Writing 121, College Composition I  
CRN 42066, Summer 2016  
Tuesdays & Thursdays 10:00 - 11:50 p.m.  
176 Lokey Education Building

Instructor: Kristy Bryant-Berg PhD  
Office Hours: Tuesdays & Thursdays 9:00 – 10:00 a.m. or by appointment  
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Course Objectives  
This class serves as a discourse community in which you will strengthen your ability to read, write, think critically, and confidently share your ideas with others in our discussions. Argumentation, for our purposes, is not writing or speaking designed to win but to discover through mutual inquiry the best reasons for coming to a conclusion. We will discuss ideas in class in order to find our own positions, develop reasons that justify them, and create logically sound arguments.

Composition Program Learning Outcomes  
Upon completion of WR 121, students should be able to achieve the following outcomes:  
1. 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.  
2. 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.  
3. 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.  
4. 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.  
5. 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  
Note: Access to the internet and a University of Oregon web account are requirements of this course, as announcements and assignments will be distributed periodically through email and/or the canvas class site, which requires an email account for access.

Course Requirements and Grading  
1. Three Argumentative Essay Cycles: Each essay will be four to five pages in length and follow the format and documentation guidelines. **Any paper that fails to follow the specific formatting guidelines or that is not at least four full pages in length by the final version may be lowered one grade step (from a B to a B– for example) or more, such as one grade step per missing page, and any paper that fails to follow the documentation guidelines will be assigned a zero.** Essays in this course are written in cycles. This means that they are submitted first in an early version, commented on, revised, and submitted again in a second or even third version. Because the quality of teacher and peer feedback is a function of the quality of the initial work, first versions are to be complete and written in formal, academic prose. Each essay cycle will include several stages of revision: an initial enthymeme and outline for class workshops, drafts for instructor feedback and, later on in the term, for peer review. Your final revision should be substantially improved and revised based on such constructive criticism. **(You must include your first draft, including the instructor’s comments, when you submit the final version for grading to provide a complete picture of your essay’s development.)** Also, the day the final version of the essay is due, you will be required to perform an in-class self-assessment of your revision process; although these brief responses will
not be graded; failure to complete them will lower your grade for the essay by one grade step (from a C to a C- for instance). Please be aware that the overall quality of your first draft is figured into the grade you receive on your final draft of each essay cycle. In addition to submitting hard copies for each stage of these essay cycles, the final graded essays must also be submitted online via Canvas for evaluation with the University of Oregon’s anti-plagiarism program. **Failure to submit a copy to this anti-plagiarism scan will result in the lowering of the total grade for the essay cycle by one grade step.** The first and second essay cycles will be worth 20% each and the final essay cycle will be worth 30%.

2. Participation in Discussion and Class Activities: Since this class relies heavily on discussion, your participation and attentiveness in class are crucial to your learning, and will affect your grade. Thus, the use of cell phones, mp3 players, iPods, laptops, or any other distracting electronic devices during class will significantly lower your participation grade, and the user of any such device will receive an absence for the day and may be asked to leave. Likewise, carrying on private conversations, reading the newspaper, or working on assignments for other courses do not contribute to attentive participation and will affect your grade accordingly. **Remember to bring the hard copies of assigned readings and relevant materials to class.** The grading schema will be as follows: A – Always comes to class prepared and raises the level of the discourse community through insightful class comments and focused, active listening and outstanding class work; B – Always comes to class prepared and routinely contributes thoughtfully to the discourse community through productive class comments, active listening and class work; C – Comes to class prepared to work and often contributes to the discourse community through pertinent, respectful class comments, active listening and class work; D – Is frequently unprepared for class and does not contribute respectfully to the discourse community or effectively engage in class work; and F – Is almost always unprepared for class and disrupts the discourse community or class work. **On the dates of the panel discussions, each student must share at least one productive response to peer questions in order to be eligible for attendance credit.** If you feel you may have a legitimate difficulty meeting these expectations, please come see me during the first week of the term. Active participation in discussions and class activities, **combined with occasional reading comprehension/note-taking quizzes**, will represent 10% of your course grade.

