

WR 121: Written Reasoning as Discovery and Inquiry

Winter 2021 Course Syllabus

CRN 25407, MWF 1100-1200, Remote

Instructor: Dr. Carolyn Bergquist

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Office Hours: T 1000-1300 at <https://uoregon.zoom.us/my/bergquistc>

I'm also happily available by appointment

Welcome to WR 121!

This class 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 explore different answers to questions at issue and investigate the reasons behind those answers. The resulting dialogue gives all participants the opportunity to test different questions and answers in order to fully participate in the range of ideas and their underlying assumptions. 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 our discussion boards, remote class sessions, and written essays.

I am committed to our course—to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. We cannot meet in person, but we can do many things:

- Be moved and challenged by ideas about a university education and all the current social and cultural issues that intersect here;
- Practice different reading and writing strategies, which are cross cutting, transferrable skills;
- Engage in ethical dialogue that widens our perspectives and deepens our knowledge;
- Affirm our commitment to the future we will share by continuing to learn, to look for a range of answers to important questions, and to share our thinking with others.

This is a **REMOTE** course, which means that, unlike WEB courses, **we will meet during scheduled class meeting times**. I'll make the most of these live sessions to build community and interaction, while providing make-ups for students who need them.

Office Hours and Questions

I will host “live” office hours through Zoom at <https://uoregon.zoom.us/my/bergquistc> each week on Tuesdays from 10:00 – 1:00 and also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just send me an email with times and days that work for your schedule. If you experience Internet access challenges, my office phone is a good way to leave a message

Please also be in touch to tell me how you are doing in these challenging times—are you having a tough week? Having troubling with some aspect of the course? I can strategize with you

about course material or assignments and your writing process. You are my student in a term that I suspect you and I will always remember. I will do everything I can to help you succeed.

If you contact me with a question, I will try to respond within one business day. I typically provide feedback on assignments within ten days.

Technical Requirements

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

Composition Program Learning Outcomes for WR 121

By completing all assignments in this course to the best of your ability, you will learn to

- Describe and practice writing as a multi-faceted process of inquiry, learning, and expression;
- Practice writing as a social process through compassionate and critical response to your peers' work and revision of your own writing in response to peer and instructor feedback;
- Practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives;
- Develop audience awareness and practice respectful treatment of audience in accomplishing your writing purposes;
- Identify and critically apply style conventions for writing in an academic context.

Required Texts

- *They Say/I Say: The Moves That Matter in Academic Writing, with readings*, eds. Gerald Graff, Cathy Birkenstein, Russel Durst, 4th edition. (Available from the Duck Store and other retailers)
- *Reading, Reasoning, and Writing*, James Crosswhite (Available from the Duck Store)

These electronic handbooks are available for grammar and citation reference during this course:

- *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 (8th). Refer to *Purdue OWL* for citation information.

Assignments 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. Prepare a first version exactly as you prepare a graded essay by editing for punctuation or grammar errors, spell checking, and

examining the argument structure for completeness. Failure to write a first version means that you have missed the entire essay cycle. **You must satisfactorily complete the first version in order to receive credit for the second version.**

Both Essay Cycles will include the following components:

- **Short Writing Assignments:** These short, assignments will feed directly into the formal essay assignment and also include both peer review of your colleagues' first essay versions and reflective writing. Details will be available on Canvas.
- **Formal Essay in Two Versions:** Your essays will be 4 pages, formatted according to MLA or APA guidelines, and should adhere to the criteria in the assignment instructions and grading rubrics. The first version is NOT graded, but, as stated above, unless you submit the first version, you cannot pass the essay cycle.

Be sure to **keep all work related to the argumentative essays** along with any assigned reflective essays for inclusion in a final portfolio to be submitted at the end of the term.

In-class writing: To organize thoughts, get started with discussion, and build ideas for essays, we will start most class sessions with a brief in-class writing. These will take different forms and have a variety of prompts. They will often ask you to record first thoughts, explore an idea that strikes you from one of the readings, or draft a portion of an assignment coming up. You may make up three missed in-class writing assignments if you are unable to attend class.

