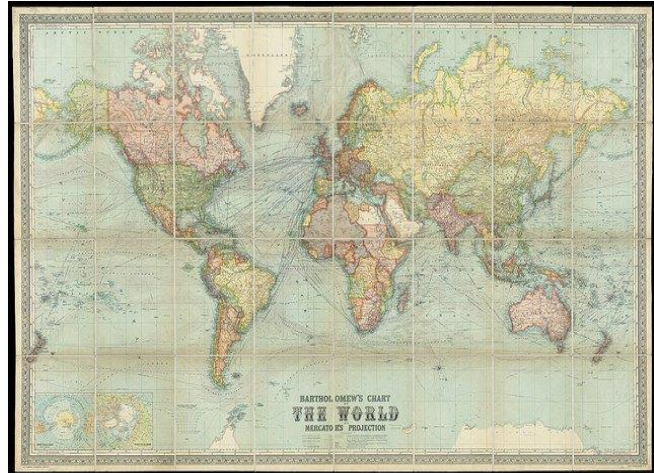


WR 121 College Composition:

Written Reasoning as Discovery and Inquiry

⌘ Winter 2021 ⌘
⌘ MWF 12:30-1:30 REMOTE ⌘
⌘ CRN 25414 ⌘



Course Information

Instructor	<p>Laurel Sturgis O’Coyne, <i>she/her/they/theirs</i> ⌘ <u>Please call me Laurel</u> ⌘</p> <p>email: lsturgis@uoregon.edu (preferred method) Office location: PLC 321 (unavailable) Campus phone: 541-346-3915</p> <p>Drop-in Office Hours: Zoom (link in Canvas) Tue./Wed. 1:30-3pm or by appt.</p>
Remote Learning Statement	<p>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. Check and adjust your Canvas notifications setting under <i>Account</i> -> <i>Notifications</i> to stay informed about important announcements and upcoming coursework, and please check your UO email regularly.</p> <p>My office hours will be held remotely using the Zoom link in our course Canvas site. I welcome appointments outside of my regular office hours, as well. Please email me (using your UO email domain only, or preferably using Canvas messaging) to set up a time that works for both of us. You should try to drop in to at least one of these open hour opportunities this term to chat with me about the work of this course and how to succeed in it.</p>
Course Overview	<p>Writing 121 is an introduction to sympathetic reading, critical inquiry, and argumentative writing. 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 we will propose different answers to questions at issue, explore the logic behind those answers, and examine them in relation to the competing ideas and reasoning of</p>

	<p>other people. The resulting dialogue gives us the opportunity to reconsider and refine our own reasons and positions. We will use the assigned readings to uncover and discuss questions at issue to our discourse community and then address these questions in written essays.</p>
Learning Outcomes	<p>Upon completion of this course, you should achieve the following outcomes:</p> <ol style="list-style-type: none"> 1. describe and practice writing as a multi-faceted process of inquiry, learning, and expression; 2. 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; 3. practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives; 4. develop audience awareness and practice respectful treatment of audience in accomplishing your writing purposes; 5. identify and critically apply style conventions for writing in an academic context.
Required Texts	<p>Please purchase: <i>Globalization: A Reader for Writers</i> Maria Jerskey (2014) (available from the DuckStore)</p> <p>Please Download and Print from Canvas: <i>Reading, Reasoning, Writing</i> James Crosswhite (pdf) “Flight” (excerpt) Barry Lopez (pdf) “Imagining Globalisation” Doreen Massey (pdf)</p>
E-Handbooks	<p>The following electronic handbooks are available for grammar and citation reference during this course. You can also find these handbooks on the Library Resource link of the Canvas course site: <i>Purdue OWL</i> (https://owl.english.purdue.edu/owl/) <i>UNC Writing Center Handouts</i> (http://writingcenter.unc.edu/handouts/)</p>
Remote Instruction	<p>We will meet LIVE through Zoom for part of our time together, on day 1 of each week, and then you will also have weekly activities, assignments, collaborations, and peer review work independently and/or in small groups on days 2 and 3 of each week. Please review and make note of the schedule of readings and assignments (see pages 8-9) and don’t hesitate to ask questions if you are unsure of any element, assignment, or deadline, or if you would like further clarification on the instruction format. Please also be sure to familiarize yourself with Canvas, where you will find more details about remote instruction netiquette, expectations, and guidelines for participating and succeeding in this course. Please note: this plan is subject to change. Be sure to check Canvas regularly for important updates and announcements.</p>

