

## College Composition 1: Written Reasoning as Discovery and Inquiry

Winter 2021

WR 121 ~ CRN 25402

MWF 9:30–10:20 a.m., Remote [*see details below*]

**Instructor:** Will Alden

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**Phone:** (541) 346-0053

**Office hours:**

MW 10:30–12:00 p.m. and by appointment

**Office:** Canvas Chat and Zoom (officially PLC #214)

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*In this unusually challenging time, with many of us feeling anxious, I want you to know that I'm committed to creating the best possible learning experience under the circumstances. In this course, we will learn, question, and grow as a class community, even given our physical distance. We cannot meet in person, but we can:*

- *Be moved and challenged by the subtleties of language and written expression;*
  - *Practice critical inquiry and argumentative writing, two widely applicable skills;*
  - *Engage in ethical dialogue that widens our perspectives and deepens our knowledge;*
  - *Affirm our hopefulness about the future by continuing to learn and practice skills that are perhaps more relevant now than ever — skills that give us the tools to understand our present moment in all its strangeness and complexity.*
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### REQUIRED TEXTS

Find these in the Duck Store (for purchase or rent) or on reserve in the Knight Library:

*Reading, Reasoning, and Writing*, by James Crosswhite

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

### E-HANDBOOKS

The following e-handbooks will be available for grammar and citation reference. Find them on the Library Research link of the Canvas course site:

*Purdue OWL* (<https://owl.english.purdue.edu/owl/>) ~ **for accurate citation information**

*UNC Writing Center Handouts* (<http://writingcenter.unc.edu/handouts/>)

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

### WHEN, WHERE, HOW?

The course will meet every **Wednesday** morning on Zoom from 9:30–10:20 a.m. *This will be our only “live” meeting each week.* You'll do the rest of the course work — posting on discussion boards, submitting assignments, etc. — through Canvas, by the indicated deadlines.

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to find the scheduled Zoom meetings and access the course. Questions about Canvas? Visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: [541-346-4357](tel: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 your options, visit Information Services' [web page on going remote](#).

## **COURSE OVERVIEW**

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 at issue, and then address these questions in written essays.

The assigned readings have a common theme, which is *language*. As we read, we will interrogate the rules of language as well as examine the way language creates power and the way the powerful use language.

## **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 peers’ work and revision of their 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 their writing purposes;
5. identify and critically apply style conventions for writing in an academic context.

## **FORMATTING GUIDELINES FOR WRITTEN WORK**

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

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## **COURSE WORK AND GRADING**

### ***Essay Cycles — 70% of course grade (Cycle One = 30%; Cycle Two = 40%)***

The course will include two essay cycles, each consisting of a preparatory essay and a longer essay drafted and revised across two versions (x.1 and x.2). First drafts of the longer essay are expected to be complete drafts (i.e., don’t just turn in an outline).

### ***Weekly Discussion Boards — 20% of course grade***

Because we cannot meet in person, we’ll be conducting many of our discussions through Canvas discussion boards. Each week, you’re required to complete at least two discussion board posts: an initial post, and a thoughtful reply to a classmate’s post. The initial post will be due on Monday each week, and the reply will be due by Friday.

***Other Homework (incl. Peer Review and Reflections) — 10% of course grade***

In addition to formal essays and discussion post assignments, you will have other homework assignments that will help you practice skills directly related to the essay assignments and the course learning outcomes. See the Canvas page for specific instructions.

We will peer review each other's work in Canvas Groups. I expect everyone to approach their Group seriously and respectfully. It is a big act of trust to give one's writing to other people for feedback. Specific instructions will be provided later in the term.

*Be sure to keep all work related to the argumentative essays along with any assigned reflective essays (Initial Reflection and Final Reflection) for inclusion in a final portfolio to be submitted at the end of the term. Further instructions for portfolios will be provided later in the term.*

**GRADING BREAKDOWN**

<b>Essay Cycle 1 .....</b>	<b>30%</b>
<i>Sympathetic and Critical Reading Essay.....</i>	<i>5%</i>
<i>Essay 1.1 (Q@I essay).....</i>	<i>Not graded, but required</i>
<i>Essay 1.2 .....</i>	<i>25%</i>
<b>Essay Cycle 2 .....</b>	<b>40%</b>
<i>Reading Synthesis Essay.....</i>	<i>10%</i>
<i>Essay 2.1 (Enthymematic essay) .....</i>	<i>Not graded, but required</i>
<i>Essay 2.2 .....</i>	<i>30%</i>
<b>Weekly Discussion Boards .....</b>	<b>20%</b>
<b>Other Homework.....</b>	<b>10%</b>

**EXPECATIONS FOR REMOTE LEARNING**

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. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course. With certain exceptions, I am happy to grant extensions on written work, as long as you request the extension before the deadline.

