Instructor: Madhura “Madhu” Nadarajah (she/her/hers)
Email: mnadaraj@uoregon.edu  (please give me 48 hours to respond before emailing me again // my email preference is through Canvas, not Webmail)
Credit Hours: 4 Hours
Office Hours: T/R 10AM-11:30AM through Canvas Chat // Zoom Video Conference Available through Appointment Request
*Please schedule an appointment at least 24hrs prior to expected meeting time. Please note, appointment times are not guaranteed, but I will try my best.*
**If you would like to set up a Canvas Chat outside my office hours, please email me for an appointment 24hours prior to expected time.**

Note About Remote Instruction
Hello Team! I am excited to work with you all this Spring Term. I want to express my gratitude for your commitment to continue with this course during this rapidly changing situation. As you are all probably aware by now, UO’s Spring Term will be conducted remotely. What this means for our class is that you will be using our Canvas class page to engage with the principles of WRI 122 and master the course requirements. I will not be hosting a live Zoom classroom. Instead, my lectures and other lessons will be on Modules divide weekly. I want you to "Check In" (in other words just review and
complete the materials for the corresponding Week) by at least Thursday because you will have assignments due then. I do not recommend that you wait till the last minute on Thursday to review the materials and complete the assignments because there are assignments due on Thursday by 11:59PM. Moreover, reading the required readings and going over my lecture will take quite some time as well. You must always check the "Modules" tab to keep up with our course.

Despite the challenges we are all facing together, I am committed to delivering a consistent, inclusive, and quality remote learning experience this term. Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email. Check and adjust your Canvas notifications setting under Account -> Notifications.

Course Description
Welcome to WRI 122! You may be wondering, what is WRI122, how is it different from 121, and will two required composition classes help me? Well, to begin, WRI122 is an extension not a repetition of WRI 121. We will build on your existing skills of inquiry, logical reasoning, and persuasion to create increasingly sophisticated essays. We are not going to learn how to win an argument through our writing. However, I will show you weak forms of writing and evidence that will most probably make you lose your argument. But what I and this WRI122 class is designed to teach you is how to explore essays through a variety of viewpoints within complex issues, through critical and sympathetic reading, thoughtful discussions, and the completion of ongoing writing assignments.

WRI121 Learning Outcomes
In WR122, students can expect to deepen their understanding of WR121 outcomes through focused study of writing as a process of inquiry, learning, and expression within a particular discipline, profession, or more specific discourse community. Students will:

1. cultivate a deep understanding of multiple perspectives using sustained ethical inquiry by:
   a. identifying and analyzing the shape argument can take in relation to audience, purpose, and context through rhetorical reading of a variety of texts;
   b. composing texts that demonstrate an understanding of writing as rhetorical and argument as inquiry;
2. identify and describe rhetorical features and areas for improvement in their peers' writing;
3. practice revising multiple drafts based on feedback from peers and instructor and develop strategies for future independent revision processes;
4. identify and critically apply style conventions for writing in an academic context.

**Inclusive Learning Statement**

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 or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Accessible Education Center (AEC) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There is a range of resources on campus, including the following:

- Office of Academic Advising (101 Oregon Hall at 541-346-3211 or findanadvisor@uoregon.edu)
- Accessible Education Center (164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu)
- Tutoring and Academic Engagement Center (4th floor of the Knight Library at 541-346-3226 or engage@uoregon.edu)
- Division of Equity and Inclusion (Johnson Hall at 541-346-3175 or vpinclusion@uoregon.edu)

**Composition Program Values**

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 UO.

**Basic Needs**

You have a right to food and shelter. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. Furthermore, if you are comfortable doing so, please let me know about your situation so I can help point you in the right direction for assistance.

**EMAIL POLICY**

In this class our official mode of communication outside of class is through email/announcements. Please use your University of Oregon email. I will ignore email
sent from non-UO email accounts. All communication between student and instructor and between student and student should be respectful and professional. Please email me through Canvas.

**PLAGIARISM/ MISUSE OF SOURCES**

Plagiarism and/or misuse of sources is unacceptable in my class. If I suspect a student of engaging in either behavior, I will have to report it. Always write ethically not only in my class but in your other classes as well.

**LATE WORK**

Each assignment will have its own late work policy laid out. My late work policy is not intended to irritate you. The late work policies are set in place because after a certain date, an assignment no longer serves a purpose and I rather you work on the new assignment on deck. If there is an extenuating circumstance going on please come talk to me to see if it is a matter we can work out.

