

# WR 121: College Composition 1

(CRN 25405)

Winter 2021

**Instructor:** Jean-Baptiste Simonnet

**MWF** 9.30-10.30am

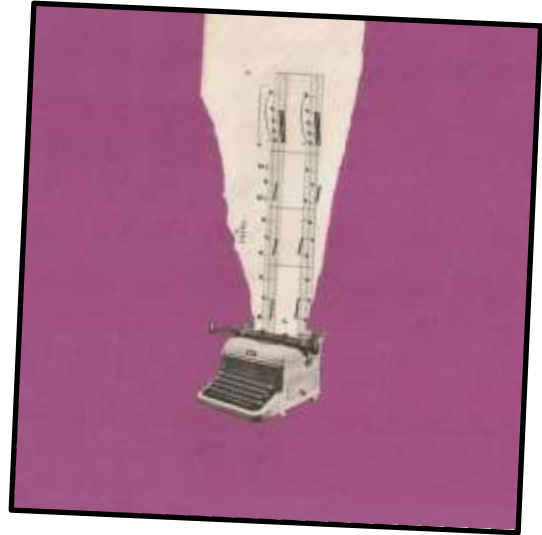
(find "Zoom meetings" links  
via the course's Canvas page)

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**Office:** PLC 363

**Office Hours:** T 3-5, R 9-10

(available through UO emails, Canvas messages,  
as well as Canvas Conference links  
via the course's Canvas page)



## Course overview

**Writing 121** is an introduction to written reasoning and argumentation. The objective of argumentation in our course will not be persuasion or "winning" debates; instead, our class will become a discourse community (a community that shares a language) where we communicate our individual positions and figure out together the best reasons to support or complicate those positions. Together as a class we will:

- *read critically,*
- *form questions from those readings,*
- *discuss those questions,*
- *compose and revise arguments in answer to those questions.*

*Despite the challenges we are all facing together, I am committed to delivering a consistent, inclusive, and quality remote learning experience this term. Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email. Check and adjust your Canvas notifications setting under Account -> Notifications.*

*My office hours this term will be held remotely on Tuesdays from 3 to 5 and on Thursdays from 9 to 10. I will be available through Canvas conferences, Canvas messages, as well as UO emails. I welcome appointments outside of my regular office hours, too. Please email me to set up a time that works for both of us.*

Instead of serving as an entry ticket to forms of academic "recognition", the reading, writing and exchange of ideas in the class are meant to help us develop the habit to challenge widely-held assumptions that have come to dictate our lives, and/or perpetuate or even bolster systemic forms of oppression.

The writing classrooms at the UO are themed. The topic of this section is *Language*. We will interrogate the rules of language as well as examine the way language creates power, the way the powerful conceive of and make of use language, and the way language may help underline structural issues.

## Required Course Material

<b>The course readers you bring to class (physical or electronic copy):</b>	<b>The grammar and usage handbooks to use with writing assignments:</b>
<i>Reading, Reasoning and Writing</i> . Crosswhite, James  <i>Language: A Reader for Writers</i> . DasBender, Gina	Purdue OWL ( <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> ) UNC Writing Center Handouts ( <a href="http://writingcenter.unc.edu/handouts/">http://writingcenter.unc.edu/handouts/</a> ) Writing for Success ( <a href="http://open.lib.umn.edu/writingforsuccess/">http://open.lib.umn.edu/writingforsuccess/</a> ) NOTE: Refer to Purdue OWL for accurate citation information.
<b>Where to find them?</b> Duckstore or on reserve in the Knight Library	<b>Where to find them?</b> On the Library Resource link of our Canvas course site

## WR 121 Learning Outcomes

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.*

## Coursework and Class structure

**Essay Cycles and Assignments:** This course is divided into two “cycles” (first 5 weeks, and last 5 weeks), each comprising of two Reading summaries, one Question at Issue essay, and one argumentative essay drafted and revised between at least two versions (essays 1.1, 1.2, and 2.1, 2.2). (see “Schedule of Assignments”.) You will write one initial and one final formal reflective essays as part of your assignments and grading assessment.

