

Winter 2021  
College Composition I: Written Reasoning as Discovery & Inquiry  
CRN 25404 – WR 121  
MWF 9:30-10:30am

Instructor: Mariah Rigg (she/her)  
Phone: 541-346-0542  
Email: [mrigg@uoregon.edu](mailto:mrigg@uoregon.edu)

Office Hours: T 9:30-10:30 am  
W 10:30am –12 pm or by appt

## **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/MATERIALS**

*Reading, Reasoning, and Writing*, James Crosswhite  
*Language: A Reader for Writers, 1<sup>st</sup> Edition*, Gita DasBender  
Access to CANVAS postings for syllabus, readings, and assignments

The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site: Purdue OWL

(<https://owl.english.purdue.edu/owl/>)

UNC Writing Center Handouts (<http://writingcenter.unc.edu/handouts/>)

Writing for Success (<http://open.lib.umn.edu/writingforsuccess/>)

NOTE: Does not reflect the most recent MLA edition (8<sup>th</sup>). Refer to Purdue OWL for citation information.

## **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 considering 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.

## **Online Work and Expectations**

Due to the ongoing situation with Covid-19, this will be an online class. You must complete all coursework on your own time, which means expert time management, focus, and self-control. You should be prepared to carefully read the selected texts and stories, vigorously participate in the discussion board, tackle that week's writing assignment, and help your fellow students see the possibilities of their own work. To help you space out your work throughout the week, our work week is divided into **two deadlines: Discussion Posts are due Monday at 11:59 p.m. Discussion Replies are due Tuesday at 11:59 p.m.** unless otherwise specified. You are encouraged (of course) to complete work ahead of time.

**Synchronous classes will usually be held on Wednesdays from 9:30-10:30 am PST.** These will be held largely via live, face-to-face Zoom discussion, though I will sometimes ask you to partake in online workshops over Canvas. If you do not have access to Zoom or do not have internet/Wi-Fi capable of taking part in a synchronous class, please let me know ASAP and we can work out an alternative.

Because of the changed nature of this term, it's imperative that we're well organized and have open lines of communication. Confusion will happen. If something isn't clear to you, please speak up. If you have ideas about how we might run things more smoothly, I'd like to hear it. I'll usually get back to you within 24 hours. In turn, for this class to operate efficiently, you need to turn in your work on the stated deadlines.

### **FORMAT FOR ALL TYPED WORK**

All written work should be typed and double-spaced, using 12- point Times New Roman font and one-inch 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.

## **Course Work and Grading**

### **Essay Cycles**

700 Points (70%) of Course Grade: cycle One = 300 Points, cycle Two = 400 Points

The course will include two essay cycles, each comprising of a Reading Analysis, a Question at Issue essay, and an argumentative essay drafted and revised between two versions (x.1 and x.2). First drafts of the argumentative essay are expected to be complete.

## Engagement

300 Points (30%) of Course Grade:

This class emphasizes the communication of ideas both in writing and in discussion, so your active participation in class is essential. This grade consists of peer reviews, reflection essays, and participation in weekly discussion posts. Full and informed involvement in all of these activities will count toward your participation grade.

## Grading

- **Essay Cycle 1: 350 Points**
  - Sympathetic Reading: 50 points
  - Question at Issue Essay: 50 points
  - Essay 1.2: 250 Points
- **Essay Cycle 2: 350 Points**
  - Critical Reading: 50 Points
  - Essay 2.1: 50 points
  - Essay 2.2: 250 points
- **Course Engagement: 300 Points**
  - Discussion Boards x 10: 15 points each (150 pts. total)
  - Peer Reviews x 2: 50 points each (100 pts. total)
  - Reflection Essays x 2: 25 points each (50 pts. total)
- **Total Coursework Value: 1000 points**

## CLASS POLICIES

### Composition Program Policies

The policies for the Composition Program are available here:

<https://composition.uoregon.edu/program-policies/Conformance> with these policies is mandatory for students enrolled in a composition course at the UO.

### Attendance

*Attendance will not be taken for this course. Please contact me before class or as soon as communication is available so that we can touch base and work out a plan, if necessary. Zoom class recordings will be uploaded to Canvas.*

Attendance is crucial in 100-level writing courses. That said, life happens, and we are living through an extraordinarily difficult time. Attendance will not be taken in Thursday Zoom classes. I acknowledge that there are many barriers in Remote Learning that affect everyone differently. Do not fret if you are unable to make a Zoom class, whether it be from illness, internet problems, unforeseen obligations, and so on. All I ask is that you email ([mrigg@uoregon.edu](mailto:mrigg@uoregon.edu)) before class or once you have access/ability to email. I care about you, so I will reach out to you if I do not see you in class or participating in Discussion Boards and have not heard from you. I will upload Zoom class recordings to Canvas. You can use that and my office hours to find out what you missed.

