

Writing 123: College Composition III—Written Reasoning in a Research Context (Spring 2021 WEB)**Theme: The Uses and Abuses of Technology**

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Contact through Canvas Inbox

Note: this syllabus is copied from an interactive Canvas website.

Course Description:

Writing 123 explores the process of research as well as the critical reading, thinking, and writing skills that academic research papers require. Building on skills you practiced in Writing 121, you will conduct an individual research project that culminates in a 10-page research-supported essay based on our class theme, the uses and abuses of technology. Through computer work and library visits, you will learn how different resources support scholarly inquiry and inspire meaningful questions at issue. The class’s writing assignments will show you what responsible research entails, who you are as a researcher, and how good research writing participates in an academic conversation. In the end, you will be able to assess the usefulness and credibility of sources, incorporate those sources into your own writing, and sketch lines of inquiry for longer essay projects.

Course Outcomes:

Upon completion of this course, students should be able to achieve these Composition Program outcomes:

- Write essays that develop and respond to a significant question that is relevant to the context in which it is written and appropriate for the audience to which it is addressed.
- Provide logical answers to questions at issue and develop lines of reasoning in support of those answers, while taking into account and responding to objections or competing answers and lines of reasoning.
- Write an essay that is unified around a main claim, proceeds in a logical way, and consists of cohesive paragraphs that separate and connect ideas effectively.
- Produce written work that displays adherence to the conventions of academic writing, including control of grammar, spelling, word usage, syntax, and punctuation; appropriate tone, style, diction, and register; proper formatting, use, and documentation of sources.
- Improve the content and organization of an essay draft in a revision process, both by reevaluating the reasoning and context of the essay and by responding to critiques from peers and instructors.

Required Texts:

- *The Craft of Research*, 4th edition, edited by Booth, Colomb, Williams, Bizup, and FitzGerald (purchase at the Duck Store)
- *The Uses and Abuses of Technology*, edited by Brian Gazaille (digital casebook available on Canvas)

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 Research Help" link of the Canvas course site:

- *Purdue OWL* (<https://owl.english.purdue.edu/owl/>)
- *UNC Writing Center Handouts* (<https://writingcenter.unc.edu/tips-and-tools/>)

Overview Schedule: Assigned Readings and more detailed information will be available on Canvas in weekly course modules.

WEEK 1	Introductions + Intentions Sympathetic and Critical Reading Discussion: The Uses and Abuses of Technology
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	SWA #1 due
WEEK 2	Research Questions Discussion: Exploring Technology SWA #2 due
WEEK 3	Research Methods Discussion Library Scavenger Hunt due
WEEK 4	Framing Research Questions Discussion Research Proposal Due
WEEK 5	Summarizing Research; Citation Style Discussion Annotated Bibliography First Draft due
WEEK 6	Peer Review Discussion
WEEK 7	Synthesizing Sources Discussion Annotated Bibliography Final Draft Due
WEEK 8	Structuring an Essay with a Thesis and Warrant; Outlining; Paragraphing Discussion SWA #3 Due (note different due date)
WEEK 9	Peer Review Discussion Research Based Essay First Draft Due due
WEEK 10	Revision; Rules of Style Final Research Based Essay + Final Reflection due on Tuesday, 3/19

Navigating this Course:

This course is fully online. You will be able to complete all work remotely. You will not be required to attend class on campus or submit hard copies of work.

The course is organized in 10 modules, following the 10-week term. Although some online courses can be completed in a flurry of activity at the very end of the term, this course will require consistent and regular participation in different activities and assignments each week. **You cannot wait until the end of the term to complete the work for the course. To succeed in the course, you will need to follow the weekly schedule of readings and assignments and fulfill the requirements of the Labor Agreement.** To help you manage your time, each week's content will only unlock on Sundays (at midnight), and only if you've completed the weekly quiz by then. While you should complete all assignments for that week, only the quiz affects unlocking the next week's module. E.g. if you've finished the quiz for Week 1 on time, then Week 2's module will become available on Sunday, January 13th at midnight. The course will follow that pattern until the end of the term.

Remaining engaged also requires you to check your university email at least once a day. In an online course, Canvas Inbox will be my primary method of contact with you, and announcements made to the entire class will 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.

Since the essays will develop from our discussion board conversations and your writing, and since assignments will include peer review of each other's work, your success and the success of the course depend on your timely participation and submission of assignments.

Success in any online course – but particularly an online writing course – will require keen time management and organization, as well as the ability to work both diligently and independently. **If at any time you find yourself struggling to keep up with the assignments, reach out to me as soon as possible. The quicker you make contact with me, the more helpful I can be.**

Learning Outcomes, Grading, and Policies

Grading and Assignments

A full breakdown of major assignments is available on Canvas,

This course uses a labor-based grading scheme. This scheme differs from the one you are most familiar with in that your grades are not based on my judgments about your writing. Instead, labor-based grading allows you to take risks in your writing without fearing punishment through bad grades. Moreover, you get to decide how much labor you want to invest in this class.