All parts of an essay cycle formal writing are subject to peer and/or teacher feedback. All components of the essay cycle are to be complete and written in formal, academic prose.

**Attendance** (see “Grading”): You are allowed to miss up to 1 week (3 class sessions and their in-class writing tasks) for any reason. Any further unexcused absence will result each time in your final grade being reduced by 3 grade points (for instance, from 85 to 82, etc.). More than 6 absences can result in failure of the course and more than 9 absences will result in failure of the course. You are responsible for anything you miss if you are not in class, and you are responsible for turning in assignments on time whether or not you attend class. If you are absent, arrange to get notes from a peer or make use of my

office hours to find out and discuss what you missed. (See especially “Late, Missed and Ignored Work” in “Grading”.)

**Class sessions and class structure:** (synchronous in-class writings, meetings and discussions).

As a class, we will convene synchronously three times a week (MWF, 9.30-10.30). *\*Unless I notify you otherwise and ahead of class\**, class time will be divided into 2 parts:

1. In-class writing time (write-ups, responses, discussion posts, group write-up, collaboration on working with digital archive, etc.) (25 minutes)
2. In-class meeting time with interaction, lecture, discussion, etc., on Zoom. (25 minutes)

**[Structure/procedure]**

1. (In-class writing time, 9.30-9.55)

Log in to Canvas and the course page, look for the >Module of the current week and day, read and work on the in-class writing task. I will post the prompt or link to the task prior to the class session.

*\*Ideally*, log on to the Zoom meeting as well, via Canvas (>Zoom meetings, left hand side tab) so that you can interact with me in the chat if needed and ask a question, a clarification (but it is not required). If the writing is collaborative I may allocate you to breakout rooms – if the in-class writing is group work, I will remind you to log on to zoom on the prompt itself.

In-class writings will be varied and will be structured to help you navigate, retrieve, reflect on the concepts, your readings or the prior discussions we will have had. Those tasks will be geared toward preparing you for the next assignments and for the formal drafting and composition of your final essays (1.2 and 2.2, see below, “Schedule”).

If we will all be working simultaneously, it may also be a time to individually pace up your work the way you need, the way that works good for you - you may also go over your notes, the material, you may prepare questions, etc. You may for example work for 20 minutes and take a 5 minute break. Simply be on time at 9.55 for when we convene (back) on zoom.

I will reply in real time to your questions on zoom (or via email/canvas messages if you cannot log on the meeting yet), and I will reply or interact with your posts when and if necessary – to respond or give feedback.

Note that “in-class writings” are not formal “assignments” but are a full part of attendance and course participation and thus are part of the class’s labor-based grading assessment (see below and see “Grading”, I.1). Unless otherwise noted, assignments are usually due by the start of class time (see “Schedule”), and you may have had to submit an assignment just before logging in.

2. (In-class meeting time, 9.55-10.20)

Vroom into the Zoom meeting room to the class via Canvas ((>Zoom meetings), if not already. I will admit you.

In-class meeting time will be dedicated to presenting, discussing, working on the readings and concepts of the course together.

\*

I will check in with you about our class structure during the term to see what can be adapted, tweaked, changed.

**Engagement:** In this course, the student is the generator of the ideas, both in writing and in class work. It is crucial that you remain actively involved in the class - that is, by showing good faith effort to build intellectual community through shared inquiry. This requires a commitment to actively listen, practice new skills, take risks, and allow others to take risks. (Note that I reserve the privilege to ask students who cannot respect this process to leave the meeting.)

It may include, but is not limited to: contributing to large group discussion and small group conversations, listening actively, taking notes, asking questions, participating in Writing Circles, completing in-class writing, and coming to class prepared.

\*

Inflammatory remarks will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected and in which we can gradually learn to trust each other.