3. Writing Journal: Journal entries will be written in class before our discussions of the assigned readings, and the prompts will be distributed through our Canvas course website. Other than the first one, the remaining four will be unannounced to act, in part, as reading comprehension quizzes, but also these brief writing journal exercises will help practice critical reading and develop your responses to the assigned readings and the arguments they raise. Although these journal entries are less formal than the assigned essays, your responses to assigned readings will be graded based on five main criteria required for full credit: 1 – They must be written in full sentences; 2 – They must be clear and concise; 3 – They must fully answer the questions offered in the prompts; 4 – They must include accurate explanations of quotations from the assigned readings; and 5 – They must go beyond description to offer interpretations and analysis of the specific examples and quotes that are described. Other journal entries will pertain to your essay prep, such as developing questions at issue, enthymemes and outlines. There will be five journal entries, each worth 2%, for a total of 10% of your final grade.

4. Panel Research Presentations: Once during the term, along with one or more of your fellow classmates, you will be required to participate in a panel analyzing two research sources that you and your peers select to develop our assigned topics. Together, the student panelists will both offer a brief report on the unique insights their sources add to our class discussions and lead a brief discussion of a few questions sparked by their chosen readings. These panels must be completed on the specified due dates and must include a visual list of questions and examples for the class to consider as they respond. We will devote one class session to help panels begin planning their division of responsibility and compiling their questions; therefore, **any panelist who fails to attend this mandatory meeting will lose 10% of their score for the panel.** Likewise, each member of the panel will also submit a list of proposed materials and discussion questions, due for instructor approval, one class session prior to the presentation due date. **In the event that this prep work is**
not submitted on time, a late penalty (10% of the assignment score) will be deducted from the overall assignment grade. This panel discussion will be worth 5% of your course grade.

5. Portfolio: In order to document your work throughout the term, it is important that you save and chronologically organize all of your work on the essay cycles over the course of the term to submit, including each self-evaluation assessing your progress with each essay cycle. You can earn full credit for this requirement by collecting all of these completed assignments and turning them in at the end of the term in a chronologically organized compilation. You will complete in-class self-evaluations with the completion of your revised essays. Additionally, all work toward the completion of formal essays, including originals with instructor comments, revised essays, and self-evaluations will be compiled into a portfolio at the end of the term. **Be sure to keep all work related to these formal essays.** Further instructions for portfolios will also be provided later in the term. Your entire portfolio (all three of your essay cycles with accompanying self-evaluations and all writing journal entries) will be due by the end of class and will be worth 5% of your final grade.

6. Self-Evaluations: **You will complete in-class self-assessment essays with the completion of each essay cycle.** Though not graded, these self-assessments are a requirement of the composition department and I will read your responses to aid my final assessment of your progress over the course of the term. Your responses should be written in the form of essays (one per question) and each should be at least one full page, double spaced, and offer specifics, such as page numbers and direct quotes to show exactly where you accomplished what you describe. Accordingly, if you do not complete these self-evaluations or if your responses do not follow the instructions, I will drop your grade for the course by one grade step (i.e. from a B- to a C+) for each missing/incomplete self-evaluation.

**Policies**

1. Attendance: More than two absences will result in the lowering of your final course grade by one grade step (from a B to a B-, for instance) per absence regardless of the cause; therefore, it will be your responsibility to budget your absences in case of illness. (Note: When regular course meetings are cancelled to allow for conferences, attendance of these conferences is mandatory.) In addition, please note that class will start promptly at 10:00 a.m. on Tuesdays & Thursdays. If you arrive after 10:00 a.m. you will be considered late. Three late appearances equal one absence and will affect your grade accordingly. If you arrive more than ten minutes late or leave the class for more than ten minutes, you will be marked as absent. If you forget the participation policies regarding class conduct and use a cell phone, mp3 player, iPod, laptop, or any other distracting electronic device during class, you will receive one warning via email, and then each instance after will result in an absence for the day, without additional notification. **When you miss a class or are late, it is your responsibility to check with your classmates or myself to find out what you have missed, such as mandatory class activities or announcements regarding schedule changes.**

