

Writing 123: College Composition III
Winter 2019 / 8:30AM / PLC 184 / CRN 25948
Instructor: Stephanie Mastrostefano

215 PLC/ Office Hours: T 10AM-12PM/ R 10AM-11
(by appointment please; other times available by
request)
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Course Overview

Our goal in WR 123 will be to build upon writing, reading, and inquiry skills that you've developed either in WR 121, or in other, similar contexts. The major difference between WR 122 and WR 123 is the added requirement that students develop their arguments in response to independent research into the questions at issue, which are in turn addressed in their argumentative essays. Together, we'll explore what it means to think critically, read consciously, reason deeply, and write effectively. Using the assigned readings as a basis for exploring ideas and different rhetorical styles, our class discussions will serve as the foundation for your own arguments for the major formal essay in this course, in addition to the smaller written assignments and responses. **If at any time you find yourself struggling to keep up with the assignments, reach out to me ASAP. The quicker you make contact with me, the more helpful I can be.**

Required Texts

Select Readings from *Social Protest: A Casebook for Writers*, Ed. Bethany Jacobs OR

WR 123 Learning Outcomes

By the end of **WR 123**, students will deepen their understanding of WR 121 outcomes by engaging in a critically reflective academic research writing process. Students will:

1. frame and assess research questions in a discipline-appropriate manner, remaining open to exploration throughout the process;
2. critically evaluate and synthesize multiple topic and genre-appropriate sources;
3. articulate their findings in a genre appropriate manner;
4. describe and evaluate the potential critical research process in future pursuits;
5. recognize the role of language attitudes and standards in empowering, oppressing, and hierarchizing languages and their users;
6. identify and critically apply style requirements for writing in an academic context.

Course Policies

Registration: The only way to add this class is through DuckWeb. Winter Term Add/Drop/Withdrawal Dates:

- Last day to drop a class without a "W": Saturday, January 11th
- Last day to add a class: Sunday, January 12th
- Last day to Withdraw from a class, "W" is recorded: Sunday, February 23rd
- Last day to change grade option (Graded or P/N): Sunday, February 23rd

Prerequisites: Successful completion of WR 121 or an equivalent officially approved by the U of O is required for enrollment in WR 122 or 123. Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. Academic advisers can assist students if they have questions about WR 122 placement. See also the University of Oregon General Bulletin.

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.

Incompletes: 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.

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 of a letter grade. 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 C+ 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.

Tardiness: In general, sporadic tardiness happens, and is of little concern so long as it's not a regular occurrence. However, if a student displays consistent and significant tardiness (for instance, being more than 10 minutes late one or more times per week) can lower your final grade.

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.

Late Work: Any work listed as due on the syllabus, must be submitted to Canvas or turned-in by the beginning of class on the day that it is due. Anything submitted after the start of class – even on days that you're absent – is considered late work. You have 48 hours from the due date to turn that work in before it becomes incomplete work. Incomplete work carries a greater penalty to the default grade than late work. **Again, because circumstances outside of our control do arise, I will allow one "penalty-free" late assignments that you can choose to submit after the deadline but within 48 hours.** This will always be the first assignment that you turn in late, so plan carefully, as additional "penalty-free" late assignments will not be offered.

Extensions: I do give extensions, and I encourage you to talk to me or e-mail me in advance if you need an extension for an assignment. However, you need to show me that you are responsible and managing your time well by making arrangements with me at least **24 hours before the due date**. Do not ask for an extension on the day the assignment is due.

Sexual and Gender-Based Violence: Students who are victims of sexual or gender-based violence: If you wish to speak to someone confidentially, you can call 541-346-SAFE to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at <http://safe.uoregon.edu/>. Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment is encouraged to seek help by contacting Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombudsperson Bruce MacAllister ([541 346-6400](tel:5413466400) or ombuds@uoregon.edu) can provide 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" (nothing that identifies anyone) that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.

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 consult the "Course Information" module on Canvas for the Composition Program's E-handbook resources on plagiarism, information on proper documentation of sources, and how to avoid plagiarism in your writing. Please also refer to the *Student Conduct Code* on the Office of Student Conduct and Community Standards website. **In cases where academic misconduct has been clearly established, an assignment may either receive an "incomplete" or "ignored" penalty.**



Plagiarism can be deliberate, or accidental. Understand how to recognize it!

