

## **Writing 121 Course Description and Learning Outcomes**

### **WR 121 Winter 2021, 4 Credits, CRN 25408, MWF 11:00am-12:00pm**

This course meets over the Web using Zoom.

#### **Contact information for Instructor Daniel Bresnahan**

Email: [dbresnah@uoregon.edu](mailto:dbresnah@uoregon.edu)

Zoom ID/Meeting Room: 852-505-8169

Zoom Office hours: Wednesdays and Fridays 9am-10:30am or by appointment.

WR 121 is a required course in written reasoning that presents argumentation as a means of exploring, developing, confirming, and communicating ideas. The purpose of this form of argumentation is not to “prove” one’s own ideas or to “win” by defeating an opponent. Rather, it is to discover the best available reasons to support one’s own ideas by examining them in relation to the competing ideas of other people. Thus conceived, argumentation is the development and support of one’s ideas in the context of an understanding of and respect for the ideas of others. In this course, students compose a series of formal writing assignments that culminate in an essay or essays that support and develop a significant, enthymeme-based thesis. The ideas that students write about develop from their understanding of issues encountered in readings and focused discussions, responding to them in writing to represent them fairly and from multiple perspectives.

#### **WR 121 Course Learning Outcomes:**

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

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.

## Course Policies

### Communicating with Me

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 and on Zoom. Announcements and emails are archived on Canvas and should be 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 Wednesdays and Fridays 9am-10:30am using Zoom. I welcome appointments outside of my regular office hours, too—please email me to set up a time that works for both of us. If you contact me with a question, I will try to respond within one business day. I typically provide feedback on assignments within one week.

### Attendance During Synchronous or "Live" Zoom Meetings

Every Friday we will hold a live Zoom meeting during our scheduled class time (11:00am-12:00pm). Attendance and participation is mandatory and will count towards your grade. If you cannot attend a Zoom meeting (due to technical difficulties or otherwise), there will be opportunities to make up the missed class or classes with small writing assignments.

Given the current circumstances, much of the course will be conducted asynchronously (meaning, outside of a formal class meeting). This includes readings, discussion board posts, group activities, formal and informal writing assignments, and recorded video lectures. Though they will not be completed “in class,” engaging with this material will also count towards your overall participation grade.

### Required Texts

*Reading, Reasoning, and Writing*, James Crosswhite (available as a PDF on our Canvas site [here](#))

*Language: A Reader for Writers*, 2013, Gita DasBender

Textbooks and digital course materials may be purchased or rented in-store or online through UODuckStore.com. Print materials will be shipped free within the United States to UO students.

### Technical Requirements

Log in to [canvas.uoregon.edu](https://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](https://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.

### **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 [Style Guides and Citation Resources link](#) of the Canvas course site:

[Purdue OWL](#) (Purdue University Online Writing Lab)

[UNC Writing Center Handouts](#) (University of North Carolina Writing Center)

[Writing for Success](#) (An Open Educational Source published by the University of Minnesota Libraries) (NOTE: Does not reflect the most recent MLA edition (8<sup>th</sup>). Refer to *Purdue OWL* for citation information.)

### **Formatting Guidelines for Written Work**

All written work should be typed and double-spaced, using 12-point Times New Roman font and 1" margins. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade.

### **Late Work**

For any assignment that is turned in late, your grade on that assignment will be reduced by a full letter grade (10%) for each 24-hour period beyond when it is due. If you need extra time on a formal writing assignment, you should arrange that with me in advance. I am willing to offer extensions on some assignments\*, regardless of your reason for needing them, provided that you ask for them before the due date.

\*Please note that I *cannot* offer extensions for the following assignments:

Essay 1.1, Essay 2.1

### **Course Fluidity**

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.

### **Discussion and Engagement Guidelines for Remote Participation**

1. Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

2. Use Proper "Netiquette": Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.
3. Interact Professionally: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments.
4. Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
5. Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning (including your instructor!), and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

### **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.

## Overview of Course Assignments

### 1. Weekly Discussion Board Posts

- You will have a discussion board post assignment due on Wednesday and Sunday nights by 11:59pm.
- Each discussion assignment will be based on assigned reading or other materials, so be sure to check the discussion prompt in advance each week to ensure you have time to complete the reading before starting your discussion post assignment. Additional course materials may be provided as well to supplement these assignments.
- Discussions will encourage you to try out various strategies and technologies to engage with your peers and the course materials. There may be opportunities to work in groups as well.
- Task instructions and grading guidelines will be provided with each assignment so you know what is required to have it be marked as Complete. You can also refer to the [Grading Policies page](#) of the syllabus module for information.
- Grading comments will be provided to give feedback (when needed) and let you know if an assignment is incomplete or late and whether it may be revised and resubmitted.

### 2. Weekly Homework

- Throughout the term, you will be expected to complete the assigned readings for the course, which will either come from the course textbook (see the [Textbook Resource page](#)) or outside readings (see the [Non-Textbook Assigned Readings page](#)). You can download the schedule of assignments/readings at the bottom of this page.
- In addition to formal Essays and Discussion Post assignments, you will have smaller Homework assignments which will help you practice skills directly related to the Essay assignments and the course and program learning outcomes.
- Task instructions and Grading guidelines will be provided with each assignment so you know what is required to have it be marked as Complete.
- Grading Comments will be provided to give feedback (when needed) and let you know if an assignment is Incomplete or Late and whether it may be revised and resubmitted.

