Writing about Social Protest
Writing 122: College Composition II
CRN: 35804 Spring 2016 189 PLC, MWF 11:00–11:50

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Office: 273 PLC
Phone: 
Office Hours: Tuesdays 4-6, Thursdays 12-2

Required Texts
- Social Protest Casebook. Editor Bethany Jacobs
- The Little Duck, with Contributions by the University of Oregon Composition Program, Richard Bullock, Francine Weinberg.
- Additional texts posted on Canvas
- Oxford English Dictionary URL: <www.oed.com.libproxy.uoregon.edu> If you use a dictionary for this course, this is the one you should use. The link is available on our course Canvas site under Course Documents or through the UO Library website. (I also strongly recommend that you obtain a printed college-level dictionary.)

Course Overview
Writing 122 is a continuation of the study of argumentative writing and critical inquiry that began in Writing 121. In this course, an “argument” is not a contest of conflicting opinions in which one side wins and the other loses, but a dialogue in which participants propose different answers to questions at issue and explain the logic behind those answers. We will examine a variety of texts in a critical manner, and you will express your ideas in concise, well-reasoned argumentative essays. This course emphasizes the importance of revision and in using the discourse community of the class to refine and reconsider your positions and reasons. In-class lectures on the specifics of writing will help you shape strong arguments, counterarguments, and more, but your success will ultimately depend on your willingness to work independently and in consultation with me and your peers. Writing well is difficult for everyone, and the many rewards of being a strong writer demand hard work. I also demand hard work, but I will happily meet your dedication to succeed with my own dedication to see your writing improve.

This course will particularly emphasize writings and discussion about social justice and social protest movements. As a class, we will encounter a breadth of texts that demonstrate that protest has existed at the center of U.S. national discourse since
British colonization. It has proved a driving force in political, social, and economic change. This course will challenge you to consider, reconsider, and deepen your understanding of the role of social protest in the United States. You will respond to and express this deepened understanding in class discussion and in your written work.

Cellphones and Computers
In this class, we all serve as teachers to one another. If you aren’t with us, our collective potential diminishes. Therefore, using electronic devices during class is not permitted. This includes cell phones and other handheld electronic devices, laptop computers, and tablets.

Communication
This course is largely about learning to communicate more effectively, so it is essential that we strive to communicate well inside and outside of the classroom. Please be respectful at all times. If you have a question, please don’t hesitate to contact me about it. I will try to answer emails within one or two days. You are always welcome to come to my office hours or set up an appointment with me. Please read this link for tips on emailing professors BEFORE sending me an email:
http://www.ehow.com/how_8038985_write-email-professors.html
If you think you may have trouble accessing Canvas throughout the term, please see me as soon as possible.

Also, I will be corresponding with the class frequently via email. Please be sure to check your UO email accounts regularly.

Attendance
Attendance is required. You are allowed three absences during the term (beginning the day you are enrolled). I do not distinguish between excused and unexcused absences. (That said, let me know your situation. If you have a doctor’s note or documentation of why you are absent, it’s a good idea to show me.) Each additional absence will lower your course letter grade by 1/3. For example, four absences will reduce a B to a B-. Nine absences will constitute failure of the course. If you know you will miss a large amount of class, let me know as soon as possible. Exceptions may be made in extenuating circumstances, but only on the condition that you discuss such circumstances with me individually and well in advance. You are responsible for anything you miss if you are not in class. In-class work cannot be made up. Please notify me ahead of time if you must miss class, will be late, or leave class early. Excessive tardiness may be counted as absence.
Course Work and Grading

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.

You will write two formal essays (7 pages each). The essays will develop and respond to questions at issue that we develop as a class. While the draft version of an essay will not receive a grade, you must write a first draft in order to pass the essay cycle. Furthermore, the failure to extensively revise your second draft will badly hurt your grade.

Peer Reviews: One of the most important in-class assignments we will undertake is peer review; I expect everyone to approach the peer review seriously and respectfully.

Participation

This class emphasizes the communication of ideas both in writing and in discussion, so your active participation in class is essential. This means that you must talk and listen actively in large and small group discussions. If you feel as if this might be a problem for you (for any reason), speak to me ASAP. Disrespectful or disruptive classroom conduct (including, but not limited to, inappropriate side conversations, cell phone or other electronics use, and rude or inconsiderate comments) will affect your participation grade. Hate language, offensive comments, and personal attacks will not be tolerated. In addition, students who are unprepared for class may be marked absent for that class session.

Please come to class each day with a notebook, The Social Protest Casebook, the class syllabus, a writing utensil, and your critical reading responses (when applicable).

Critical Reading Responses

Each week that we have class readings you will be responsible for turning in a 2-page Critical Reading Response. These are formal writing assignments, each one tailored to the week’s reading. They must adhere to grammar and punctuation rules, and thoughtful responses to our course readings. Frivolous, unprofessional, or unengaged responses will not receive credit. Critical Reading Responses should be submitted over email before our class meeting on the day they are due.

Other Assignments

We will also do in-class writing and exercises that you will be responsible for completing. One of the most important in-class exercises we will undertake is giving feedback on each other’s work, both in groups and individually.
**Late Work**

Late work will go down a full letter grade for each calendar day it is late. Even if you must miss class, turn in your work before our class meeting to receive full credit. **In the event that you are unable to turn in an assignment on time, please contact me in a clear and timely way.** It’s always better to make me aware of your situation so we can develop a plan together than to not turn your paper in!