Deliberate

- ✓ Rewriting information from books or articles without giving proper credit
- ✓ Copying and pasting from web pages and online sources to create patchwork writing
- ✓ Purchasing, downloading, or borrowing a paper that belongs to somebody else

Accidental

- ✓ Not knowing when and how to cite your research
- ✓ Not knowing how to paraphrase or summarize somebody else's writing
- ✓ Not knowing what constitutes "common knowledge"
- ✓ Recycling an old paper from another course

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 OSCCS, 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.

Communication: *My preferred method of communication is **email**.* Although I welcome the opportunity to communicate outside of class regarding your course work, I also believe it is important for us all to be careful not to let "electronic availability" erase the boundaries between our working and non-working time. This is the long way of saying that, as an instructor, I will always reply to your emails. I typically respond to your e-mails within 24 hours, but please give me up to 2 days before sending a follow up.

Course Engagement: Remaining engaged also requires you to check your university email at least once a weekday and once over the weekend (usually Sunday). Email is my primary method of contact with you, and announcements made to the entire class should also notify in your university email's inbox. **Double check your Canvas notification settings, and make sure if you have your university email forwarded to a personal email client that all relevant emails from me and/or Canvas are making it to your inbox. "I didn't receive that email" or "I didn't see that announcement on Canvas" will never be an excuse for late or missed work in this class.** Let me know if you have questions or concerns about communications and notifications for this class.

Cell Phone Use: This is a small, discussion-based class. As such, cell phones are highly disruptive. The ringer must be turned off before the start of class. If I see you with your cell phone out (**and believe me, I can see you on your phone, even if you keep it in your lap**), at a time when I'm asking you to be engaged with me, with your writing circle, or with the large group, I will not admonish you or remind you of this policy. I will simply make a note and count that day as a "non-participation" day when determining your final grade.

Course Work

Formatting Guidelines for Written Work: All written work should be typed and double-spaced, using a standard and legible 12- point font and 1" margins. All formal writing assignments must use MLA for quoting and citing sources (review Canvas's "MLA Citation and Formatting" page if you have any questions). Failure to adhere to basic guidelines and to properly cite sources or compose your Works Cited page will lower the grade of any formal writing assignment. **Anything submitted to me electronically must be in .pdf, .doc or .docx form. (i.e.: no ".pages" files from Mac users).**

Assignments: This gives you an idea of the scope of the work you're expected to complete for the term, in addition to your chances to complete optional advanced labor assignments. Please see the schedule of assignments for due dates, and check Canvas for detailed instructions and minimum requirements for each assignment.

Essay Unit 1: "Defining Social Protest"

Definition Essay 1.1 (Proposal)

Definition Essay 1.2

Essay Unit 2: "Art as Political Resistance"

Annotated Bibliography and Abstract

Argumentative Essay Draft

Creative Project

Work Groups and Peer Review

Discussion Boards (5 Responses)

Initial and Final Reflection Essays

In-class Writing Assignments and Workshops

Initial and Final Reflections: You will write short initial and final formal reflective essays at the beginning and end of the term, respectively. Specific instructions for these assignments will be discussed in class and available on Canvas.

Work Groups and Peer Reviews: At the beginning of a term, I will ask you to fill out a brief survey, and then use the results to place you into small groups for the remainder of the term. These groups will form the basis for your peer reviews, brainstorming sessions, and other classwork that is more effectively completed in small groups.

Discussion Boards: Our conversations with each other in class will be more productive and engaged if we collect our thoughts about readings, themes, or relevant issues *before* meeting. To that end, **I will assign several discussion board prompts over the course of the term that will require you to post an initial response to the prompt, and at least one other reply to one of your classmates.** See Canvas's "Course Information" module for more information on expectations for discussion board posts.

In-class writing assignments and workshops: While class time will sometimes involve instructor presentations and group discussion, a significant portion of our time together in the classroom will be spent on reflective writing exercises, workshops, drafting and outlining, and both independent and group research tasks. **While not graded individually, any task assigned during class is a required assignment and failure to complete that task will result in a nonparticipation penalty for that day, even if you are present.** I may or may not collect the work you complete in class to ensure students are focusing on that session's goals.

