Writing 122: College Composition II
CRN 35833 MWF 8:00am-8:50am – PLC 448
CRN 35841 MWF 10:00am-10:50am – CHA 307
CRN 35850 MWF 1:00pm-1:50pm – PLC 353

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Office Hours: MWF 11:20-12:40 in PLC 239

Course Objectives:
WR 122 is a course in independent research and advanced argumentative writing, designed to help you acquire and practice the research and writing skills that will be most helpful for you in college and beyond. Our primary watchword for the course will be inquiry, in the form of asking questions, conducting research, and keeping an open, questioning mind with respect to the issues we will investigate and discuss in class. Through in-class work and library visits, we'll become familiar with the research resources available to you as well as how to evaluate and use these resources. Our in-class discussions and readings will provide a starting point for the two formal essays you will compose. As in other composition courses taught at UO, WR 122 will provide instruction on constructing sound, well-reasoned arguments. Emphasis will be placed on presenting your arguments, reasons, and research in a manner that persuades an audience. For the purposes of this course, your audience will be the participants in the class and future colleagues in your field of study and professional career.

Required Texts:
Little Duck Handbook, W.W. Norton

Everyone Eats: A Casebook for Writers
Minding the Body: A Casebook for Writers

Organize and maintain a folder in which you will keep ALL of the work for the course. Maintain a USB or cloud backup drive and access to Blackboard and UO email.

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 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, rested, fed, and fully-engaged. Bring your books 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.

**What You Can Expect From Me**
I will do my very best to respond to your questions and concerns as clearly and sincerely as possible and am always happy to talk about any aspect of the class. I will start class on time, attend office hours and respond to emails in a timely manner. I will grade fairly and provide detailed feedback on your course assignments. I will treat you with the utmost respect.

**Attendance and Late Work**
Attendance will be taken daily. Six absences, no questions asked. After six your final course grade will drop 3% for each additional absence. Frequent tardiness equals absence. If you miss class, check with a classmate to see what you missed and send me an email, preferably before the class. Reading responses are accepted up to 1 week late for ½ credit. Essays, including drafts, are not accepted except in cases of documented illness or family emergency. See me in person if such a situation arises.

**Sustainability**
To reduce paper consumption, please print all documents double-sided and to use recycled paper. Expand page margins to reduce white space and avoid waste.

**Grades:** (98% = A+, 93% = A, 90% = A-, 88% = B+, etc.):

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay 1.2</td>
<td>35 %</td>
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<tr>
<td>Essay 2.2</td>
<td>35 %</td>
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<tr>
<td>Reading Responses</td>
<td>10 %</td>
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<tr>
<td>Participation</td>
<td>10 %</td>
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<tr>
<td>Final Portfolio</td>
<td>10 %</td>
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**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. I consider the use of electronics in class a distraction unless we are using them for research; turn off your devices before class.

**Writing Lab**: One-third of your participation grade will be earned by visiting a writing tutor at least once during the term. Take any version of any paper (including outlines or proposals) to your visit, just be sure to get the tutor to sign & date your work. The lab is FREE and open 9:00am – 4:00pm, Monday-Thursday at the Center for Teaching and Learning in 72 PLC. You must turn in a signed visitation form from your writing tutor with one of your three portfolios.

**Reading Responses (10%)**: You are responsible for completing all assigned readings responses. Complete your reading assignments before class on the days indicated on the schedule and type a one-page, single-spaced response and bring it to class (two-pages, single-spaced for handwritten
responses). Each response will be three paragraphs and practice three key skills. Unless I give
you alternative instructions in class, do the following:

- In the first paragraph provide a summary of the entire article (or articles).
- In the second paragraph, paraphrase or directly quote one specific passage from the
  article (or articles) and analyze the meaning and significance of that one passage.
- In the third paragraph, respond to the article (or articles) with your own ideas.
- Finally, write a discussion question to engage your classmates in conversation about the
  text.

I do not generally quiz you over readings but maintain the option of using quizzes if necessary to
stimulate discussion.

**Essays: (70%)**: Writing and thinking, like reading and speaking, are at the core of every
department on this campus and therefore this course. You will compose two essays, which along
with your drafts, reading responses, and other formal writing assignments related to the essays
will meet the upper end of the university’s requirement of 14,000-16,000 words. Detailed
instructions for each essay cycle will be distributed in class.

For **Essay 1** you will work develop a response to a question at issue related to the shared class
topic of the bodies and materiality, topics that involve every major on campus. This essay cycle
will consist of a) leading a class discussion over a group of readings from the *Minding the Body*
casebook; b) a 1500-word draft (1.1) for peer review and conferencing; c) a reverse outline of
your 1.1 draft; and c) a 2000-word final draft for grading and additional feedback.

