Writing 121: College Composition I: Written Reasoning as Discovery and Inquiry
Fall 2019, 4 credits
CRN: 15941, Time: MW 4:00 pm. – 5:20 pm.
Hall: PLC 253

Course Information

Instructor: Yewulsew Endalew, he/him/his
Email: yewulsew@uoregon.edu (preferred method of contact)
Office: 21 PLC
Office phone: 5413463268
Office Hours: Tues 2:00 pm. – 5:00 pm. and by appointment

Course Overview

WR 121 is an opportunity for you to develop academic writing skills which you will use in your career as both a student and a professional. Clear argumentation is crucial for any academic pursuit, and the knowledge you gain here will help you pursue and achieve your goals by effectively communicating your ideas.

Throughout the course, we will read the work of other authors on subjects like technology, social equality, and gender identity, and we will consider differing opinions on each topic to help create relevant questions at issue. These questions will in turn serve as the basis for developing our own enthymemes, which we can think of as the core argument and reasoning that you assert in a discussion. In creating arguments to answer these questions at issue, we will examine how to engage in ethical conversation with others who are mutually interested in a given topic (which we call a discourse community), and how to present ideas clearly and persuasively.

Required Texts

*Reading, Reasoning, and Writing* by James Crosswhite

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/)
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.

Course Work and Grading

Essay Cycles:

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

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.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>F</td>
<td>0 - 59</td>
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<td>D</td>
<td>60-63</td>
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<td>D</td>
<td>64-69</td>
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<td>A</td>
<td>90-93</td>
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<td>A</td>
<td>94-100</td>
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**Grade Weights:**

<table>
<thead>
<tr>
<th>Two Essay Cycles</th>
<th>70%</th>
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<tbody>
<tr>
<td><strong>Essay Cycle #1 (30%)</strong></td>
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<tr>
<td>Reading Analysis 1 (5%)</td>
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<tr>
<td>Question at Issue Assignment 1 (5%)</td>
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<tr>
<td>Essay 1.1</td>
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<td>Essay 1.2 (20%)</td>
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<td><strong>Essay Cycle #2 (40%)</strong></td>
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<tr>
<td>Reading Analysis 2 (5%)</td>
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<tr>
<td>Question at Issue Assignment 2 (5%)</td>
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<tr>
<td>Essay 2.1</td>
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<td>Essay 2.2 (30%)</td>
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<tr>
<td><strong>Peer Review/ Quizzes/ Other Small Assignments</strong></td>
<td>15%</td>
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<tr>
<td><strong>Participation</strong></td>
<td>10%</td>
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<tr>
<td><strong>Reflections/Final Portfolio</strong></td>
<td>5%</td>
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*Reflections and Final Portfolio:*

5% of Course Grade:

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.

**Engagement:**

This class emphasizes the communication of ideas both in writing and in discussion, so your active participation in class is essential. Assigned readings must be completed before class, so you can contribute to the class discussion. I expect you to participate in each discussion and in small groups, and to bring unique insights to each conversation. I do understand that some of us experience significant anxiety when faced with large group discussion, and to account for this, I consider multiple modes of engagement as participatory. Active engagement with our assignments and topics of discussion can also be shown by being more vocal in your small groups, by dropping in for office hours, or by scheduling time to discuss materials with me outside of class. The most efficient way to earn full points for participation is to participate often and actively in large and small group discussion and activities, so try to push yourself to speak up at least once per week. Please note that I may deduct points from your participation grade if I continually have to ask you to put your cell phone away.

Note: The time to talk to me about your participation grade is before week 9. By that point in the term, there’s very little you or I can do to make improvements/changes. Feel free to make an appointment with me any time before week 9 to discuss your participation grade.
Composition Program Policies

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.

Attendance

Attendance is mandatory. If you can’t be in class, you should be in touch with me to let me know what’s going on, and you should be in touch with a classmate to find out what you missed. I will allow three absences over the term, but I do not excuse further absences, no matter the reason, so be frugal with your three allowed missed days. After these three, you will lose 3% of your overall grade per absence. This means that if you have to miss class a total of four times, a 94% (A) in the class would automatically become a 91% (A-). Save your absences in case you become ill late in the term. 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.

