Writing 121: College Composition I  Instructor: Stephen Rust, PhD
Summer 2016 Contact: srust@uoregon.edu / 541-346-0058
CRN 42065: MTWR 12-12:50 - PLC 361 Office Hours M-W 12:50-1:30pm in PLC 239

Course Description
Writing 121 is an introduction to argumentative writing and critical inquiry. For this course, an “argument” is not a debate in which one side wins and the other loses, but instead a form of intellectual inquiry in which participants propose different answers to questions at issue and explain the logic behind those answers. The resulting dialogue gives all participants the opportunity to reconsider and refine their own reasons and positions. We will create this sort of discourse community in our class, using the assigned readings to uncover and discuss questions at issue, and then address these questions in written essays.

Required Texts and Materials
• They Say, I Say with Readings (3rd Edition), Publisher: W.W. Norton
• The Little Duck Handbook, Publisher: W.W. Norton
• Sustainability: A Casebook for Writers, Publisher: U of O Composition Program
• Daily Access to Canvas and UO Webmail for assignments, course materials, and course announcements
• Microsoft Word/Office 365 for assignments and a secure USB or web storage drive

Composition Program Learning Outcomes
Upon completion of this course, 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.
What You Can Expect From Me: I will do my very best to respond to your questions and concerns as clearly as possible and to talk about any aspect of the class. I will start class on time, attend office hours and respond to emails within 24-48 hours. I will grade fairly and provide detailed feedback on major assignments. I will treat you with respect at all times.

What I Expect From You: I expect you to succeed in this class. To do that you will need to complete all reading assignments, homework, and essays on time and to the very best of your ability. I expect you to come to class prepared, awake, sober, and fully-engaged. Bring your assigned materials to class. Turn off your phone before class or sit by the door if you are waiting for an emergency call/text and need to step outside to answer. Ask questions, engage in discussion, and be prepared to work in groups with any and all class members. Bring an open-mind, a positive attitude, and act at all times as a professional.

Attendance and Late Work: Attendance taken daily. Frequent absence will impact your ability to complete in-class assignments and earn participation points and will impact your overall course grade. Frequent tardiness equals absence. Missing 6 or more class meetings will result in automatic course failure. If you miss class, check with a classmate to see what you missed and send me an email, preferably before the class. Reading Responses and other homework assignments accepted up to one week late for 50% credit. I do not typically accept late essays unless you contact me prior to a missed deadline to explain the situation and make arrangements for catching up in a timely manner, typically at a 40% penalty.

Sustainability: To reduce paper consumption, all assignments will be submitted online via Canvas.

Grades (98% = A+; 93% = A; 90% = A ;- 88% = B+, etc.):
Essay 1 35 %  Course Portfolio 5 %
Essay 2 35 %  Homework 15 %
Participation 10 %

Participation (10%): Your active participation in class discussions and other activities is essential to your success in this class. It is impossible to discuss the assigned texts critically if you do not read them, respond to them, and bring them to class. Participation also includes peer reviews of essays and two in-class presentations, one in a group and the other individual.

Writing 121 Tutorial: 30% of your participation grade will be earned by visiting a WR 121 tutor twice during the term. Take any version of your Essay 1 or 2 paper (including enthymemes, bibliographies, and outlines) to your visit, just be sure to get the tutor to sign & date your work. The writing tutors will be available for the summer in Sky Studio (4th floor of library) from 10am to 2pm, M-Th, starting the second week of the summer term. They also have writing learning specialists in their office, and you can schedule an appointment with them throughout the summer at 68 PLC or 541-346-3226. You must turn in a signed visitation form from your writing tutor with each of your essays.

***Extra Credit: You can earn a 1% bonus to your final course grade for each additional visit (up to 5 total) to the Sky Studio writing tutors (up to a total of 3%).
**Homework (15%)**: Complete your homework assignments and post them to Canvas before class for the days indicated on the schedule. Early in the term you will be assigned questions from *They Say / I Say* and later in the term using readings from the *Sustainability* casebook you will type a one-page, single-spaced response (two-pages, single-spaced for handwritten responses).

