

WR 121: Written Reasoning as Discovery and Inquiry
Winter 2021 CRN 25421
Monday/Wednesday/Friday, 3:30-4:30pm, Remote

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 on Mon/Wed 1:30pm-3:00pm using Canvas Chat. I welcome appointments outside of my regular office hours, too. Please email me to set up a time.

Course Information	
Instructor	Seelai Karzai skarzai@uoregon.edu (Canvas messaging preferred/is the best way to reach me) Office hours: 1:30PM-3:00PM, M/W and by appointment over Canvas Chat
Course Overview	Writing 121 is an introduction to argumentative writing and critical inquiry. For this course, an <i>argument</i> is not a debate in which one side wins and the other loses, but 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.
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 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 requirements for writing in an academic context
Required Texts & Materials	<u>Textbook:</u> <ul style="list-style-type: none"> ○ <i>Language: A Reader for Writers, 1st Edition</i>, Gita Das Bender ○ <i>Reading, Reasoning, and Writing (RRW)</i> (available on our Canvas site) <u>Access:</u> <ul style="list-style-type: none"> ○ Course Canvas site: canvas.uoregon.edu ○ Printer (Library printer info: https://library.uoregon.edu/print-scan-copy) <u>Remote classroom materials:</u> <ul style="list-style-type: none"> ○ Writing utensil and paper

Course Work and Grading	
Essay Cycles	75% of Course Grade: Cycle 1 = 30%, Cycle 2 = 45% The course will include two essay cycles, each comprising of a reading analysis, Discussion Posts, and an argumentative essay drafted and revised between two versions (x.1 and x.2). First drafts of the argumentative essay are expected to be complete.
Reflections	5% of Course Grade The course will also include two assigned reflective essays, one submitted at the beginning of the term (“Initial Reflection”) and the other at the end of the term (“Final Reflection”).
Other Assignments	10% of Course Grade Includes Peer Reviews, Discussion Posts, and in-class writing and assignments.
Participation/Engagement	10% of Course Grade Includes engagement in discussion, group activities, and in-class writing.

Essay Cycle 1 <i>Reading Analysis 1</i> <i>Argumentative Essay (1.1 and 1.2)</i>	30% 300 pts <i>10% 100 pts</i> <i>20% 200 pts</i>
Essay Cycle 2 <i>Reading Analysis 2</i> <i>Argumentative Essay (2.1 and 2.2)</i>	45% 450 pts <i>10% 100 pts</i> <i>35% 350 pts</i>
Reflections <i>Reflection 1 (“Initial Reflection”)</i> <i>Reflection 2 (“Final Reflection”)</i>	5% 50 pts <i>25 pts</i> <i>25 pts</i>
Other Assignments <i>Peer Reviews</i> <i>In-class assignments</i> <i>Discussion Posts</i>	10% 100pts <i>30 pts</i> <i>30pts</i> <i>40pts</i>
Participation & Engagement <i>Discussion</i> <i>Group activities</i> <i>Independent classwork</i>	10% 100pts <i>30 pts</i> <i>30 pts</i> <i>40 pts</i>

Course Policies & Information

Composition Program Policies	<p>The UOregon Composition program has policies in place regarding registration, prerequisites, academic honesty, academic misconduct procedures, incompletes, access, observance of religious holidays, and sexual- and gender-based violence. For more information visit: https://composition.uoregon.edu/program-policies/</p>
Attendance	<p>Often our most meaningful ideas and discoveries will occur during class discussion, so <i>your attendance is essential to your success and learning in this class</i>. Absences do not impact your participation grade, but they will impact your overall comprehension of course material and they may impact your final grade.</p> <p>If you are late or absent to the synchronous class sessions over Zoom, please access the resources available to you on Canvas (contact a classmate, Syllabus, class PPTs, Zoom recordings) or come to my office hours so we can discuss any specific questions you have in person.</p> <p>Under normal circumstances, it is Composition Program policy that a student may fail a course if they have more 2 or more weeks of absences. Since these are not normal circumstances and we meet 1 time per week, I only ask that you communicate with me ahead of time if you don't think you'll be able to make it to our live Zoom session. Please also consult with me in the case of illness or other circumstances beyond your control which preclude you from attending class long-term.</p>
Late Work	<ul style="list-style-type: none"> • Discussion Board work must be submitted on time to earn full credit. • If needed, you can submit <i>most</i> writing assignments Late with no penalty to your grade. A Late assignment is one that is submitted within 48 hours of the original deadline. • If you need an extension on an assignment beyond 48 hours, email me to arrange that (<i>at least 24 hours in advance of original deadline</i>). • If submitted <i>after</i> 48 hours without an extension, the assignment can earn a C and will not receive written feedback. You should come to office hours if you would like feedback. • Assignments that you should try your best to submit on time are Essay 1.1, Essay 2.1, and the Peer Reviews. These assignments should be submitted on time to protect everyone's time and ensure you receive or give feedback in a helpful manner. A late submission of one of these assignments can earn a C and will not receive written feedback. You should come to office hours if you would like feedback.
Use of Electronic Devices	<p>Laptops, phones, tablets, etc., are not to be used during class without instructor approval. Breaking this rule may result in a participation grade penalty participation, often without warning.</p>
Cancelled Class Policy	<p>In the event that I have to cancel a scheduled class due to sickness or personal emergency, I will make every attempt to let students know in a timely manner by posting a notice on Canvas, sending a Canvas message, and sending an email. In lieu of class, students will be expected to complete an activity on Canvas.</p>