As your instructor, my request is that all students respect their fellow students. This means:

- (if replying) addressing people using their preferred names and pronouns (if you don't know, ask)
- categorically rejecting hateful, injurious speech-acts in all forms (whether in the abstract or directed towards individuals)
- not attacking anyone for their self-identifications and expressions, race, political affiliations, or religious beliefs

Importantly, our goal here is a discussion thread in which students who have historically been subjected to marginalization will not encounter similar forms of exclusion, and in which students who have not encountered such forms of exclusion think and act in consideration of those who have.

It is also certain that we do not necessarily always mean what we say the way it has been received. Only if you would want to, I would also encourage you to express and explain the way you felt, or what you meant, should anything happen, so as to foster communication, trust and understanding wherever and whenever it still can be.

**Writing Circles and individual feedback sessions:** We will peer review each other's work in 'Writing circles' (week 5, see "Schedule"); I expect everyone to approach Writing circles seriously and respectfully. It is a big act of trust to give one's writing to other people for feedback. During week 10, you will also have a live feedback session with me about your Essay 2.1, so as to interact about your essay, suggest potential changes, and design a path towards making revisions to the essay.

Specific instructions will be provided later in the term.

## Course policies

**Assignment Format:** All written work should be typed and double-spaced using Times New Roman 12-point font. Think of the default as about 300-350 words per page. Put word count in the header of your document. Use MLA format for quoting and citing sources. We will discuss citation further in class. All written work is due on Canvas in .doc or .docx format by the start of the class period. See me early in the term if you are having submission problems.

**Accessibility:** Please do let me know if there are any aspects of the instruction or design of this course that result in disability-related barriers to your participation, or any otherwise excuse/absence during the term.

You are also encouraged to contact the Accessible Education Center (<https://aec.uoregon.edu/>, or in 360 Suite Oregon Hal for those of you who are on Campus), or at (541) 346-1155, or [uoac@uoregon.edu](mailto:uoac@uoregon.edu). Please request the AEC to send me a notification letter outlining your approved accommodations.

**Academic integrity and honesty:** All work submitted must be your own and must be written exclusively for our course. The English Department complies with all university policies regarding the reporting, investigation and sanctioning of academic dishonesty (<https://dos.uoregon.edu/academicmisconduct>).

**Prohibited Discrimination and Harassment Reporting:** Note that I am a student-directed employee, which means that I will only report if you wish me to. I can connect you with confidential employees and counselors – I recommend the 24-7 hotline 541-346-SAFE. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information at <https://safe.uoregon.edu> (concerning sex and gender-based violence), <https://respect.uoregon.edu> (concerning bias, hate, or discrimination), <https://investigations.uoregon.edu/title-ix> (Title IX coordinator), or [aaeo@uoregon.edu](mailto:aaeo@uoregon.edu) (office of affirmative action). You may contact the non-confidential Title IX office ([titleixcoordinator@uoregon.edu](mailto:titleixcoordinator@uoregon.edu)), AAEO offices (541-346-3123), or Dean of Students offices (541-3463216) for help. Note that I am also a mandatory reporter of child abuse.

## Composition Program Policies

The policies for the Composition Program are available here: <https://composition.uoregon.edu/program-policies/>

These policies are mandatory for students enrolled in a composition course at the UO.

## Labor-based Grading

Assessment for this course modifies the conventional model of evaluating and grading your work as a student.

A labor-based grading assessment model acknowledges the *labor* and *process* of your work in the course rather than using a standards-based model of assessment wherein only a quantifiable quality of the products you create for the class determines the final grade. Your final grade in this course will be based on the demonstrable and observable effort and labor that you put into both your in-class and out-of-class work.

I want to make sure that our goals in this course aren't about grades or figuring out what I, the instructor, thinks is "right" in content and in form. I want our goals to be about learning to write for college, thinking critically about what it means to "write", figuring out what you think, and helping others to hear those thoughts clearly.

I will facilitate the course by designing the assignments, activities, and by providing you feedback. You will be responsible for your own learning and you will determine your grade by behavior, effort, reflection, and investment in improving and how you consider and respond to feedback from me and your peers.