Extensions are not available for the first essay in each cycle. The reason is that you'll be reading and commenting on each other's work, and it's important to give your peers enough time to read your essay closely.

## **LATE WORK**

In most cases, I will allow a grace period of about half a day in which you can submit a late assignment without penalty. After 24 hours, and unless you've received an extension, late assignments will have their letter grade lowered by a full grade for each day they are late. For example, an assignment that would have received a 9/10 but is two days late will receive a 7/10.

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## **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. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Every Monday morning, I will send out an Announcement that previews exciting, critical concepts we'll work on that week, and provides a checklist of the week's due dates.

I will host "live" office hours through Canvas Chat twice a week: MW 9:00–10:30 a.m. Find me there, and then we'll set up a video conference on Zoom. We'll also have a running discussion forum on our Canvas called "Class Questions and Answers" for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, given that there is considerable uncertainty in all of our lives right now. Just email me to set up a time. If you experience Internet access challenges, my office phone is a fine way to reach me, but email is always better.

If you contact me with a question, I will try to respond within one business day. I typically provide grades and/or feedback on assignments within one week.

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## **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.

## **ACADEMIC INTEGRITY FOR REMOTE LEARNING**

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards — consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them — and that's just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we're working on into action in response to the exam prompts.

## ACCESSIBILITY

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## EMERGENCIES

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 to updates on any recent alerts. Three recommendations in particular pertain to this class: confirm that you are signed up for emergency alerts (for both emails and text messages), practice at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the evacuation assembly area. For emergency assistance on campus call 911. For non-emergency assistance on campus call 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

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## GENERAL GUIDELINES FOR REMOTE CLASS 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. Moreover, seize the chance to learn from others and develop your

interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g. Do I contribute too much? Too little?).

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.

#### **SPECIFIC GUIDELINES FOR BEST PRACTICES FOR CANVAS DISCUSSION**

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.
3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!

#### **SPECIFIC GUIDELINES FOR BEST PRACTICES FOR ZOOM**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](#).
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.

3. All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating — when you can, I value video on.
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
6. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
7. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
8. For help and troubleshooting with Zoom, visit the [UO Service Portal](#).

## TENTATIVE SCHEDULE OF ASSIGNMENTS

Week	Day	In Class	Reading Due	Writing Due
1	M	Syllabus Review Discussion Board		
	W	<i>ZOOM</i> Discourse Communities Critical Reading Introductory Discussion Board	<i>RRW</i> : 1-4	
	F	Discussion Responses		<b>Initial Reflection</b>
2	M	Discussion Board	“I Won’t Hire People Who Use Poor Grammar. Here’s Why,” 102 “R Grammar Gaffes Ruining the Language? Maybe Not,” 115	
	W	<i>ZOOM</i> Generate Questions at Issue Discussion	“Your Bad Grammar at Work: What’s the Problem?” 108 <i>RRW</i> : 4-8 “How to Reason: Questions”	
	F	Discussion Responses		
3	M	<i>Class cancelled for MLK Day</i>		
	W	<i>ZOOM</i> Reading Discussion	“Plain English Urged to Limit Federal Bureaucracy,” 78 “Washington State Sees Results from ‘Plain Talk Initiative,’” 82	
	F			<b>Sympathetic and Critical Reading Essay</b>
4	M	Essay Prep Discussion	<i>RRW</i> : 12-20 “How to Write” “Why We Cite” (Link on Canvas) “Plagiarism” (Link on Canvas) “On Paragraphs” (Link on Canvas)	
	W	<i>ZOOM</i> Introduction to Peer Reviews	<i>RRW</i> : 8-12 “How to Reason: Claims” <i>RRW</i> : 20 “Revising”	
	F	Discussion Responses		<b>Essay 1.1</b>
5	M	<i>Monday and Wednesday Group Conferences on Zoom (8:00–9:30 a.m.) Office Hours Are Moved 30 Minutes Later This Week No Discussion Board or Full-Class Zoom Session</i>		Peer Review (due Wednesday)
	W			
	F		<b>Essay 1.2</b>	



6	M	Reading Discussion	“If Black English Isn’t a Language, Then Tell Me, What Is?” 155 “Spanglish Moves into Mainstream,” 167 MLA 8th Edition Supplement (Link on Canvas)	
	W	<i>ZOOM</i> Reading Discussion	“Doubts About Doublespeak,” 198 “‘Kinetic’ Connections,” 225	
	F	Discussion Responses		
7	M	Reading Discussion Questions at Issue	“When the Media is the Disaster” (Link on Canvas) Re-Read <i>RRW</i> : 1-4 “How to Read”	
	W	<i>ZOOM</i> Enthymeme Discussion	Re-Read <i>RRW</i> : 8-12 “How to Reason”	
	F	Discussion Responses		<b>Reading Analysis Essay</b>
8	M	Essay Prep Discussion		
	W	<i>ZOOM</i> Writing Discussion	Re-Read <i>RRW</i> : 12-20 “How to Write”	
	F	Discussion Responses		<b>Essay 2.1</b>
9	M	Discussion Board		
	W	<i>ZOOM</i> TBD		Peer Review
	F			
10	M	Discussion Board	Re-Read <i>RRW</i> : 20 “How to Revise”	Preliminary Revision Plan
	W	<i>ZOOM</i> Discussion of Revision Plans in breakout sessions	Re-Read your peers' essays in your Group, and review the feedback you gave them	Updated Revision Plan
	F	Discussion Responses		<b>Essay 2.2</b>
<b>Finals Week</b>		<b>Final Reflection and Portfolio</b> due during our final exam time		

