WR121: WRITTEN REASONING AS DISCOVER AND INQUIRY
FALL 2019, 4-5:20PM, TYKESON HALL 360, CRN 15939

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Course Information

Instructor
Katherine M. Huber (Please call me Kate or Ms. Huber)

Email: khuber2@uoregon.edu (This is the fastest way to reach me)

Phone: 541-346-1520

Office Location: PLC 210

Office hours: Mondays and Wednesdays between 2-3:30pm, and by appointment

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**

*Language: A Reader for Writers*, edited by Gita DasBender, 2014

NOTE: This text is on reserve at the library.

**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/](https://owl.english.purdue.edu/owl/))

*UNC Writing Center Handouts* ([http://writingcenter.unc.edu/handouts/](http://writingcenter.unc.edu/handouts/))

*Writing for Success* ([http://open.lib.umn.edu/writingforsuccess/](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 WORK**

All written work should be typed and double-spaced, using 12-point Times New Roman, Verdana, Helvetica, Arial, or Tahoma 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.

**GRADING**

**CONTRACT GRADING**

This course uses labor-based contract grading to emphasize process over product. To achieve the learning outcomes for this
course, you will need to take risks in the way you think and write about the texts we read and discuss. The emphasis on feedback instead of grades in labor-based contract grading facilitates the cultivation of skills for examining how meaning is produced in particular historically specific contexts.

**THE CONTRACT**

Your final grade in this course will be based on the demonstrable and observable effort that you put into each of the assignment categories:

- Essay cycles (70 points possible)
- Engagement (10 points possible)
- Conference, Peer Reviews, and Presentations (10 points possible)
- Reflections and Final Portfolios (5 points possible)
- Good Practice Assignments (5 points possible)

While the points associated with each assignment may look like a conventional grading scale, I tally points based on **completed** assignments that are turned in **on time** for each assignment category.

Contract grading assesses the work you put into your essay cycle assignments, reflections and final portfolio, engagement assignments, and peer review assignments based on the following criteria:

- **Completeness:** The assignment is complete based on the criteria detailed in the relevant rubric. An incomplete assignment loses a defined point value for each missed rubric item.
- **Promptness:** The assignment is turned in on the due date. (This applies to in-class assignments as well.) Essay assignments lose 2 full points for each day they are late. Other assignments lose 1 full point for each day they are late.

Rather than assigning points based on the quality of each rubric point, you receive points for each rubric point you complete.
You will receive feedback on things to consider for future assignments.

Provided you adhere to the terms of the contract, you will earn the grade you aim for **by completing assignments on time**. That grade can go down if assignments are late, incomplete, or ignored. You can improve your grade by completing all the assignments in each category detailed above.

**NOTE:** You may not exceed the total number of points in a given assignment category. In other words, you cannot make up points in one category by completing extra assignments in a different category.

**Contract Accommodations**

If there are extenuating circumstances that prevent or inhibit you from being able to complete assignments on time, please email me or visit my office hours so we can discuss accommodation options. Please see the section in program policies on **Access** for additional information about university-sanctioned accommodations.

**Course Work**

**Essay Cycles (70 points possible)**

The course will include two essay cycles, each comprising 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 required and expected to be complete.

**Engagement (10 points Possible)**

This class emphasizes the communication of ideas both in writing and in discussion, so your active participation in class is essential. You will turn in assignments you complete in class for almost each class session. You may also need to complete assignments before a particular class; e.g., an assignment may be posted on Canvas on Monday for you to complete by Wednesday’s class session.
These assignments help you to prepare for and participate fully in class activities, which may include discussions, in-class writing, small group work, or peer reviews. Full and informed involvement in all of these activities will count toward your participation grade. You can only complete engagement assignments if you are present in class and come prepared.

**Conference, Peer Reviews, and Presentations (10 points possible)**

As part of the essay cycle process, you will be responsible for giving each other constructive and thoughtful feedback. This feedback, as well as my feedback on your first versions, will be an important source for you as you revise your essays to turn in to me.

In the first essay cycle peer review assignment, you will have a writing conference with me in week 5. You will also be assigned to a writing circle on Wednesday of week 4. You will read and provide written feedback to each of your peers in your writing circle and active verbal participation in discussion groups on Monday of week 5. You must attend class to complete this assignment.

The second essay cycle peer review assignment consists of presenting your essay to the class and engaging the with questions from the group. You are also responsible for providing constructive feedback and asking engaged questions to presenters, both in class discussion and by completing a peer review feedback form. Each presentation will be just three minutes with two minutes for responses.

**Reflections and Final Portfolio (5 points possible)**

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.