### The default grade for the course is a "B" (85%):

if you do all that is asked of you completely and in the spirit in which it is assigned; engage in the readings, discussions, and assignments; participate and collaborate as defined; and show evidence of improvement in both these processes and your understanding of course concepts, then you will receive a "B."

if you miss class (or do not fully participate), turn in assignments late, forget to do assignments, do less labor than what is expected of you, or neglect the needs of your readers or the spirit of the assignment, you will earn a lower course grade (see "Grading" below). This model gives you a clear idea of what your final grade looks like at any moment. The grade of B depends primarily on *behavior* and *labor*. Thus, you will earn a "B" (85%) if you put in good time and effort, participate fully, and complete all of the work assigned. We will expect this from everyone.

However, *you may also raise your grade* by completing, according to the guidelines and in the spirit asked of you, optional advanced labors listed below (II. 1.).

## Grading

### I – The "B" Labor-based Agreement

You are guaranteed a course grade of "B" (85%) if you meet all seven of the following conditions.

**1. Attendance.** You agree to fully participate in the scheduled class sessions and their activities and assignments, which means you will need to be present during class-time and thus complete the writing activities, actively listen. Classes will be based on the readings and assignments. Attendance therefore means showing up prepared, having completed the reading and all assignments in the schedule of assignments.

You are allowed 3 absences without penalty. Note that missing a Writing Circle equals missing a week of classes.

**2. Promptness.** You agree to come on time to class and the in-class writings (see “Class sessions and class structure”)

**3. Sharing and Collaboration.** You agree to work cooperatively and collegially in groups or as a class.

**4. Work and Labor conditions.** You agree to meet the following conditions for all written assignments:

**a. Complete and On Time.** You agree to turn in on time and in the appropriate manner complete assignments that meet all of our agreed upon expectations. (See I.5, below, for details on late assignments).

**b. Revisions** (for essays 1.1 and 2.1; details will be provided on Canvas). When the job is to revise your thinking and work, you will reshape, extend, complicate, or substantially clarify your ideas—or relate your ideas to new things.

**c. Copyediting.** When the job is a final draft (Essays 1.2 and 2.2, see Schedule”), your work must be well copyedited—that is, you must spend significant time in your labor process to look just at spelling and grammar.

**5. Incomplete and Late Work\*\*.** You agree to turn in properly and on time all work and assignments expected of you (see I.4. above), which means you’ll complete all of the instructions and expectations for each assignment.

**a. Incomplete.** If your work is missing something and not meeting minimum criteria for completion of the assignment, your work will be marked as Incomplete and I will let you know. **You have 48 hours to revise and resubmit any incomplete work.** Resubmitted work will count as a “Late” assignment (see I.5.b.). If the same assignment gets a second incomplete due to not engaging with the first feedback accordingly, it will be considered a “Missed” assignment (see I.6.).

Know that I am always more than happy to talk to you before the due date (as well as anytime) if you are confused or struggling to meet the criteria for completion.

**b. Late work** is defined as any work that is submitted after the due date/time but **within 48 hours** of the deadline posted on Canvas. **You are allowed 2 late works without penalty, aside from the 1.1 and 2.1 Essays of each cycle.** The 1.1 and 2.1 essays which *must be handed in on time, so as to be able to participate in the “writing circles” (week 5) and “individual feedback session” (week 10).*

**6. Missed Work\*\*.** If you submit late work **after 48 hours**, then it will be considered Missed work, which is a more serious mark against your default grade. Please, if you know you may submit late, get in touch with me as soon as it may happen. Always happy to help and find a solution with you.

**7. Ignored Work.** You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the quarter—that is, I have no record of you doing it or turning it in. Accumulating any Ignored Work will keep you from meeting our class expectations—and passing the course—because ignoring the work does not meet our primary goal of learning.

