

**WR 121: Written Reasoning as Discovery and Inquiry**  
**Winter 2020 CRN 25433**  
**Thursdays 12:15pm-1:35pm via Zoom**

Course Information	
<b>Instructor</b>	Marley Badolati mbadolat@uoregon.edu Office location: Canvas Chat (only during office hours) Office hours: W, R 9am-10:30am
<b>Course Overview</b>	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.
<b>Composition Program Learning Outcomes</b>	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
<b>Required Texts &amp; Materials</b>	<u>Textbook:</u> <ul style="list-style-type: none"> <li>○ <i>Language: A Reader for Writers, 1<sup>st</sup> Edition, Gita Das Bender</i></li> <li>○ <i>Reading, Reasoning, and Writing (RRW)</i></li> </ul> <u>Access:</u> <ul style="list-style-type: none"> <li>○ Course Canvas site: <a href="https://canvas.uoregon.edu">canvas.uoregon.edu</a></li> <li>○ Printer (Library printer info: <a href="https://library.uoregon.edu/print-scan-copy">https://library.uoregon.edu/print-scan-copy</a>)</li> </ul>

## Course Work and Grading

<b>Essay Cycles</b>	<p><b>75% of Course Grade: Cycle 1 = 30%, Cycle 2 = 45%</b>            The course will include two essay cycles, each comprising of a reading analysis and an argumentative essay drafted and revised between two versions (x.1 and x.2).</p> <p><b><u>First drafts of the argumentative essay are expected to be complete and polished (not a “rough draft”).</u></b></p>
<b>Reflections/Final Portfolio</b>	<p><b>5% of Course Grade</b>            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 be provided later in the term.</p>
<b>Participation/Engagement/Other Assignments</b>	<p><b>20% of Course Grade</b>            Includes engagement in peer reviews, weekly discussion board posts, and all writing assignments other than the two essay cycle assignments.</p>

<p><b>Essay Cycle 1</b>  <i>Reading Analysis 1</i>  <i>Argumentative Essay (1.1 and 1.2)</i></p>	<p><b>30% (total)</b>            10%            20%</p>
<p><b>Essay Cycle 2</b>  <i>Reading Analysis 2</i>  <i>Argumentative Essay (2.1 and 2.2)</i></p>	<p><b>45% (total)</b>            10%            35%</p>
<p><b>Reflections &amp; Final Portfolio</b>  <i>Reflection 1 (“Initial Reflection”)</i>  <i>Reflection 2 (“Final Reflection”)</i></p>	<p><b>5%</b></p>
<p><b>Participation &amp; Engagement &amp; Other Assignments</b>  <i>Peer Reviews</i>  <i>Weekly Discussion Posts</i>  <i>Additional writing assignments</i></p>	<p><b>20%</b></p>

## Course Policies & Information

<b>Composition Program Policies</b>	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: <a href="https://composition.uoregon.edu/program-policies/">https://composition.uoregon.edu/program-policies/</a>
<b>Attendance</b>	Due to the circumstances of the global pandemic, attendance will be calculated differently this term. Your active participation in this course is crucial to your success. Attending our weekly Zoom meetings and completing weekly discussion board posts are both components of fully participating in this course.
<b>Late Work</b>	No late work will be accepted in this class. All assigned work is due by the date and time specified on Canvas. If you are ill or have an unexpected emergency, you must be in contact as soon as possible. I am willing to grant <u>extensions</u> for emergencies but again, <u>no late work will be accepted.</u>
<b>Use of Electronic Devices</b>	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, without warning.
<b>Cancelled Class Policy</b>	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/or sending an email. In lieu of class, students will be expected to complete an activity on Canvas.
<b>E-Handbooks</b>	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: <i>Purdue OWL</i> ( <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> ) <i>UNC Writing Center Handouts</i> ( <a href="http://writingcenter.unc.edu/handouts/">http://writingcenter.unc.edu/handouts/</a> ) <i>Writing for Success</i> ( <a href="http://open.lib.umn.edu/writingforsuccess/">http://open.lib.umn.edu/writingforsuccess/</a> ) NOTE: Does not reflect the most recent MLA edition (8 <sup>th</sup> ). Refer to <i>Purdue OWL</i> for citations.
<b>Formatting Guidelines for Written Work</b>	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.

<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>The Center for Teaching Writing</b>	<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 <a href="http://wr121tutor.uoregon.edu">http://wr121tutor.uoregon.edu</a>.</p>
<b>Student Resources</b>	<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"> <li>• Student Support General Resources: <a href="https://studentlife.uoregon.edu/support">https://studentlife.uoregon.edu/support</a></li> <li>• Mental Health Support: <a href="https://studentlife.uoregon.edu/mental-health">https://studentlife.uoregon.edu/mental-health</a> 24-hr phone: 541-346-3227</li> <li>• Sexual Violence/Harassment: <a href="http://safe.uoregon.edu/">http://safe.uoregon.edu/</a> 24-hr phone: 541-346-7233 (SAFE)</li> <li>• Counseling Center: <a href="https://counseling.uoregon.edu/">https://counseling.uoregon.edu/</a></li> <li>• Diversity and Inclusion: <a href="https://studentlife.uoregon.edu/inclusion">https://studentlife.uoregon.edu/inclusion</a></li> <li>• Accessibility: <a href="https://aec.uoregon.edu/support-and-services">https://aec.uoregon.edu/support-and-services</a></li> <li>• Free Tutoring: <a href="https://tlc.uoregon.edu/">https://tlc.uoregon.edu/</a></li> <li>• Financial and Legal Help: <a href="https://studentlife.uoregon.edu/financial-legal-services">https://studentlife.uoregon.edu/financial-legal-services</a></li> <li>• Food Help: <a href="https://dos.uoregon.edu/food">https://dos.uoregon.edu/food</a></li> </ul>