Classroom Environment

This is a learning environment, and your continued focus and contribution are key to our work as a class. I expect you to be a participant in discussions, and to give your classmates’ input the same consideration that you expect for your own. For this reason, you should not be using cell phones, smart watches, or other electronic distractions while class is in session. Take the opportunity to practice accountability; it will be useful not only in this course, but in all future endeavors for you to direct your concentration away from distractions. If I need to personally ask you to put away a source of distraction while in class, it may result in you being marked absent for the day.

It should also go without saying, but for the sake of clarity, students are expected to show respect and empathy for everyone in the classroom, particularly during discussions. Difference of opinion is crucial to a healthy discourse, but equally important is an atmosphere in which people feel they can honestly and appropriately express themselves, and that they will be heard with open ears and open minds.

It is among my highest priorities that you feel the classroom reflects these ideas, and if this is ever not the case, please contact me about it. I will try to answer emails within one or two days, and you are always welcome to visit during my posted office hours or arrange a separate appointment with me. Outside of class time and office hours conversations, I will be communicating with you through email and Canvas, so please check your UO email regularly, and let me know as soon as possible if you are having difficulties accessing content.
Crisis Intervention and Gender-Based Violence Support Services

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 Ombudsperson Brett Harris (541-346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or other 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.

University Statement on DACA

"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." --President Schill

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I am glad to assist students of any immigration status in accessing resources, information, and support as needed. Below is some contact information you may find useful for yourself or others.

Resources:

- Justine Carpenter, director of Multicultural and Identity-Based Support Services, is the campus point person in support of undocumented and DACA students, Carpenter 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.

- The Writing Associates Program: The Writing Associates Program offers free, one-on-one peer tutoring for students in 100- and 200-level English, Composition, and Honors College classes. Writing Associate tutors are advanced English majors who have been trained to tutor writing. They are available to help students with any aspect of their writing for this course, from learning how to write about literature and media to crafting clearer and more effective arguments. To make an appointment with a Writing Associate, go to https://writingassociates.uoregon.edu.
Emergency:

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

Late Work

Late Policy: If you are absent from class, you will need to arrange to get assignments to me before the beginning of class. I will not take emailed work unless you have received approval from me. Any work that is not turned in by the time I ask for it in class is late, even if you are absent. I will reduce your score by one full letter grade (10%) per calendar day that it is late. Work emailed during class hours on a day when you are absent will lose a full 10%.

Formatting Guidelines for Written Work

The following simple formatting steps will help ensure that you meet the minimum requirements for written assignments. A failure to meet the word count or to properly format and cite sources may significantly lower the assignment grade. Your essay must meet the following:

1) Meet the minimum word count
2) Have one-inch margins (Note, some versions of Word have a default setting of 1” by 1.25”. Please change this.)
3) Double-spaced
4) Stapled
5) In Times New Roman 12-point font
6) Upper left corner of 1st page:
   a. your name
   b. my name (Yewulsew Endalew)
   c. course number (ex: WR 121), assignment description (ex. Essay 1.1) d. date
7) Last name and page number in upper right corner of all pages. In Word, you can do this by selecting “insert page number” and then typing your name next to the numeral (ex. Smith 4)
8) For applicable formal essays (Reading Analyses, Question at Issue Assignments, and .1 and .2 Essays), document your sources and use correct citation format (it is your responsibility to consult the MLA 8th Edition PDF supplement and our class notes for correct format)
9) For all formal essays (Introductory and Final Reflective Essays, Reading Analyses, Question at Issue Assignments, and .1 and .2 Essays), include a relevant, original title, centered at the top of the page in 12-point font. Do not bold or italicize titles.

10) Proofread and spell-check

11) Remove all extra spaces between paragraphs and after the title. The paper should be uniformly double-spaced.

**Revision:** This course emphasizes revision between drafts as a key aspect of the writing process, and all essay cycles require you to complete a full first and second draft. For the purposes of this course, revision means a significant rewrite that displays substantial extended thinking about your topic. A revision does not just mean editing or fixing grammatical errors, although this is expected as well. Papers that do not display thoughtful revision between drafts will not earn revision credit.

