WR 121: Written Reasoning as Discovery and Inquiry
Fall Term, 2019
MW 8:30-9:50am, LIB 401
CRN: 15915

Course Information

Instructor: Elliott, Meghan (preferred name Elliott)
Email: eelliott@uoregon.edu
Office Location: PLC 221
Office Hours: Tuesday 9:00am-12:00pm and by appointment
Office Phone: (541) 346-1508

Course Overview:
Writing 121 is an introduction to argumentative writing and critical inquiry. For this course, an “argument” is not a debate in which one side wins and the other loses, but instead a form of intellectual inquiry in which participants propose different answers to questions at issue and explain the logic behind those answers. The resulting dialogue gives all participants the opportunity to reconsider and refine their own reasons and positions. We will create this sort of discourse community in our class, using the assigned readings to uncover and discuss questions at issue, and then address these questions in written essays.

Composition Program Learning Outcomes:
Upon completion of this course, students should 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.

Required Texts:
Reading, Reasoning, and Writing, James Crosswhite
Language: A Reader for Writers
Note: there will be additional readings each week that I will make available on Canvas.

Electronic 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.

**Course Work and Grading**

**Essay Cycles:**

70% of Course Grade: Cycle One = 30%, Cycle Two = 40%

WR 121 is structured around two essay cycles, each comprising of an argumentative essay drafted and revised between two versions (x.1 and x.2). First drafts of the argumentative essay are expected to be complete. The revision process involves integration of peer and teacher feedback.

**The Blog:**

20% of Course Grade

Each week during the term (and sometimes twice a week) you are required to provide substantive commentary on your own blog. All assignments will be posted on my blog and you will respond accordingly (blog post #1 will have directions explaining what is required for the first blog post etc.). Be sure to label each post in the header (post 1, 2, 3 etc.) and keep ALL WORK related to the argumentative essays (including reflections, questions, and peer review) in your blog. In the schedule of assignments (page 6) there will be an asterisk (*) next to certain dates, these are the days posts are due. Each post must be submitted the night before i.e. if the post is due Monday, submit one Sunday night by 11:59pm. Late posts will be docked .5% and not posting at all will result in at least -1%. Your argumentative essays/drafts should NOT be included in the blog but you can post additional thoughts about your essays if you wish. At the end the end of fall term you will have **10 posts total**.

Blogging is a helpful way to get you to exercise your creative writing skills as you focus on developing questions, theses, and reflections. Eventually, you are going to write a well-structured argumentative essay with a clear reasoned thesis, but the process of getting to that point should be filled with messy inquiry and speculation. The purpose of this assignment is to get you to use alternative technological means (i.e. the blog) to explore your thoughts and eventually expand on your findings using critical or creative analysis to develop a coherent argument.

Click on the link to mine for detailed directions:
Elliott's Blog

Click on this link below if you want to get started on creating your own:
Wix Blog

Engagement:

10% of Course Grade
This class emphasizes the communication of ideas both in writing and in discussion, so your active participation in class is essential. You will have a blog assignment due for almost each class session which will prepare you to participate fully in class activities. Full and informed involvement will count toward your engagement grade, and remember, listening is an equal and active part of participation. Coming to class unprepared will count against your participation grade.

Grade Breakdown:

Blog Posts Cycle 1: 10% total
  Reflection(s): 4%
  Reading Analysis: 2%
  Question @ Issue: 2%
  Reasoned Thesis: 2%

Essay Cycle 1: 30% total
  Argumentative Essay 1.1: 10%
  Argumentative Essay 1.2: 20%

Blog Posts Cycle 2: 10% total
  Reading Analysis: 2%
  Question @ Issue: 2%
  Reasoned Thesis: 2%
  Peer Review: 2%
  Reflection: 2%

Essay Cycle 2: 40% total
  Argumentative Essay 2.1: 15%
  Argumentative Essay 2.2: 25%

Engagement: 10%

Course Policies

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 one.

Attendance:
Attendance is required. You may miss the equivalent of one week of class meetings (two meetings) for any reason. Additional absences will lower your grade by 5%. Please notify me ahead of time if you must miss class, will be late, or will need to leave class early. You are responsible for anything you miss if you are not in class, including assignment deadlines and readings. Any absence after two full weeks of missed class (four absences total) may result in course failure. Being late to class twice will count as ½ an absence.

Program Policies:
composition.uoregon.edu/program/policies

Electronic Device Policy:
You are permitted to use your laptop, cell phone, and other electronic devices to access your blog and additional readings. Using electronic devices for outside of the classroom purposes will result in a warning, and if warned twice will result in a lower participation grade.

Late Work:
All assigned work is due at the beginning of class. If you must miss class, turn in your work before our class meeting to receive credit. Late work will not be accepted but you are welcome to email me or visit me during office hours if real world complications surface that might result in late work.

