
Winter 2021 – Remote

Writing 121: Written Reasoning as a Process of Argument

CRN #25411 MWF 12:30 – 1:20

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Response time: M-F 8-4 w/48-hr turn around

Remote Office Hours:

Fridays 9:30-11:30 and 12:30-1:30

by appointment scheduled at least 24 hours in advance

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How to Access Office Hours:

Office hours will take place on Zoom (video or chat). My Zoom link is <https://uoregon.zoom.us/j/tnorth>, which can be copied and pasted into your browser to join the waiting room. Send me an email to arrange for meetings outside of office hours.

Why you should participate in office hours:

Students who utilize office hours deepen their ideas and understanding of the course content and relevant skills. They save time, gain clarity, and often find a new appreciation for their writing.

**All synchronous Zoom classes
accessed via Canvas Course Page.**

RESOURCES



Concept overviews
and peers



Accessible Education,
Knight Librarians,
Academic Advisors



FREE online tutoring
through WR 195 &
Writing Associates

Territorial Acknowledgement

The University of Oregon is located on Kalapuya ilih, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.

In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.

Course Overview

Course Overview

Writing 121 builds skills in inquiry, logical reasoning, and discourse to create increasingly sophisticated essays. Together, we will explore complex, local issues, relying upon each other to engage with various viewpoints surrounding a question at issue. Through critical reading, thoughtful discussions, and the completion of ongoing writing assignments and in-depth peer-review, our ideas in writing will not only be cogent and well-supported, it will also be ethical, complex, and compelling. Writing 121 will not only help you to be heard, it will show you how to be someone worth listening.

Themes from this course circulate around equity and access to higher education. Readings will examine issues related to tuition, grades and testing, admissions, and the complicated relationship between academics and athletics. Students will engage in discourse with multiple perspectives and experiences of peers and academics studying in the fields of Education, Economics, Gender Studies, and more. Readings such as Mark Drum's "An A is not an A is not an A: The History of Grading" and Kimberlé Crenshaw's "The Urgency of Intersectionality" will support critical analysis of students' own experiences within the broader contexts of the complicated higher-ed system. Through a number of different styles of writing ranging from news articles, academic research, tele-visual and audio texts, students will examine the conventions of ethical argumentation that can support their growth and development in written reasoning across multiple platforms to the greater end of honing problem-solving skills in complicated, real world contexts.

Required Texts & Resources

FREE articles accessed electronically via web or UO Library Database
Access to Canvas and reliable internet

**Composition
Program
Learning
Outcomes**

Upon completion of this course, students should be able to achieve the following outcomes:

1. describe and practice writing as a multi-faceted process of inquiry, learning, and expression;
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.

E-Handbooks

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/tips-and-tools/>)

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

Course Policies

**Composition
Program
Policies**

All program policies available here: <https://composition.uoregon.edu/program-policies/>
Conformance with these policies is mandatory for students enrolled in a composition course at UO. Details on access, sexual- and gender-based violence, observance of religious holidays, incompletes, misconduct, and academic honesty are listed here.

DACA

"There is no ambiguity...about the importance of continuing DACA. My view of morality dictates that young people... must be allowed to remain in the United States to learn, work, and make a life for themselves." – President Schill 9/17

Attendance

Given the role of discussion and collaboration during our time together and due to the connection of in-class work to your assignments, attendance on scheduled Zoom days is absolutely necessary. There is no punitive response for missing class. Instead, our learning environment will cultivate inquiry and encourage accountability.

**Submitting
Work**

Work submitted via Canvas will be accepted primarily in .doc, .docx, and .pdf formats. The window for submission will automatically close at the deadline. If you miss the window, your assignment is considered late.

Late Work Policy

Late work is allowed through Friday of Week 10 at midnight and will incur an **automatic penalty of 10%**. I do not distinguish time differences. An assignment a day late and an assignment a week late will incur the same penalty. There are a few exceptions to this policy, and they are noted in the individual assignments. Concepts and assignments are cumulative, so missing sequential assignments can impact ability to engage successfully. If you are experiencing difficulties with Canvas, email the assignment as an attachment to tnorth3@uoregon.edu before the deadline to avoid penalty.

