

# **WR 121: College Composition 1**

Winter 2021

M/W/F 8:00-9:00

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Office Hours: M & W 12:00-1:30 (and by appointment)

## **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.

## **On Remote Learning and 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 on Mondays and Wednesdays at 12:00-1:30 using email and a provided Zoom link. I welcome appointments outside of my regular office hours, too. Please email me to set up a time that works for both of us.

## **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 conventions for writing in an academic context.

## Required Texts

- *Reading, Reasoning, and Writing*, James Crosswhite
- *They Say/I Say (with readings)* 4th edition, Gerald Graff and Cathy Birkenstein

## E-Handbooks [Available in Canvas]

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/>)

## Formatting Guidelines for Written Work

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

## Course Work and Grading

*Essay Cycles*..... Cycle One = [30]%, Cycle Two = [40]%

The course will include two essay cycles consisting of a Reading Analysis, a Question @ Issue essay, 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.

*Peer Reviews or Writing Circles*.....[up to 10%] of Course Grade:

Before final drafts of any of your essays are submitted, we will be participating in an in-class peer review of rough drafts. You will be assigned partners and/or groups to trade papers with, and you will need to both annotate their papers and provide a short reflection with advice for them focusing on future improvement.

*Reflections/Other Assignments*.....[up to 10%] of Course Grade:

This will include any posts in online discussion boards or reading quizzes conducted during class.

*Engagement*.....[up to 5%] of Course Grade:

These include participation in classroom discussion and in-class activities.

*Final Portfolio*.....[up to 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.

## **Grading**

<i>Essay Cycle 1</i> .....	30%
- Question @ Issue Essay.....	10%
- Argumentative Essay (1.1 and 1.2).....	20%
<i>Essay Cycle 2</i> .....	40%
- Reading Analysis.....	10%
- Argumentative Essay (2.1 and 2.2).....	30%
<i>Peer Review/Writing Circles</i> .....	10%
<i>Other Assignments/Reflections/Engagement</i> .....	15%
<i>Final Portfolio</i> .....	5%

## **Course Policies**

### *Composition Program 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.

### *Attendance*

This class will be taught on a 50/50 synchronous/asynchronous schedule and attendance and participation during both in-class lectures and interactive discussion is required for success in this course. I will take 3 class absences before I begin to take points off of your final attendance grade. I know some things are unavoidable but please try to notify me that you will be missing as soon as you can, especially for classes when you would otherwise be participating in peer reviews.

### *Late Work*

All assigned work is due at the date and time listed on the syllabus unless you have discussed with me otherwise. If you must miss class, turn in your work before the due date and time to receive credit. The amount of points you can earn for late work will drop 10% for each calendar day it is late. For example, if you turn in an assignment 2 days late, you will be eligible to earn up to 80% of the points for that assignment rather than 100%. Extensions on assignments are accepted, but if you ask for one please make sure it is before the deadline so that it is not counted as late.

### *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.

Schedule of Assignments:

<b>Week</b>	<b>Day</b>	<b>In Class</b>	<b>Reading Due</b>	<b>Writing Due</b>
<b>1</b>	M 1/4	Initial Reflection/ Introduction		
	W 1/6	Critical Reading	<i>RRW</i> : 1-4 “How to Read”  <i>They Say/I Say</i> : Part One, Chapter One “They Say.”	
	F 1/8		<i>Class Cancelled (Teacher Travelling)</i>	Introductory Experiences Assignment
<b>2</b>	M 1/11	Questions at Issue Discussion	<i>RRW</i> : 4-8 “How to Reason: Questions”  Question at Issue Lecture	
	W 1/13	Q@I Discussion (...cont.)	Q@I Class Examples/Activity	

	F 1/15	Generate Questions at Issue	Group Activity	Question at Issue Assignment
<b>3</b>	M 1/18		<i>Class Cancelled Due to Martin Luther King Jr. Day</i>	
	W 1/20	Enthymemes	RRW: 8-12 "How to Reason: Claims"  In-Class Activity	
	F 1/22	Enthymeme to Structure	Structure Workshop	Essay Outline Assignment
<b>4</b>	M 1/25	Writing Workshop, Sources	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> >	Essay 1.1 Due 11:59pm
	W 1/27	Peer Review		
	F 1/29	Peer Review (...cont.)	Group Feedback Session	
<b>5</b>	M 2/1	<i>Monday's Class Cancelled for Conferences</i>		

	W 2/3	Reflective Essay Review		
	F 2/5	Citation Review		Essay 1.2 Due
<b>6</b>	M 2/8	Reading Discussion	Re-Read <i>RRW</i> “How to Read”;	
	W 2/10	Revisions Discussion		
	F 2/12	Revision Activity	<i>They Say/I Say</i> : “He Says Contends: Using the Template to Revise”	Revision Evaluation Assignment
<b>7</b>	M 2/15	Reading Discussion	Re-Read <i>RRW</i> : 8-12 “How to Reason”	
	W 2/17	Question at Issue Workshop		
	F 2/19	Reading Analysis	<i>They Say/I Say</i> : “Minority Student Clubs: Segregation or Integration?”	Reading Analysis Due
<b>8</b>	M 2/22	Enthymeme Workshop	Re-Read <i>RRW</i> : 12-20 “How to Write”	
	W 2/24	Writing Workshop	Class-Led Workshop for Essay 2.1	
	F 2/26	TBD		
<b>9</b>	M 3/1	Peer Review		Essay 2.1 Due 11:59pm
	W 3/3	<i>Thursday’s Class Cancelled for Conferences</i>		
	F 3/5	Peer Review		

<b>10</b>	M 3/8	Revision Discussion	Re-Read <i>RRW</i> : 20 “How to Revise”	
	W 3/10	Preparation for Final Reflective essay: Analyze the Reflective Essay prompt, Select quotes from essays		
	F 3/12	Last Minute Questions for Essay 2.2		Essay 2.2 Due
<b>Finals Week</b>		Final Reflection Due via Canvas before 11:59pm on our final exam date		