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 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.

Formatting Guidelines for Written Work:
All written work should be typed and double-spaced, using 12-point Times New Roman font and 1” margins. If possible, print your work double-sided. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade. Don’t worry, I will provide you with a formatting “cheat sheet.”
Incompletes:
Please see me if circumstances arise that make it difficult for you to complete the course. 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.

Access:
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.

Emergencies:
UO Emergency Management & Continuity Program (UOEMC) has an entire website dedicated to helping students, staff, and faculty become better prepared in the event of an emergency: http://emc.uoregon.edu/. This website offers a wide range of helpful tips, including how to create your own emergency supply kit to updates on any recent alerts. For emergency assistance on campus call 911. For non-emergency assistance on campus call 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

Gender-Based Violence:
Students who experience 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 https://safe.uoregon.edu for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombuds office (541 346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or another member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.
### Schedule of Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Focus</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<td><strong>CYCLE 1: LANGUAGE &amp; GENDER</strong></td>
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<td></td>
<td>09/30</td>
<td><strong>No Class</strong></td>
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<td></td>
<td>10/02</td>
<td><strong>Sympathetic and Critical Reading</strong></td>
<td>Wendy Kaminer, “Let’s Talk About Gender Baby” pp. 138-141</td>
<td><em>Reflection Post</em></td>
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<td><strong>Brainstorming &amp; Question @ Issue Activity</strong></td>
<td>Mark McCormack, “Don’t Call Me Homophobic…” pp. 150-155</td>
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<td><strong>Week 2</strong></td>
<td></td>
<td><strong>Essay Structure/ Citing Sources</strong></td>
<td>RRW, “How to Reason: Questions” pp. 4-8</td>
<td><em>Question @ Issue Post</em></td>
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<td><em>10/14</em></td>
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<td>10/16</td>
<td><strong>Ethical Argumentation/ Reasoned Thesis Activity</strong></td>
<td>RRW, “How to Reason: Claims” pp. 8-12</td>
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<td><strong>Week 3</strong></td>
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<td><strong>How to do scholarly research/begin draft</strong></td>
<td>Anne Trubek, “We Are All Writers Now” pp. 92-97</td>
<td><em>Reasoned Thesis Post</em></td>
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<td><em>10/21</em></td>
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1 Asterisks indicate what days blog posts are due.
2 Be sure to bring a laptop, iPad, or any other large electronic device to class. You can create your blog using your phone but it will be difficult.
<table>
<thead>
<tr>
<th>Week 5</th>
<th>10/23</th>
<th>Class Cancelled For 1-on-1 Conference Sessions</th>
<th>No Reading</th>
<th></th>
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<tbody>
<tr>
<td>10/28</td>
<td>Class Cancelled For 1-on-1 Conference Sessions</td>
<td>No Reading</td>
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<tr>
<td>*10/30</td>
<td>Midterm Reflection Why care about writing? Why care about literature?</td>
<td>No Reading</td>
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| Week 6 | 11/04 | Reading Discussion | James Baldwin, “If Black Isn’t a Language…” pp. 156-161 | Argumentative Essay 1.1 |
| CYCLE 2: LANGUAGE & RACE | 11/11 | Reading Discussion | Jaswinder Bolina, “Writing Like a White Guy” pp. 182-196 |  |
| 11/06 | *Reading Analysis Post #2 | | | |
| 11/13 | Question @ Issue Workshop | | | |

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<tr>
<th>Week 7</th>
<th>*11/18</th>
<th>Enthymeme Workshop</th>
<th>Russ Rymer, “Vanishing Voices” pp. 333-347</th>
<th>*Question @ Issue Post #2</th>
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<tbody>
<tr>
<td>*11/20</td>
<td>Counter Arguments</td>
<td>Amanda Christy Brown, “...Writing Effective Counterarguments” [link is on my blog]</td>
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<td>*Reasoned Thesis Post #2</td>
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| Week 8 | 11/25 | Writing Workshops/Counter Arguments Continued | RRW, “How to Write” pp. 12-20 |  |

<p>| Week 9 | | | |  |</p>
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<tr>
<th>Week 10</th>
<th>11/27</th>
<th>Revision Activity</th>
<th>Argumentative Essay 2.1</th>
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<tr>
<td></td>
<td>12/02</td>
<td>Peer Review</td>
<td>bell hooks, “Remembered Rapture: Dancing With Words” [link is on my blog]</td>
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<td></td>
<td>12/04</td>
<td>Term Wrap Up</td>
<td>*Peer Review Post</td>
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<td></td>
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<td>Argumentative Essay 2.2/ *Final Reflection</td>
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