**Schedule of Assignments**

*This schedule of assignments is subject to minor changes, all of which I will announce in class, via email, and/or on Canvas.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Focus</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>W—10/2</td>
<td>Introduction/Syllabus Overview</td>
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<tr>
<td>Week 2</td>
<td>M—10/7</td>
<td>Reading Discussion</td>
<td>Reading, Reasoning, &amp; Writing — “How to read” + They Say/I Say (TSIS) – “Introduction” (pp. 1-18)</td>
<td>Student Survey + Introductory Reflective Essay</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Assignment</td>
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<td>W—10/9</td>
<td>Quiz on Reading (Sandberg) + Q@Is Introduction</td>
<td>Sandberg: “Lean In: What Would You Do If You Weren’t Afraid?” (Canvas)</td>
<td>In Class: Bring one piece of media (an ad, a Facebook post, a meme, a TV clip, etc.) on the subject of gender that interests you</td>
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<td>F—10/11</td>
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<td>Reading Analysis 1 (submit on Canvas by midnight)</td>
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<td>Week 3</td>
<td>M—10/14 Reading Discussion + Question at Issue Activity</td>
<td><em>Reading, Reasoning, &amp; Writing</em> – How to reason + Hooks, “Dig Deep: Beyond Lean In” (Canvas)</td>
<td>Question at issue assignment on Canvas by 5pm.</td>
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<td>W—10/16 Enthymemes and Unstated assumptions + Reading discussion</td>
<td>Dorment, “Why Men Still Can’t Have it All” (pp. 555-574)</td>
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<td>Th—10/17</td>
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<td>Question at Issue Assignment (submit to Canvas by noon)</td>
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<td>Week 4</td>
<td>M—10/21 <em>Reading, Reasoning, &amp; Writing</em> – How to reason + Writing Circle Day</td>
<td>“Enthymemes and Unstated assumptions” Mandatory Writing Circle Day</td>
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<td>W—10/23</td>
<td>Essay 1.1 (submit to Canvas before class, then bring 1 hardcopy to class for peer)</td>
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<td>Mandatory Peer-Review Day</td>
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<td>Week 5</td>
<td>M—10/28</td>
<td>Classes canceled for 1-on-1 conferences in my office (PLC #21)</td>
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<td>W—10/30</td>
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<td>F—11/1</td>
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<td>Essay 1.2 (submit to Canvas VeriCite by NOON)</td>
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<td>Week 6</td>
<td>M – 11/4</td>
<td>Newport Blog</td>
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<td>Reading, Reasoning, &amp; Writing – How to Write</td>
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<td>W – 11/6</td>
<td>Kelly, “Better than Human” (pp. 299-312)</td>
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<td>Su—11/10</td>
<td>Reading Analysis 2 (submit to VeriCite by noon)</td>
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<td>Week 7</td>
<td>M—11/11</td>
<td>Reading discussion</td>
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<td>Carr, “Is Google Making Us Stupid” (pp. 424-440)</td>
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<td>W – 11/13</td>
<td>Question at issue revision</td>
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<td>Cullington, “Does Texting Affect Writing?” (pp. 462-471)</td>
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<td>Su. – 11/17</td>
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<td>Week 8</td>
<td>M – 11/18</td>
<td>Writing Workshop</td>
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<td>W – 11/20</td>
<td>In-class writing circles</td>
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<td>Bring completed Essay Outline worksheet</td>
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<td>Date</td>
<td>Event Description</td>
<td>Instructions</td>
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<td>Su. – 11/24</td>
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<td>Essay 2.1 (submit to Canvas by noon)</td>
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<td>Week 9</td>
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<td>M – 11/25</td>
<td>Mandatory Peer-Review Day</td>
<td>Bring 1 hardcopy of Essay 2.1 to class for peer</td>
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<td>W – 11/27</td>
<td>In-class writing circles</td>
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<td>F – 11/29</td>
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<td>Submit electronically Statement of peer-review engagement</td>
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<td>Week 10</td>
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<td>M – 12/2</td>
<td>One-on-one conference</td>
<td>M 4:00pm – 5:20pm &amp; T – 2:00pm – 4:00 pm (according to timeslot sign up)</td>
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<td>T – 12/3</td>
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<tr>
<td>W – 12/4</td>
<td>Mandatory Writing Workshop: Introduction + Conclusion</td>
<td>Bring hardcopy of the current version of your .1 Introduction and conclusion</td>
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<td>F—12/6</td>
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<td>You have THREE items due by 11:59pm:</td>
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<td>1. Essay 2.2 on Canvas</td>
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<td>2. Final Reflective Essay on Canvas</td>
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<td>3. Final Portfolio via Email</td>
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