The default grade for this class is a B (85%). If you do all that is asked of you for the course, in the manner and spirit it is asked, and if you work through our assignments and processes, you will earn a B at the end of the course. It will not matter what I or your colleagues think of your writing, only that you are productively responding to our feedback. You can earn higher or lower grades depending on how much or how little labor you perform while completing coursework. If you miss class, do not participate fully, turn in late assignments, or otherwise do less labor than is stipulated in the contract, you will earn less than a B in the course. If you do *more*, you can earn grades up to an A. See the Grading Agreement for details.

Expected Assignments

- Short Writing Assignments (3 total)
- Discussion Boards
- Weekly Quizzes

- Library Scavenger Hunt
- Research Proposal
- Annotated Bibliography (2 versions)
- Research-Based Essay (2 Versions)
- Peer Review (for Annotated Bibliography and Research-Based Essay)
- Final Reflection

Expanded Assignments (Needed to Earn Grade Elevations)

- Expanded Library Scavenger Hunt
- Expanded Annotated Bibliography
- Expanded Research-Based Essay
- Expanded Final Reflection

Short Writing Assignments

Over the term, you will submit prewriting and reflections on Canvas. You can find specific instructions for these SWAs under the Assignments tab on our Canvas page. When a SWA is due, you must submit materials on Canvas by the deadline. If they are not submitted on time, they will be subject to the grading agreement.

Discussion Boards

In an online class, the only way for us to have consistent, shared discussion about readings, course topics, and other relevant issues is through the use of Canvas's discussion boards. **There will be at least one discussion board question (and sometimes more than one) every week of the course. You must post your reply to the prompt and any other replies to your classmates' posts by Fridays at 11:59pm to receive credit.** Posts after Fridays at midnight will count as late, and discussion board posts uploaded after midnight on Sundays will be considered missing.

Weekly Quizzes

There will be a short quiz assigned each week related to that week's lessons and topics. Some quizzes will be multiple choice, some will be short responses, and others will take the form of a workshop designed to help you practice a particular writing or research skill. **These quizzes must be completed each week by Thursday at 11:59pm, you must answer all questions on the quizzes correctly and you will have as many attempts as required to do so.** Any quiz completed between midnight on Thursday and midnight on Sunday will count as a late assignment but after midnight on Sunday the quiz will be considered missing. **NOTE: Each week's quiz must be completed in order to unlock the next week's module and content – even if it's completed after midnight on Sunday as a missing assignment. You can't move on in the course if you do not complete the weekly quiz – no exceptions.**

Online Library Scavenger Hunt

To help you select an initial research topic, you will complete a scavenger hunt for preliminary resources. The assignment will require you to do research using UO library databases. You will also need to document the processes and research habits that led you toward the sources you scavenged.

Research Proposal and Annotated Bibliography

As your research unfolds, you will complete two assignments designed to help you craft a distinctive thesis and line of reasoning in your essay. The first is a proposal, where you will specify your topic, pose working research questions, and sketch a research plan. You will then compile an annotated bibliography that summarizes and evaluates the scholarship on your topic. You will complete a rough draft consisting of 3 annotations and a final version with 7.

Research-Based Essay

To emphasize that research and writing are *processes*, you will write your final essay in two drafts (1.1 and 1.2). The first will be 6-8 pages long; the second and third will be 8-10. Your paper may take the form of an argumentative essay or a focused analysis of your research problem, depending on what kind of essay will be most valuable to your discourse community. In either case, though, your paper will go beyond mere summary of what arguments surround your research topic. Instead, you will use the research to support, develop, complicate, and enliven your own thinking about the topic.

Preliminary drafts should be as complete as possible and meet all requirements. (For example, if 1.1 requires 6 complete pages of writing, then you should have 6 complete pages, not 4 or 5.) Based on peer and instructor feedback on 1.1, you will make *appropriate and substantial* revisions that go beyond sentence-level concerns to address the logic and content of your writing.

Peer Review

Peer review is an essential part of the writing and revising process. We benefit from reading other writers' work as well as having someone else read and give feedback on our writing. On time completion of peer review for the first drafts for the Annotated Bibliography and Research-Based Essay is required. Further instructions will be given later in the term.

Final Reflection

To conclude the quarter, you will write a brief essay that reflects on how your writing and research habits have changed this term.

Expanded Library Scavenger Hunt

You have the option of completing an expanded scavenger hunt, one in which you will locate non-standard resources relating to your topic. This version will require more time in the stacks as well as more critical reading in advance of the proposal.

Expanded Annotated Bibliography

There is a more rigorous form of the bibliography assignment. Instead of submitting 3 and 7 entries for the rough and final versions, you will submit 6 and 10. Taking on this option means that you must have more research done up front. You will also be responsible for revising more of your work going into the final bibliography.

Expanded Research-Based Essay

You can earn a higher grade in the class by submitting a more complicated essay. The expanded version of your paper will be 11-12 pages long and, thus, will require a more sophisticated structure, more critical engagement with your source materials, and more charitable consideration of counterarguments and research challenges.

