

# WR 121: Written Reasoning as Discovery and Inquiry

Winter 2021

TR 8:15-9:35 a.m., Remote (synchronous class on canvas discussion boards and Zoom on Tuesdays at our regular class time), CRN: 25426

Course Information	
<b>Instructor</b>	<p>Mason Shumate E-mail: <a href="mailto:mshumate@uoregon.edu">mshumate@uoregon.edu</a> ← This is the best way to contact me. Office Phone: 541-346-1595</p> <p>Office location and times: My office hours are on Zoom, and I do not go to the University of Oregon campus during the pandemic. Here is the link to my personal meeting room: <a href="https://uoregon.zoom.us/j/3132456661">https://uoregon.zoom.us/j/3132456661</a> W: 8 a.m. to 11 a.m. on Zoom and by appointment also on zoom.</p>
<b>Course Overview</b>	<p>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.</p> <p><b>COURSE DELIVERY:</b> This course will primarily be taught on the Canvas discussion boards. Each week there will be a discussion post for the days that we meet that week for synchronous class. I will post a tentative agenda of how the day will go as soon as possible. I will then post the prompts on the day of class. Some days we will also meet on Zoom and do breakout room activities or group discussions. I will indicate if we will be meeting on Zoom in the synchronous class discussion post and agenda. I will also provide a link to the Zoom session. Please use your camera during Zoom sessions as a way of showing engagement or active participation in our remote learning environment. If you are not comfortable meeting on Zoom or using your camera while on Zoom, please let me know as soon as possible. I will not require use of camera on Zoom.</p>
<b>Use of Outside Sources</b>	<p><b>Use of outside sources is not allowed for this class.</b> You should primarily rely upon and cite the assigned readings for this class as sources in your argumentative essays. <b>If you need to use an outside source, contact me via email.</b> Anything which falls into the category of general knowledge is OKAY and does not require citation. I have a generous and broad definition of what falls into the category of general knowledge. If you are concerned about something specific, please ask.</p>

<b>Composition Program Learning Outcomes</b>	<p>Upon completion of this course, students should be able to achieve the following outcomes:</p> <ol style="list-style-type: none"> <li>1. describe and practice writing as a multi-faceted process of inquiry, learning, and expression;</li> <li>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;</li> <li>3. practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives;</li> <li>4. develop audience awareness and practice respectful treatment of audience in accomplishing their writing purposes;</li> <li>5. identify and critically apply style conventions for writing in an academic context.</li> </ol>
<b>Required Texts</b>	<p><i>Reading, Reasoning, and Writing</i>, James Crosswhite</p> <p><i>Language: Reader for Writers</i>, edited by Gita DasBender, Oxford UP, 2013.</p> <ul style="list-style-type: none"> <li>• ISBN: 978-0199947485</li> </ul> <p>Both are available through the Duck store.</p>
<b>E-Handbooks</b>	<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> (<a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a>)</p> <p><i>UNC Writing Center Handouts</i> (<a href="https://writingcenter.unc.edu/tips-and-tools/">https://writingcenter.unc.edu/tips-and-tools/</a>)</p> <p><i>Writing for Success</i> (<a href="http://open.lib.umn.edu/writingforsuccess/">http://open.lib.umn.edu/writingforsuccess/</a>)</p> <p>NOTE: Does not reflect the most recent MLA edition (8<sup>th</sup>). Refer to <i>Purdue OWL</i> for citation information.</p>
<b>Formatting Guidelines for Written Work</b>	<p>All written work should be typed and double-spaced, using 12- point Times New Roman (or similar) font and 1” margins. Use MLA format for quoting and citing sources. Please see the E-Handbook section of the syllabus for help with formatting. Failure to format and cite sources may significantly lower the assignment or essay grade.</p>

<b>Course Work and Grading</b>	
<b>Essay Cycles</b>	<p>70% of Course Grade: Cycle One = 30%, Cycle Two = 40%:</p> <p>The course will include two essay cycles, each comprising 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.</p>
<b>Additional Work</b>	<p>5% of Course Grade:</p> <p>We will use the canvas discussion boards to do a group-based peer review process. Any additional work can be found in the weekly overview and weekly checklist in each week’s module. Other classwork may includes reading quizzes and short writing</p>