To submit late work, email your assignment as a .doc, .docx, .pdf, or googledoc link to tnorth3@uoregon.edu with the assignment title as the subject. The cut off for ALL late assignments is Friday of Week 10 at midnight.

Grading Overview

75% Writing

Analysis	5%
Synthesis	5%
Inquiry & Investigation	15%
Drafting	10% <i>**exempt from late policy</i>
Peer Review	5%
Counterargument	5%
Revision	15% <i>**exempt from late policy</i>
Final Essay	15% <i>**exempt from late policy</i>

10% Skill Building & Engagement

10% Discussion & Participation

5% Reflection

Scale

Due to the flexibility offered in the late policy, there is no rounding for this course:

A+ 100-98	B+ 89.9-87	C+ 79.9-77	D+ 69.9-67	F < 59.9
A 97.9-94	B 86.9-84	C 76.9-74	D 66.9-64	
A- 93.9-90	B- 83.9-80	C- 73.9-70	D- 63.9-60	

Course Work and Grading

Writing

75% of course grade:

The essay cycle covers the arc of ethical argumentation from analysis to inquiry and drafting to revision. Formal essays are submitted in an early version, peer reviewed, commented on, revised, and submitted again in a refined version. Failure to write a first draft and/or extensively revise will significantly affect your grade. Further instructions for content and requirements will be provided.

Skill Building & Engagement

10% of course grade

Short skill building assignments are designed to prepare you for major writing concepts. They are worth 1-3 points and support deeper engagement with course content and rhetoric. We will work on skill builders in our synchronous classes.

Discussion & Participation

10% of course grade:

This class emphasizes the communication of ideas both in writing and in academic collaboration, so your active participation is essential. Responses on readings will be posted via Canvas Discussions. There are four (4) formal discussions scheduled for this class each worth 2.5% of the overall grade. The *late work penalty is exempt* for discussions due to the interdependent nature of discourse and participation.

There are three (3) parts to discussion:

1. One (1) initial post that engages critically with course reading(s) (50-150 words)
 - a. This can include rhetorical analysis of diction, ethos/pathos/logos, or ideas from the critical thinking anchors in the Resource folder under Files. Avoid solely summary.
2. One (1) follow-up post that is completed after class discussion on the evolution of your ideas or areas you wish to look more deeply into (50-150 words)
 - a. Reply to your original post. This step can include how your ideas have shifted, what you want to know more about, where you may feel confusion or frustration. This is also a good time to pinpoint compelling evidence, passages, or POVs that disrupt the original post. While some ideas may remain the same, avoid restating that nothing has changed.
3. One (1) reply to a peer (50-100 words)
 - a. **There is a one-peer-response-limit per post.** You must reply to posts without a peer reply. If ALL posts have one peer reply, only then can you create a second response.

Reflections

5% of course grade:

There are three (3) reflections for the term: one at the start of term, one during revision, and one during Finals Week. The final reflection is *exempt* from the late work policy.

Course Schedule

Key: Synchronous Class Day on Zoom
Sunday Deadlines

Wk 1	1/4/21	1/6/21	1/8/21
	Class via Zoom Syllabus & Course Overview	Class via Zoom Reading #1 & 2 initial discussion post due at class time	<i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom Initial Reflection due Sunday, 1/10 at midnight
Wk 2	1/11/21	1/13/21	1/15/21
	Class via Zoom Reading #1 & 2 follow-up post & peer reply due at class time Reading #3 & 4 initial discussion post due at class time	Class via Zoom Reading #3 & 4 follow-up post & peer reply due at class time Reading #5 & 6 initial discussion post due at class time	Reading #5 & 6 follow-up post & peer reply due at midnight <i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom Analysis due Sunday, 1/17 at midnight
Wk 3	1/18/21	1/20/21	1/22/21
	No Class <i>University Holiday</i>	Class via Zoom Inquiry & Investigation Reading #7 Short Response & Reflection due at midnight	<i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom Q@I Exercise due at midnight Synthesis due Sunday, 1/24 at midnight
Wk 4	1/25/21	1/27/21	1/29/21
	Class via Zoom Power Triangle Syllabus Review due at midnight	Class via Zoom Inquiry Triangle	<i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom Inquiry + Investigation due Sunday, 1/31 at midnight