**Essays: (70%)**: Your final draft of each essay for this core course in the U of O composition series should be a piece of writing that you will be proud of well into the future. Writing and thinking, like reading and speaking, are at the core of every department on this campus and therefore this course. You will compose three essays, or “attempts” which along with your outlines and drafts will strive to meet the university benchmark of 14,000-16,000 words. Detailed guidelines for each essay cycle will be provide in class and posted to Blackboard.

For **Essay 1** you will compose a “They say / I say” style essay in which you summarize the viewpoints of two authors and then respond to those viewpoints by providing your own perspective on the topic. This essay cycle will consist of a) a 3 page question at issue paper; b) a 4 page first version for peer review and c) a 4-5 page final version for grading and feedback.

For **Essay 2** you will analyze the role of sustainability in your prospective major/minor or career by focusing on a sustainability issue on campus or in Eugene. You will use the *Sustainability* casebook and conduct independent research in the library. This essay cycle will consist of a) working in a group to lead a class discussion over assigned readings, b) an extended outline of 2-3 pages for conferencing with me, and finally c) a 4-5-page final version page for grading and feedback.

**Reflections and Final Portfolio (5%)**: You will write initial and final formal reflective essays that will be included in the final portfolio at the end of the term. You will also write midterm, in-class reflections with the completion of each formal essay cycle. Specific instructions for these assignments will be available during the term. Final Portfolios will also include the final version of one argumentative essay. Be sure to keep all work related to the formal essays for inclusion in a final portfolio. Further instructions for portfolios will also be provided later in the term.

**Course Policies & Procedures**

**Registration Statement**: 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.

**Essay Cycles**: 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 version. Because the quality of teacher and peer feedback is a function of the quality of the first version of an essay, first versions are to be complete and written in formal, academic prose.
**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*.

**Academic 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. 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 if you have any questions about your use of sources.

**Incompletes:** The Director of Composition 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.

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Observance of Religious Holidays:** Students who 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.
Essay Grading Guidelines

Outstanding Essay (A-, A, A+) The essay makes a fluid, reasoned, well-supported argument. It jolts the readers, wakes them up, persuades, pleases, or delights them. It presents a clear thesis (enthymeme) and develops it logically and coherently, using vivid and concrete detail and appropriate evidence to back up the argument. In this essay, each paragraph will be coherent, beginning with a topic sentence that presents a point of your argument, that relates to your thesis, and that operates as a smooth transition from the previous paragraph. This essay goes beyond the obvious and has a clear sense of purpose and audience. This writing interests readers in what the author has to say. It invites reading. It is well-organized and features smooth transitions, varied sentence structure, fresh diction, strong voice, appropriate tone, and something memorable. The writing itself is strong; there are only insignificant grammatical and mechanical errors, if any. Meets word count, font size, MLA guidelines, and other formatting requirements.

Proficient Essay (B-, B, B+) The writing shows the author’s independent thought and gives evidence of the author’s engagement with the topic. It demonstrates a sense of audience and is shaped to the needs and objections of that audience. Proficient writing is fluent, clear, and logical; it supports a thesis with consistently pertinent detail; the structure is suitable and sufficient—i.e. each paragraph presents a coherent argument, beginning with a topic sentence that presents a point of your argument, that relates to the thesis, and that operates as a smooth transition from the previous paragraph. This essay contains no serious grammatical or mechanical problems. Meets word count and all formatting requirements.

Satisfactory Essay (C-, C, C+) The writing conveys the author’s meaning to his or her audience without distraction. The thesis is clear, and its development follows logically. Supporting details are adequate to the thesis and leave no major objections or challenges to the reasoning. There are no serious grammatical or mechanical problems. Meets word count and formatting requirements.

