

Fall 2019

Writing 123: Written Reasoning in the Context of Research

CRN #16014 TR 4-5:20p ANS 192

**10/21-10/25 ANS 191

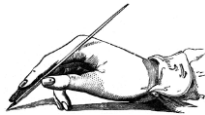
Instructor: Tia North

Phone: (541) 346-1518

Office: Tykeson 301H

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Response time: M-F 8-4 w/ 48-hr turn around



Office Hours:

Tuesday 2-4p, Wednesday 12-2p
and by appointment

WHY you should attend office hours:

Students who utilize office hours deepen their ideas and understanding of the course content and relevant skills. They save time, gain clarity, and often find a new appreciation for writing.

WHAT STUDENTS SAY

If you HATE writing, this class is perfect because you will get help from your professor and peers. The assignments are all manageable and help you to prepare. Just don't wait till the last minute to write your essay.

- Jake O. (Winter '17)

I feel really prepared for my own research because of this class. I learned how to be a better writer and a better thinker, and it was one of the best courses I've taken. Be ready to share ideas and writing in this class because you do it a lot!

- Conrad N. (Spring '19)

This class is the best if you care about your education. If you get frustrated by hard work and accountability, you should still take this class.

- Ariana O. (Winter '17)

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RESOURCES



Greenbook notes
and peers



canvas



FREE Class
readings available
online



Accessible
Education, Knight
Librarians



FREE Tutoring
through WR 195 &
Writing Associates

Course Overview	<p>Writing 123 builds upon your existing skills of inquiry, logical reasoning, and persuasion to create increasingly sophisticated essays. You will explore research methodologies, audience awareness, and the role of authority in scholarship to develop and deepen your own ideas on a research topic of your choosing. The success of this course depends upon your in-class engagement and willingness to read and write extensively; small group work will be required. Assignments will engage with the core components of ethical argumentation and show you how to participate in the academic conversation. <i>Themes of this course circulate around sports and politics.</i></p>
Required Texts & Resources	<p>Politics of Sports E-Casebook (accessed electronically via Canvas) One (1) examination green book from the Duck Store Access to Canvas and a reliable printer</p>
Composition Program Learning Outcomes	<p>In WR123, students can expect to deepen their understanding of WR121 outcomes by engaging in a critically reflective academic research writing process. Students will:</p> <ol style="list-style-type: none"> 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.
E-Handbooks	<p>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: <i>Purdue OWL</i> (https://owl.english.purdue.edu/owl/) <i>UNC Writing Center Handouts</i> (http://writingcenter.unc.edu/tips-and-tools/) <i>Writing for Success</i> (http://open.lib.umn.edu/writingforsuccess/) NOTE: Does not reflect the most recent MLA edition (8th). Refer to <i>Purdue OWL</i> for citation information. **For sources not included in these sources, consult the MLA Handbook 8th ed. in the Knight Library</p>

Overall Grading:

Writing		75%
Inquiry & Proposal	10%	
First Draft (1.1)	10%	<i>**exempt from late policy</i>
Peer Review	10%	
Final Draft (1.2)	15%	<i>**exempt from late policy</i>
Counter Argument	5%	
Abstract &		
Annotated Bibliography	10%	
Final Exam	15%	<i>**exempt from late policy</i>
 Reflections and Final Portfolio		 5%
 Participation		 10%
Panel	5%	
Greenbook	5%	
 Skill Building		 10%