*\*\**: Because of the cycle for teacher and peer feedback, I cannot accept late essays 1.1 and 2.1

## II - IMPROVING YOUR CONTRACTED GRADE: optional advanced labor

1. Higher grades require more labor. To be eligible to complete the extra labor, you need to have met all seven conditions in the “B” agreement (see above, I.). **You will find assignment directions below or as well as more details on Canvas in due time.** If you meet the requirements for the “B” default grade, you will only need to complete 3 optional labors and at least 2 different kinds to earn an “A”, as each advanced labor is worth 1/3 of a letter grade. You may complete up to 5 extra labor (see table, III. 1), consisting of any of the below assignments, and at least 2 different kind (see II.a., II.b., etc.):

**a. Write a reply to an assignment’s feedback.** Choose one comment or one aspect of your feedback from one of your assignments, paste it in, and reply reflexively in no fewer than 250 words about how you see the comment be generative or not, how you may revise, and why. You may show evidence of revision. The initial comment pasted in as well as the evidence do not add toward word-count.

**b. Write an additional Reading Summary** from any of the assigned readings from *Language: A Reader*. Due on the day we discuss the readings. Readings can be from Essay Cycle 1, Essay Cycle 2, or one from each Essay Cycle. (See instructions on Canvas for Reading Summary)

**c. Include a non-assigned reading from *Language: A Reader* to the unit to your Question at Issue Essay.** Choose an essay, get approval from me and include it in your Question at Issue essay for the unit. (See instructions on Canvas for Reading Summary)

**d. Design one in-class write-up.** During Essay Cycle 2 (week 6 to 10), and in consultation with me, you may design one in-class writing and write a 200 words reflection on designing it and on the responses from your peers. Give me a heads-up as soon as you have an idea and would want to design the activity and we will make it happen.

*\*\*Note that you can always choose for your in-class writing to be introduced anonymously.*

**e. and more:** (*additional labors may be announced during the term*).

2. If you have 1 more late assignment after the two you are allowed, or if you missed more than 3 class sessions and their respective writing activities, then 1 additional labor will make up for your “B” default grade.

If you receive penalties for late/missed/ignored work, you can complete up to 5 labors in total to try to make up for those penalties.

Note that you need to earn a “C-” in order to pass the class and satisfy the UO writing requirement.



### III – FINAL GRADE

#### 1. *Default Grade*

The default grade for this class if you complete all work on time (*with the exception of 2 “free” late assignments, and 3 absences that won’t count against the default grade*) and meet the minimum requirements, your final grade in this course would be 85 points, or a B. See below for a table summary of how that grade might either go up or down based on the labor you choose to (or not to) perform.

Tables:

	<i>Each Late Work (after two)</i>	<i>Each Missed Work</i>	<i>Each Ignored Work</i>
<i>Essays 1.2, 2.2</i>	-3 points	-9 points	-20 points
<i>All other Assignments</i>	-3 points	-6 points	-10 points

<i>Each unexcused absence (after three)</i>	<i>Each Extra Labor (up to five)</i>
-3 points	+3 points

#### 2. *Exemplary Labor*

If by our final assignment deadline during Finals Week, you miss no classes, participate in all activities, have no late, missed or ignored assignments, then your course grade will increase by 1/3, e.g. from a “B” to a “B+”. This is also the only way to raise your grade from an “A” to an “A+”.

#### 3. *Knowing where you stand*

A labor-based grading system gives you agency in determining the course grade you want and gives you a clear idea of what your final grade looks like at any moment. I will use Canvas for tracking your labor, but because Canvas only has a few options for marking your work (“Complete”, “Incomplete”, “Late”) and we have a few more layers to this, I will also note in my comments on your work whether the assignment is “Complete”, “Incomplete”, “Late”, “Missed” and “Ignored” along with how many points are added or deducted.

#### 4. *Extenuating Circumstances*

If you find yourself in situations that render it exceptionally challenging for you to fulfil any course requirements during the quarter, informing me as soon as possible enables my working with you and exploring different options for you to meet the university’s expectations for student engagement hours and workload.

## WR 121 Winter 2021

(Instructor: Jean-Baptiste Simonnet, CRN 25405)

### Schedule of Assignments [MWF]

How to read this schedule of assignment:

1. Assignments are due the day they are listed. Canvas submissions are due by the start of the class time [9.30am] (unless otherwise noted).
2. Readings are to be found in *Reading, Reasoning and Writing* [RRW] and in the *Language: A Reader for Writers* [LR] (unless otherwise noted).