2. 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 Little Duck Handbook* for a definition of plagiarism and information on documentation, and refer to the *Student Conduct Code* on the Office of Student Conduct and Community Standards website. **Even a single sentence without proper citation (both in-text and via Work Cited list) is plagiarism and must be submitted to the Composition Directors for review.** In cases where academic misconduct has been clearly established, the award of an F for the final course grade is the standard practice of the Composition Program. Please see me if you have any questions about your use of sources.

3. Late Work: If you are ill or unable to attend class, I will accept work delivered by a peer or by email, but NO LATER than during the class time of the due date, and it is your responsibility to make sure the email is sent in an accessible format (Microsoft Word or a pdf file). **Because the course is cumulative and goes too quickly, I will not be able to accept late essays (this includes both first drafts and final revised essays)!**
Completing peer review drafts by the due date is worth 3% of your essay cycle grade. Failing to turn in the first draft for instructor feedback on time will result in not receiving any feedback; failing to turn in the final essay as well will result in a score of zero for the essay cycle as a whole; therefore, it is better to submit incomplete work on time rather than nothing at all, as you may at least be eligible for partial credit. In addition, please note that I will not be accepting any computer based excuses. It is your responsibility to start your work early enough so that even if computer problems arise you will still be able to get your work done on time. Note: Exceptions may be made in the case of documented illness or injuries only and are subject to the instructor’s discretion.

4. Format: All assignments for this course must be typed, double-spaced, and have standard font and size (Arial or Times New Roman in 11 or 12 point), and one-inch margins all around. Please see the “Format and Documentation” handout for complete instructions. Failure to follow any of the formatting guidelines, as specified in the “Format and Documentation” handout, may lower your grade for the assignment at least one grade step (from a B to a B-, for instance) or more.

5. Incompletes: The Director of Composition (Carolyn Bergquist) 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.

6. Access: The University of Oregon strives to create inclusive learning environments. If you have a disability (physical or learning) which you think may affect your performance in this class, please see me during the first week of the term so we can make arrangements, if necessary, for your full access to all classroom activities. You may also wish to contact Disability Services, located in the Accessible Education Center, at 541-346-1155 or uoaec@uoregon.edu.

7. Optional Revision/Extension: Only once during the term, you may qualify for either an extension or an additional revision for either of the first two essays (not the Final Essay, for time reasons) after it has been graded. For an extension, you must first discuss your situation with me in advance to get approval and I may request documentation of your situation if necessary. For a revision, be sure to review the comments accompanying the grade and meet with me for clarification if necessary and it will improve your grade only if your revision demonstrates substantial improvement. (I will record your highest grade.) Extension and revision due dates will be arranged on an individual basis. I reserve the right to decline requests for either an extension or optional revision from students based on my discretion.

8. Prerequisites: A satisfactory SAT-verbal score is required for placement in WR 121. Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. It is recommended that international students who have been placed into the AEIS writing courses complete those courses in their entirety before enrolling in WR 121. Academic advisors can assist students who have questions about WR 121 placement. See also the University of Oregon General Bulletin.

9. Registration: The only way to add this class is through DuckWeb. The last day to add this or any writing class is the Friday of week one.

10. Emergency Preparedness: UO Emergency Management & Continuity Program (UOEMC) has an entire website dedicated to helping students, staff and faculty become better prepared in the event of an emergency: http://emc.uoregon.edu/. Although this website provides a wide range of helpful tips, including how to create your own emergency supply kit to updates on any recent alerts, there are three main recommendations that pertain to this class: visit the UOEMC website to confirm that you are signed up for emergency alerts (for both emails and text messages), practice at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the numbers to call in the event...
you witness someone needing help. For emergency assistance on campus call 911. For non-emergency assistance on campus call **541-346-2919** (take a moment to program this number into your cell phone for those moments when your instinct tells you something is wrong but no one is in apparent danger). Never assume others have called when you witness an emergency situation that endangers yourself or others.