### Engagement

*Participation is more than just speaking in class. Completing Discussion Posts and Replies are a major way to show engagement.*

What you have to say is valuable. You all are the generators of ideas in this course, through both class discussion and writing. Your active engagement in in-class and asynchronous discussion is required. Speaking is not the only way to participate and engage. Engagement includes, but is not limited to, contributing to large group discussion and small group conversations, actively listening, staying focused, taking notes, asking questions, participating in Writing Circles, completing in-class writing, and coming to class prepared. Discussion Posts and Replies will factor into your Engagement grade. If, at any point of the term, you feel anxious about participation or would like to check in, please don't hesitate to contact me. I'm here to listen and to work out a solution.

### **Late Work**

*Discussion Posts/ Replies - you can miss one of each without penalty. After that, 5 pts off for each day late. Formal Assignments have a 24-hour grace period. After that, assignment will drop 1/3 grade each day it's late. Extensions beyond the 24-hour grace period can be worked out together. Reach out before assignment is due.*

You can miss one Discussion Post and one Discussion Reply without penalty. After that, late posts will drop 5 points each class day they are late. (Ex: 100 points --> 95 points). Late formal assignments (reflective essays, Question at Issue essays, second drafts\* of Argumentative Essays) will drop 1/3 letter grade for each day they are late. This means that there is an automatic 24-hour grace period to turn in your assignment. I understand these times are rough on physical and mental health. If you are unable to complete an assignment by the time it is due because of any reason, please email me before it is due so that we can work out an appropriate extension.

\*NOTE: The first drafts of the Argumentative Essays (1.1, 2.1) must be turned in on time in order to give adequate time to your classmates for Writing Circles feedback. If you do not feel you can turn in a completed essay (1.1 or 2.1) by its due date, please reach out to me before it is due so that we can work out a plan for what you will be able to accomplish.

## **UNIVERSITY POLICIES**

### **Student Conduct and Community Standards**

As a member of the university community, it is the student's responsibility to know their rights and fulfill the expectations of the university's Student Conduct and Community Standards. For information related to topics such as reporting a potential student conduct violation, reporting academic misconduct, and student conduct code, visit: <https://dos.uoregon.edu/social-misconduct>.

### **UO Prevention of Discrimination and Harassment**

The university is committed to providing a safe environment for all of its community members. Students experiencing any form of prohibited discrimination or harassment may seek information from various sources: [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), [titleix.uoregon.edu](http://titleix.uoregon.edu), [aaeo.uoregon.edu](http://aaeo.uoregon.edu), the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), Dean of Students offices (541-346-3216), the 24-7 hotline 541-346-SAFE. For information regarding mandatory reporting of child abuse, visit [Mandatory Reporting of Child Abuse and Neglect](#).

### **Documented Disability**

The university is working to create inclusive learning environments. Students should notify the course instructor if there are aspects of the instruction or design of the course that result in disability-related barriers affecting participation. Students are also encouraged to contact the Accessible Education Center in Oregon Hall at 541-346-1155 or [uoacc@uoregon.edu](mailto:uoacc@uoregon.edu).

Emergency Management and Continuity Program  
Emergencies UO Emergency Management & Continuity Program (UOEMC) has an entire website dedicated to helping students, staff, and faculty become better prepared in the event of an emergency: <http://emc.uoregon.edu/>. This website offers a wide range of helpful tips, including how to create your own emergency supply kit to updates on any recent alerts. Three recommendations in particular pertain to this class: confirm that you are signed up for emergency alerts (for both emails and text messages), practice at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the evacuation assembly area. For emergency assistance on campus call 911. For nonemergency assistance on campus call 541-346-2919. Never assume others have called when you witness an emergency that endangers yourself or others.

## Schedule of Assignments

Essay Cycle 1: Is Technology Making Us Stupid?

*Week 1- Sympathetic/Critical Reading & Discourse Communities*

M 1/4: Welcome!

