

WR 121(CRN 25400): Written Reasoning as Discovery and Inquiry
Winter 2021

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Office: 335 PLC (541-346-1496)
Office Hours: T/Th 1-2:30PM

Course Overview

Welcome! Writing 121 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 propose different answers to questions at issue and explain the logic behind those answers. The resulting dialogue gives all participants the opportunity to reconsider and refine their own reasons and positions. We will create this sort of discourse community in our class, using the assigned readings to uncover and discuss questions.

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. Practice writing as a social process through compassionate and critical response to their peer’s work and revision of their 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 their writing purpose;
5. Identify and critically apply style conventions for writing in an academic context.

Required Texts

- Crosswhite, James: *Reading, Reasoning, and Writing*
- Graff, Gerald and Cathy Berkenstein: *They Say/I Say: The Moves That Matter in Academic Writing, With Readings (4th Ed.)*
- Additional reading/materials will be provided by me via Canvas
- *NOTE: We consistently utilize the materials throughout the term, so it is crucial you have access to the textbook. If you cannot access the textbook, please let me know ahead of time. I do not want to hear that you have been without the resources throughout the entirety of the course.*

Helpful (Electronic) 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/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.*

Formatting

All written work should be typed and double-spaced, using 12- point Arial or Times New Roman font and 1” margins, and use MLA formatting. Failure to properly format and cite sources may significantly lower the assignment or essay grade, or risk accusations of plagiarism.

Course Work and Grading

Essay Cycles: 70% of Course Grade (Cycle One = 30%, Cycle Two = 40%)

The course will include two essay cycles, each comprising of a either a Reading Analysis or a Question @ Issue essay, and an argumentative essay drafted and revised between two versions (X.1 and X.2). **All submissions must be complete, formalized essays (proper formatting, reach word counts, and cite sources);** anything less than this receives an incomplete or a significantly lower grade.

Reflections and Final Portfolio: 10% of Course Grade

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. Further instructions for portfolios will also be provided later in the term.

Peer Review: 10% of Course Grade

Two separate days of the course are devoted to in-class peer reviews. You will provide constructive feedback to two other classmates and are expected to participate fully and generously in the review process.

Reading Engagement: 10% of Course Grade

As this course is heavily reliant on the discussion of assigned readings, engagement with the readings is vital to your success in this course. However, I understand that reading can be challenging, so we will use discussion board posts to help digest the material together. Discussion board posts are typically due on Sunday nights by 11:59PM. More information will be provided on Canvas.

<u>Essay Cycle 1</u>	30%
Reading Analysis/Q@I Assignment	10%
Argumentative Essay 1.1 & 1.2	20%
<u>Essay Cycle 2</u>	40%
Reading Analysis/Q@I Assignment	10%
Argumentative Essay 2.1 & 2.2	30%
<u>Peer Review</u>	10%

Reflections and Final Portfolio	10%
Reading Engagement/Discussions	10%

Course Policies

Composition Course 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.

Remote Learning & Office Hours

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 through Zoom on Tuesdays and Thursdays between 1 and 2:30PM. I welcome appointments outside of my regular office hours, just email me (rpace2@uoregon.edu) to set up a time that works for both of us.

Attendance

I understand the difficulties that one might face when dealing with remote learning, however, regular attendance and participation is required for your success in this class. We will be interacting through a blend of synchronous (scheduled) and asynchronous (non-scheduled) meetings through Zoom and Canvas. You are responsible for anything you miss if you are not in class. If you have to miss class or struggle with internet or technological issues, please let me know.

Late Work

Late work is defined as any post or assignment that is submitted after the due date/time BUT within 48 hours of said due date/time. Submitting assignments on time helps you to manage your time and workload, however, as we all know, life happens. If you are experiencing circumstances which make it impossible to work within the 48-hour grace period, please get in touch with me **no later than 24 hours before the assignment is closed**. I will gladly work with you to set up a plan for completing assignments on a reasonable timeline, however, my good graces only go so far.

Class Etiquette

This is a learning environment, and your continued focus and contribution are key to our work as a class. I expect you to be a participant in discussions, and to give your classmates' input the same consideration that you expect for your own. Take the opportunity to practice accountability; it will be useful not only in

this course, but in all future endeavors for you to direct your concentration away from distractions.

It should also go without saying but, for posterity, students are expected to show respect and empathy for everyone in the classroom, particularly during discussions. Difference of opinion is crucial to a healthy discourse, but equally important is an atmosphere in which people feel they can honestly and appropriately express themselves, and that they will be heard and understood with open ears and open minds. Should anyone feel the environment does not embody these practices, please feel free to discuss any issues with me through email or office hours.

Academic Honesty

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**. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Composition Program's Policies and Procedures Manual 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. Please see me if you have any questions about your use of sources.

Academic Misconduct Procedures

To ensure that the Composition Program maintains a consistent response to academic misconduct, misconduct cases are administered by the Office of Student Conduct and Community Standards (OSCCS), and not by individual instructors. While misconduct cases are being evaluated, instructors cannot discuss the assignment(s) in question but may continue to help students with all other course work.