11. Syllabus: Be sure to read the syllabus carefully, if you have any questions or concerns after reading it please contact me during the first week of class. Your continued enrollment in this class indicates that you understand and accept the expectations and requirements as detailed in this syllabus.

12. Mandatory Reporting: As an employee of an Oregon higher education institution, I am a mandatory reporter of child abuse and neglect. So, please keep this in mind when sharing information with me about yourself or others who may be minors. [http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect](http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect)

13. Observance of Religious Holidays: Students who want to 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.

**Schedule of Events**

**Week 1**

Tuesday (6/21) – Review Syllabus & Schedule of Events; Discuss “Reading Strategies” (LD 75-78) & Review how to prep for class discussions; Initial Reflection; Learn Names

Thursday (6/23) – Bring laptop to write Journal #1 in class; Class Discussion: “Violent Films Cry ‘Fire’ in Crowded Theaters” (EV 25-28), “Unnatural Killers” (EV 29-32) & “Memo to John Grisham” (EV 33-35); Discuss “Argument” (LD 43-44); Introductions
Week 2
Tuesday (6/28) – Class Discussion: “Global Media Mayhem” (EV 2-8), “Violent Media is Good for Kids” (EV 9-12) & “The Wrong Way to Talk About Violence in Movies” (on Canvas); “Plagiarism” (LD 107-108); Review Format & Documentation Handout

Thursday (6/30) – Class Discussion: “On Combat” (EV 55-62), “Shooters” (on Canvas) & “Anita Sarkeesian on GamerGate” (on Canvas); “Enthymemes” (LD 6-8, 17-29 & 45-48); Develop Questions at Issue for Essay #1; Discuss Responding to Counterarguments

Week 3
Tuesday (7/5) – Online Workshop (post your enthymeme and outline and offer responses to two assigned peers)

Thursday (7/7) – Essay #1a (Focus on Counterargument Response) at least 4 pages due; sign-up for panel presentations and begin panel prep

Week 4
Tuesday (7/12) – Thursday (7/14): Class Cancelled for Conferences (Essays returned with feedback in PLC 343)

Week 5
Tuesday (7/19) – Panel Presentations; Class Discussion “Here Be Monsters -- Who and Why” (on Canvas), “Ghosts in the Machine” (on Canvas) & “The Fall of the House of Usher” (on Canvas); Essay #1b due

Thursday (7/21) – Panel Presentations; Class Discussion: “Foreword to Carmilla” (on Canvas), Excerpts from Carmilla (on Canvas) & Excerpts from Dracula (on Canvas); Develop Questions at Issue for Essay #2; Discuss Analyzing Quotations

Week 6
Tuesday (7/26) – Panel Presentations; Class Discussion: “Columbine: Whose Fault Is It?” (EV 36-38), “Code of Ethics” (EV 90-91) & “An Ethical Approach” (EV 72-84); Workshop Enthymemes & Outlines

Thursday (7/28) – Essay #2a (Focus on Quotation Analysis) 4 pages due for Organizational Workshop, Peer Editing & Instructor Review

Week 7
Tuesday (8/2) – Panel Presentations; Class Discussion: “Images of Horror from Fallujah” (EV 92-95) & “Representing Contemporary War” (EV 96-105); Essay #2 Returned with Feedback

Thursday (8/4) – Final Essay #2b is due; Bring Laptop to Complete Final Self-Evaluation on either Essay Cycle #1 or #2

Week 8
Tuesday (8/9) – Final Essay (at least three pages) is due for Peer Review

Thursday (8/11) – Portfolio, including all hardcopies of all three essay cycles and both the Initial & Final Self-Evaluations, is due in PLC 343 by 10:00 (Final Essay is also due on Canvas for a VeriCite anti-plagiarism scan)