- Complete Discussion Board Posts and orient self with Canvas/Syllabus

W 1/6:

- RRW: 1-4 "How to Read"
- Zoom Introduction & Lecture

F 1/8

- **Reflective Essay (1 pg.) due**

S 1/9 (Last Day to Drop Classes without W)

*Week 2 - Reading Discussion & Question @ Issue*

M 1/11:

- Discussion Board Posts
- Read
  - "How Does Our Language Shape the Way We Think?" p. 2 Language Reader
  - Kaminer's "Let's Talk About Gender, Baby," pg. 138
- Greene's "Hey Dude." pg. 135
- **Discussion Board on Sympathetic reading summary (1 pg) due by midnight**

W 1/13:

- **Zoom Lecture**
- Read
  - RRW: 4-8 "How to Reason Questions"
  - Bolina's, "Writing Like a White Guy" pg. 182
  - Baldwin's "If Black English Isn't a Language, Then Tell Me, What Is?" pg. 156

F 1/15:

- Initial Writing Reflection due by midnight

Week 3 – Ethical Argumentation

M 1/18:

- Holiday! No Work

W 1/20

- Discussion Board Posts
- Read
  - RRW: 8-12 “How to Reason Claims”
  - Hernandez’s “Spanglish Moves Into the Mainstream” pg. 167
  - de Ortego Y Gasca’s, “Regarding Spanglish” pg.174
  - Salais’, “Saying 'Adios' To Spanglish” pg.171

F 1/22:

- **Question at Issue Worksheet due by midnight**

*Week 4 - Writing, Revising, & Enthymeme Workshop*

M 1/25:

- Discussion Board Posts
- Read
- - “Why We Cite”: <<http://guides.lib.unc.edu/citing-information/why-we-cite>>
  - “Plagiarism”: <<http://writingcenter.unc.edu/handouts/plagiarism/>>
  - “MLA Guide”: <<https://owl.english.purdue.edu/owl/resource/747/01/>>

W 1/27

- **Zoom Lecture**
- Read
  - RRW: 20 “Revising”

Saturday, 1/29

- **Essay 1.1 (Question at Issue Essay) due on Canvas (2-3 pgs) by midnight**

*Week 5 – Collaboration: Writing Circles*

No discussion post/reply this week

Wednesday 2/3

- Read and comment on assigned peer review by midnight. These can be found under Essay 1.1.

Saturday, 2/6

- **Essay 1.2 due (3-4 pgs, revised version of Essay 1.1) by midnight**

Essay Cycle 2: Technology and Society

*Week 6 – Reflection and Reading*

M 2/8

- Midterm Reflection Discussion Board

W 2/10

- Read
  - Re-read *RRW*: 1-4 “How to Read”
  - Wiens' "I Won't Hire People Who Use Poor Grammar, Here's Why," pg. 102
  - Sedivy's "Politically Correct Animal Language" pg. 252
  - Orwell's "Politics and the English Language" pg. 203

F 2/12

- **Critical Reading Summary for *one* of the weekly readings (2 pgs) due by midnight**

*Week 7 – Question at Issue Revisited*

M 2/15

- Discussion Board Post
- Read
  - Eede's "You can't Google it and Get it back." pg. 311
  - Boney, Jr.'s “The Indomitable Language: How the Cherokee Went Syllabary Went from Parchment to iPad” pg. 316
- Cardoso's “The Death of An Indian-Born Language” pg. 325

W 2/17

- Read
  - Re-read *RRW*: 4-8 “How to Reason: Questions”
- **Question at Issue Online Workshop**

F 2/19

- Reflective Exercise/Freewrite

*Week 8 – Ethical Argumentation and Enthymeme*

M 2/22 (Last day to withdraw from classes)32

- Discussion Board Post
- Read
  - Re-read *RRW*: 8-12 “How to Reason: Claims”
  - ["On Paragraphs"](#)

H 2/24

- Read
  - Re-read *RRW*: 12-20 “How to Write”
- **Online Enthymeme Workshop**

F 2/26

- Reflective Exercise/Freewrite

Saturday, 2/27

- **Essay 2.1 due (4 pgs) by midnight**

*Week 9 – Peer Review*

No discussion post/reply this week

Wednesday 3/3

- Read and comment on assigned peer review by midnight. These can be found under Essay 1.1.

*Week 10 – Metacognition reflection*

M 3/8:

- Discussion Board Post
- “He CONTENDS’: Using the Templates to Revise,” 141-161

W 3/10

- **Final Zoom Lecture**

F 3/12 (last day of classes!!)

- **Final Reflective Essay (1-2 pgs)**

Saturday, 3/15:

- **Final Essay 2.2 due (4-5 pgs)**