WR 121: Written Reasoning as Discovery and Inquiry
Fall 2019

MW 8:30-9:50 am
473 MCK
15916

Course Information

Instructor Information:
Nadège Lejeune
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Office: PLC 261
Phone: 541 346 0529
Office hours: M 2-3:30, T 9:30-11 and by appointment

Course Overview:
Welcome! 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:
In WR 121, students can expect to:

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, Gita DasBender, Oxford University Press, 2014.

Course work and expectations:

Essay Cycles:
The course will include two essay cycles, each comprising of either Reading Analysis, or a Question @ Issue essay, and 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.

Reflections and Final Portfolio:
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. You will have various opportunities to develop your portfolios throughout the term. Further instructions will be provided as we get through the term.

Engagement:
Throughout the term, we will be constructing an inclusive discourse community. We will discuss what this means together as a class, but for now simply be aware that we cannot bring about this community without everyone’s voices being heard. This means that you all need to work out ways to be an active participant in our classroom. This entails that you participate actively in group and class conversations, but also that you come prepared to class, that you refrain from using your cell, and that you be a mindful listener, respecting and engaging with your peers and I in a productive way. Participation can be challenging; if you are concerned about it, or if you would like to explore various strategies to help you better your participation, I would be happy to work with you during office hours.

Peer reviewing:
You will be reviewing the work of one of your peers twice throughout the term. We will discuss the details of the process further when the time comes.

Discussion Leading:
You will have the opportunity to prepare discussion questions for our class. You will receive further instruction for this assignment.

NOTE: We will be practicing labor-based grading this term. We will discuss this further together and you will be provided with a document detailing how this is going to work.
Courses Policies:

Attendance:
Two excused absences are tolerated throughout the term. These are to be used for emergencies only (personal issues, sick days). Any further absences will affect your final grade significantly.
3 absences: -3%
4 absences: -6%
5 absences: -8%
If you have 6 or more absences (the equivalent of 3 weeks of coursework), this will result in an F. Any special circumstances must be discussed with me as early as possible during the term.

Late Work:
Any work turned in within 48h of the deadline is considered late and this will affect your final grade (-3% for Essay assignments, -2% for all other assignments). Past those 48h, I will not accept any 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, or that have been written by anyone else. 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. We will address the issue of plagiarism in class, and feel free to talk to me about this during office hours.

E-Handbooks:
The following electronic handbooks will be available for grammar and citation reference during this course. You can find all 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.

Formatting Guidelines for Written Works:
All written work should be typed and double-spaced, using 12-point Times New Roman font and 1” margins. When printing is required, print your work double-sided (this will rarely be the case as I expect most of your work to be submitted on Canvas). Use MLA format for quoting and citing sources.

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.

Inclusive Learning Statement
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Accessible Education Center to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There is a range of resources on campus, including the following:
- Office of Academic Advising (101 Oregon Hall at 541-346-3211 or findanadvisor@uoregon.edu)
- Accessible Education Center (164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu)
- Tutoring and Academic Engagement Center (4th floor of the Knight Library at 541-346-3226 or engage@uoregon.edu)
- Division of Equity and Inclusion (Johnson Hall at 541-346-3175 or vpinclusion@uoregon.edu)

Use of Electronic Devices:
Please refrain from using your cell during our class time. Using your cell in class, or simply having it out on the table, will affect your final grade: if you make use of your phone frequently throughout the term, your final grade will be dropped by 1/3 (A- to a B+ for instance).

Composition Program Values
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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>In Class</th>
<th>Reading Due</th>
<th>Writing Due</th>
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<tbody>
<tr>
<td>4</td>
<td>M</td>
<td>Writing Workshop, Sources</td>
<td><em>RRW</em>: 12-20 “How to Write” &lt;br&gt;“Why We Cite” &lt;br&gt;<a href="http://guides.lib.unc.edu/citing-information/why-we-cite/">http://guides.lib.unc.edu/citing-information/why-we-cite/</a> &lt;br&gt;“Plagiarism” &lt;br&gt;<a href="http://writingcenter.unc.edu/handouts/plagiarism/">http://writingcenter.unc.edu/handouts/plagiarism/</a> &lt;br&gt;“MLA Guide” &lt;br&gt;<a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> &lt;br&gt;“The Church of Please and Thank You” p. 281-287</td>
<td>Essay 1.1 Due (by Monday 10/21, midnight)</td>
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<td>Peer Review</td>
<td><em>RRW</em>: 20 “Revising”</td>
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<td>5</td>
<td>M</td>
<td>Monday Class Cancelled for Conferences in Office&lt;br&gt;My Conference Time is:</td>
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<td>Essay 1.2 Due (by Wednesday midnight)</td>
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<td>W</td>
<td>Wednesday Class Cancelled for Conferences in Office&lt;br&gt;My Conference Time is:</td>
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<td>6</td>
<td>M</td>
<td>Reading Discussion</td>
<td>“Politically Correct Animal Language” pp. 253-255 &lt;br&gt;“The Dirtiest of Words on Capitol Hill: Racism” pp. 256-259</td>
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<td>W</td>
<td>Reading Discussion</td>
<td>“When The Media is the Disaster” pp. 237-244</td>
<td>Reading Reflection on Essay 1.2 Due</td>
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<td>7</td>
<td>M</td>
<td>Question at Issue Workshop</td>
<td>“Words as Weapons” pp 245-252</td>
<td>Question @ Issue Assignment Due (midnight)</td>
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<td>Reading Discussion</td>
<td>“Politics and the English Language” 203-215</td>
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<td>Reading Discussion</td>
<td>“Writing Like a White Guy” pp. 182-196</td>
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<td>Enthymeme Workshop</td>
<td>“Let’s Talk About Gender, Baby” pp. 138-140</td>
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<td>Writing Workshop</td>
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<td>Essay 2.1 Due (midnight)</td>
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<td>Peer Review</td>
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<td>Reading Reflection on Essay 2.2 Due</td>
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<td>Preparation for Final Reflective essay</td>
<td>Writing Journal due (in class)</td>
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<td><strong>Finals Week</strong></td>
<td>Portfolio and Essay 2.2 due Monday 12/09 by noon.</td>
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