Discussion Board Posts and Replies: The discussion board will be the place where you build on the ideas generated in class in a forum to share with your colleagues. These posts should respond to the prompt and develop an idea in a substantive paragraph. I encourage you to use these discussion posts to explore ideas you would like to write about in your papers so you can receive replies from your colleagues to help you build ideas. More detailed instructions will be available on our Canvas course site.

Individual Conferences: A one-on-one Zoom conference with cameras turned on is required in week 8, though I encourage you to come to office hours or schedule a separate meeting other times during the term. Missing a conference will count as a class absence.

If for any assignment you feel the need to consult **outside resources** (such as other books or websites) or have any difficulties getting started or knowing how to proceed, let me know right away. The assignments are designed for you to be able to complete them without consulting outside sources. If you are having difficulty, I need to know so I can help point you in a good direction. See below for a definition of plagiarism and how it can affect your grade.

Grade Breakdown:

- Essay 1 25%
- Essay 2 35%
- In-Class Writing: 15%
- Short Writing Assignments: 15%
- Discussion Board Posts and Replies: 10%

University of Oregon Grade Schema

Letter Grade	Range:	
A	100%	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	

Composition Program Policies

Program-level policies that apply to our course can be found at this link:

<https://composition.uoregon.edu/program-policies/>

Course Policies

Accessibility: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu.

Attendance: You may miss up to three class meetings without penalty, and additional absences may affect your course grade. Being absent from class does not automatically grant an extension on any assignment due that day. Most importantly, if you are facing difficulties with regular attendance, please let me know so I can help make the best path forward for you and your studies.

Netiquette and Community: To create a safe, productive working environment, be mindful when you communicate with both your colleagues and professors. These guidelines for online behavior and interaction are known as netiquette.

- Respect the privacy of your classmates and what they share in class. It is prohibited to screenshot and repost posts or material from this course on social media.
- Do not make personal or insulting remarks.
- Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
- Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources.

- Stay focused on the text and topic.
- Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience.
- Be respectful of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
- Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an remote classroom.
- Remember that all college-level communication should be in complete sentences and proofread for clarity. Tip: Start in Word and use the spell and grammar check.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Be careful with personal information (both yours and other’s).
- When emailing your professors or peers, use a descriptive subject line and don’t forget to sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be aware that typing in all capital letters indicates shouting.

Reading Assignments: You are expected to have read all assigned materials before the beginning of class and prepared to discuss them. Be sure to look up any words you don’t know as you read. Your comprehension of the material is necessary for a productive discussion of the readings (not to mention the quality of your writing).

Late Policy: All assignments are due at the times indicated on Canvas. I do not accept late work without arrangements. If you are having difficulty with an assignment, let me know in advance of the due date to make arrangements with me, which means an agreement with me through email. Leaving me a message or writing an e-mail informing me of your situation does not count as an arrangement. You and I must actually exchange information for the arrangement to be approved.

Remote Learning in a Pandemic: As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, **course requirements, deadlines, and grading percentages are subject to change.** I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

Academic Honesty, Authorship, and Plagiarism: What is plagiarism? It’s important to understand ‘authorship’ and ‘ownership of ideas and words’ in academic writing. This helps writers give the correct credit to other writers, thinkers, and sources for their words and ideas. When you use someone else’s or another source’s words or ideas without telling your reader where they come from, you are PLAGIARIZING. Common examples of plagiarism include incorrect citation of sources and copying and pasting parts of an assignment from the internet or other students. Copying from unauthored webpages is plagiarism. Getting too much help from someone editing your writing is also a form of academic dishonesty.

Submit original work and cite the sources you consult! 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 without permission. The use of sources

(ideas, quotations, paraphrases) must be properly documented. Please refer to our e-handbooks as well as the Library Citation and Plagiarism guide and the Student Conduct Code on the Office of the Dean of Students website.

What are the consequences of plagiarizing? 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 BEFORE you submit your work if you have questions about your use of sources.

The student registered for the course must be the person taking the course.
Academic Misconduct Procedures: See <https://composition.uoregon.edu/program-policies/>