If an assignment of yours is under evaluation for plagiarism, the Composition Program will notify you by email and OSCCS will contact you to schedule a meeting. Until a case is resolved through OSCCS, no work from the assignment in question can be included in assignments for the course. You are encouraged to communicate with your instructor about guidelines and requirements for continuing coursework on a case-specific basis.

Incompletes

Please see me if circumstances arise that make it difficult for you to complete the course. The Director of Composition must approve requests for the grade "Incomplete" in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by students through unforeseen circumstances beyond their control.

Access

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 barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Observance of Religious Holidays

Students who observe religious holidays at times when academic requirements conflict with those observances must inform me in advance of the holiday. Students are responsible for making up missed work according to a schedule determined in advance as discussed with me.

Crisis Intervention & Gender-Based Violence Support Services

Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit <https://safe.uoregon.edu> for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombudsperson Brett Harris (541-346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or other members do have to provide “general information” that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.

Tentative Schedule of Assignments

**Gray sections indicate asynchronous days*

Week	Day	In Class	Reading Assignments	Writing Assignments
1	M	Introductions/ Syllabus Review		<ul style="list-style-type: none"> • Introduction Discussion Post • Additional Needs Survey
	W	Critical Reading & Sympathetic Reading	<i>RRW: "Intro" & "How to Read" (Pgs. 1 - 4)</i>	
	F	Reading Discussion	<i>Sean Blanda: "The Other Side is Not Dumb" (Pgs. 212 - 218)</i>	<ul style="list-style-type: none"> • Initial Reflection (Due Sun. by 11:59PM) • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)
2	M	Discourse Communities & Ethical Argumentation		
	W	Question @ Issue	<i>RRW: "How to Reason: Questions" (Pgs. 4 - 8)</i>	
	F	Reading Discussion	<i>Danah Boyd: "Why America is Self-Segregating" (Pgs. 219 - 229)</i>	<ul style="list-style-type: none"> • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)
3	M	<i>No class: MLK Holiday</i>		
	W	Stasis and Question @ Issue Review		<ul style="list-style-type: none"> • Bring 3 Q@Is to class
	F	Reading Discussion	<i>Michelle Alexander: "The New Jim Crow" (Pgs. 230 - 250)</i>	<ul style="list-style-type: none"> • Reading Analysis Assignment (Due Fri. by 11:59PM) • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)
4	M	Enthymemes	<i>RRW: "How to Reason: Claims" (Pgs. 8 - 12)</i>	
	W	Essay Structure/Citing Sources		
	F	Reading Discussion	<i>Barack Obama: "Howard University Commencement Speech" (Pgs. 296 - 313)</i>	<ul style="list-style-type: none"> • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)

5	M	Writing Workshops/MLA	<i>RRW: "How to Write" (Pgs. 12 – 20)</i>	
	W	Peer Review/Revision Strategies	<i>RRW: "Revising" (20)</i>	<ul style="list-style-type: none"> • Essay 1.1 (Due before class)
	F	Reading Discussion	<i>Raynard Kington: "I'm Gay and African American..." (Pgs. 576 – 582)</i>	<ul style="list-style-type: none"> • Peer Reviews (Due by 11:59PM) • Peer Review Reflection (Due Sun. by 11:59PM) • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)
6	M	<i>Classes canceled for 1-on-1 conferences</i>		
	W			
	F			<ul style="list-style-type: none"> • Essay 1.2 (Due by 11:59PM)
7	M	Using Evidence		
	W	Counter-Arguments	<i>They Say/I Say: "Skeptics May Object" (Pgs. 77 – 90)</i>	
	F	Reading Discussion	<i>Laurie Frankel: "From He to She in First Grade" (Pgs. 583 – 588)</i>	<ul style="list-style-type: none"> • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)
8	M	Workshop: Question at Issue	<i>Re-read RRW: "How to Reason: Claims" (Pgs. 8 – 12)</i>	
	W	Workshop: Enthymeme		
	F	Reading Discussion	<i>Andrew Reiner: "Teaching Men to Be Emotionally Honest" (Pgs. 589 – 595)</i>	<ul style="list-style-type: none"> • Question @ Issue Outline Assignment (Due Fri. by 11:59PM) • Critical Reading Discussion Post & Response (Due Sun. by 11:59PM)
9	M	Workshop	<i>Re-read RRW: "How to Write" (Pgs. 12 – 20)</i>	
	W	Workshop	<i>Re-Read RRW: "Revising" (20)</i>	<ul style="list-style-type: none"> • Essay 2.1 • Peer Reviews (Sun by 11:59PM)
	F			
10	M	Workshop		

	W	Personal Revision Goals/Final Reflection; Term Wrap-Up		
	F			<ul style="list-style-type: none"> • Essay 2.2 • Final Reflection • Final Portfolio
Finals Week	Final Reflection and Portfolio due on the day/time of scheduled final exams			