WR121: Written Reasoning as Discovery and Inquiry
CRN15919  Fall 2019
MWF 09:00-09:50 in PLC361

Instructor
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Office: PLC 328
Office Hours:
M,W 10:00-11:30
Office Phone:
541-346-1548

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Course Description
Welcome to Writing 121! This course is an opportunity to practice critical thinking skills that I hope will be valuable throughout your college experience. Throughout the term, we will collaborate as a discourse community, reading and discussing the same texts together. In the process, we will identify guiding questions about issues important to us, and then address those questions in our writing and in our conversations.

Fortunately, because each of you comes to this course with different lived experiences, values, and perspectives, our questions will be different. Part of our work together will be in crafting questions that address the concerns of us as a community, not just a bunch of individuals. This is a shared space of critical inquiry and reasoning, and in addition to the course outcomes and values in this syllabus, we may want to identify the specific qualities of ethical argumentation and academic writing that are important to us. This
could include (but is not limited to) addressing the role of language attitudes and standards in empowering, oppressing, or unequally positioning languages and their users.

Through your active participation in this course, I hope you will learn more about your own process of reading and writing, and how that process informs your work as a college student. So, in addition to the writing we do about critical inquiry and argumentation, I will ask you throughout the term to write reflectively so as to make your labor more visible.

**Inclusive Learning Statement**

We are fortunate to find ourselves in a diverse learning environment where we encounter a range of linguistic backgrounds and levels of English proficiency. This learning environment reflects the globalized nature of communication in today's world. Because we live in a global world, members of this class have diverse language backgrounds. We will recognize that academic language acquisition takes many years, and that there is not a single, "correct" English but rather language varieties within the U.S as well as different dialects of global Englishes. American academic English is itself a type of dialect. Like spoken accents, written accents do not represent intelligence, ability, or accomplishment and will not result in lower grades.

**Expected Learning Outcomes**

Upon completion of this course, students should be able to achieve the following outcomes:

- describe and practice writing as a multi-faceted process of inquiry, learning, and expression;
- 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;
- practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives;
• develop **audience awareness** and practice respectful treatment of audience in accomplishing their writing purposes;
• 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*, Edited by Gita DasBender.

**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.purdue.edu/owl/purdue_owl.html)
- UNC Writing Center Handouts (https://writingcenter.unc.edu/tips-and-tools/)
- Writing for Success (https://open.lib.umn.edu/writingforsuccess/)

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essay Cycle 1</td>
<td>35%</td>
</tr>
<tr>
<td>Reading analysis</td>
<td>5%</td>
</tr>
<tr>
<td>Q@I Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Essay 1.1</td>
<td>5%</td>
</tr>
<tr>
<td>Essay 1.2</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Cycle 2</td>
<td>40%</td>
</tr>
<tr>
<td>Reading analysis</td>
<td>5%</td>
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<tr>
<td>Q@I Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Essay 2.1</td>
<td>5%</td>
</tr>
<tr>
<td>Essay 2.2</td>
<td>25%</td>
</tr>
<tr>
<td>Peer Review Reports</td>
<td>10%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>5%</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>
Two Essay Cycles (75%)
The course will include two essay cycles, each comprising of a Reading Analysis, 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.

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 be provided later in the term.

Peer Review Reports (10%)
As a part of each essay cycle, you will be divided into peer review groups of two or three. Within your group, you will read each other’s essays and provide thought inspiring, constructive comments to your group members, both in the form of verbal comments (during class) and written reports.

In-class Participation and Attendance (10%)
Active participation in this class has critical importance, as it will contribute to the establishment of active and supportive discourse community. By participation, I mean not only to speak actively during class. It includes: to listen and to respond to your classmates with respect, and to actively express yourself during in-class writing sessions. Attendance is required in all 100-level writing courses. Unexcused absences and habitual lateness can count against your participation grade, even if you have completed your required assignments. Let me know in advance that you are about to
miss a class, so that we can make specific arrangements to keep you posted on assignments and schedule changes.