Course Work and Grading

Writing	<p><i>75% of course grade:</i></p> <p>The essay cycle covers the arc of ethical argumentation from analysis to inquiry and drafting to revision. Formal essays are submitted in an early version, peer reviewed, commented on, revised, and submitted again in a refined second version. <u>Failure to write a first draft and/or extensively revise will significantly affect your grade.</u> Final versions must be handed in with all previous versions and will be worth between 15-20% of your course grade. Further instructions for content and requirements will be provided in class.</p>															
Reflections and Final Portfolio	<p><i>5% of course grade:</i></p> <p>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 in Week 8.</p>															
Participation	<p><i>10% of course grade:</i></p> <p>This class emphasizes the communication of ideas both in writing and in discussion, so your active participation in class is essential. You are required to keep a green book of in-class warm-ups and activities, which will be collected at the end of term (worth 5% of overall grade). You will have a homework assignment due for almost each class session, which prepares you to participate fully in class activities. Activities may include discussions, in-class writing, group work, or peer reviews. Full and informed involvement in all of these activities will count toward your participation grade. Absences can count against your participation grade. Coming to class unprepared can count against your participation grade.</p>															
Skill Building Assignments	<p><i>10% of course grade:</i></p> <p>Short assignments are designed to prepare you for the essay cycle. Further instructions will be provided in class later in the term. Expect pop-quizzes.</p>															
Submitting Work	<p>Work submitted via Canvas will only be accepted in .doc, .docx, and .pdf formats. Vericite will be utilized for all work submitted. The window for submission will automatically close at the deadline. If you miss the window, your assignment is considered late. All written work should be typed and double-spaced, using 12- point Times New Roman font and 1” margins. For hard copies, print your work double-sided. Use MLA format for all assignments in this class. Expect printing issues with Googledocs. I recommend transferring your work to Word (free to all students) before printing.</p>															
Grading Scale	<p><i>There is no rounding for this course.</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>A+ 100-98</td> <td>B+ 89-87</td> <td>C+ 79-77</td> <td>D+ 69-67</td> <td>F 59 & below</td> </tr> <tr> <td>A 97-94</td> <td>B 86-84</td> <td>C 76-74</td> <td>D 66-64</td> <td></td> </tr> <tr> <td>A- 93-90</td> <td>B- 83-80</td> <td>C- 73-70</td> <td>D- 63-60</td> <td></td> </tr> </table>	A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67	F 59 & below	A 97-94	B 86-84	C 76-74	D 66-64		A- 93-90	B- 83-80	C- 73-70	D- 63-60	
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Course Policies

Composition Program Policies	<p>All program policies available here: https://composition.uoregon.edu/program-policies/ Conformance with these policies is mandatory for students enrolled in a composition course at UO. Details on access, sexual- and gender-based violence, observance of religious holidays, incompletes, misconduct, and academic honesty are listed here.</p>										
DACA	<p>“There is no ambiguity...about the importance of continuing DACA. My view of morality dictates that young people, many of whom were brought here as infants or toddlers, must be allowed to remain in the United States to learn, work, and make a life for themselves.” – President Schill 9/17</p>										
Attendance	<p><i>Due to the unique nature of this course, all major concepts are covered in class lectures & activities. I, along with the expertise of you and your peers, act as the “textbook” for the course. Attendance is required for organic, sustained, and communal learning.</i></p> <p>You are allowed two (2) unexcused absences for the term. Excused absences consist solely of military service and official NCAA events. All other absences are considered unexcused. Reasonable accommodation exceptions are made at the discretion of the instructor. <u>Each additional absence will lower your course grade by 1/3 increments.</u></p> <p>Arriving more than 10 minutes late for class or leaving mid-way through class will count as an absence toward your two allotted absences. Tardiness of less than 10 minutes will count as a 1/2 absence and are highly discouraged as we begin each class with the most important information. You are responsible for anything you miss in your absence. Your 4th absence <i>may</i> result in course failure. Your 6th absence <i>will</i> result in course failure.</p>										
Cell Phone Use	<p>This is a small, discussion-based class, so I ask that you remain present and attentive. You may use your phone for support as needed, but I’d like you ask someone in class for help first before consulting your phone. No phones during panel presentations. I ask that your respect others and the difficult work of leading discussion. Any use of a cell phone during these times will result in an <i>automatic absence</i> for the day.</p>										
Computer Use	<p>Computers will be allowed on specific class days and with instructor approval. NO COMPUTERS allowed during discussions and panels. Any use of a computer during these times will result in an <i>automatic absence</i> for the day.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Absence #1-2</td> <td style="text-align: center;"><i>Final grade: B</i></td> </tr> <tr> <td style="text-align: center;">Absence #3</td> <td style="text-align: center;"><i>Final grade: B-</i></td> </tr> <tr> <td style="text-align: center;">Absence #3 + 2 Tardies (or Absence #4)</td> <td style="text-align: center;"><i>Final grade: possible F</i></td> </tr> <tr> <td style="text-align: center;">Absence #4 + Unauthorized Computer Use (or Absence #5)</td> <td style="text-align: center;"><i>Final grade: F</i></td> </tr> <tr> <td style="text-align: center;">Absence #6+</td> <td style="text-align: center;"><i>Final grade: F</i></td> </tr> </table>	Absence #1-2	<i>Final grade: B</i>	Absence #3	<i>Final grade: B-</i>	Absence #3 + 2 Tardies (or Absence #4)	<i>Final grade: possible F</i>	Absence #4 + Unauthorized Computer Use (or Absence #5)	<i>Final grade: F</i>	Absence #6+	<i>Final grade: F</i>
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Absence #6+	<i>Final grade: F</i>										

