructions for these assignments will be available during the term. Final Portfolios will also include the final version of one argumentative essay (the second essay, your final essay, will be submitted separately from the portfolio). Be sure to keep all work related to the formal essays for inclusion in a final portfolio. Further instructions for portfolios will also be provided later in the term.

Expectations per Writing & Formatting of Assignments: This is an English Department course, and as such your writing will be held to the highest standards of college-level prose. I will pay attention not only to your ideas, but also to how those ideas are presented. This means that I will pay careful attention to your writing—you will be graded on it.

Unless otherwise noted, all written work submitted in physical form in this course must be typed, in 12-point Times New Roman font, with one-inch margins at the top, bottom, and both sides of the document—these are just some of the basics of MLA formatting, which is the format that we will be using in this course. All physically submitted documents must also be printed in black ink, on white/standard 8 1/2” x 11” printer paper. All drafts of all assignments must be titled.

Grading Breakdown

Two Essays:	50% (25% each)
Two Reading Analyses:	10% (5% each)
Synthesis Essay:	4%
Formal Proposal for Essay Two	10%
Two peer reviews (includes draft <u>and</u> peer reviews):	6% (3% each)
Ten-Item Annotated Bibliography:	10%
Formal Reflective Essays:	4% (2% each)
Portfolio:	1%
Participation (including conferences and workshops):	2%
Attendance:	3%

Access for Students with Disabilities: The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

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.

Course Calendar

NOTE: The schedule below includes selections from James Crosswhite's Reading, Reasoning, and Writing, a slim and **inexpensive** textbook that's required for all sections of WR 121 and WR 122 taught here at UO. Please note that these selections from the Crosswhite are suggested readings: They are meant for anyone who doesn't really remember them from WR 121/122, or who simply did not take those classes here at UO and so never encountered that particular textbook. **If I've just described your situation and you don't already have a copy of Reading, Reasoning, and Writing, then I strongly suggest that you pick one up from the Duck Store (they are cheap, and plentiful).**

All reading assignments below must be read before the date by which they are listed.

To most effectively address class need, I may occasionally assign additional online readings, or even additional readings from our handbook, up to the class meeting before I expect them to be read. As a result, I strongly suggest exchanging contact information with a classmate or two, in case you are absent and miss an assignment.

All writing assignments below are due by the date/time specified as the deadline for the assignment (see the "Late Work" policy in the syllabus for specifics on late submissions)!!

WEEK 1: INTRODUCTION;
INITIAL REFLECTION DUE

- 9/30: Rosh Hashanah. University-wide holiday.
- 10/2: Game plan for class time (or “GPCT”): introduction to the course; quick review of “discourse communities”; initial details on the upcoming “initial reflection.”
- 10/4: GPCT: critical reading; ethical argumentation; discussion. Reading: from Reading, Reasoning, and Writing (RRW)—“Introduction” & “How to Read,” 1-4. Reading: from The Uses & Abuses of Technology (UAT)—Robert Sparrow, “Defending Deaf Culture: The Case of Cochlear Implants.” Reading: from The Craft of Research (CR)—“From Topics to Questions, 33-48. **Initial Reflection due online, by noon this Saturday, 10/5/19.**

WEEK 2: ON READING/INQUIRY; DEVELOPING QUESTIONS;
READING ANALYSIS #1 DUE

- 10/7: GPCT: critical reading; discussion. Reading: CR—“From Questions to a Problem,” 49-64.
- 10/9: GPCT: critical reading; discussion. Reading: UAT—Michael Specter, “Seeds of Doubt.”
- 10/11: GPCT: discussion. Reading: RRW—“How to Reason,” 4-8. **Reading Analysis #1 due online, by noon this Saturday, 10/12/19.**

WEEK 3: INQUIRY, CONT.; ENTHYMEME USE/CONSTRUCTION;
SYNTHESIS ESSAY DUE

- 10/14: GPCT: discussion; enthymemes. Reading: RRW—“How to Reason” (cont.), 8-12. Reading: CR—“From Problems to Sources,” 65-84.
- 10/16: GPCT: enthymemes, cont. In-class “enthymeme workshop” activity. Reading: UAT—Holly Brubach, “Beauty under the Knife.”
- 10/18: GPCT: moving from enthymeme to structure; discussion/workshop on paragraphing. **Synthesis Essay due. Please submit this assignment online by NO LATER than the very beginning of this class meeting, and bring two physical/printed copies of it with you to class (you will be sharing those copies with one another in small groups)**