**Late Work**

All assigned work is due by the date specified on the syllabus and on Canvas. Late work will drop a full letter grade. Work that is more than 24 hours late will not be accepted.

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### Course Schedule

#### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
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</thead>
<tbody>
<tr>
<td>Wednesday (10/2)</td>
<td>Topic: Introduction</td>
<td>Reading Due: Julie Sedivy, “Is Your Language Making You Broke and Fat?....”</td>
<td>Writing Due: <strong>Self-Reflection #1 Due at 5PM</strong></td>
</tr>
<tr>
<td>Friday (10/4)</td>
<td>Topic: Critical Reading</td>
<td>Reading Due: Arika Okrent, “Body Language”</td>
<td>Writing Due</td>
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</tbody>
</table>

#### Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday (10/7)</td>
<td>Topic: Critical Reading</td>
<td>Reading Due: Julie Sedivy, “Is Your Language Making You Broke and Fat?....”</td>
<td>Writing Due</td>
</tr>
<tr>
<td>Wednesday (10/9)</td>
<td>Topic: Critical Reading / Question at Issue</td>
<td>Reading Due: Arika Okrent, “Body Language”</td>
<td>Writing Due: <strong>Reading Analysis #1 Due at 5PM</strong></td>
</tr>
<tr>
<td>Friday (10/11)</td>
<td>Topic: Question at Issue</td>
<td>Reading Due: RRW: 4-8 “How to Reason: Questions”</td>
<td>Writing Due</td>
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</tbody>
</table>

#### Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday (10/14)</td>
<td>Topic: Question at Issue</td>
<td>Reading Due: Susanne Langer, “Language and Thought”</td>
<td>Writing Due: <strong>Deadline Opens for Q@I Assignment</strong></td>
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<tr>
<td>Wednesday</td>
<td>Topic: Enthymeme</td>
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<tr>
<td>Date</td>
<td>Reading Due</td>
<td>Writing Due</td>
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<tr>
<td>(10/16)</td>
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<td><strong>Q@I Assignment #1 Due at 5PM</strong></td>
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<tr>
<td>Friday</td>
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<tr>
<td>(10/18)</td>
<td><strong>Topic</strong></td>
<td><strong>Enthymeme to Structure</strong></td>
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<td></td>
<td><strong>Reading Due</strong></td>
<td><strong>RRW: 8-12 “How to Reason: Claims”</strong></td>
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<td></td>
<td><strong>Writing Due</strong></td>
<td><strong>Deadline Opens for Essay 1.1</strong></td>
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### Week 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sources+Paragraphs</td>
<td><strong>RRW: 12-20 “How to Write”</strong></td>
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<tr>
<td>(10/21)</td>
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<tr>
<td>Wednesday</td>
<td>Outlining Practice</td>
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<tr>
<td>(10/23)</td>
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<tr>
<td>Friday</td>
<td>Methodologies for revision</td>
<td></td>
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<tr>
<td>(10/26)</td>
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<td></td>
<td><strong>Essay 1.1 Due at 5PM</strong></td>
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### Week 5

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Reverse Outlining</td>
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<tr>
<td>(10/28)</td>
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<tr>
<td>Wednesday</td>
<td>What is peer review?</td>
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<tr>
<td>(10/30)</td>
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<tr>
<td>Friday</td>
<td>In-class Peer Review</td>
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<tr>
<td>(11/1)</td>
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<td></td>
<td><strong>Essay 1.2 Due at 5PM</strong></td>
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### Week 6