Expanded Reflective Essay

You will have the chance to write a more substantial reflective essay, one that analyzes in more careful detail how your research project evolved over the course of the term, why you wrote your major assignments the way you did, and how you accounted for peer and instructor feedback during your assignment revisions.

Technical Requirements and Knowledge

If you are taking a course online you will need to have Internet access and a basic knowledge of computer and Internet skills in order to be successful.

- Knowledge of terminology, such as *browser, applications, upload, download, etc.*
- Understanding of basic computer hardware and software; ability to perform computer operations, such as:
 - Using keyboard and mouse
 - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
 - Software installation, security and virus protection
 - Using software applications, such as Word, PowerPoint, Excel, email clients
 - Knowledge of copying and pasting, spell-checking, saving files in different formats
 - Sending and downloading attachments
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.

A range of software (including the full suite of Microsoft Office products) is available to all UO students through UO IT: <https://software.uoregon.edu/>

*****Technology problems:** Technology can be tricky, but you need to be organized enough to anticipate computer problems. I will never excuse late work based on technology problems. The university has provided ample computer labs, so if your personal technology has failed, you need to find an alternative on campus. Because everything will be turned in online, be sure to back up your hard drive regularly.

*****Note on Google Docs and Apple Pages:** Google Docs does not work well with Canvas. Files converted to Word documents from Google Docs frequently do not upload properly to Canvas. Pages files also will not upload to Canvas. I strongly encourage you to use Microsoft Word for creating documents for this course.

*****Need Canvas help?** See the [Student Technology Support](#) page.

Composition Program Policies are available here: <https://composition.uoregon.edu/program-policies/>

Academic Honesty, Authorship, and Plagiarism

It's important to understand 'authorship' and 'ownership of ideas and words' in academic writing. This helps writers give the correct credit to other writers and thinkers for their words and ideas. When you use someone else's words or ideas without telling your reader where they come from, you are PLAGIARIZING. Common examples of plagiarism include incorrect academic citation and copying and pasting parts of an essay from the internet or other students. Getting too much help from someone editing your writing is also a form of academic dishonesty. *I am looking to help you improve and gain important experience in academic writing. I am not expecting perfect writing. If you have a question about using ideas and words from others in your essays, please ask!*

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 our e-handbooks as well as the [Library Citation and Plagiarism guide](#) and the [Student Conduct Code](#) on the Office of the Dean of Students website. In cases where academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice of the Composition Program. Please see me BEFORE you submit your work if you have any questions about your use of sources.

Tech Support and Writing Resources

Online Resources for Writing and Research Help, including MLA Citation Requirements

[The Purdue Online Writing Lab \(OWL\) \(Links to an external site.\)](#)[Links to an external site.](#)

Information about MLA citation, integration of sources, and grammar.

[\(Links to an external site.\)](#)[Links to an external site.](#)

[Writing Center at UNC-Chapel Hill \(Links to an external site.\)](#)[Links to an external site.](#)

To supplement Purdue OWL, click here for resources and handouts about essay organization, citation, style, and grammar.

[\(Links to an external site.\)](#)[Links to an external site.](#)

Tutoring Services

The Teaching & Learning Center (TLC) is the place to get help with a wide variety of academic challenges from help with math and writing to study skills and tutoring for specific classes. For more specific information on the TLC please visit this website <https://tlc.uoregon.edu/>.

Need Canvas Help?

Contact UO Libraries' Computer Help Desk

- Phone: (541) 346-1807
- Submit a [Canvas Help Ticket \(Links to an external site.\)](#)[Links to an external site.](#)
- Location: Knight Library, 1st floor – just past the Reference Desk – [\[map\]](#)
- Hours: Please see the [Computer Help Desk page](#)
- For help with logging in, email, or using the internet, please contact the [Technology Service Desk](#) at 541-346-4357 or techdesk@uoregon.edu.

Need Technical Support?

The University of Oregon has super technical support.

University students can get help in four ways:

In Person

Our staff is available Monday through Friday, 8am to 5pm to answer questions in person. We are closed for official state holidays.

You can find us in the Computing Center, which is at the northwest part of campus. Our street address is 1225 Kincaid St; we are at the corner of E. 12th Avenue and Kincaid Street. ([view UO map](#) | [view Google map \(Links to an external site.\)](#)[Links to an external site.](#))

By Telephone

Our free telephone support is available Monday through Friday, 8am to 5pm. Our phone number is 541-346-HELP (541-346-4357). *During the fall, winter, and spring, we offer extended hours for phone and email support: 8am-7pm, M-F.*

By Email

Ask us a question via e-mail for free, any time! Our e-mail address is techdesk@uoregon.edu. When sending us a question via e-mail, please do not include sensitive data like passwords.

Via Website

We have answers to common questions and problems on this very web site! Try the [Services Directory](#) or search (in the upper right corner of this page).

Please note that we are funded through various sources at the University of Oregon with the purpose of providing technical support to the University and its constituents. We are regretfully unable to provide support to users who have no current university affiliation.