**Group Presentations**

Early in the term you will divide into presentation groups. Each group will be responsible for giving an in-class presentation on one week’s readings. In the presentation your group will clarify the major points of the reading/readings and connect them to our larger course discussion of social protest. I encourage you to meet early with your group (and me) to begin planning for your presentation. More detailed instructions will follow.

**Grade Breakdown:**

- Essay Cycle 1: 25%
- Essay Cycle 2: 35%
- Critical Reading Responses: 15%
- Group Presentation: 10%
- Class Participation: 10%
- Other Assignments: 5%

If you have a question about a specific grade, please set up an appointment to discuss it with me in my office (as opposed to before, during, or after class, or by email). I don’t use Canvas to calculate or post grades, so feel free to ask about your overall course grade at any point throughout the term. Your ongoing enrollment in this class means that you agree to abide by the policies and guidelines of this syllabus.

**Formatting**

All assignments must be typed, double-spaced, in 12-point Times New Roman font, with 1 inch margins. Indent new paragraphs ½ inch and do not include extra space between paragraphs. Include page numbers at the top or bottom of each page (preferably starting with the second). **Please staple your papers when turning in hard copies.** You may print double-sided or single-sided. Please use .doc or .docx file formats.
Each assignment must begin with a *single-spaced* heading in the left corner. See below.

Your surname

Your full name
Course Name (Writing 122)
Instructor’s name (Mr. Bruno Seraphin)
The assignment (e.g. Essay 1.1)
Date

Original Paper Title

This sentence would be the first sentence of the paper’s first paragraph, indented half an inch or one tab. And so on…

Each essay must have a title in the same font, appropriately capitalized, centered on the page. Use MLA format for quoting and citing sources. Failure to format and cite sources correctly may significantly lower the assignment or essay grade. **All essays must also include a properly formatted works cited page. Consult your copy of *The Little Duck Handbook for instructions (page 109).* Your essay may be marked down a full letter grade if it is not properly formatted (for example, a B+ would become a C+ ).

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.

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.*
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.

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.

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.

Reflections and Final 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.

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.

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**Tentative Class Schedule**

All readings and assignments are to be completed for the class period on which they are listed. Bring readings to class on those days. Page numbers refer to *Social Protest* unless otherwise indicated.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Due</th>
<th>Written Work Due</th>
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</table>
| 1    | M 3/28 | Foundations:  
● Casebook Introduction  
● Susan B. Anthony  
● Patrick Henry  
● Sojourner Truth | Intro assignment |
|      | W 3/30 | Crosswhite, xiii - xx |  
● Reflective Essay  
● (Last day to add a writing class) |
|      | F 4/1 | Crosswhite, xx - xxv |  |
| 2    | M 4/4 | Thoreau |  
● Group 1 Presentation  
● Critical Reading Response #1 Due |
|      | W 4/6 | Malcolm X |  
● Group 2 Presentation  
● Critical Reading Response #2 Due |
|      | F 4/8 |  | Question at issue, enthymeme, and unstated assumption |
| 3    | M 4/11 | Crosswhite, xx - xxv |  |
|      | W 4/13 |  |  
● Group 3 Presentation  
● Critical Reading Response #3 Due |
|      | F 4/15 | OWS Readings, 47-56  
● FreakOutNation |  
● Group 3 Presentation  
● Critical Reading Response #3 Due |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>F 4/22</td>
<td>Essay 1.1—email before class</td>
</tr>
<tr>
<td>M 4/25</td>
<td>Peer Review Sheets Due</td>
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<tr>
<td>W 4/27</td>
<td>No class: Conferences</td>
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<tr>
<td>F 4/29</td>
<td>Essay 1.2—email before class</td>
</tr>
<tr>
<td>M 5/2</td>
<td>● Clarke</td>
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<td>● Lorde</td>
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<td>W 5/4</td>
<td>● Davis, On Occupy</td>
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<td>● Federici, On Occupy</td>
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<td>● Poblet, On Occupy</td>
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<td>F 5/6</td>
<td>Group 4 Presentation</td>
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<td>Critical Reading Response #4 Due</td>
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<td>M 5/9</td>
<td>Group 5 Presentation</td>
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<td>W 5/11</td>
<td>● Canvas: Klein</td>
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<td>● Canvas: Winton</td>
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<td>F 5/13</td>
<td>Group 5 Presentation</td>
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<td>Critical Reading Response #5 Due</td>
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<tr>
<td>Sun 5/15</td>
<td>Last day to drop a class</td>
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<tr>
<td>M 5/16</td>
<td>Kramer</td>
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<tr>
<td>W 5/18</td>
<td>Thesis Worksheet Due</td>
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<tr>
<td>F 5/20</td>
<td>Question at issue, enthymeme, and unstated assumption</td>
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<tr>
<td>M 5/23</td>
<td>Chavez, “Good Friday Letter”</td>
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<tr>
<td>W 5/25</td>
<td>Final Presentations</td>
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<tr>
<td>F 5/27</td>
<td>Essay 2.1—email before class</td>
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<td>Final Presentations</td>
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<tr>
<td>M 5/30</td>
<td>No class: Memorial Day holiday.</td>
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<tr>
<td>W 6/1</td>
<td>Peer Review Sheets Due</td>
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<tr>
<td>F 6/3</td>
<td>No Class: Conferences</td>
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<tr>
<td>Finals</td>
<td>W 6/8                    Essay 2.2 and Final Portfolio (hard copy) to my office before 5pm</td>
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