

WR 123: Written Reasoning in the Context of Research
[Winter 2020] [4:00-5:20pm, Tykeson Hall 360, CRN 25955]

Course Information	
Instructor	Bob Craven (call me "Bob") bcraven@uoregon.edu 541-346-3924 PLC 213: Tues 11-1, Thurs 1-2 and by appointment
Course Overview	<p>Writing 123 is a course in argumentative writing and independent research, but it is also an extension of what you've learned in Writing 121. We will extend your existing skills in logical reasoning and critical thinking to explore research methodologies, audience awareness, and the role of authority in scholarship.</p> <p>Through computer work and library visits, we'll become familiar with the research resources available to you as well as how to evaluate and use these resources to support your process of inquiry and generate meaningful questions at issue. Writing assignments will show you what responsible research entails, how good research writing participates in the academic conversation, and who you are as a researcher. In the end, you will be able to evaluate the usefulness and credibility of sources and sketch out lines of inquiry for longer essays.</p>
Composition Program Learning Outcomes	<p>In WR 123, students can expect to deepen their understanding of WR 121 outcomes by engaging in a critically reflective academic research writing process. Students will:</p> <ol style="list-style-type: none"> 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, then articulate their findings in a genre-appropriate manner; 3. develop audience awareness through a process of collaborative review and revision of their writing based on the feedback of peers and instructors; 4. describe and practice a critical research process, including finding and gaining familiarity with scholarly sources; 5. identify and critically apply style conventions for writing in an academic context.
Required Texts	<i>Food Justice Casebook</i> , 2nd edition.
Formatting Guidelines for Written Work	All written work should be typed and double-spaced, using 12- point Times New Roman font and 1" margins. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade.

E-Handbooks	<p>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:</p> <ul style="list-style-type: none"> • <i>Purdue OWL</i> (https://owl.english.purdue.edu/owl/) • <i>UNC Writing Center Handouts</i> (http://writingcenter.unc.edu/handouts/) • <i>Writing for Success</i> (http://open.lib.umn.edu/writingforsuccess/) <p>**Refer to <i>Purdue OWL</i> for MLA 8 ed. citation information.**</p>
Course Work and Grading	
Essay Cycles <i>80% of course grade</i>	<p>The course will include two essay cycles, each comprising a proposal assignment and an argumentative essay drafted and revised between two versions (proposal, x.1, x.2). First versions of the argumentative essay are expected to be complete.</p>
Reflections and Final Portfolio <i>5% of course grade</i>	<p>Be sure to keep all work related to the argumentative essays along with the 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.</p>
Daily Engagement <i>5% of course grade</i>	<p>This class emphasizes the communication of ideas both in writing and in discussion, so your thorough preparation and active participation in class is essential. In-class activities include informal writing, reading quizzes, and partner/small group work, as well as open group discussions. Full and informed involvement in all of these activities will count toward your participation grade. See me in office hours if you need to discuss this policy or anxieties about speaking up in class. Absences, tardiness, and coming to class unprepared count against your participation grade. Low engagement (e.g., if the class hears little or nothing from you most weeks during the course) will result in the loss of these points.</p>
Student Presentation <i>10% of course grade</i>	<p>During the second essay cycle, students will deliver an 8-10-minute presentation which depicts the scope and purpose of their projected Major Research Essay. The presentation will, at least, explain the particular Question at Issue and Enthymeme the student has chosen and give a glimpse of the research the student has been doing. More detailed instructions for this presentation and the Research Proposal writing assignment due along with it, will be provided later in the term.</p>

Course Grading

Essay Cycle One: Topic Proposal Essay Essay Cycle One: Best Questions Essay (1.2 Essay)	50 pts 250 pts
Essay Cycle Two: Research Proposal & Annotated Bibliography Essay Cycle Two: Major Research Essay (2.2 Essay)	100 pts 400 pts
Reflections and Final Portfolio	50 pts
Daily Engagement	50 pts
Student Presentation	100 pts
TOTAL	1,000 pts

970-1,000	A+	770-799	C+
940-969	A	740-769	C
900-939	A-	700-739	C-
870-899	B+	600-699	D
840-869	B	0-599	F
800-839	B-		

Course Policies

Access	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 of that form barriers to your inclusion, please let me know as soon as possible. Together, we'll develop strategies that can enable you to succeed in the course. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu .
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.
Late Work	All work is due at the beginning of class, even if you must miss class. Late work is eligible for 50% of possible credit. Contact me at least two (2) days in advance of a deadline if you foresee a problem meeting it.