Unsatisfactory Essay (D-, D, D+) The writing detracts from the essay’s thesis and may make reading difficult. The essay will have a thesis that is insufficiently supported with specific detail. The thesis itself may not be suitable to the audience or the scope of the assignment, or the thesis and argument of the essay may not be in agreement. Organization may be sketchy or inadequate. There are such errors in grammar, mechanics, logic, sentence structure, or organization that the controlling idea of the essay is obscured rather than clarified, or the ideas themselves lack careful thought. The essay may not be the assigned length. May not meet word count or requirements.

Unacceptable Essay (F) This essay has no discernable thesis and thus no structure stemming from it. Serious grammatical and mechanical errors abound. There is no attempt to identify or reach an audience with the writing. Unacceptable writing also includes writing that is plagiarized in part or as a whole. May not meet word count or formatting requirements.

Borderline Essay (A-/B+; B-/C+; C-/D+) While this essay displays some important strengths of the higher grade level, it may also display too many weaknesses of the lower grade level.
COURSE SCHEDULE
(Subject to change. Any changes will be announced in class and/or posted to Canvas.)
All readings and homework must be completed before class on the dates listed below.

**Week One: Introductions and Expectations**
20 June  Introductions, Syllabus Review, Writing Center Visit
21 June  Read: *Little Duck Handbook* p. 2-29; **Due**: Initial Self-Reflection essay
22 June  Read: *They Say* p. 1-28; **Due**: p. 15 #2 and p. 28 #1 & #2
23 June  Read: *They Say* p. 30-67; **Due**: p. 50 #1 and p. 67 #1

**Week Two: Entering the Conversation**
27 June  Read: *They Say* p. 68-90; **Due**: p. 75 #1 and p. 90 #1
28 June  Read: *They Say* p. 92-118; **Due**: p. 101 #1 (using the Readings chapters)
29 June  Read: *They Say* p. 121-137; **Due**: p. 128 #1 and p. 137 #1 & #2
30 June  Catch-up day, last day to post late homework assignment for cycle 1

**Week Three: Distinguishing What You Say from What They Say**
4 July    No class meeting – Independence Day Holiday
5 July    In class work on questions at issue
6 July    In-class work on enthymeme structure; **Due**: Question at Issue Paper
7 July    Read: *Little Duck Handbook* p. 97-120 and 17-29

**Week Four: Organizing and Clarifying**
11 July   Read: *They Say* p. 139-159; **Due**: Essay 1.1 first version for peer review
12 July   Class cancelled for writing circle conferences
13 July   Class cancelled for writing circle conferences
14 July   **Due**: Essay 1.2 final draft for grading
### Week Five: Composing, Revising, Completing

18 July  Read: *Sustainability* p. xiii-5 & 25-32; **Due:** Response 1 (See Essay 2 Guidelines)

19 July  Read: *Sustainability* p. 42-52; **Due:** Response 2, Group 1 presents

20 July  Read: Sustainability p. 37-41 and 65-71; **Due:** Response 3, Group 2 presents

21 July  Independent work period

### Week Six: Composing Sustainability: Social Justice and Consumerism

25 July  Read: *Sustainability* p. 6-10 and 53-64; **Due:** Response 4, Group 3 presents

26 July  Read: *Sustainability* p. 11-17 and 80-93; **Due:** Response 5, Group 4 presents

27 July  Read: *Little Duck Handbook* p. 80-96; **Due:** Question at issue essay #2
Library Research Day; Bring your Laptop

28 July  Independent work period

### Week Seven: Outlining and Academic Paragraph Structure

1 August  Read: *Little Duck Handbook* p. 67-74;
**Due:** Essay 2 Proposal and Annotated Bibliography

2 August  In-Class work on outlines

3 August  **Due:** Essay 2 Outline

4 August  Independent work period

### Week Eight: Looking Ahead to WR 122 or 123

8 August  Classes cancelled for Writing Conferences

9 August  **Due** Essay 2.1 first version due for in–class peer review

10 August  Independent work period

11 August  **Due:** Essay 2.2 final draft and course portfolios due to Canvas by 1pm

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**THIS COURSE ENDS WEEK 8 – THERE IS NO FINAL EXAM PERIOD**