Course Work and Grading

Essay Cycles	<p>75% of course grade (Cycle 1 = 30%, Cycle 2 = 45%) The course will include two essay cycles, each comprised of a Reading Analysis (RA), a Question @ Issue essay (Q@I), and an Argumentative Essay drafted and revised between two versions (x.1 and x.2).</p> <p>First drafts of the argumentative essays are expected to be complete.</p>
Peer Review	<p>10% of course grade We will spend a significant part of our time together reflecting on one another's reasoning and writing. You are asked to address your peers' work with respect, empathy, and integrity and you are asked to give generous, constructive, and kind feedback as well as to consider your peers' feedback in your own revision process.</p>
Reflections and Final Portfolio	<p>15% of course grade Be sure to keep all work related to the argumentative essays, along with any assigned Reflection Essays and Discussion Board posts/responses. Additional short writing exercises may be assigned during our class meetings for inclusion in your writing portfolio.</p>
Breakdown	<p>Two Essay Cycles 75% Cycle #1 = 30% Reading Analysis (RA) Question @ Issue (Q@I) Draft 1.1 Draft 1.2 (100 pts.) Cycle #2 = 45% Reading Analysis (RA) Question @ Issue (Q@I) Draft 2.1 Draft 2.2 (100 pts.) Portfolio 15% Peer Review 10%</p>

Course Policies

<p>Composition Program Policies</p>	<p>The policies for the Composition Program are available here: https://composition.uoregon.edu/program-policies/ Adhering to these policies is mandatory for students enrolled in a composition course at the UO.</p>
<p>Academic Honesty</p>	<p><u>All work</u> submitted in Writing courses must be the student’s original work and be written exclusively for this course, which means students may not submit papers or portions of papers that have been written for any other course. The use of any and all sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Composition Program’s e-handbook resources as well as 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. If you have any questions about your use of sources, or if you are unsure of how to properly cite a source, please consult with me (your instructor) BEFORE submitting the work in question.</p>
<p>Attendance</p>	<p>Attendance is required for all live meetings of WR 121, which is a discussion-based class and requires your active engagement to fulfill the course learning outcomes. Please consult with me as soon as possible in the case of illness, internet interruption, or other circumstances beyond your control which prevent you from attending class—I am happy to make accommodations to ensure your completion of the course and I understand that chaos happens in the Time of Corona 😊</p> <p><i>When joining our live Zoom meetings, please always be sure to arrive on time for class, to prepare the assigned readings and/or writing in advance of our class discussions, to bring questions or ideas from the readings/writing, and to engage in respectful and empathetic discussions with your peers and instructor.</i></p>
<p>Late Work</p>	<p>All work is expected to be turned in by the due date listed on the schedule of assignments. It is your responsibility to contact me in case of emergencies or unusual circumstances that interfere with timely submission of work. I am happy to make accommodations if you contact me before the day the assignment is due.</p>
<p>Access</p>	<p>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</p>

	barriers to your participation. You may also wish to contact the <i>Accessible Education Center</i> in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu .
Use of Electronics	Use of electronics during our (remote) class meetings should be limited to the device used for the meeting and/or for taking notes. Out of respect for our classroom community, please don't check your phone or your social media or engage in online shopping or any other non-class related activities during our time together.
Emergencies	<p>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 and updates on any recent alerts. Please confirm that you are signed up for emergency alerts (for both emails and text messages) and be sure to enable Canvas notifications as well!</p> <p>For emergency assistance on campus call 911. For non-emergency assistance on campus call 541-346-2919. Never assume that others have called when you witness an emergency situation that endangers yourself or others.</p>