Additionally, you will create a revision plan for each .1 essay based on my feedback and that of your peers that you will turn in with your .2 essay.
GOOD PRACTICE ASSIGNMENTS (5 POINTS POSSIBLE)

Writing, like many skills, requires practice. To help you hone good habits, you may complete up to five of the following optional assignments for one point each:

- **Visit office hours** with a draft of an assignment (for example, with a draft of a reading response essay, a question-at-issue essay, .1 or .2 essay draft).
- **Make an appointment with a tutor** at the Writing Associates (details will be made available in class).
- **Incorporate feedback** by writing a paragraph that accompanies an essay assignment explaining what my feedback was on a previous assignment and how you are incorporating that feedback into this new assignment. This feedback cannot directly pertain to the essay you are turning in; e.g., you can incorporate feedback from your 1.1 essay into your 2.2 essay.
- **Attend a public lecture** on campus that pertains to language or writing in some way. Write a one-paragraph reflection that includes the following:
  o A summary of the title, speaker, location, sponsor, and content of the lecture
  o One thing you learned
  o One critical question you have about the topic
  o How this lecture will inform your writing in future.

I will post lecture announcements on our class Canvas site as I hear of them, but you are also encouraged to seek out and share relevant lectures.

GRADING BREAKDOWN

Essay Cycles (70 points possible):

- Essay 1 (30 points)
  o Reading Response (5 points)
  o Question-at-Issue Essay (5 points)
  o Essay 1.1 (10 points)
  o Essay 1.2 (10 points)
- Essay 2 (40 points)
  o Reading Response (5 points)
  o Question-at-Issue Essay (5 points)
Engagement (10 points possible):

- Engagement assignments will be performed in class or become available on Friday and due on Monday (20 assignments x .5 = 10 points)

Conference and Peer Review (10 points):

- Conference (2 points and counts for 1 day of class – see attendance policy)
- Essay 1 Peer Review and Writing Circle (4 points)
- Essay 2 Peer Review and Presentation (4 points)

Reflections and Final Portfolio (5 points possible):

- Program assessment reflections and portfolio (required by the Composition Program; you may receive an Incomplete if you do not turn in this assignment)
- Essay 1 revision plan (2.5 points)
- Essay 2 revision plan (2.5 points)

Good Practice Assignments (5 points possible)

- Up to five optional assignments (1 point each)

Grading Scale

A to A+ (93 to 100 points)
B+ to A- (87 to 92 points)
B (82 to 86 points)
C+ to B- (77 to 81 points)
C- to C (70 to 76 points)
D- to D+ (60 to 69 points)
F (59 or fewer points)

NOTE: The attendance policy is separate from your ability to complete assignments. See Attendance in Course Policies for more details.
**Course Policies**

**Composition Program Policies**

The policies for the Composition Program are available here: [https://composition.uoregon.edu/program-policies/](https://composition.uoregon.edu/program-policies/)

Conformance with these policies is mandatory for students enrolled in a composition course at the UO.

**Attendance**

Attendance is required. You may miss the equivalent of one week of class meetings for any reason – I do not distinguish between excused and unexcused absences. Additional absences will lower your course grade by 1/3. For example, the first additional absence after one week of absences will reduce a B- to a C+, the second additional absence will reduce a B- to a C, and so on.

Please notify me ahead of time if you must miss class, will be late, or leave class early. You are responsible for anything you miss if you are not in class. Any absence after two full weeks of missed class *may* result in course failure. Any absence after three full weeks of missed class *will* result in course failure. **Arriving late to class may result in an absence.**

Please contact me if you have extenuating circumstances, and see Contract Accommodations and Access in the Composition Program Policies.

**Late Work**

Essay assignments lose 2 full points for each day they are late. Other assignments lose 1 full point for each day they are late.

**Use of Electronic Devices**

Cell phones are highly disruptive. The ringer must be turned off *before* the start of class. You may not text, answer or make calls in the classroom.

Personal computers may be used for note-taking and in-class work only.
If this class policy poses an issue for you, please meet with me individually, and see Contract Accommodations and Access in the Composition Program Policies.

**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/](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 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

**DACA SUPPORT**

“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.” –UO President Schill 9/4/17

Justine Carpenter, director of Multicultural and Identity-Based Support Services, is the campus point-person in support of undocumented and DACA students. Carpenter and can be reached at 541-346-1123 or justcarp@uoregon.edu. For additional information on the UO's support for DACA students, please visit the UO DREAMers Workgroup website. Should an immigration official ask for information about a UO student, employee, or visiting scholar, please immediately contact the Office of the General Counsel at 541-346-3082 or gcounsel@uoregon.edu.
Course Schedule

Essay Cycle 1

Our first essay cycle focuses on what language is, what it does, and if and why it’s important.