	<p>assignments. Each week's module will include a breakdown of what your tasks are for that week.</p>
<b>Engagement</b>	<p>10% of Course Grade:  This is your class participation grade. Weekly discussion posts (including {at least one} response to your peers' discussion posts), asynchronous class work, and participation in synchronous class sessions factor into this grade.</p>
<b>Reflections</b>	<p>5% 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.</p>
<b>Weekly Discussion Posts</b>	<p>10% of Course Grade:  For the asynchronous portion of the class, you will be required to make one discussion post for each week of class and two responses to discussion posts from the previous week (so there are no responses due week 1). The discussion posts will be due on Sunday.</p>

## Grading

<b>Essay Cycle 1</b>	<b>30%</b>
<i>Additional Assignment</i>	10%
<i>First Draft (1.1)</i>	5%
<i>Final Draft (1.2)</i>	15%
<b>Essay Cycle 2</b>	<b>40%</b>
<i>Additional Assignment</i>	15%
<i>First Draft (2.1)</i>	5%
<i>Final Draft (2.2)</i>	20%
Additional Work (quizzes, peer review, and other class work)	5%
Discussion Posts	10%
Reflections and Misc. assignments	5%
Engagement	10%

## Course Policies

<b>Composition Program Policies</b>	The policies for the Composition Program are available here: <a href="https://composition.uoregon.edu/program-policies/">https://composition.uoregon.edu/program-policies/</a> Conformance with these policies is mandatory for students enrolled in a composition course at the UO.
<b>Attendance</b>	Regular participation in the synchronous class discussions on canvas is required and will count as attendance given the remote learning format. If you make a late post to our synchronous class discussion after class has ended, you will receive partial credit. If you must miss class, please contact me in advance and we will arrange a way to make up for missed classwork. <b>If you are sick or there is an emergency, just contact me whenever it is both convenient and safe to do so. Late penalties are calculated differently for late synchronous classwork. You will receive 75% if it is submitted within three hours of synchronous class. You will receive 50% after that. After one day, you will receive a zero if you have not contacted me about excusing the work or an extension of some kind. I will not always take roll call, and whatever synchronous class work you submit will be used to mark engagement for that day. However, some days I might take roll if there is not an assignment for that day that I can use to gauge attendance.</b>
<b>Late Work</b>	In most cases, I can provide a reasonable extension for assignments if you contact me in advance, but we will have to come up with an alternative due date. Please contact me if you need an extension as soon as possible if you will be needing an extension.  Assignments that are handed in late will be marked down 3.33% for every day they are late (this includes weekends and holidays). I count one day as 24 hours, so one full 24-hour period is equal to a 3.33% reduction in the grade for that assignment. If you anticipate handing in late work, ask me for an extension on the specific assignment within a reasonable time frame, and I will be happy to give it to you. If

	<p>you are unable to turn in an assignment on time for any reason, please contact me promptly. Some circumstances may be beyond your control, but your effort to inform me in a timely way demonstrates commitment to your academic performance. If you are unsure about expectations concerning either in-class or homework assignments, contact me before the assignment is due. Helping you understand the work I assign is a fundamental part of my role as instructor, but I cannot extend deadlines unless you ask me in advance. I will not accept late work on the first essay cycle major assignments after the end of week six. There will also be a course announcement about this deadline. I will not accept late work on the second essay cycle major assignments past the end of week ten. However, final due dates for the second essay are subject to minor changes. There will be a class announcement of this deadline and the due dates on the final essay. If there are mitigating or extenuating circumstances which prevent you from turning in work before these deadlines, please contact me as soon as possible.</p>
<b>Accessible Education</b>	<p>I am committed to providing an accessible education experience for all who need accommodations. For specific policy language regarding accessible education please see the program policies link above. If you need accommodations, please contact the Accessible Education Center at the University of Oregon as soon as possible.  <a href="https://aec.uoregon.edu/">https://aec.uoregon.edu/</a></p>
<b>Emergencies</b>	<p>UO Emergency Management &amp; Continuity Program (UOEMC) has an entire website dedicated to helping students, staff, and faculty become better prepared in the event of an emergency: <a href="http://emc.uoregon.edu/">http://emc.uoregon.edu/</a>. 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>
<b>Statement On Remote Learning and Office Hours</b>	<p>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 -&gt; Notifications.</p> <p>My office hours this term will be held remotely on W: 8 a.m. to 11 a.m. and by appointment using Zoom. I will provide a link to the office hours on the canvas homepage in a separate module for important zoom links. I welcome appointments outside of my regular office hours. Please email me to set up a time that works for both of us.</p>

