

WR 122: Writing & Rhetorical Strategy

Winter Term, 2021

MWF 8:00-9:00am, **REMOTE**

CRN: 25441

Course Information

Instructor: Elliott

Email: eelliott@uoregon.edu

Office Location: PLC 221

Office Hours: MWF 10:00am-11:00am (see statement below).

Office Phone: (541) 346-1508

Course Description

Writing 122 is an extension of Writing 121 where we focus on the rhetoric of argumentation. We will build upon your existing skills of inquiry, logical reasoning, and persuasion to create increasingly sophisticated essays. This class explores a variety of viewpoints within complex issues through critical reading, thoughtful discussions, and the completion of ongoing writing assignments. Ideally, your writing will become cogent and well-argued, and it will also be able to successfully account for multiple points of view within a diverse community. This course focuses on negotiating the self and society through writing and argumentation.

Remote Learning and Office Hours for Winter 2021:

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.

Office Hours:

My office hours this term will be held remotely on MWF 10:00-11:00am by Canvas or email only. During these office hours I will be available through the Canvas chat function and prioritize responding to any emails I receive from students. If you would like to schedule an individual Zoom conference during this time just email me beforehand to set it up. I welcome appointments outside of my regular office hours, too. Please email me to set up a time that works for both of us.

Learning Objectives

Upon completion of this course, students should be able to achieve the following outcomes:

- Write essays that develop and respond to a significant question that is relevant to the context in which it is written and appropriate for the audience to which it is addressed.
- Provide logical answers to questions at issue and develop lines of reasoning in support of those answers, while taking into account and responding to objections or competing answers and lines of reasoning.
- Write an essay that is unified around a main claim, proceeds in a logical way, and consists of cohesive paragraphs that separate and connect ideas effectively.
- Produce written work that displays adherence to the conventions of academic writing, including control of grammar, spelling, word usage, syntax, and punctuation; appropriate tone, style, diction, and register; proper formatting, use, and documentation of sources.
- Improve the content and organization of an essay draft in a revision process, both by reevaluating the reasoning and context of the essay and by responding to critiques from peers and instructors.

Required Texts: if an article is on the syllabus but not found in the book below then it will be available in the files section on canvas.

Bartholomae, David, Anthony Petrosky, and Stacey Waite, eds. *Ways of Reading: An Anthology for Writers*. 11th Edition. New York: Bedford/St. Martin's, 2016. Print.

Course Work and Grading

WEEKLY COURSE STRUCTURE:

Each week you will read ONE article from the coursebook and watch ONE short film. If the article is not in the book it will be available to you through Canvas. **You must complete the reading BEFORE you engage in the discussion posts.** Make sure to read through the powerpoint slides (uploaded to the files section of canvas) for the specified week. The slides will be on some aspect of rhetorical writing/strategy and contain a brief overview of the readings for that week. To make this simple, the course will follow this basic structure each week:

Monday

- Spend 30 minutes every Monday morning on the powerpoint slides (uploaded to the files section of canvas) for the specified week. The slides will be on some aspect of rhetorical writing/strategy and contain a brief overview of the readings for that week.

Wednesday

- Weekly discussion post in which you post ONE question on the discussion board for the reading that week. Your weekly posts should have your question stated clearly at the top of the post and contain a brief explanation for why you think this question is relevant and/or an interesting question that might spark debate within our discourse community.
 - **250 word minimum.**

Friday

- Respond thoughtfully to TWO other classmates's discussion questions on canvas. Help your classmates expand on their questions by encouraging them to consider alternate viewpoints and/or ask them to consider moving forward in a direction that is more rhetorically promising.
 - **100 word minimum for EACH response.**
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Essay Cycles:

70% of Course Grade: Cycle One = 30%, Cycle Two = 40%

The course will include two essay cycles, each consisting of 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.