## Tentative Schedule of Assignments

Week	Day	In Class	Reading Due by Class Time	Assignments Due to Canvas by Class Time (unless other due date stated)
1	T	Introductions & Welcomes	Please read through the linked pages on the Canvas site under Week 1 module	<ul style="list-style-type: none"> <li>• <b>Discussion Post 1</b> (due by midnight)</li> </ul>
	R	Discourse Communities & Tips for Reading	<i>RRW</i> : 1-4 Article: “How Does Our Language Shape the way We Think?” pg. 2	<ul style="list-style-type: none"> <li>• <b>Initial Reflection</b> (due by midnight)</li> </ul>
2	T	Critical Reading	Kaminer’s “Let’s Talk About Gender, Baby,” pg. 138  Rothschild’s “Sweden’s New Gender-Neutral Pronoun: Hen,” pg. 145  “Proud that Your Daughter Bailed on Pink Princess Dresses? Maybe Don’t Be” on Canvas	<ul style="list-style-type: none"> <li>• <b>Discussion Post 2</b> (due by midnight)</li> </ul>
	R	Reading Discussion	<i>RRW</i> : 4-8 “How to Reason: Questions”  Hernandez’s, “Spanglish Moves into the Mainstream” pg. 167  de Ortego Y Gasca’s, “Regarding Spanglish” pg. 174	<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> <li>• <b>Reading Analysis 1</b> (due by midnight)</li> </ul>
3	T	Questions to Enthymemes	Craft: <i>RRW</i> : 8-12 “How to Reason: Claims”  Salais’s, “Saying ‘Adios’ To Spanglish” pg. 171  “Mother Tongue” on Canvas	<ul style="list-style-type: none"> <li>• <b>Discussion Post 3</b> (due by midnight)</li> </ul>

	R	Enthymeme to Structure Essay Organization	"On Paragraphs" < <a href="https://owl.english.purdue.edu/owl/resource/606/01/">https://owl.english.purdue.edu/owl/resource/606/01/</a> >	<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> <li>• <b>Essay 1.1</b> (due by midnight)</li> </ul>
4	T	Writing Workshop: Sources and Citations	RRW: 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> >	<ul style="list-style-type: none"> <li>• <b>Discussion Post 4</b> (due by midnight)</li> </ul>
	R	Writing Workshop: Peer Review	RRW: 20 "Revising"	<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> </ul>
5	T	Individual Conferences (No Class)		
	R	Individual Conferences (No Class)		<ul style="list-style-type: none"> <li>• <b>Essay 1.2</b> (due by midnight)</li> </ul>
6	T	Student Led Reading Discussion	Wiens's, "1 Won't Hire People Who Use Poor Grammar, Here's Why" pg. 102 Baldwin's "If Black English Isn't a Language, Then Tell Me, What Is?" pg. 156	<ul style="list-style-type: none"> <li>• <b>Discussion Post 5</b> (due by midnight)</li> </ul>
	R	Student Led Reading Discussion	Sedivy's, "Are you a Mac or a Mac User" pg. 230 Solnit's, "When Media is the Disaster" pg. 237 Flower, "Writing for an Audience" pg. 74	<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> </ul>
	T	Student Led Reading Discussion	Cardoso's, "The Death of an Indian-Born Language" pg. 325 Eede's, "You Can't Google It and Get It Back" pg. 311	<ul style="list-style-type: none"> <li>• <b>Discussion Post 6</b> (due by midnight)</li> </ul>

7	R	Question at Issue Workshop		<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> <li>• <b>Reading Analysis 2</b> (due by midnight)</li> </ul>
8	T	Enthymeme Workshop and Structure of essay	Readings on Canvas	
	R	Structure of essay continued	Readings on Canvas	<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> <li>• <b>Essay 2.1</b> (due by midnight)</li> </ul>
9	T	Peer Review	Readings on Canvas	<ul style="list-style-type: none"> <li>• <b>Peer Review Discussion Post</b> (due by midnight)</li> </ul>
	R	Peer Review	Readings on Canvas	
10	T	Revision stations	Readings on Canvas	<ul style="list-style-type: none"> <li>• <b>Discussion Post 7</b> (due by midnight)</li> </ul>
	R	Preparation for Final Reflection and Portfolio	Readings on Canvas	<ul style="list-style-type: none"> <li>• Zoom class 12:15pm</li> <li>• <b>Essay 2.2</b> (due by midnight)</li> </ul>
<b>Finals Week</b>		<b>NO FINAL EXAM Final Reflection due <u>3/15/2021</u> by 11:59pm on Canvas</b>		