Week 1: Introductions and Course Overview

Monday, September 30, 2019
No class in observance of Rosh Hashanah.

Wednesday, October 2, 2019
First day of class! Yay! :-D
No assignments or readings due.

Assignment Due: Friday, October 4, 2019
Complete the discussion board post on our course Canvas page by Friday evening at midnight.

Week 2: Learning How to Read Critically

Monday, October 7, 2019
Read before class: “How Does Our Language Shape the Way We Think?” by Lera Boroditsky, pages 1-11.

Wednesday, October 9, 2019
Read before class: “The Indomitable Language: How the Cherokee Syllabary Went from Parchment to iPad” by Roy Boney, Jr., pages 316-325.

Assignment Due: Friday, October 11, 2019
Upload your Reading Response Assignment to Canvas by midnight.

Week 3: Asking Critical Questions

Monday, October 14, 2019
Read before class: “Politics of the English Language” by George Orwell, pages 203-215

Wednesday, October 16, 2019
No reading due for today! Turn in the engagement assignment that you received at the end of class on Monday.

**Assignment Due: Friday, October 18, 2019**
Upload your Question-at-Issue Assignment to Canvas by midnight.

**Week 4: Making Claims and Counterarguments**

**Monday, October 21, 2019**

**Read before class:** “The Art of the Police Report” by Ellen Collett, pages 86-91

**Trigger warning: This text includes graphic descriptors. If you are concerned about being able to complete this reading assignment, please contact me.**

**Wednesday, October 23, 2019**

No reading due for today! Turn in the engagement assignment that you received at the end of class on Monday.

**Assignment Due: Friday, October 25, 2019**
Upload your 1.1 essay to Canvas by midnight.

**Week 5: Revising**

**Monday, October 28, 2019**

No reading due for today! Peer review workshop. Be sure to bring your **completed** peer review sheets to class to share with your writing circle.

**Wednesday, October 30, 2019**

Class cancelled for one-on-one conferences.

**Assignment Due: Friday, November 1, 2019**
Upload your 1.2 essay to Canvas by midnight.

**Essay Cycle 2**

Our second essay cycle builds on the skills you were introduced to by asking you to think about questioning interpretations, consequences, and policies about language.


**WEEK 6: DEEPENING CONVERSATIONS ABOUT LANGUAGE**

**MONDAY, NOVEMBER 4, 2019**

**Read before class:** "If Black English Isn’t a Language, then Tell Me What Is” by James Baldwin, pages 156-160

**WEDNESDAY, NOVEMBER 6, 2019**

No reading due for today! Turn in the engagement assignment that you received at the end of class on Monday.

**WEEK 7: CONSIDERING MULTIPLE PERSPECTIVES**

**MONDAY, NOVEMBER 11, 2019**

**Read before class:** "Writing Like a White Guy” by Jaswinder Bolina, pages 182-193

**WEDNESDAY, NOVEMBER 13, 2019**

No reading due for today! Turn in the engagement assignment that you received at the end of class on Monday.

**ASSIGNMENT DUE: FRIDAY, NOVEMBER 15, 2019**

Upload your Reading Response Assignment to Canvas by midnight.

**WEEK 8: EXAMINING WORD CHOICE**

**MONDAY, NOVEMBER 18, 2019**

**Read before class:** “Let’s Talk about Gender, Baby” by Wendy Kaminer, pages 138-141

**WEDNESDAY, NOVEMBER 20, 2019**

**Read before class:** “Don’t Call Me Homophobic: The Complexity of ‘That’s So Gay’” by Mark McCormack, pages 150-153

**ASSIGNMENT DUE: FRIDAY, NOVEMBER 22, 2019**

Upload your Question-at-Issue Assignment to Canvas by midnight.

**WEEK 9: CRITICALLY SITUATING OUR PERSPECTIVES AND ASSUMPTIONS**
**Monday, November 25, 2019**

No reading due for today! Turn in the engagement assignment that you received at the end of class last Wednesday.

**Wednesday, November 27, 2019**

Class cancelled for the Thanksgiving weekend holidays.

**Assignment Due: Wednesday, November 27, 2019**

Upload your 2.1 essay to Canvas by midnight.

**Week 10: Presenting Arguments**

**Monday, December 2, 2019**

Presentations and peer review!

**Wednesday, December 4, 2019**

Presentations and peer review! Finishing up the class.

**Assignment Due: Friday, December 6, 2019**

Upload your 2.2 essay to Canvas by midnight.