**TUTORING SERVICES**

University of Oregon offers incredible FREE tutoring services for our writing courses. The tutors have been trained to help students with the writing process of WRI 121. I highly encourage everyone to make an appointment with the tutoring center sometime during the term. Please come talk to me if you have any questions. The tutoring services are free. The tutors are located in rooms 350 and 351 in Tykeson Hall. The link to access the tutoring services is found below.

https://wr121tutor.uoregon.edu/home

**Guidelines for Respectful and Productive Online Interaction**

I have included a list of behaviors and guidelines that I expect you to follow when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

- Respect the privacy of your classmates and what they share in class. It is prohibited to screenshot and repost posts or material from this course on social media.
- Do not make personal or insulting remarks
● Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.

● Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources. Keep your focus on the literary text.

● Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience.

● Be respectful of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.

● Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

● Remember that all college level communication should have correct spelling and grammar. Tip: Start in Word and use the spell and grammar check.

● Be careful with humor, sarcasm, acronyms (LOL) and emoticons (smiles). All can easily be misunderstood!

● Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.

● Be careful with personal information (both yours and others’).

● Use a descriptive subject line and don’t forget to sign your message with your name.

● Think before you send the e-mail to more than one person. Does everyone really need to see your message?

● Be aware that typing in all capital letters indicates shouting.

PRONOUNS
Please let me know which pronouns you go by if you so choose. No matter what, I will always make it a point to remember your name and/or nickname.

Required Texts:

*Signs of Life in the U.S.A. : Readings on Popular Culture for Writers* (9th edition) edited by Sonia Maasik and Jack Solomon
Our discourse community will be the broad field of semiotics which will be mediated with broad discussions of popular culture. *Signs of Life* aims to help you to read and to write critically about pop culture by mediating that discourse through semiotics. Semiotics is a field of study developed specifically for the interpretation of culture and its signs. Some of the questions we will be discussing through our textbook include: How has niche advertising been used to develop a highly detailed profile of your consumer habits? Why are Americans so transfixed by “bad guys”?

**Recommended (Optional) Text:**

*Reading, Reasoning, and Writing* by James Crosswhite.

Many of who should already own this book as it was required in all WRI 121 classes. In case you don't own it and would like a copy, please reach out to me so I can provide you with a digital copy. This is not a required textbook. However, it is recommended as supplemental reading because the textbook goes over concepts in-depth such as stasis questions and the enthymeme.

**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*
- *UNC Writing Center* Handouts
- *Writing for Success* (ebook) - [http://open.lib.umn.edu/writingforsuccess/](http://open.lib.umn.edu/writingforsuccess/)  
  Does not reflect the most recent MLA 8 edition. Refer to Purdue OWL for citation information.

**Grading Scale**

- A 93.5%-100%
- A- 88.5%-93.49%
- B+ 86.5%-88.49%
- B 83.5%-86.49%
- B- 79.5%-83.49%
- C+ 76.5%-79.49%
- C 73.5-76.49%
- C- 70.5%-73.49%
- F 70.49% and Below

**Grade Breakdown**
Assignments

These are the assignments you will be tasked with doing this term. I know this may seem like a lot of busy work, but remember I want you to get the most out of this class as if we were meeting in-person. If you do all the required readings and keep up with the lectures, these assignments are practical. Also, keep in mind that WRI122 is an extension of WRI121 and that means that you are required to engage with the readings in more depth. If there ever comes a time in the term in which you are feeling overwhelmed, please contact me so we can work it out together. In order to meet the course learning outcomes you will work on four kinds of assignments over the next 10 weeks:

1. Quick Writes - Infrequent, but due Thursday if Assigned

I typically always pose a quick write question at the start before every lecture. I want to do this as much as I can for our remote WRI 122 class as well. I will not always assign a quick write, but if/when I do please make sure to turn in on time. A quick write is, well, a quick write. So in essence, it should take you no more than 5-10 mins to respond to. The purpose of the quick write is that it assesses your prior knowledge on a topic or helps you stimulate ideas about the discussion/lecture at hand. When responding to quick writes, don't worry too much about getting it written perfectly. Just respond to the quick write truthfully, respectfully, and to the best of your knowledge. As always, do the quick write in the order it is listed in the Modules. For instance, a quick write might be the very thing I want you to do or it might follow the lesson plan. This is strategic.
placement so please follow the order. These quick writes fall under the "Engagement" category on the grading scale.

