Writing 123: Written Reasoning in the Context of Research

CRN #35440 TR 4:15-5:45p

Instructor: tia north
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Office: Tykeson 301H
Email: tnorth3@uoregon.edu
Response time: M-F 8-4 w/ 48-hr turn around

Remote Office Hours:
Mondays 12-1, Tuesday 2-4, & by appointment scheduled at least 24 hours in advance

How to Access Office Hours:
Office hours will take place on Zoom at: https://uoregon.zoom.us/my/tnorth, which can be copied and pasted into your browser to join the waiting room. Send me an email to arrange for meetings outside of office hours.

Why you should participate in office hours:
Students who utilize office hours deepen their ideas and understanding of the course content and relevant skills. They save time, gain clarity, and often find a new appreciation for their writing.

All synchronous Zoom classes accessed via Canvas Course Page.

RESOURCES

- Concept overviews and peers
- canvas
- zoom
- Accessible Education, Knight Librarians, Academic Advisors
- FREE tutoring through WR 195 & Writing Associates
Territorial Acknowledgement

The University of Oregon is located on Kalapuya ilihí, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Their language is now extinct. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world. We are humble and thankful for the opportunity to learn in and from this place.

In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We further express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.

Course Overview

Writing 123 builds upon your existing skills of inquiry, logical reasoning, and revision to create increasingly sophisticated essays that expand and interrogate the foundation of your knowledge. You will explore research methodologies, audience awareness, and the role of authority in scholarship to develop and deepen your own ideas on a research topic of your choosing related to the theme of this course: politics of sports. The success of this course depends upon your engagement and willingness to collaborate and read and write extensively. Assignments will engage with the core components of ethical argumentation and show you how to participate in the academic conversation.

Politics of Sports E-Casebook (FREE & accessed electronically via web or UO Library Database)
Access to Canvas and reliable internet

In WR123, students can expect to deepen their understanding of WR121 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, 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.
## Course Policies

### Composition Program Policies

All program policies 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. Details on access, sexual- and gender-based violence, observance of religious holidays, incompletes, misconduct, and academic honesty are listed here.

### DACA

“There is no ambiguity...about the importance of continuing DACA. My view of morality dictates that young people... must be allowed to remain in the United States to learn, work, and make a life for themselves.” – President Schill 9/17

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

### Attendance

Given the role of discussion and collaboration during our time together and due to the connection of in-class work to your assignments, attendance on scheduled Zoom days is absolutely necessary. There is no punitive response for missing class. Instead, our learning environment will cultivate inquiry and encourage accountability.

### Submitting Work

Work submitted via Canvas will be accepted primarily in .doc, .docx, and .pdf formats. The window for submission will automatically close at the deadline. If you miss the window, your assignment is considered late.

### Late Work Policy

Late work is allowed through Friday of Week 10 at midnight and will incur an **automatic penalty of 10%**. I do not distinguish time differences. An assignment a day late and an assignment a week late will incur the same penalty. There are a few exceptions to this policy, and they are noted in the individual assignments. Concepts and assignments are cumulative, so missing sequential assignments can impact ability to engage successfully. If you are experiencing difficulties with Canvas, email the assignment as an attachment to tnorth3@uoregon.edu before the deadline to avoid penalty.

**To submit late work,** email your assignment as a .doc, .docx, .pdf, or googledoc link to tnorth3@uoregon.edu with the assignment title as the subject. The cut off for ALL late assignments is Friday of Week 10 at midnight.

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**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/tips-and-tools/)
- [Writing for Success](http://open.lib.umn.edu/writingforsuccess/)

*Note: This does not include the most recent 8th ed. See Purdue OWL for up-to-date info.*
# Grading Overview

**75% Writing**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Inquiry &amp; Investigation</td>
<td>10%</td>
</tr>
<tr>
<td>Drafting</td>
<td>10% <strong>exempt from late policy</strong></td>
</tr>
<tr>
<td>Peer Review</td>
<td>5%</td>
</tr>
<tr>
<td>Counterargument</td>
<td>5%</td>
</tr>
<tr>
<td>Abstract &amp; Annotated Bib</td>
<td>10%</td>
</tr>
<tr>
<td>Revision</td>
<td>15% <strong>exempt from late policy</strong></td>
</tr>
<tr>
<td>Final Essay</td>
<td>10% <strong>exempt from late policy</strong></td>
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</tbody>
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**10% Skill Building & Engagement**

**10% Discussion & Participation**

**5% Reflection**

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### Scale

Due to the flexibility offered in the late policy, there is no rounding for this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94+</td>
</tr>
<tr>
<td>A-</td>
<td>93.9-90</td>
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<tr>
<td>B+</td>
<td>89.9-87</td>
</tr>
<tr>
<td>B</td>
<td>86.9-84</td>
</tr>
<tr>
<td>B-</td>
<td>83.9-80</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-77</td>
</tr>
<tr>
<td>C</td>
<td>76.9-74</td>
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<tr>
<td>C-</td>
<td>73.9-70</td>
</tr>
<tr>
<td>D+</td>
<td>69.9-67</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>63.9-60</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9</td>
</tr>
</tbody>
</table>

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## Course Work and Grading

### Writing

75% of course grade:

The essay cycle covers the arc of ethical argumentation from analysis to inquiry and drafting to revision. Formal essays are submitted in an early version, peer reviewed, commented on, revised, and submitted again in a refined version. Failure to write a first draft and/or extensively revise will significantly affect your grade. Further instructions for content and requirements will be provided.

