course overview

Writing is like speaking where we communicate our thoughts and ideas through words on a page, but academic writing is a little bit different as we have to prove why and how what we’re saying matters, and how and why it can change the way we think about certain ideas or texts.

Writing 121 is a course that will help you organize and communicate your thoughts and ideas through argumentative writing by:

a) focusing on how to enter academic conversations through reading and asking questions about those readings.

b) practicing answering those questions in written arguments in the form of an essay.

c) establishing community around expressing ideas through writing.

By the end of the course, you will have writing skills that will allow you to respectfully and ethically engage in academic conversations.

resources

[Canvas]

[Word]

[CTW]
outcomes

Upon completion of this course, you will be able to achieve the following outcomes:

1. describe and practice writing as a multi-faceted process of inquiry, learning, and expression;

2. practice writing as a social process through compassionate and critical response to their peer’s work and revision of their own writing in response to peer and instructor feedback;

3. practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives

4. develop audience awareness and practice respectful treatment of audience in accomplishing their writing purposes;

5. identify and critically apply style conventions for writing in an academic context.

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.

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.

Readings will come from:

Reading, Reasoning, and Writing (RRW), James Crosswhite
They Say/I Say, Fourth Edition (TSIS), Gerald Graff, Cathy Birkenstein, Russel Durst
**course work + grade breakdown**

Course work is composed of a combination of essay cycles, reading and writing assignments, and group discussions.

Here is a breakdown of each requirement:

**Essay cycles**  
*(70% of grade)*

We will be doing two (2) essay cycles (Essay Cycle 1 & Essay Cycle 2) that each include a **Reading Summary**, a **Reading Analysis**, a **Question @ Issue (Q@I) Essay**, and an **argumentative essay**.

Each essay will include a first draft (referred to as 1.1 & 2.1) and then, after a revision process in **writing groups** and a **one-on-one conference** with me, a final draft (referred to as 1.2 & 2.2). First drafts of the argumentative essay are expected to be completed.

The **Reading Summary** will allow you to practice comprehending main ideas and claims in our readings and the **Reading Analysis** will allow you to critically discuss a few of our readings. These are meant to help you with your final essay.

The **Question @ Issue Essay** will allow you to explore a question about a topic you find relevant to the readings.

The final **argumentative essay** will allow you to answer that question by arguing your stance in writing. After you turn in a first draft, we will all have a **writing group** where our drafts are shared and reviewed by our peers. These groups allow for a fresh set of eyes on our writing.

Your **conference** with me will be to go over any last questions you might have about your essay’s structure, grammar, and overall ideas.

*Essay Cycles are broken down as follows:

30% **Essay Cycle 1**  
Reading Summary & Q@I (10%)  
Argumentative Essay (20%)

40% **Essay Cycle 2**  
Reading Analysis & Q@I (10%)  
Argumentative Essay (30%)
Assignments (30% of grade)

Assignments and discussions are meant to get you thinking and writing about topics that you may want to explore in more detail during one of your essay cycles. Instructions will be given throughout the term.

Free Writes (10%): At the beginning of most class meetings, you will do an informal writing exercise, called “free writing,” to reflect on and respond to the assigned reading(s) of the week. This exercise will allow you to a) practice getting your thoughts out on the page and b) give you a reference to go off of when participating in class discussion.

Engagement (10%): As long as you are making an effort to complete assignments, engage in class activities, such as discussions, in-class writing, small group work, writing circles, and do this all with respect to your peers and yourself, these should be easy points.

Additional Assignments (10%): These assignments will help you with your papers.

Reflection and Final Portfolio (5%): 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.

Your portfolio will be a collection of your writing done throughout the term. It is to see where you were and where you are.

classroom policies
additional policies are posted on canvas

attendance

Attending class meetings is important because the bulk of the course is spent learning writing techniques and argument strategies and discussing our ideas with our peers. We will also do in-class assignments that will help you write your essays.

What if I need to miss class? If you need to miss class for any reason due to emergencies, a university-sponsored activity, or any other unexpected circumstances, please talk with me as soon as possible so we can make arrangements to get you caught up.

For more information about missed classes, go to the “classroom policies for our course” page on Canvas. For students with children, refer to “policy on children in class” in the “classroom policies for our course” page on Canvas.
late work
Submitting work on time helps manage your already busy schedules and heavy workloads. It also helps me provide you with detailed feedback on your assignments. Since college and life are generally stressful, I know that sometimes things might happen that keep you from turning in an assignment on time. Below is information about how late work can affect your grade.