2. Weekly Discussion Board Post Due on Thursdays

To get the most of stimulating an in-person class discussion online, we will be doing online discussion posts. You will be assigned into set groups by me. Each week, I will post a question pertaining to the readings, lectures, lesson plan, and formal assignments. Please follow the directions for each discussion post. One main component of the discussion post is that you also have to do one peer reply. In other words, you will make your discussion post but you must also reply to one of your peer’s posts following my guidelines for that specific discussion board. The discussion post (your post and responses to one of your peers) will be due on Thursdays by 11:59PM. I highly recommend that you post your discussion by Wednesday so everyone has a post to reply to by Thursday. I will provide feedback when it is needed (circumstances in which student/group did not meet expectations of the discussion board post prompt).

3. Formal Writing Assignments - Variable Due Dates

You will not always have a formal writing assignment due every week. Formal writing assignments include, but are not limited to:

- Essay cycle drafts
- Peer Reviews
- Low-stakes assignments designed to help the students develop a specific skill (such as summarizing, close reading & analysis, synthesis writing, etc.)
- Low stakes self-reflection assignments

**Typically, formal assignments will be due on Sunday, but not always. Keep an eye out for the due dates. Again, remember that you will not always have a formal assignment due.**

***Please take a look at each formal assignment's grading type to see where the assignment falls under in the grading scale. Some formal assignments will be considered as "Engagement" while other assignments might be considered as a part of the Portfolio category.***

4. Argumentative Essays - Variable Due Dates
If you have taken WRI 121, then you are familiar with these argumentative essays. My argumentative essays will engage with concepts like stasis questions and the enthymeme based thesis. There are two essay cycles within this course. The argumentative essay (1.2) is worth 25% of your grade, whereas, argumentative essay (2.2) is worth 35% of your grade.

The reason why the argumentative essay 2.2 from Essay Cycle 2 is worth more is because you have more readings to work with and hopefully you have a better grasp of what is to be expected of you.

Additionally, each essay cycle/reading unit in this class is separated into two frames. They follow:

- **Essay Cycle 1 (Reading Unit 1)** - American Consumption: Multimodal Rhetoric
- **Essay Cycle 2 (Reading Unit 2)** - Screen Culture: Stereotypes and Single-Stories

Each reading unit will be focused on that respective frame of analysis. Additionally, each argumentative essay (1.1/1.2 & 2.1/2.2) will have a prompt that is related to the theme of that respective essay cycle/reading unit.

**5. Reflections and Final Portfolio**

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.

**A Quick Note about .1 -> .2**

The **x.1 essays must be a complete draft** in order for you to turn in and receive credit for the x.2 essay for each essay cycle. The revised essays for each essay cycle will have a larger word count requirement. Additionally, the emphasis is on the revision process. So you will be tasked with explaining your revisions from the x.1 essay to the x.2 essay.
Tentative Course Calendar

*This schedule is always subject to change, but I will make announcements ahead of any changes. Be sure to double check the Canvas Modules and check your campus email regularly!*

- Quick Writes (not listed on calendar because they are infrequent) but will be due on Thurs by 11:59PM
- Discussion Board Posts (Your Post and 1 Peer Reply) Due Thursday by 11:59PM
- Formal Writing Assignments/Argumentative Essay - Check Canvas Assignment Prompt for Due Date
- The readings due are divided in "T/R" format as if we were meeting in person. However, my lessons are separated by Weekly overviews. I recommend that you still complete the readings by the due date so you are not overwhelmed on Thursdays.

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<tr>
<th>Week</th>
<th>Day</th>
<th>Lecture</th>
<th>Reading Due</th>
<th>Writing/HW Due</th>
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| 1    | T   | Class Introductions
Semiotics
Syllabus Review
Introductions
“Popular Signs” pp. 1-19 | | |
| R    | 4/2 | Introduction to American Popular Culture and Multimodal Learning | “Writing About Popular Culture” p. 20-30
How to Mark a Text (on canvas) | Discussion Board 1
Initial Reflection for Portfolio (Due Sunday) |