### **Tentative Schedule of Assignments**

**Please be sure to check the canvas modules weekly, as due dates and assignments are subject to revision.**

**\*RRW=Reading, Reasoning, and Writing by James Crosswhite**

**\*\*All other readings can be found in *Language: Reader for Writers*, unless otherwise indicated.**

**Major assignments are indicated under the Writing Due Column. Minor assignments however are not always indicated, so be sure to check Canvas for assignments that are due that week. *The first discussion posts and responses are listed here, and that pattern repeats.***

Week	Day	In Class	Reading Due	Writing Due
1	T 1/5/21	Introductions	Review syllabus on Zoom, introduction activities. Answer questions about the class.	
	R 1/7	Initial Reflection and readings	<i>RRW</i> : 1-4  George Orwell, "Politics and the English Language." Horizon & William Lutz, "Doubts About Doublespeak." State Government News	Initial Reflection Due Friday  Discussion post due Sunday
2	T 1/12	Questions at Issue Presentation and Reading Discussion	James Baldwin, "If Black English Isn't a Language, Then Tell Me, What Is?" New York Times & John McWhorter, "Speaking Swahili for Kwanzaa?" The Root	
	R 1/14	Generate Questions at Issue Readings	<i>RRW</i> : 4-8 "How to Reason: Questions"  Lera Boroditsky, "How Does Our Language Shape The Way We Think?" Edge & Pallavi Polanki, "Operation Mind Your Language." Open	Assignment Sympathetic and Critical Reading Essay 1 Due  Discussion Responses (to Week 1 posts) due)
3	T 1/19	Enthymemes	<i>RRW</i> : 8-12 "How to Reason: Claims"	
	R 1/21	Enthymeme to Structure	"On Paragraphs" < <a href="https://owl.english.purdue.edu/owl/resource/606/01/">https://owl.english.purdue.edu/owl/resource/606/01/</a> >	Question at Issue Assignment Due 10/18
4	T 10/19	Writing Workshop, Sources	<i>RRW</i> : 12-20 "How to Write" "Why We Cite" < <a href="http://guides.lib.unc.edu/citing-information/why-we-cite">http://guides.lib.unc.edu/citing-information/why-we-cite</a> > "Plagiarism" < <a href="http://writingcenter.unc.edu/handouts/plagiarism/">http://writingcenter.unc.edu/handouts/plagiarism/</a> > "MLA Guide" < <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> >	Essay 1.1 Due
	R 10/21	Peer Review on Discussion Boards or Zoom	<i>RRW</i> : 20 "Revising"	
5	T 1/26	<i>Tuesday and Thursday Class Cancelled for Conferences on Zoom</i>		

	R 1/28	Reflective Essay	<i>My Conference Time is:</i>	Essay 1.2 Due Friday  Midterm Reflection due
6	T 2/2	Reading Discussion	Re-Read <i>RRW</i> "How to Read"; Rebecca Solnit, "When The Media Is the Disaster." Guernica & Robert Lane Greene, "OMG, ETC." More Intelligent Life	
	R 2/4	Reading Discussion	Susan Benesch, "Words as Weapons." World Policy Journal & Arika Okrent, "Body Language." Lapham's Quarterly	Sympathetic and Critical Reading Essay 2 Due
7	T 2/9	Reading Discussion	Russ Rymer, "Vanishing Voices." National Geographic & Susanne Langer, "Language and Thought." Fortune	
	R 2/11	Question at Issue	Re-Read <i>RRW</i> : 8-12 "How to Reason"	Question at Issue Assignments Due
8	T 2/16	Enthymeme Workshop		
	R 2/18	Writing Workshop	Re-Read <i>RRW</i> : 12-20 "How to Write"	
9	T 2/23	Peer Review Discussion groups		Essay 2.1 Due
	R 2/25	Re-Read <i>RRW</i> : 20 "How to Revise"		
10	T 3/2	Preparation for Final Reflective essay: Analyze the Reflective Essay prompt, Select quotes from essays		
	R 3/4			Essay 2.2 Due
<b>Finals Week</b>		Final Reflection Due on Canvas during our final exam time		