WRITING 122  
College Composition II / Theme: Food and Culture  
Summer 2016 | 184 PLC | MTWR 11:00-11:50am | 42068

INSTRUCTOR  
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OFFICE HOURS  
PLC102 / TW 9-11am (or by appointment)  
Phone (541) 346-3517

REQUIRED TEXTS  
UO Composition Program Casebook.

The Little Duck Handbook

Course Overview
Writing 122 is an extension, not a repetition, of Writing 121. We will build upon your existing skills of inquiry, logical reasoning, and persuasion to create increasingly sophisticated essays. We are not going to learn how to win arguments through writing. We are going to explore the variety of viewpoints within complex issues, through critical reading, thoughtful discussions, and the completion of ongoing writing assignments. In the end, your writing will not only be cogent and well-argued, it will also be able to successfully account for multiple points of view within a diverse community.

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.
Course Work & Grading

Essays: 70% (30% + 40%)
Position Papers: 10%
Peer Review: 10%
Reading Comprehension/Participation: 5%
Portfolio/Reflection: 5%

Essay Cycles

70% of Course Grade: Essay One = 30%, Essay Two = 40%

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.

The course is composed of two essay cycles. Each cycle consists of one first version (4 pages) and a final version (5-6 pages essay cycle 1; 5-6 pages essay cycle 2), as well as formal writing assignments (2-3 pages) to help with idea generation or the revision process. See the Grading Breakdown and Schedule of Assignments for further details.

While the first version of each essay will not receive a grade, the failure to write a first draft and revise extensively will significantly lower your final essay grade. Second versions must be handed in with all previous versions and peer commentaries. Further instructions for content and requirements of formal essays will be provided in class.

Position Papers

10% of Course Grade: Before beginning drafts of Essays #1 and #2, students will write a position paper which sketches out different possible positions regarding the question at issue and compiles significant evidence and reasoning in support of each case (there could be more than two possible positions). More detailed instructions will be given out in class prior to the assignment. **This assignment fills part of the requirement for pages of formal writing in this course.** Therefore, this assignment should be formatted like an essay and will be graded like an essay.

Peer Review

10% of Course Grade: You will be reading and responding to the work of your peers in class or thinking about your own work prior to formal writing. Specific guidelines and questions for outlines, thesis brainstorms, and peer reviews will be handed out in class. You will complete these reviews in class, generating questions and feedback for your peers. These will be graded plus (3 pts), check (2 pts), minus (1 pt), or zero (plus = exceptional; check = completion of requirements; minus = completion of some requirements; zero = no credit). If you show up more than 5 minutes late on the day of peer review, you will lose attendance credit for the
day and will not be able to make up the peer review credit unless someone else is also absent. Be on time or be in contact with me on peer review days.

The Peer Review Process is an integral part of WR122. While the instructor will provide general comments focused on the argumentative reasoning in your paper, the commentary from your Peer Review group will focus on the details of the writing and the rhetorical appeals. The purpose of the Peer Review process is so that students can become critics as well, using the process to reflect on their own writing. The Peer Review sheets will be returned to the reviewer on the day that the .2 essay is due, and handed in for credit. The names of the reviewer and the person whose essay is under review must be clearly distinguished or else no credit will be given.

Reading Comprehension and Participation

5% of Course Grade: For each reading, students will complete a “comprehension sheet” which serves to develop analytic skills as well as a basis for organizing notes and opinions on readings. In addition, they will become the starting point of in-class discussion.

Reflective Essays & Final Portfolios

5% of Course Grade: You will complete in-class self-assessment essays with the completion of each essay cycle. The final assignment for the course will be a three-question take-home self-assessment essay on your work as a writer throughout the term. Specific instructions for the final self-assessment essay will be provided later in the term. 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.

Additionally, all work toward the completion of formal essays, including .1 essays with instructor comments, .2 essays, and reflective essays, will be compiled into a portfolio at the end of the term. Be sure to keep all work related to the formal essays. Further instructions for portfolios will also be provided later in the term.

Formatting Guidelines for Written Work

All written work should be typed and double-spaced, using 12-point Times New Roman font and 1” margins. If possible, print your work double-sided. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade. In addition, failure to cite sources may be evidence of academic dishonesty.

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.

PREREQUISITES: 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.

ACCESS: If you have a disability (physical or learning) that 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 classroom activities.

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 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.

Incomplete: 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.