## **BASIC NEEDS**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

### ***Feed The Flock — Services For Students Facing Food Insecurity***

The following is a list of services and programs that offer free food, meals, and support for accessing resources. Their availability and operation remain fluid and subject to change without notice. We will do everything we can to ensure that we are communicating as quickly as possible. We are working to shift our resources and efforts to ensure that students facing food insecurity have multiple avenues of support. Program descriptions can be found out at: [foodsecurity.uoregon.edu](http://foodsecurity.uoregon.edu)

The Student Sustainability Center (@uo\_ssc) will try to aggregate changes and information for all programs via facebook and Instagram. For food security specific resources, follow @feedtheflockuo. Please follow for the most up to date information regarding program changes.

- **ECM Student Food Pantry** – Open 4-6pm Wednesdays and Thursdays. 710 E. 17<sup>th</sup> Ave. Eugene, OR 97401. Check the Student Food Pantry facebook for updates including the possible addition of Saturday hours.
- **Produce Drops** – Free, fresh produce for students every Tuesday of the month from 3-5pm during the academic term (ie, not during Winter Break). Produce Drops take place in the EMU amphitheater rain or shine.
- **SNAP Enrollment help** – The Student Sustainability Center and the Duck Nest are working to ensure continuity in SNAP enrollment help. SNAP enrollment drop-in hours with the Duck Nest are posted on the Duck Nest Instagram (@uo\_ducknest). The SSC also has SNAP drop-in hours which are updated on their Instagram (@feedtheflockuo). Please follow the Duck Nest and the Student Sustainability Center on social media to stay up to date.
- **Ducks Feeding Ducks** – Emergency meal dollars will remain available and can be used wherever Duck Bucks are accepted. To qualify, students must not have more than \$4 in their Duck Bucks account and may not have used the program already this term. Additional funds can be received upon meeting with the Dean of Students office.
- **Hearth to Table Meals** – Free community meals and meal preparation with professional Chef. Hearth to Table will not hold meals during finals week or Winter Break. Starting week 1, kitchen teams will be reduced to 4 people. Student volunteers must sign up in advance by emailing [sisterclare@welcometocentral.net](mailto:sisterclare@welcometocentral.net). Communal meals will continue being served with increased distance between tables and only 4 seats at each table. Total number of diners will be capped at 32. Meals are served 6:30 pm to any student for free. Check Hearth & Table facebook and Instagram for updates. Check the @feedtheflockuo Instagram for Hearth and Table updates.

- **Additional Resources via FOOD for Lane County:**
  - Free Produce and Groceries
    - Call FOOD for Lane County at 541.343.2822 to find out which location best serves you
  - Hot meals
    - The Dining Room – 270 W 8<sup>th</sup> Ave; passing out to-go meals; M-Th 12-12:45pm
    - St. Vincent de Paul Service Station – 450 B Hwy 99 N; (18+ only); limited number of guests in the building, outdoor respite space available
    - Ebert Memorial Methodist Church – 532 C St. Springfield; passing out to-go meals Monday 8:30-10:30am & Tuesday/Thursday 8-11:15am
    - Eugene Catholic Worker 5<sup>th</sup> and Washington; Weds-Sat 8:30am-9:30am; Tuesday-Thursday 4:30pm-5pm
    - Free People! – Lamb’s Cottage at Skinner’s Butte, Eugene; Saturday Breakfast 9:15-9:45am, Saturday dinner
    - Burrito Brigade – First Christian Church; 1143 Oak Street, Eugene; Sun 11am-2pm
    - First Christian Church – 1166 Oak Street, Eugene; Sun 7:45am-9:15am
    - Food Not Bombs – 10 E. Broadway, Eugene; Friday 3pm

\*all times and dates are subject to change, please call Food for Lane County or check out their website for the most up to date information

- Food Pantry
  - Daily Bread – 89780 N. Game Farm Road, Eugene; 2<sup>nd</sup> and 4<sup>th</sup> Thursday, 2-6pm
- Double Up Food Bucks! – Receive up to \$10 for fruits and vegetables with SNAP at farmer’s markets when you spend \$10 on your SNAP card. Go to the token vendor, spend \$10 and get an additional \$10!