Participation: 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 emailing me videos/articles/material pertinent to our discussions, 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. **However, as learning outcome #2 states: writing is a social process. So, you will have to find some observable (by me) mode of interaction with me and your peers that you're comfortable engaging in on a regular basis in order to avoid a non-participation penalty on your grade.** I'm always available to meet with you and brainstorm early in the term how you can show me that you're actively engaged and participating in the work this term. As a general guideline, the default grade for participation is a C (74%). However, that grade can go up or down, depending on late, incomplete, or otherwise unsatisfactory labor, or advanced and/or exemplary labor.

Schedule of Readings and Assignments*

*This schedule is always subject to change, but I will make announcements ahead of any changes. Be sure to double check the Canvas calendar and check your campus email regularly! Unless otherwise noted, assignments due are to be turned in on Canvas.

Essay Cycle 1: Defining a Problem				
Week	Date	In Class	Reading Due	Writing Due
1.1	T 1/7	Introductions and Syllabus Overview		
1.2	R 1/9	No Class Meeting Today!	"Reading, Reasoning, and Writing" (Crosswhite, xiii); "Introduction" (xxvii)	Discussion Board 1 (Reading Response)
	Sunday 1/12			Initial Reflection Essay Due to Canvas by 11:59PM
2.1	T 1/14	Research Writing Introduction/and Discussion		
2.2	R 1/16	<u>Race and Ethnicity</u> Discussion	"Good Friday Letter" (Chavez, 4); "Excerpt from <i>Always Running</i> " (Rodriguez, 60); "Assata Shakur: Profiled and on the Run" (Shakur and Lewis, 65)	Discussion Board 2 (Reading Response)
3.1	T 1/21	Types of Sources / Finding and Using Library Resources		
3.2	R 1/23	<u>Sex and Gender</u> Discussion/ Questions at Issue	"Ain't I a Woman?" (Truth, 87); "On Women's Right to Vote" (Anthony, 1); "Give me Liberty or Give me Death" (Henry, 29)	Definition Essay 1.1(Proposal) Bring 2 Paper Copies to Class
4.1	T 1/28	Peer Review and Research Workshop		
4.2	R 1/30	No Class Meeting Today!		Discussion Board 3 (Revision and Research Plan)
5.1	T 2/4	<u>Intersectionality</u> Discussion Source Evaluation and Incorporation	"Lesbianism: An Act of Resistance" (Clarke, 8); "Women, Race and Class: An Activist Perspective" (Davis, 21)	
5.2	R 2/6	<u>Violence vs. Nonviolence</u>	"The Master's Tools Will Never Dismantle the Master's House" (Lorde, 45); "Civil Disobedience" (Thoreau, 76); "The Ballot or the Bullet" (Malcolm X, 89)	Definition Essay 1.2*
Essay Cycle 2: Art as Political Resistance				
6.1	T 2/11	Turning Problems into Solutions: Argumentative Research Writing / WR 121 Review		
6.2	R 2/13	<u>Personal Narrative</u> Discussion/ Introducing Primary Sources	Excerpts from <i>Borderlands</i> , <i>Gender Outlaws</i> , and <i>Sister Outsider</i>	Discussion Board 4 (Primary Source Reflection)

7.1	T 2/18	Structuring a Research Essay / Research Workshop	Claims vs. Assumptions in Research Writing / Creating Outlines	
7.2	R 2/20	Comics Discussion	Excerpts from <i>Maus</i> , <i>Habibi</i> , and others	Annotated Bibliography and Abstract Due
8.1	T 2/25	Film Screening	TBD	
8.2	R 2/27	Film Discussion	TBD	Argumentative Essay (Bring 2 Paper Copies)
9.1	T 3/3	Counterarguments and Peer Review Workshop		
9.2	R 3/5	Television Screening & Discussion	Bojack Horseman, "Thoughts and Prayers" (S.4 E.5)	Discussion Board 5 (Revision Plan/ Creative Project Pitch)
10.1	T 3/10	Podcasts Discussion	"Latinos who Lunch," "Hollywood in Color," "Guys We F****d," and others	
10.2	R 3/12	Revision and Style Workshop / Final Thoughts		
Finals Week	Final Project and Final Reflection due by 11:59PM on Tuesday, 3/17			