For **Essay 2** you will develop an original thesis in for a research in essay inspired by a TED talk
[<http://www.ted.com/>]. This essay cycle will consist of
a) a presentation on your topic and its relevance to your major/minor or intended profession
b) a 500-word formal research essay proposal;
c) an 800-word annotated bibliography of ten sources appropriate for scholarly investigation;
d) an 800-1000-word expanded outline (including thesis, topic sentences, quotations, references);
f) a 3000-word draft for peer review; and
  g) a 2500-word final draft for grading and feedback.

**Self-Assessments and Final Portfolio** (10%): 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.
Policies & Procedures

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.

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:

For WR 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.

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.

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.

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.

Sexual Discrimination, Harassment, and Assault:
I support Title IX and have a duty to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity.

The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.
Essay Grading Guidelines

Outstanding Essay (A-, A, A+) This 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.

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.

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 of the essay. There are no serious grammatical or mechanical problems.

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.

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.

Borderline Essay (A+-, B+-, C+/-, D+/-) While this essay displays some strengths of the higher grade level, it may also display many weaknesses of the lower grade level.
COURSE SCHEDULE
All readings and responses must be completed before class on the dates listed below.

Week 1: The Purpose of Advanced College Writing
M, 3/30  Course Introduction
W, 4/1  Read: Little Duck Handbook: p. 1-29 before you come to class
  Bring two Green Books and Everyone Eats Casebook to class
F, 4/3  Finish Assessment Essay - You will write this essay in a Green Book

Week 2: Engaging the Conversation: Using Entymemes to Reason Effectively
M, 4/6  Read: Minding the Body p. xxiii-xxiv and 1-8, Essay 1 Assigned
W, 4/8  Read: Minding the Body p. ix-xxi
  Due: Response 1
F, 4/10 Read: Minding the Body p. 9-22
  Due: Response 2, Group 1 Leads Discussion

Week 3: Focusing Attention: Thesis Statements and Introductions
M, 4/13 Read: Minding the Body p. 23-36
  Due: Response 3, Group 2 Leads Discussion
W, 4/15 Read: Minding the Body p. 37-58
  Due: Response 4, Group 3 Leads Discussion
F, 4/17 Read: Minding the Body p. 59-72
  Due: Response 5, Group 4 Leads Discussion

Week 4: Identifying Your Audience and Establishing Your Style & Voice
M, 4/20 Read: Minding the Body p. 73-94
  Due: Response 6, Group 5 Leads Discussion
W, 4/22 Read: Minding the Body p. 95-108
  Due: Response 7, Group 6 Leads Discussion
F, 4/24 Due: Bring two copies of Essay 1.1 draft for in-class peer review

Week 5: Organizing Your Ideas
M, 4/27  Writing Circles, No Class Meeting
W, 4/29  Writing Circles, No Class Meeting
F, 5/1  Essay 1.2 Final Draft Due, in-class reflective writing, Essay 2 Assigned
Week 6: Strategies for Success: Incorporating Scholarly Evidence into an Argument
M, 5/4  Class Meeting in the Library, Room TBA
         Read: *Little Duck Handbook* p. 80-108
         Due: Response 8
W, 5/6  Due: Response 9 – over an inspiring Ted Talk you will use for Essay 2
F, 5/8  Class Meeting in the Library, Room TBA
         Due: Response 10 – over one scholarly article you will use for Essay 2

Week 7: Presenting Ethical Arguments in a Discourse Community
         Due: Essay 2 Proposal
W, 5/13 Student Presentations on topic in your field of study and/or intended profession
F, 5/15 Student Presentations on topic in your field of study and/or intended profession

Week 8: Strategies for Success II: Navigating Quotations, Paraphrases, & Summaries
M, 5/18 Student Presentations on topic in your field of study and/or intended profession
         Due: Essay 2 Annotated Bibliography
W, 5/20 In-class work on transitions and conclusions
         Due: Expanded Essay 2 Outline Draft
F, 5/22 Due: Expanded Outline 2

Week 9: Revising & Rebuilding Before You Draft
M, 5/25 Memorial Day Holiday (No Class Meeting)
W, 5/27 Group Writing Conferences (No Class Meeting)
F, 5/29 Due: Essay 2.1 Rough Draft for in-class peer review

Week 10: Finer Points of Organization; Transitions and Conclusions
M, 6/1 Final touches: Transitions and Conclusions
W, 6/3 Final Touches: Verbs and Pronouns
F, 6/5 Due: Essay 2.2 Final Draft and Final Portfolio

Finals Week:
There are no final exams scheduled for WR 122 courses. Friday of Week 10 is our last class
meeting. All work for Essay 3 and your Final Portfolio must be turned in on that date.