### Skill Building & Engagement

10% of course grade

Short skill building assignments are designed to prepare you for major writing concepts. They are usually worth 1-2 points and support deeper engagement with course content and rhetoric. We will work on skill builders in our synchronous classes.
Discussion & Participation

This class emphasizes the communication of ideas both in writing and in academic collaboration, so your active participation is essential. Responses on readings will be posted via Canvas Discussions. There are four (4) formal discussions scheduled for this class each worth 2.5% of the overall grade. The late work penalty is exempt for discussions due to the interdependent nature of discourse and participation.

There are three (3) parts to discussion:

1. One (1) initial post that engages critically with course reading(s) (200 words)
   a. This post ends with a specific, open-ended question for a peer.

2. One (1) follow-up post that is completed after class discussion on the evolution of your ideas and opportunities for inquiry (100-150 words)

3. One (1) reply to a peer (50-100 words)
   a. There is a one-peer-response-limit per post.

Reflections

There are three (3) reflections for the term: one at the start of term, one during revision, and one during Finals Week. The final reflection is exempt from the late work policy.

Course Schedule

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>3/30/21</th>
<th>4/1/21</th>
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</thead>
<tbody>
<tr>
<td>Syllabus &amp; Course Overview</td>
<td>Examining the Core</td>
<td>due at class time</td>
</tr>
<tr>
<td>Survey</td>
<td>Reading #1 &amp; 2</td>
<td>initial discussion post due at class time</td>
</tr>
<tr>
<td></td>
<td>Revisiting the Core</td>
<td>due Sunday, 4/11 at midnight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 2</th>
<th>4/6/21</th>
<th>4/8/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading #1 &amp; 2</td>
<td>Reading #3 &amp; 4</td>
<td>peer reply &amp; follow-up post due at class time</td>
</tr>
<tr>
<td></td>
<td>Reading #5 &amp; 6</td>
<td>initial discussion post due at class time</td>
</tr>
<tr>
<td></td>
<td>Revisiting the Core</td>
<td>due Sunday, 4/11 at midnight</td>
</tr>
</tbody>
</table>
Wk 3 4/13/21

Reading #5 & 6
peer reply & follow-up post due at class time

Reading #7
initial discussion post due at class time

4/15/21

Reading #7
peer reply & follow-up post due at class time

Annotated Bib Draft
+ Proposal
due Sunday, 4/18 at midnight

Wk 4 4/20/21

Inquiry & Investigation

Q@I Exercise
due at midnight

4/22/21

Style Analysis
due at midnight

Inquiry + Investigation
due Sunday, 4/25 at midnight

Wk 5 4/27/21

Enthymemes & Outlines

Enthymeme Post
due at midnight

4/29/21

Audience & Intros

Enthymeme Peer Reply
due at class time

Wk 6 5/4/21

.1 Essay
due at class time

5/6/21

Peer Review I
due at midnight

Logos Paragraph
due Sunday, 5/9 at midnight

Annotated Bib
Add three (3) entries
recommended

Wk 7 5/11/21

Peer Review II
due at midnight

5/13/21

Peer Review III
due at midnight

Counterargument
due Sunday, 5/16 at midnight

Annotated Bib
Add two (2) entries
recommended
Wk 8  
5/18/21

Abstracts & Conclusions

5/20/21

**No synchronous class

Revised Essay (.2)  
due Sunday, 5/23 at midnight

Wk 9  
5/25/21

Final Overview

5/27/21

**No synchronous class

Revision Reflection  
due at midnight

Syntax Analysis  
due at midnight

Critical Theory Development  
due at midnight

Abstract + Final Annotated Bib  
due Monday, 5/31 at midnight

Wk 10  
6/1/21

**No synchronous class

Revision

6/3/21

**No synchronous class

Revision

Finals Week:

Final Essay due TUESDAY of FINALS WEEK at midnight via Canvas

Final Reflection due WEDNESDAY of FINALS WEEK at midnight via Canvas

See next page for course readings ➔
Required Readings


2. Two sprinters gave the black-power salute at the Olympics. It took them decades to recover from that gesture.
https://www.washingtonpost.com/national/two-sprinters-gave-the-black-power-salute-at-the-olympics-it-took-them-decades-to-recover-from-that-gesture/2018/05/28/b29e9dfc-4a58-11e8-827e-190efaf1f1ee_story.html

3. Understanding the Controversy Over Caster Semenya

4. Femininity, Sports, and Feminism

5. Winning, Motivational Climate, and Young Athletes’ Competitive Experiences: Some Notable Sex Differences
Focus on pp. 395-398 & pp. 405-409 (See Canvas)

6. Winning After Winning
(See Canvas)

7. Offensive Play

** Revisiting the Core Assignment: The Urgency of Intersectionality
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-600006

Optional Readings

Do Gender and Race Matter? Explaining the Relationship between Sports Participation and Achievement

When Did Competitive Sports Take Over American Childhood?
https://www.theatlantic.com/education/archive/2013/09/when-did-competitive-sports-take-over-american-childhood/279868/

Vicious competitiveness and the desire to win
https://doi.org/10.1080/00948705.2016.1221315