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<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Critical Reading</td>
<td>Re-read RRW: 1-4 “How to Read” + Robert Lane Greene, “which is the Best Language to Learn?”</td>
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<tr>
<td>(11/4)</td>
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<tr>
<td>Wednesday</td>
<td>Critical Reading</td>
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<tr>
<td>(11/6)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Critical Reading</td>
<td>Reading Due</td>
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<tr>
<td>Friday (11/8)</td>
<td>Topic</td>
<td>Critical Reading</td>
<td>James Baldwin, “If Black English Isn’t a Language...”</td>
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<td>Reading Due</td>
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<td>Writing Due</td>
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**Week 7**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Critical Reading</th>
<th>Reading Due</th>
<th>Writing Due</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td>Writing Due</td>
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</tr>
<tr>
<td>Wednesday (11/13)</td>
<td>Topic</td>
<td>Question at Issue</td>
<td></td>
<td>Reading Analysis #2 Due at 5PM</td>
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<tr>
<td></td>
<td>Reading Due</td>
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<tr>
<td></td>
<td>Writing Due</td>
<td></td>
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<tr>
<td>Friday (11/15)</td>
<td>Topic</td>
<td>Question at Issue</td>
<td></td>
<td>Re-read RRW: 4-8 &quot;How to Reason: Questions&quot;</td>
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<td></td>
<td>Reading Due</td>
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<td></td>
<td>Writing Due</td>
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**Week 8**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Critical Reading</th>
<th>Reading Due</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday (11/18)</td>
<td>Topic</td>
<td>Question at Issue</td>
<td></td>
<td>TBA</td>
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<tr>
<td></td>
<td>Reading Due</td>
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<tr>
<td></td>
<td>Writing Due</td>
<td>Deadlines Opens for Q@I Assignment</td>
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<tr>
<td>Wednesday (11/20)</td>
<td>Topic</td>
<td>Enthymeme</td>
<td></td>
<td>Re-read RRW: 8-12 &quot;How to Reason: Claims&quot;</td>
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<td></td>
<td>Reading Due</td>
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<tr>
<td></td>
<td>Writing Due</td>
<td>Q@I Assignment #2 Due at 5PM</td>
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<tr>
<td>Friday (11/22)</td>
<td>Topic</td>
<td>Enthymeme</td>
<td></td>
<td>Re-read RRW: 12-20 &quot;How to Write&quot;</td>
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<td></td>
<td>Reading Due</td>
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<tr>
<td></td>
<td>Writing Due</td>
<td>Deadline Opens for Essay 2.1</td>
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**Week 9**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Critical Reading</th>
<th>Reading Due</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday (11/25)</td>
<td>Topic</td>
<td>Enthymeme to Structure</td>
<td></td>
<td>TBA</td>
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<tr>
<td></td>
<td>Reading Due</td>
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<td></td>
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<tr>
<td></td>
<td>Writing Due</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Wednesday (11/27)</td>
<td>Topic</td>
<td>Outlining practice</td>
<td></td>
<td>Essay 2.1 Due at 5PM</td>
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<tr>
<td><strong>Course Policies</strong></td>
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<tr>
<td><strong>Registration</strong></td>
<td>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</td>
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</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>A satisfactory SAT-verbal score is required for placement in WR 121. Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. It is recommended that international students who have been placed into the AEIS writing courses complete those courses in their entirety before enrolling in WR 121. Academic advisors can assist students who have questions about WR 121 placement. See also the University of Oregon General Bulletin.</td>
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<tr>
<td><strong>Academic Honesty</strong></td>
<td>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.</td>
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</table>
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.

**Academic Misconduct Procedures**
To ensure that the Composition Program maintains a consistent response to academic misconduct, misconduct cases are administered by the Office of Student Conduct and Community Standards (OSCCS), and not by individual instructors. While misconduct cases are being evaluated, instructors cannot discuss the assignment(s) in question but may continue to help students with all other course work. If an assignment of yours is under evaluation for plagiarism, the Composition Program will notify you by email and OSCCS will contact you to schedule a meeting. Until a case is resolved through OSCCSC, no work from the assignment in question can be included in assignments for the course. You are encouraged to communicate with your instructor about guidelines and requirements for continuing coursework on a case-specific basis.

**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.

**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. Three
recommendations in particular pertain to this class: confirm that you are signed up for emergency alerts (for both emails and text messages), practice at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the evacuation assembly area. For emergency assistance on campus call 911. For non-emergency assistance on campus call 541346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

**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.

**Sexual- and 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.