Attendance: Attendance is required. You may miss the equivalent of one week of class meetings for any reason – I do not distinguish between excused and unexcused absences. Additional absences will each lower your course grade by 1/3. For example, the first additional absence after one week of absences will reduce a B- to a C+, the second additional absence will reduce a B- to a C, and so on. Please notify me ahead of time if you must miss class, will be late, or leave class early. You are responsible for anything you miss if you are not in class. Any absence after two full weeks of missed class may result in course failure. Any absence after three full weeks of missed class will result in course failure.

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.

Late Work: All assigned work is due at the beginning of class. If you must miss class, turn in your work before our class meeting to receive credit. Late work will drop a full letter grade for each calendar day it is late. If, for any reason, you have a problem meeting the deadline it is your responsibility to contact me in advance of the deadline to work out other arrangements. This does NOT include sending an email the night before the essay is due.
Technology: This is a small, discussion-based class. As such, cell phones are highly disruptive. The ringer must be turned off before the start of class. You may not text, answer or make calls in the writing classroom. Since this is not a lecture course, personal computers are not necessary for note-taking and should not be used during class time. Unless approved.

OFFICE HOURS: I am in my office—102 PLC—every Tuesday and Wednesday from 9am-11am specifically for students of Writing 122. During this time you may come in completely unannounced. You are also welcome to schedule an appointment via email. We can go over papers, drafts, or talk about readings.

ADDITIONAL RESOURCES: For DROP IN tutoring, please visit the tutoring center on the 4th floor of Knight Library. You can find information about drop-in writing tutors on their website: http://tlc.uoregon.edu/subjects/writing/

SCHEDULE of ASSIGNMENTS
(all assignments are due on the dates that they appear)
(Instructor reserves the right to make necessary schedule changes)

Week 1
M – 6/20: Introductions & Syllabus


Week 2

T – 6/28: Reading Due: Sidney Mintz, “Food, Sociality, and Sugar” EE 45-54. (Theme: Questions at Issue)


R – 6/30: Reading Due: Review Mintz and Holt readings. (Theme: Reasoned Thesis) In Class: Generate Questions at Issue and Arguments based on these first two readings.

Week 3
M – 7/4: NO CLASS -- INDEPENDENCE DAY
T – 7/5: Reading Due: George W. Bush “President Bush Highlights Health and Fitness Initiative,” EE 38-43; Alice Waters, “Farm Bill Should Focus on Healthful Foods,” EE 30-32. (Theme: Identifying Shared Assumptions, Differing Proposals)

W – 7/6: Due: Bring Essay 1.1 Outline/Draft (Workshop: Intros, Paragraphs/Topic Sentences)

R – 7/7: Due: Essay 1.1 (Bring 3 hardcopies to class). In Class: Peer Review

Week 4
M – 7/11: Class Cancelled for Group Conferences

T – 7/12: Class Cancelled for Group Conferences

W – 7/13: Due: Essay 1.2 Hardcopy. In Class: Mid-Term Reflection Prompt. Videos: Ethos of the Food Traveler

R – 7/14: Reading Due: David Foster Wallace, “Consider the Lobster” EE 75-86. (Theme: Personal Narratives, Incorporating Evidence, and Using Ethos)

Week 5
M – 7/18: Reading Due: Peter Singer, “A Vegetarian Philosophy” EE 87-90. Revisit “Consider the Lobster” (Theme: Counter Arguments)

T – 7/19: Reading Due: Michael Pollan, “An Animal’s Place,” EE 91-105. (Theme: Counter Arguments)

W – 7/20: Debate—Ethics: What/Who is on our Plate?

R – 7/21: Reading Due: Blake Hurst, “The Omnivore’s Delusion” EE 23-29. In Class Workshop (Theme: Quoting and Citing)

Week 6
M – 7.25: Reading Due: Richard Manning, “The Oil We Eat,” Harpers Magazine (on CANVAS).

T – 7/26: Revisit “The Oil We Eat” (In Class Workshop: Mapping Arguments; Quoting and Citing Revisited)

W – 7/27: Due: Positions Paper 2 (Discussion); Writing Workshops: Incorporating Personal Narratives


Week 7
M – 8/1: Due: Essay 2.1 (2 hardcopies in class). In Class: Peer Review

T – 8/2: Peer Review Exchange in Class

W – 8/3: WORKSHOP: Revision for Expansion: Incorporating outside sources responsibly
R – 8/4: WORKSHOP: Revision for Expansion: Organizing Evidence through Paragraph Types

Week 8
M – 8/8: Due: Revised 2.1 (1 hardcopy for instructor). In Class: Final Self Assessment & Portfolio Information

T – 8/9: Class Cancelled for Group Conferences

W – 8/10: Class Cancelled for Group Conferences

R – 8/11: 2.2 Essay and Final Portfolio/Reflection Due