Week	Day	In Class	Reading Due	Writing Due
<b>1</b>	M (1/4)	Introductions, Syllabus, Class structure		
	W	Reflective essay		
	F	Sympathetic/Critical Reading, Discussion	RRW: 1-4 ; Wiens, "I Won't Hire People Who Use Poor Grammar. Here's Why," LR, 102-105	
<b>2</b>	M	Discussion	Weeks, "R Grammar Gaffes Ruining the Language? Maybe Not" LR, 115; Badger, "Plain English Urged to Limit Federal Bureaucracy" LR, 78-81	<b>Reading Summary 1 Due (Canvas, 9.30am)</b>
	W	Questioning questions	RRW: 4-8, "How to Reason, Questions"; Baldwin, "If Black English Isn't a Language, Then Tell Me, What is?" LR, 156-160	
	F	Discourse community and questions	McIntosh, "White Privilege: The Invisible Knapsack" (Canvas)	
<b>3</b>	M	Question at issue	[TBA] (Canvas); Solnit "When the Media is the Disaster" LR, 237	<b>Reading Summary 2 Due (Canvas 9.30am)</b>
	W	Question at issue troubleshooting		Question at Issue Worksheet due (in-class, preparation)
	F	Citation workshop	"Why We Cite" < <a href="http://guides.lib.unc.edu/citing-information/why-we-cite">http://guides.lib.unc.edu/citing-information/why-we-cite</a> > "Plagiarism" < <a href="http://writingcenter.unc.edu/handouts/plagiarism/">http://writingcenter.unc.edu/handouts/plagiarism/</a> > "MLA Guide" < <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> > "On Paragraphs" < <a href="https://owl.english.purdue.edu/owl/resource/606/01/">https://owl.english.purdue.edu/owl/resource/606/01/</a> >	<b>Question at Issue Essay 1 due (Canvas, 9.30am)</b>

4	M	Enthymeme Workshop	RRW: 8-20 "How to Write"	
	W	Ethical Argumentation	RRW: 20 "Revising"	Enthymeme Worksheet due (in-class, preparation)
	F	Self-editing: Enthymeme and Essay Structure		<b>Essay 1.1 Due (Canvas)</b>
5	M	<i>Classes Cancelled for Writing Circles (see below "Writing circle")</i>		
	W			
	F			<b>Essay 1.2 Due (Canvas, 11.59pm)</b>
6	M	Midterm survey, Cycle 2 overview		
	W	Reading Discussion and Argumentation	Harney & Moten, "The General Antagonism" from <i>The Undercommons</i> (Canvas); re-read RRW pp. 12-18 ("Ethos," "Pathos," "Logos")	
	F	Reading Discussion	Okrent, "Body Language" LR 18-27; Davis & Gay "Ramshackle Garden of Affection" (Canvas, first two letters only)	
7	M	Unstated Assumption	Whitman, "'Kinetic' Connections" LR, 225; Jerome, "Possibility of Infection" (Canvas)	<b>Reading Summary 3 due 9.30am (Canvas)</b>
	W	Citation workshop	Rankine, "II" from <i>Citizen</i> (Canvas)	
	F	Reading Discussion and Question at Issue workshop	Anzaldua, "How to Tame a Wild Tongue" from <i>Borderlands/La Frontera</i> (Canvas)	Question at issue Worksheet due in class
8	M	Sources workshop		<b>Question at Issue Essay 2 due (Canvas, 9.30am)</b>
	W			
	F	Unstated Assumptions lecture		Enthymeme worksheet due in-class
9	M	Unstated Assumption		
	W	Workshop: Introduction, conclusion		
	F			<b>Essay 2.1 (Canvas, 11.59pm)</b>
10	M	<i>Classes Cancelled for Individual Feedback sessions (see above "Writing circle and individual feedback sessions")</i>		
	W			
	F	Wrap Up		<b>Essay 2.2 (Canvas, 11.59pm)</b>
<b>Finals Week</b>		Final Reflection due		