Wk 5	2/1/21	2/3/21	2/5/21
	<p>Class via Zoom Enthymemes & Outlines</p> <p>Enthymeme Post due at midnight</p>	<p>Class via Zoom</p> <p>Enthymeme Peer Reply due at class time</p>	<p><i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom</p>
Wk 6	2/8/21	2/10/21	2/12/21
	<p>Class via Zoom</p> <p>.1 Essay due at class time</p>	<p>Class via Zoom Counterarguments</p> <p>Peer Review I due at midnight</p>	<p><i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom</p> <p>Logos Paragraph due Sunday, 2/14 at midnight</p>
Wk 7	2/15/21	2/17/21	2/19/21
	<p>Class via Zoom</p> <p>Peer Review II due at midnight</p>	<p>Class via Zoom</p> <p>Peer Review III due at class time</p>	<p><i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom</p> <p>Counterargument due Sunday, 2/21 at midnight</p>
Wk 8	2/22/21	2/24/21	2/26/21
	<p>Class via Zoom Intros</p>	<p>Class via Zoom Conclusions</p>	<p><i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom</p> <p>Revised Essay (.2) due Sunday, 2/28 at midnight</p>
Wk 9	3/1/21	3/3/21	3/5/21
	<p>Class via Zoom Final Overview</p> <p>Revision Reflection due at midnight</p>	<p>Syntax Analysis due at midnight</p>	<p><i>Office Hours</i> 9:30-11:30 and 12:30-1:30 via Zoom</p>

Wk 10

3/8/21

Writing Workshop

3/10/21

Writing Workshop

3/12/21

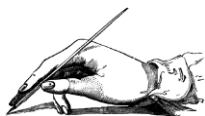
Final Office Hours
9:30-11:30 and 12:30-1:30
via Zoom

All late assignments
due at midnight via email

Finals Week:

Final Essay due MONDAY of FINALS WEEK at midnight via Canvas

Final Reflection due TUESDAY of FINALS WEEK at midnight via Canvas



See next page for course readings →

Required Readings

1. **College Sports are Affirmative Action for Rich White Students**
<https://www.theatlantic.com/education/archive/2018/10/college-sports-benefits-white-students/573688/>
2. **American Meritocracy is Killing Youth Sports**
<https://www.theatlantic.com/magazine/archive/2013/10/the-case-against-high-school-sports/309447/>
3. **An A is not an A is not an A: The History of Grading**
(See Canvas)
4. **Here's how the SAT has changed over the past 90 years and where it might be heading**
<https://www.insider.com/how-the-sat-has-changed-over-the-past-90-years-2019-8#2010-present-just-kidding-sat-scraps-the-essay-requirement-and-returns-to-1600-score-7>
5. **Harvard has a Choice on Diversity—And It's Not about Race**
https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/qgisft/TN_cdi_proquest_reports_2158772274
6. **Food Fight**
<http://revisionisthistory.com/episodes/05-food-fight>

***Supplement: Transcript of Food Fight*
<https://blog.simonsays.ai/food-fight-with-malcolm-gladwell-e5-s1-revisionist-history-podcast-transcript-113601722d87>
7. **The Urgency of Intersectionality**
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-600006

Optional Readings

Grade Inflation

<http://gradeinflation.com/>

University competition, grading standards, and grade inflation

https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/qgisft/TN_cdi_gale_infotracademiconefile_A336843791

Do Gender and Race Matter? Explaining the Relationship between Sports Participation and Achievement

https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/qgisft/TN_cdi_crossref_primary_10_1080_02732170590883997

UO Mission Statement

<https://www.uoregon.edu/our-mission>

How Students Define Success

<https://www.aacu.org/publications-research/periodicals/what-would-make-successful-year-you-how-students-define-success>