WEEK 4: WORKSHOPS; MLA STYLE; DRAFTING/REVISING; RESEARCH;
ESSAY 1.1 DUE

- 10/21: GPCT: writing workshop. Reading: RRW—“How to Write,” 12-20. Reading: UAT—Mark Bowden, “The Killing Machines: How to Think about a Drone.”
- 10/23: GPCT: writing workshop, cont.; discussion/workshop on integrating sources and avoiding plagiarism per MLA style/conventions.
- 10/25: GPCT: reading discussion. Reading: RRW—“Revising,” 20-21. Reading: UAT—David Campbell, “Representing Contemporary War.” **Essay 1.1 due online, by noon this Saturday, 10/26/19.**

WEEK 5: CONFERENCES; INTRO TO PEER REVIEW;
ESSAY 1.2 DUE

- 10/28: GPCT: conferences. This class meeting is cancelled due to conferences on essay one, which will take place during class time in my office (NOT in the classroom). Details (including the schedule for these conferences) will be announced in class or via Canvas by no later than week four. Note that there is a reading assignment scheduled for today, and you are expected to read it even though we aren't meeting as a class today, as it will factor into our in-class discussion starting next week. Reading: CR—"Making an Argument," 105-120; "Making Claims," 122-131.
- 10/30: GPCT: conferences. This class meeting is cancelled due to conferences on essay one, which will take place during class time in my office (NOT in the classroom). Details (including the schedule for these conferences) will be announced in class or via Canvas by no later than week four. Note that there is a reading assignment scheduled for this day, and you are expected to read it even though we aren't meeting as a class today, as it will factor into our in-class discussion starting next week. Reading: CR—"Assembling Reasons & Evidence," 132-137; "Acknowledgements & Responses," 141-154.
- 11/1: GPCT: discussion of/introduction to (our) peer review (we will discuss details/instructions for this activity in class on this day, and we will at least start this peer review in class/on this day—so please be present). **Essay 1.2 (i.e., your final draft of essay one) due online, by noon this Saturday, 11/2/19.**

WEEK 6: PROJECT PROPOSAL DUE; THE MOVE FROM RESEARCH TO DRAFTING;
FORMAL PROPOSAL FOR SECOND ESSAY CYCLE DUE

- 11/4: GPCT: reading discussion; in-class informal writing exercise ("midterm reflection"). Reading: CR—"Making an Argument."
- 11/6: GPCT: reading discussion. Reading: CR—"Making Claims"; "Assembling Reasons & Evidence."
- 11/8: GPCT: reading discussion. Reading: CR—"Acknowledgements & Responses."
Formal Proposal for Second Essay Cycle due online, by noon this Saturday, 11/9/19.

WEEK 7: ON PLANNING & DRAFTING YOUR OWN PROJECTS;
READING ANALYSIS #2 DUE

- 11/11: GPCT: reading discussion. Reading: CR—"Planning & Drafting," 173-188.
- 11/13: GPCT: reading discussion. Reading: CR—"Planning & Drafting," cont.
- 11/15: GPCT: reading discussion. **Reading Analysis #2 due online, by noon this Saturday, 11/16/19.**

WEEK 8: ON ORGANIZING YOUR OWN SCHOLARLY ARGUMENTS;
TEN-ITEM ANNOTATED BIBLIOGRAPHY DUE

- 11/18: GPCT: reading discussion. Reading: CR—"Organizing Your Argument," 189-197.
- 11/20: GPCT: reading discussion. Reading: CR—"Organizing Your Argument," cont.
- 11/22: GPCT: enthymeme/writing workshop (details/instructions are forthcoming).
Ten-item Annotated Bibliography due online, by noon this Saturday, 11/23/19.

WEEK 9: LITERATURE REVIEW; TIPS FOR INCORPORATING SOURCES
BIBLIOGRAPHY DUE

- 11/25: GPCT: reading discussion. Reading: CR—"Incorporating Sources," 200-211.
11/27: GPCT: reading discussion. Reading: CR—"Incorporating Sources," cont.
11/29: Thanksgiving; university-wide holiday. **Essay 2.1 due online, by noon this Saturday, 11/30/19.**

WEEK 10: (MORE) ON REVISION; COURSE WRAP-UP;
ESSAY 2.2 DUE

- 12/2: GPCT: discussion; revision. Reading: RRW, "How to Revise," 20-21 (yes, I am asking that you re-read this short passage in preparation for this day's class meeting).
12/4: GPCT: peer review, cont. (details/instructions are forthcoming).
12/6: GPCT: preparation for Final Reflection assignment; analyze/discuss the Final Reflection prompt. **Essay 2.2 due online, by noon this Saturday, 12/7/19.**

***Your Second/Final Reflection and Portfolio are due during exam week,
in my office during our final exam time!!***