### 3. Essays

- For Weeks 5 and 10 you will complete two major writing assignments (Essay 1.2 and 2.2), incorporating the perspectives of multiple authors that you will study during the weeks leading up to these essays. At each

submission, you will receive feedback from me and your peers and have the opportunity to revise and develop your ideas.

- You will submit first drafts (1.1 and 2.1) of these essays during weeks 4 and 8 respectively, then peer review your classmates' work and receive your own peer feedback before beginning your final draft of the essays.
- You will also have the opportunity to meet with me one-on-one online via Zoom during office hours to receive additional feedback regarding these essays.
- There will be smaller, scaffolding assignments assigned throughout the term which are meant to help you develop your thinking into the longer argumentative essays. These smaller assignments will ask you to engage with the assigned readings, class discussion boards, and other course materials as a way of practicing critical reading strategies and question-finding skills that can build toward full arguments in the 1.1 and 2.1 Essay assignments.
- Task instructions and Grading guidelines will be provided with each assignment so you know what is required to have it be marked as Complete.
- Grading Comments will be provided to give feedback (when needed) and let you know if an assignment is Incomplete or Late and whether it may be revised and resubmitted.

## Grading Policies

- **Essay Cycle 1: 35% of Course Grade**
  - Reading Analysis: 10%
  - Essay 1.1: Not graded, but required
  - Essay 1.2: 25%
- **Essay Cycle 2: 35 % of Course Grade**
  - Question at Issue Assignment: 10%
  - Essay 2.1: Not graded, but required
  - Essay 2.2: 25%
- **Weekly Discussion Boards: 20% of Course Grade**
- **Other Homework: 10% of Course Grade**
  - includes Zoom participation, other writing assignments, activities, worksheets, peer reviews, and final portfolio

## Schedule of Assignments and Readings

\*As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, these assignments and deadlines are subject to change.

Wk/Topic	Date	Reading Due	Writing Due
1 Introductions	Mon 1/4		
	Wed 1/6		Discussion Board Post Due on Canvas <b>by 11:59pm</b>
	Fri 1/8 <b>[Live Zoom Meeting]</b>		Initial Reflection Due Discussion Board Post Due on Canvas <b>Sunday by 11:59pm</b>
2 Grammar and Register	Mon 1/11	<p>“I Won’t Hire People Who Use Poor Grammar. Here’s Why,” 102</p> <p>“Your Bad Grammar at Work: What’s the Problem?” 108</p> <p>“On Language Nerds and Nags,” 98</p> <p>“R Grammar Gaffes Ruining the Language? Maybe Not,” 115</p> <p><i>RRW: 1-4</i></p>	

2 Grammar and Register	Wed 1/13	<p>“Plain English Urged to Limit Federal Bureaucracy,” 78</p> <p>“Washington State Sees Results from ‘Plain Talk’ Initiative,” 82</p>	Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	<p>Fri 1/15</p> <p><b>[Live Zoom Meeting]</b></p>		<p>Reading Analysis Due</p> <p>Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b></p>
3 Questions at Issue	Mon 1/18		
	Wed 1/20	<i>RRW: 4-12</i>	Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	<p>Fri 1/22</p> <p><b>[Live Zoom Meeting]</b></p>		<p>Q@I Worksheet Due</p> <p>Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b></p>
4 Revision	Mon 1/25	<i>RRW: 12-20 “How to Write”</i>	<u>Essay 1.1 Due</u>



4 Revision	Wed 1/27		Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	Fri 1/29 <b>[Live Zoom Meeting]</b>		Peer Review Assignment Due  Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b>
5 Writing Conferences	Mon 2/1 <b>[Class Canceled for Conferences]</b>		
	Wed 2/3 <b>[Class Canceled for Conferences]</b>		
	Fri 2/5 <b>[Class Canceled for Conferences]</b>		<u>Essay 1.2 Due</u> Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b>
6 Language and Meaning	Mon 2/8	“Doubts About Doublespeak,” 198  “Politically Correct Animal Languages,” 252	

6 Language and Meaning	Wed 2/10	“When the Media is the Disaster,” 237	Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	Fri 2/12 <b>[Live Zoom Meeting]</b>		Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b>
7 The Enthymeme	Mon 2/15	“The Church of Please and Thank You,” 281  “Death by Monoculture,” 329	
	Wed 2/17		Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	Fri 2/19 <b>[Live Zoom Meeting]</b>		Q@I Short Essay Due  Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b>
8 Paragraphs	Mon 2/22		Enthymeme Workshop Due
	Wed 2/24		Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>

8 Paragraphs	Fri 2/26 <b>[Live Zoom Meeting]</b>		<u>Essay 2.1 Due</u> Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b>
9 Counter-arguments	Mon 3/1		
	Wed 3/3		Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	Fri 3/5 <b>[Live Zoom Meeting]</b>		Discussion Board Post Due on Canvas <b>by Sunday 11:59pm</b>
10 Wrap-Up	Mon 3/8		
	Wed 3/10		Discussion Board Post Due on Canvas <b>by 11:59pm tonight</b>
	Fri 3/12		<u>Essay 2.2 Due</u> Final Reflection Due