Note: Successful completion of this course is dependent on your ability to engage the readings, peer review, and writing assignments with care and effort. We all bring different kinds of knowledge and experience to the process and no one's ideas or opinions are unworthy of being explored, expressed, or shared. However, there is no room for hate, negative discrimination, or gaslighting in the writing class. Moreover, what we do in our time together extends beyond the walls of the classroom—we are a community of learners (myself included) and *ethical* inquiry, discovery, and argumentation means that we treat each other, ourselves, and our communities (human and non-human alike) with awareness of our interconnectivity and our vulnerabilities. Please treat our time together as a meaningful endeavor apart from course requirements and GPA's.

Description of Writing Assignments

Weekly Activities:

Each week (excepting weeks 1, 5, and 10), you will have an activity to complete (Canvas). The details of these activities will be announced week to week and will generally consist of either a **Discussion Board Post + Reply**, a **Short Writing** task, or a **Worksheet** to complete. These activities are part of your **Portfolio and Reflections** grade.

Due on Wednesdays no later than 11:59pm each week (to Canvas)

Reflections:

There are three (3) Reflection Essays assigned at the beginning, middle, and end of the course. These essays are designed to help you think about various aspects of the writing process as well as to reflect on your personal relationship with reading, reasoning, and writing. **Please refer to the individual assignment prompts in Canvas for specific guidelines and criteria.** These Reflection essays are part of your **Portfolio + Reflections** grade:

- **Initial Reflection (Week 1): No fewer than 250 words, MLA format (Word or pdf)**
We'll talk about this in our first live class meeting.
Due Week 1, Wednesday by 10pm (to Canvas)
- **Midterm Reflection (Week 4): No Fewer than 500 words, MLA format (Word or pdf)**
Due Week 4, Sunday by 10pm (to Canvas)
- **Final Reflection (Week 10/11): No Fewer than 750 words, MLA format (Word or pdf)**
Due Finals Week 11, [Day tbd] by 10pm

Essay Cycles:

There are two (2) essay cycles in which you will develop a series of writing assignments that all build toward a polished, finished, argumentative paper (RA → Q@I → **Essay x.1** → **Essay x.2**). Each of the following writing assignments is one step in the process of crafting a compelling, evidenced, and relevant claim about a topic of your choosing (**please refer to the individual assignment prompts in Canvas for specific guidelines and criteria**).

Step 1: Reading Analyses

There are two (2) reading analyses, one for each essay cycle. These are an exercise in summarizing and analyzing other peoples' positions, methods, and claims (part of the **Essay Cycle** grade).

- **Cycle 1 Reading Analysis Activity: Complete the Reading Analysis Worksheet on Canvas**
We will talk about this in our first live class meeting.
Due Week 1, Friday by 10pm (to Canvas)
- **Cycle 2 Reading Analysis Essay: no fewer than 500 words, MLA format (Word or pdf)**
Due Week 6, Sunday by 10pm (to Canvas)

Step 2: Question @ Issue assignments

There are two (2) Q@I essays assigned, comprised of a preparatory worksheet and a short written essay exploring questions at issue that arise from the readings and class discussions.

Important: these are **exploratory**, not argumentative, essays through which you will practice posing questions and thinking about the many ways you or someone else might respond to the questions at issue. This assignment is another step toward making a strong, reasoned, and compelling claim (or: response to a question at issue) in your essays 1.1 and 2.1 (part of the **Essay Cycle** grade).