<p>Attendance</p>	<p>Attendance is required in 100-level writing courses, and will be recorded using a sign-in sheet during each meeting. Be sure to sign this each day, even if you are tardy. There is no need to submit written excuses for missed meetings. If you need to miss class, use office hours and contact a classmate to get lecture and discussion notes.</p> <ul style="list-style-type: none"> • Students with perfect attendance receive 50 bonus points (5%) on their final course grade. • Absences beyond three (i.e., beginning with the fourth absence) each lower a student's final course grade by 50 points (5%). Any absence beyond five (i.e., the sixth absence) results in immediate course failure. • Students may make up an absence by submitting, no later than their NEXT class meeting, a 750-word "absence paper" responding in detail to the assigned reading and proving that they gathered from a peer what happened in class.
<p>Cell Phone Policy</p>	<p>Please turn off or silence your phone before class and keep it put away. We will be focusing on work in the classroom, so feel free to step out if you need to take a call.</p>
<p>Academic Honesty</p>	<p>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 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. Please see me if you have any questions about your use of sources.</p>
<p>Academic Misconduct Procedures</p>	<p>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.</p>

WR 123 Course Calendar

NOTE: Readings and assignments are due at the beginning of class and should be completed in preparation for (i.e. before) that day's meeting. Always bring the assigned readings to class.

ESSAY CYCLE ONE: BEST QUESTIONS PROJECT

W K	DAY	IN-CLASS	READING DUE	WRITING DUE
1	T 7 Jan	Course Introduction & Initial Reflection		
	Th 9 Jan	From Topics to Questions (Q@I review)	Wallace: Consider the Lobster (UO Library)	Initial Reflection
2	T 14 Jan	From Questions to a Problem: Analyzing Audiences	Stuckler: "Manufacturing Epidemics" (FJ 57-64)	
	Th 16 Jan	Reading Discussion; Question Workshop	Crosswhite: "How to Reason" (FJ ix-xiv)	three Q@I attempts
3	T 21 Jan	Engaging Sources: Acknowledge & Respond	LaDuke: "Ricekeepers" (FJ 18-24)	
	Th 23 Jan	Reading Discussion		Topic Proposal
4	T 28 Jan	Arguments: claims, reasons, & evidence (Enthymeme Review)	USDA: "Preparing for the Future" (FJ 25-39)	enthymeme draft
	Th 30 Jan	Peer Review		1.1 Essay
5	T 4 Feb	Reading Discussion	McClintock: "From Industrial Garden to Food Desert" (UO Library)	
	Th 6 Feb	Major Research Assignment: research, planning & prewriting		1.2 Essay

ESSAY CYCLE TWO: MAJOR RESEARCH PROJECT

W K	DAY	IN-CLASS	READING DUE	WRITING DUE
6	T 11 Feb	Identifying & Evaluating Sources		
	Th 13 Feb	Incorporating Sources (Ethical Argumentation)	<ul style="list-style-type: none"> • “Why We Cite” <http://guides.lib.unc.edu/citing-information/why-we-cite> • “Plagiarism” <http://writingcenter.unc.edu/handouts/plagiarism/> • “MLA Guide” <https://owl.english.purdue.edu/owl/resource/747/01/> 	
7	T 18 Feb	* In-Class Research & Source Gathering *		
	Th 20 Feb	Drafting & Organizing Long Arguments; Student Presentations		Research Proposal & Annotated Bibliography
8	T 25 Feb	Student Presentations (cont’d)		
	Th 27 Feb	Student Presentations (cont’d)		
9	T 3 Mar	Peer Review (1/2)		2.1 Essay
	Th 5 Mar	Peer Review (2/2)		
10	T 10 Mar	In-Class Essay Workshop	Crosswhite: “How to Write” (FJ xiv-xix)	
	Th 12 Mar	Final Class Meeting; Reflective Writing		2.2 Essay
Finals Week 16-20 Mar		<i>Final Examination date & time:</i> _____		Reflections (2) and Portfolio due in PLC 213 at our Final Exam time