E-Handbooks	<p>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:</p> <p><i>Purdue OWL</i> (https://owl.english.purdue.edu/owl/) <i>UNC Writing Center Handouts</i> (http://writingcenter.unc.edu/handouts/) <i>Writing for Success</i> (http://open.lib.umn.edu/writingforsuccess/)</p> <p>NOTE: Does not reflect the most recent MLA edition (8th). Refer to <i>Purdue OWL</i> for citations.</p>
Formatting Guidelines for Written Work	<p>All written work should be typed and double-spaced, using 12- point Times New Roman font and 1” margins. If possible, print your work double-sided. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade.</p>
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 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.</p>
The Center for Teaching Writing	<p>Students in WR121 may enroll in WR195, a one-credit tutorial course. This gives you access to individualized one-on-one tutoring sessions for your composition course work.</p> <p>The Center for Teaching writing also offers one-on-one tutoring for any student in WR121. Schedule an appointment at http://wr121tutor.uoregon.edu.</p>
Student Resources	<p>There are many resources available on campus to help students who may face a variety of challenges. They include:</p> <ul style="list-style-type: none"> • Student Support General Resources: https://studentlife.uoregon.edu/support • Mental Health Support: https://studentlife.uoregon.edu/mental-health 24-hr phone: 541-346-3227 • Sexual Violence/Harassment: http://safe.uoregon.edu/ 24-hr phone: 541-346-7233 (SAFE) • Counseling Center: https://counseling.uoregon.edu/ • Diversity and Inclusion: https://studentlife.uoregon.edu/inclusion • Accessibility: https://aec.uoregon.edu/support-and-services • Free Tutoring: https://tlc.uoregon.edu/ • Financial and Legal Help: https://studentlife.uoregon.edu/financial-legal-services • Food Help: https://dos.uoregon.edu/food

Schedule of Assignments

Week	Day	In Class	Reading Due by Class Time	Assignments Due to Canvas (unless other due date stated)
1	M	Introductions, Discourse Communities		
	W	Critical Reading	<i>RRW</i> : 1-4 Boroditsky's "How Does Our Language Shape the way We Think?" pp. 2-12	
	F	Ethical Argumentation		Initial Reflection due by 11:59pm
2	M	Reading Discussion	Kaminer's "Let's Talk About Gender, Baby," pp. 138-141 Reiter's "Why Being a Jerk at Work Pays," pp. 141-145	
	W	Reading Discussion: Questions at Issue & Workshop	<i>RRW</i> : pp. 4-8 "How to Reason: Questions" Bolina's "Writing Like a White Guy" pp. 182-195 Baldwin's "If Black English Isn't a Language, Then Tell Me, What Is?" pp. 156-160	
	F	Question Activity		Reading Analysis 1 due by 11:59pm
3	M	Questions to Enthymemes	<i>RRW</i> : pp. 8-12 "How to Reason: Claims"	
	W	Enthymeme to Structure Essay Organization	"On Paragraphs" < https://owl.english.purdue.edu/owl/resource/606/01/ >	
	F	Sources + Paragraphs		
4	M	Writing Workshop: Sources and Citations	<i>RRW</i> : 12-20 "How to Write" "Why We Cite" < http://guides.lib.unc.edu/citing-information/why-we-cite > "Plagiarism" < http://writingcenter.unc.edu/handouts/plagiarism/ > "MLA Guide" < https://owl.english.purdue.edu/owl/resource/747/01/ >	

	W	Writing Workshop: Peer Review	RRW: 20 “Revising”	Essay 1.1 due by 11:59pm
	F	Writing Workshop: Peer Review		
5	M	TBD	TBD	
	W	TBD	TBD	
	F	TBD	TBD	Essay 1.2 due by 11:59pm
6	M	Reading Discussion	Re-Read <i>RRW</i> “How to Read” Wiens’s “1 Won't Hire People Who Use Poor Grammar, Here's Why” pp. 102-105	
	W	Reading Discussion	Sedivy’s “Politically Correct Animal Language” pp. 252-256 Orwell’s “Politics and the English Language” pp. 203-216	
	F	Reading Discussion		
7	M	Reading Discussion	Lutz’s “Doubts About Doublespeak” pp. 198-203	
	W	Question at Issue Workshop	Re-Read <i>RRW</i> : 8-12 “How to Reason”	
	F	TBD		Reading Analysis 2 due by 11:59pm
8	M	Enthymeme Workshop and Structure of essay		
	W	Structure of essay continued	Re-Read <i>RRW</i> : 12-20 “How to Write”	
	F	Structure of essay continued		
9	M	Peer Review		
	W	Peer Review		
	F	Peer Review		Essay 2.1 due by 11:59pm
10	T	Peer Review		
	R	Preparation for Final Reflection		
	F	Outline Final Reflective Essay		Essay 2.2
Finals Week		Final Reflection and Essay 2.2 due on Canvas during the time of our scheduled final exam		