- **Cycle 1 Q@I: no fewer than 500 words, MLA format (Word or pdf)**
Due Week 2, Sunday by 10pm (to Canvas)
- **Cycle 2 Q@I: no fewer than 750 words, MLA format (Word or pdf)**
Due Week 7, Sunday by 10pm (to Canvas)

Argumentative Essays:

There are two (2) argumentative essays assigned. You will compose, revise, and submit two (2) complete drafts of each essay, where the second draft is an expansion and refinement of the first—so Essay 1.2 is a revised and more polished or expanded version of Essay 1.1, and Essay 2.2 is a revised and more polished or expanded version of Essay 2.1—*and* each essay is scaffolded through the Reading Analyses and Q@I exploratory essay assignments preceding these argumentative essays. **Please refer to the individual assignment prompts in Canvas for specific guidelines and criteria.**

- **Cycle 1: no fewer than 1000 words, MLA format (Word or pdf)**
1.1 due week 3, Sunday by 10pm (to Canvas)
1.2 due week 5, Sunday by 10pm (to Canvas)
- **Cycle 2: no fewer than 1500 words, MLA format (Word or pdf)**
2.1 due week 8, Sunday by 10pm (to Canvas)
2.2 due week 10, Sunday by 10pm (to Canvas)

Tentative Schedule of Meetings and Assignments

Key: ▲ = synchronous/LIVE Zoom meetings and discussions
▲ = asynchronous/independent or Writing Circle times
▲ = No Class (Holiday or conferences)

Note: All assigned readings are included in your required reader (*Globalization*) or in *Reading, Reasoning, Writing (RRW)* unless otherwise indicated

Week	Day	In Class	Reading Due	Writing Due
1	M	Introductions, Initial Reflection		
	W	Discourse Communities, Sympathetic Reading Discussion	Read: <i>Reading, Reasoning, Writing (RRW)</i> , pp. 1-4 “How to Read” Read: Boroditsky	Initial Reflection Due
	F	Canvas: Reading Analysis Worksheet		Reading Analysis 1 Due
2	M	Critical Reading Discussion, Ethical Argumentation	Read: Leonard Read: Lopez excerpt (Canvas)	
	W	They Say vs. I Say	<i>RRW</i> : pp. 4-8 “How to Reason: Questions”	Weekly Activity Due
	F	Canvas: Brainstorming Question @ Issue		Question @ Issue Essay 1 Due Sunday
3	M	NO Class: Dr. Martin Luther King Jr.’s Birthday		
	W	All About the Enthymeme	<i>RRW</i> : pp. 8-12 “How to Reason: Claims”	Weekly Activity Due
	F	Canvas: Enthymeme-to-Essay Exercise	<i>RRW</i> : pp. 12-20 “How to Write”	Argumentative Essay 1.1 Due Sunday
4	M	Paragraph Structure	<i>RRW</i> : p. 20 “Revising”	
	W	Canvas: Peer Review		Weekly Activity Due
	F	Canvas: Writing Circle		Midterm Reflection Due Sunday
5	M	<i>No Classes: Writing Conferences with Instructor</i>		
	W			
	F	TBD		Argumentative Essay 1.2 Due Sunday
6	M	Reading Discussion	Re-Read: <i>RRW</i> pp. 1-4 “How to Read” Read: Horning, Cole, Whitty	
	W	Canvas: Reading Analysis Worksheet		Weekly Activity Due

	F	Canvas: Writing Circle Reading Discussion		Reading Analysis 2 Due Sunday
7	M	Reading Discussion	Read: Massey (Canvas)	
	W	Canvas: Question at Issue Activity		Weekly Activity Due
	F	Canvas: Independent Writing Work		Question @ Issue Essay 2 Due Sunday
8	M	All About the Enthymeme (Again)	Re-Read <i>RRW</i> : 8-12 “How to Reason”;	
	W	TBD	Re-Read <i>RRW</i> : 12-20 “How to Write”	Weekly Activity Due
	F	Canvas: Writing Circle		Argumentative Essay 2.1 Due Sunday
9	M	Reasoning, Counterarguments	Re-Read <i>RRW</i> : 20 “How to Revise”	
	W	Canvas: Peer Review		Weekly Activity Due
	F	Independent: Revisions		
10	M	TBD		
	W	Canvas: Revision Activities		
	F	Independent: Writing		Argumentative Essay 2.2 Due Sunday
Finals Week		Final Reflection Essay Due to Canvas [by exam time deadline]		