Late Work Policy

Late work is allowed and will incur an **automatic penalty of 20%**. I do not distinguish time differences. An assignment a day late and an assignment a week late will incur the same penalty.

Absences do not excuse you from deadlines. If you are absent on a day that assignments are due in class, **you must email a copy of your assignment BEFORE THE START OF CLASS TIME.** Failure to do so will result in automatic 20% reduction. Major essays (.1 and the final exam) are exempt from this policy and must be turned in by the deadline.

Canvas will close automatically at the time of submission. If you run into any issues with submission on Canvas, email me a copy of your assignment before the deadline to avoid penalty.

To submit late work, email your assignment as a .doc, .docx, or .pdf to north3@uoregon.edu with the assignment title as the subject. The cut off for ALL late assignments is Friday of Week 10 at 5pm.

Schedule of Readings and Assignments

Homework and quizzes are assigned and distributed in class.
All assignments are due on the day of class unless otherwise noted.

****See Canvas for links to all readings****

Wk 1	<hr/> 10/1/19 <hr/> <p>Syllabus + Overview</p> <p>“A Day in the Life”</p>	<hr/> 10/3/19 <hr/> <p>Reading #1 & Reading #2</p> <p><i>Initial Reflection</i> <i>due FRI, 10/4 by 5p via Canvas</i></p>
Wk 2	<hr/> 10/8/19 <hr/> <p>Reading #3 & Reading #4</p>	<hr/> 10/10/19 <hr/> <p>Reading #5 & Reading #6</p> <p>Power Triangle due in class</p>
Wk 3	<hr/> 10/15/19 <hr/> <p>Annotated Bib (draft) due 5p via Canvas</p>	<hr/> 10/17/19 <hr/> <p><i>Inquiry & Proposal</i> <i>due FRI, 10/18 by 5p via Canvas</i></p>
Wk 4	<hr/> 10/22/19 <hr/> <p>Evidence & Defining Scope</p>	<hr/> 10/24/19 <hr/> <p>.1 due in class in five (5) hard copies</p>
Wk 5	<hr/> 10/29/19 <hr/> <p>Peer Review</p>	<hr/> 10/31/19 <hr/> <p>Mandatory Conferences No Class</p>

Wk 6	11/5/19	11/7/19
	Mandatory Conferences No Class	Counterarguments Revision Analysis .2 due in class in one (1) hard copy
Wk 7	11/12/19	11/14/19
	Intros & Conclusions	Ethos & Pathos Paragraphs due in class <i>Counterargument due FRI, 11/15 by 5p via Canvas</i>
Wk 8	11/19/19	11/21/19
	Logos paragraph due in class	<i>Abstract + Annotated Bibliography due FRI, 11/22 by 5p via Canvas</i>
Wk 9	11/26/19	11/28/19
	<i>Important class day</i>	No Class <i>Plans for Revision due SUN, 12/1 by 5p via Canvas</i>
Wk 10	12/3/19	12/5/19
	Revision Workshop	Final Portfolio + Greenbook due in class Final exam due in class

Finals Week: *Final reflection due TUESDAY, December 10th by 5pm via CANVAS*