Essay Cycle Reading Unit 1: American Consumption - Multimodal Rhetoric

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<tr>
<th>Week</th>
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<th>Lecture</th>
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| 2    | T   | Sympathetic and Critical Reading | **Reading 1**: Troy Patterson
“The Politics of a Hoodie” p. 130 |
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<td>4/9</td>
<td>Generating Questions at Issue</td>
<td><strong>Reading 2:</strong> Michael Pollan “Supermarket Pastoral” p. 96</td>
<td>Discussion Board 2</td>
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<td>4/14</td>
<td>Question at Issue to Enthymeme</td>
<td><strong>Reading 3:</strong> Juliet B. Schor: “Selling to Children: The Marketing of Cool” p. 197</td>
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<td>Enthymeme Workshop</td>
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<td>4/16</td>
<td>Breakdown of a Sample Essay - Writing about Popular Culture</td>
<td><strong>Reading 4:</strong> Jia Tolentino: “How ‘Empowerment’ Became something for Women to Buy” p. 180</td>
<td>Assignment Prep for 1.1 and 1.2 (Due Sunday)</td>
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<td>Writing Circle time</td>
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<td>4/21</td>
<td>Revising Workshop: Counter-argument</td>
<td>Rubric for Essay 1.1</td>
<td>Essay 1.1 DUE: Friday, 4/24</td>
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<td><strong>Sample Essay:</strong> Kalle Oskari Mattila “The Age of the Wordless Logo” p. 194</td>
<td>Peer Review Due Sunday (4/26)</td>
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<tr>
<td>4/23</td>
<td>Revising Workshop: Structure</td>
<td>Rubric for Essay 1.2</td>
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<td>4/28</td>
<td>Writing Workshop</td>
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<td>Essay 1.2 Due Friday (5/1)</td>
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<td>No Discussion Post</td>
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### Unit 2: Screen Culture- Stereotypes and Single-Stories

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<th>Introduction to Unit 2</th>
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<td><strong>Reading:</strong> Sales, “From the Instamatic to Instagram” p. 428</td>
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<td>Watch: “Dangers of a Single-Story” - Adichie Ted Talk</td>
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<td><strong>Reading:</strong> Lowry, “Straddling Online &amp; Offline Profiles” p. 501</td>
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<td><strong>Reading:</strong> Lee, “How Effective is Social Media Activism?” p. 402</td>
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<th>T 5/12</th>
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<td><strong>Reading:</strong> Helena Andrews “The Butler versus the Help” p. 341</td>
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<td><strong>Reading:</strong> “Asian Women in Film: No Joy, No Luck” p. 345</td>
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<tr>
<td>Questions at Issue</td>
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<td><strong>Reading:</strong> David Denby: “High School Confidential: Notes on Teen Movies” p. 326</td>
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<td><strong>Reading:</strong> Michael Omi: “In Living Color: Race and American Culture,” p. 462</td>
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Discussion Board 4

Additional Assignment Prep for 2.1 &2.2
DUE: Sunday

Discussion Board 5
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<td><strong>8</strong></td>
<td><strong>T</strong></td>
<td>Questions at Issue and Enthymeme worksheet</td>
<td><strong>Reading:</strong> Aaron Devor:</td>
<td><strong>Reading:</strong> Aaron Devor:</td>
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<td></td>
<td><strong>5/19</strong></td>
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<td>“Gender Role Behaviors and Attitudes,” p. 474</td>
<td>“Gender Role Behaviors and Attitudes,” p. 474</td>
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<td><strong>R</strong></td>
<td><strong>5/21</strong></td>
<td>Rubric for Essay 2写作圈时间</td>
<td><strong>Reading:</strong> Emily Nussbaum“Graphic Art of Game of Thrones”</td>
<td><strong>Reading:</strong> Emily Nussbaum“Graphic Art of Game of Thrones”</td>
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<td><strong>Reading:</strong> Michael Parenti:“Class and Virtue,” p. 354</td>
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<td>Writing Sources写作源</td>
<td><strong>Essay 2.1</strong>写作源</td>
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<td><strong>5/26</strong></td>
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<td><strong>R</strong></td>
<td><strong>5/28</strong></td>
<td>Writing Sources写作源</td>
<td>Peer Review done in class-Bring computers</td>
<td>Peer Review写作源</td>
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<td><strong>10</strong></td>
<td><strong>T</strong></td>
<td>Revising Workshop: Structure</td>
<td><strong>Sample Essay:</strong> Rose Sorooshian, “The Walking 99 Percent” p. 43</td>
<td><strong>Sample Essay:</strong> Rose Sorooshian, “The Walking 99 Percent” p. 43</td>
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<td><strong>6/4</strong></td>
<td>Revising Workshop: Style</td>
<td><strong>Sample Essay:</strong> On Canvas</td>
<td><strong>Sample Essay:</strong> On Canvas</td>
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<td><strong>FINALS WEEK:</strong></td>
<td><strong>June 8-14</strong></td>
<td>Final Reflection and Completed Portfolio写作源</td>
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<td>Final Reflection and Completed Portfolio写作源</td>
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