What is “Late” work? Late work is defined as any assignment that is submitted after the due date/time BUT within 48 hours of that due date/time. To keep it fair for everyone, I do not accept work beyond 48 hours after the due date/time; it gets a zero.

Every student is allowed 2 late assignments without penalty; going over this amount will cause the final grade to drop by -3% (1/3 of a letter grade). Example: A student with a B in the course who has 3 late assignments with earn a B-.

Students must submit all assignment to earn a passing grade.

course schedule | subject to change

Week 1

Sep 30 (M): No Class

Oct 02 (W): Introduction/Syllabus Overview
Initial Reflection due on Canvas before class Friday

Oct 04 (F): Ethical Argumentation
• TEDTalk: “The danger of a single story” | Chimamanda Ngozi Adichie
• TSIS (p. 162): “Entering Class Discussions”

Week 2

Oct 7 (M): Reading Discussion/Summarizing
• TSIS (p. 30): “The Art of Summarizing”
• TSIS: “The ‘Other Side’ is Not Dumb“ | Sean Blanda
Freewrite #1 due at end of class

Oct 9 (W): Reading Discussion/Generate Questions
• RRW: How to Question“, TSIS (p. 279): “Why Rural America Voted for Trump” | Robert Leonard
Freewrite #2 due at end of class

Oct 11 (F): Reading Discussion/ Question Activity
• TSIS (p. 219) “Why America Is Self-Segregating” | Danah Boyd
Freewrite #3 due at end of class.

Week 3

Reading Summary due Sunday, Oct 13 11:59 pm

Oct 14 (M): Finding a Topic
Assignment due in class

Oct 16 (W): Enthymemes; RWW: “How to Reason”
Freewrite #4 due at end of class

Oct 18 (F): Finding Evidence & Putting It All Together
Freewrite #5 due at end of class

Week 4

Essay #1: Q@I Proposal due Sunday, Oct 20 11:59 pm

Oct 21 (M): Counterargument
TSIS (p.77): “Planting a Naysayer in Your Text”
Assignment due in class

**Turn in Introduction + Outline Wednesday by 11:59 pm**

Oct 23 (W) & Oct 25 (F): Classes canceled for 1-on-1 conferences with me

Turn in Essay 1.1 by Saturday at 12:00pm

Week 5

Oct 28 (M): Revising

Oct 30 (W) & Nov 1(F): Writing Circle
• TSIS (p.141): “Using the Templates to Revise”
Essay #1 + Midterm Reflection due Friday, Nov 1 11:59 pm

Week 6

Nov 4 (M): Discussion
• TSIS (p. 599): “Artificial Intelligence’s White Guy Problem” | Kate Crawford
Freewrite #6 due at end of class

Nov 6 (W): Reading Discussion
• Canvas: “Age, Race, Class, and Sex: Women Redefining Difference” | Audre Lorde
Freewrite #7 due at end of class
Nov 8 (F): Reading Discussion/Making Your Audience Care
- TSIS (p. 91): “Saying Why It Matters”
- TSIS (p. 589): “Teaching Men to Be Emotionally Honest” | Andrew Reiner
Freewrite #8 due at end of class.

Week 7

Nov 11 (M): Strengthening Your Writing “Voice”
Freewrite #9 due at end of class

Reading Analysis due before class Wednesday

Nov 13 (W): Writing “Voice” Activity
Freewrite #10 due at end of class

Nov 15 (F): Refining Your Voice
- TSIS (p.131): “The Art of Metacommentary”

Week 8

Essay #2: Q@l Proposal due Sunday, Nov 17 11:59 pm

Nov 18 (M): Outlining/Essay Structure

Nov 20 (W): Writing Personal Narrative
Personal Narrative Assignment due before class Friday

Nov 22 (F): TBA

Week 9

Essay 2.1 Draft due Monday Nov 25 11:59 pm

Nov 25 (M) & Nov 27 (W): Classes canceled for 1-on-1 conferences with me
Nov 29 (F): Thanksgiving NO CLASS

Week 10

This week we will be having in-class workshops for revising your Essay #2.

Essay #2 Final Draft, Final Reflection, + Portfolio due Monday, Dec. 9 11:59 pm