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Office Hours MTWR: 11-12 and by appointment  
Office Location: 212 Prince Lucien Campbell Hall  

Course Objective:  
Welcome to Writing 122. This class extends and complicates the writing skills you have learned in Writing 121. Together we will explore complicated arguments important for our modern world and develop arguments in response both to these readings and our discourse community. This class will require you to investigate and develop your own ideas into academic essays arguing specific lines of reasoning. Additionally, it is my hope that this class will instill a sense of the possibilities for academic inquiry beyond the confines of Writing 122 and the university.  

Required Texts:  
*Signs of Life in the USA*, Sonia Maasik and Jack Solomon.  
*The Little Duck*, with Contributions by the University of Oregon Composition Program, Richard Bullock, Francine Weinberg.  

Course Policies:  
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.  

Grading:  
- Cultural Analysis Paper 1 (1000 words)  
- Cultural Analysis Paper 2 (1000 words)  
- Essay 1 (3000 words)  
- Essay 2 (3000 words)  
- Peer Reviews: (5% for cycles 1 and 2)  
- Reflective Essay and Portfolio  
  
Essays: 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. 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. Essay Cycle One = 25%, Essay Cycle Two = 30%  

The course is composed of two essay cycles. Each cycle consists of one first version (3000 words) and a final version (3000 words), as well as a formal writing assignment (1000-2000 words) to help with idea generation. See the Grading Breakdown and Schedule of Assignments for further details.  

Keep in mind I will not be able to comment on every aspect of your essay so you will be responsible for editing and revising beyond the comments I give you. Use the Little Duck to help you address grammar and style issues. Because the quality of my feedback depends on the quality of your work,
incomplete drafts will NOT BE ACCEPTED. For a first version to be complete, it must contain at least 3000 words with a word count provided at the bottom. Additionally, the rough draft should be written in formal, academic prose and develop a complete argument. The purpose of each essay is to thoughtfully and respectfully engage your discourse community concerning the thinkers we will be reading this term. Thus, the essays should be focused on close readings of the assigned materials as well as issues raised by your peers. You must reference the authors you work with and include a works cited page. The second version of your essay should be significantly revised in response to my feedback, your peers' feedback, and your own efforts at proofreading. While I assign a grade to the final, I also take into account your process as part of that grade. You will submit your drafts on Canvas. All essays, both first and second drafts, must be completed in order for you to pass this class. Feel free to discuss with me during my office hours.

Other Formal Writing: While the essay cycles address questions raised over a complete unit of readings, other formal writing assignments respond to individual essays within a unit. For each essay cycle, you will write a shorter formal essay called a Cultural Analysis Essay in which you consider one of the readings in terms of broader cultural issues. Your essay must be at least 1000 words.

Reflection and Portfolio: 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.

Participation: Because this class is structured on the discourse community model, you will be expected to participate in classroom discussion. This class will require you to engage each other in thoughtful and respectful dialogue. In order to do well, you will need to come to class prepared to explore ideas with each other and me. I reserve the right to mark students who engage in disrespectful behavior absent, including behaviors such as: texting, talking over others, or sleeping. If you have concerns about participation requirements, come see me.

Writing Circles: As part of the essay cycle process, you will read and review classmates’ essays, resulting in written peer reviews. You will be divided into small peer review groups and these will be your writing circles for the term. You will read each other’s essays and be responsible for giving each other constructive and thoughtful written feedback. This feedback will be the primary source for you to revise your essays. Each group will meet with me for Writing Circle conferences; you will offer verbal and written feedback about your peers’ essays and ask and answer questions of each other. Your Writing Circle grade will be based upon your investment in your partners’ work, as evidenced through thorough written feedback and active verbal participation in writing circles.

Attendance: You are allowed THREE absences. Four absences will lower your final grade by one-third of a grade (e.g. from an A to A-). Five absences will lower your final grade by a full grade (e.g. from a B to a C). Six or more absences will result in course failure. I do not distinguish between excused and unexcused absences. Additionally, you are required to be on time for class. Students who arrive more than fifteen minutes late will be marked absent.

Late Work: If you must be absent, you are responsible for making sure your assignments are turned in by the start of the class session. Assignments will not be accepted by e-mail. Essays turned in late
will drop one letter grade for each day late. A late draft will affect the final grade of the second essay. **Remember to back up your work in a secure location.** In the information age there is no excuse for not having saved your work in multiple places.

Tutoring: I highly encourage you to partake of the free tutoring resources if you feel that writing is not your forte. The Teaching and Learning Center is located on the 4th floor of the Knight Library and is open from 8-5 Mon-Fri for drop-in tutoring or appointments. Although the tutors will not edit your papers, they will read over them and provide invaluable feedback as experienced readers concerning logic, flow of ideas, structure, or presentation. I cannot emphasize the value of this resource enough.

Formatting: All written work should be typed and double-spaced, using 12- point Times New Roman font and 1” margins. You should include a header with the class and assignment information on the first page and page numbers on every subsequent page. Use MLA style to quote and cite.

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.

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* 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.

Prerequisites for Writing 122: Successful completion of WR121 or an equivalent officially approved by the U of O is required for enrollment in WR122 or 123. Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. Academic advisers can assist students if they have questions about WR122 placement. See also the University of Oregon General Bulletin.

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.

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-------------------------------------------------Reading Schedule-----------------------------------------

Assignments should be read prior to the class for which they are listed. All readings are found in *Signs of Life* unless otherwise noted. This schedule subject to change to fit class goals.

**Unit 1: “We are living in a material world...”**

Week 1
M: 6/20 Introduction, Syllabus, Diagnostic Essay (in class)
T: 6/21 Read: “Introduction” (1-22), Discourse Community
W: 6/22 Read: Gladwell (97-103), Discourse Community Workshop
R: 6/23 Read: Norton (104-110), Rhetorical Appeals

Week 2
M: 6/27 Read: Dery (111-116), Rhetorical Appeals Workshop
T: 6/28 Read: Frank (163-170), Enthymeme
W: 6/29 Enthymeme Generator, Essay Brainstorm
R: 6/30 Structure Workshop, Cultural Analysis Paper 1 Due

Week 3
M: 7/4 NO CLASS
T: 7/5 Writing Day (in class), Citing Sources
W: 7/6 Essay 1.1 Due
R: 7/7 NO CLASS, Conferences (in 212 PLC)
F: 7/8 Conferences (in 212 PLC)

Week 4
M: 7/11 NO CLASS, Conferences (in 212 PLC)
T: 7/12 Revision Day (in class)
W: 7/13 Essay 1.2 Due, Reflection
R: 7/14 Read: Jenkins (455-466)

Unit 2: “...and I am a material girl.”
Week 5
M: 7/18 Read: Johnson (469-471), Enthymeme II
T: 7/19 Read: Williams (472-474), Counter-argument
W: 7/20 Read: International Center for Media and the Public (483-6), Counter-argument Workshop
R: 7/21 Read: boyd (475-479), Essay Brainstorm

Week 6
M: 7/25 Writing Day (in class)
T: 7/26 Cultural Analysis Paper 2 Due, Topic Sentences
W: 7/27 Topic Sentences and Structure Workshop
R: 7/28 Writing Day (in class)

Week 7
M: 8/01 Paragraph Workshop
T: 8/02 Essay 2.1 Due
W: 8/03 Revision Workshop (in class)
R: 8/04 Grammar Workshop

Week 8
M: 8/08 Peer Review (in class)
T: 8/09 Revision Workshop (in class)
W: 8/10 Revision Workshop (in class)
R: 8/11 Essay 2.2 Due, Final Portfolio Due (via Canvas)