Discussion Questions:

20% of Course Grade

Twice a week you will post to the discussion board on canvas. Each Tuesday discussion post is worth 1% of your total grade, and each Thursday response post (of which you will do two) is worth 0.5% each which makes for a total of 2% each week. Missing posts will result in 0% for that week and late posts will be penalized 0.5% for each day they are late.

- To reiterate: your weekly Tuesday posts should have your question stated clearly at the top of the post and contain a brief explanation for why you think this question is relevant and/or an interesting question that might spark debate within our discourse community. Your two response posts on Thursday should encourage your peers to push forward with their questions and/or consider alternate points of view.

Reflections & Final Portfolio:

10% of Course Grade

Several times in the term I will ask you to reflect on your experience. 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.

Grade Breakdown:

Discussion Questions: 20% total

Your weekly questions: 10% **(one each week 1% per Q)**

Responses to your peers: 10% **(two each week .5% per response)**

Essay Cycle 1: 30% total

Argumentative Essay 1.1: 10%

Argumentative Essay 1.2: 20%

Essay Cycle 2: 40% total

Argumentative Essay 2.1: 15%

Argumentative Essay 2.2: 25%

Reflections & Final Portfolio: 10%

Course Policies

Late Work:

*All discussion posts are due during the assigned class **DAY**. Post your discussion question on Wednesday and respond to two of your classmates on Friday. Late discussion posts will be marked off 0.5% for each day they are late. You are welcome to email me if real world complications surface that might result in late work.*

Academic Honesty:

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Composition Program's e-handbook resources as well as the *Student Conduct Code* on the Office of Student Conduct and Community Standards website. In cases where academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice of the Composition Program. Please see me if you have any questions about your use of sources.

Electronic Handbooks:

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/>)

NOTE: Does not reflect the most recent MLA edition (8th). Refer to Purdue OWL for citation information.

Formatting Guidelines for Written Work:

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. Don’t worry, I will provide you with a formatting “cheat sheet.”

Incompletes:

Please see me if circumstances arise that make it difficult for you to complete the course. The Director of Composition must approve requests for the grade "Incomplete" in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by students through unforeseen circumstances beyond their control.

Access:

The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Schedule of Assignments

<u>Week</u>	<u>Day</u>	<u>Class Focus</u>	<u>Readings</u>
Week 1 CYCLE 1: Language & Identity	Monday	30 minute powerpoint.	Article: Mira Jacob, "Chapter 1: 2014" <i>Good Talk (available on Canvas)</i>
	Wednesday	DUE: post ONE discussion question.	Short film: <i>Black Sheep</i>
	Friday	DUE: respond to TWO of your classmates’s posts on canvas.	**links to ALL short films are under the assignments section on canvas

Week 2	Monday	30 minute powerpoint.	Article: Gloria Anzaldua, "How to Tame a Wild Tongue"; pp. Reproduction" (available on Canvas) Short film: <i>Lena</i>
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	
Week 3	Monday	30 minute powerpoint.	Article: Gloria Bird, "Autobiography as Spectacle: An Act of Liberation or the Illusion of Liberation?" (available on Canvas) Short film: <i>Natives</i> ESSAY 1.1 DUE
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	
Week 4	Monday	30 minute powerpoint.	Article: Judith Butler, "Beside Oneself: On the Limits of Sexual Autonomy" Short film: <i>Muxes</i>
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	
Week 5	Monday	30 minute powerpoint.	Article: Susan Bordo, "Beauty (Re)discovers the Male Body" Short film: <i>Miller & Son</i> ESSAY 1.2 DUE
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	

Week 6 CYCLE 2: Language Culture & Environment	Monday	30 minute powerpoint.	Article: Ruth Behar, "The Vulnerable Observer" Short film: <i>The Cameraman</i>
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	
Week 7	Monday	30 minute powerpoint.	Article: Mary Louise Pratt, "Arts of the Contact Zone" Short film: <i>Can't Nobody Else Love You</i>
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	
Week 8	Monday	30 minute powerpoint.	Article: Edward Said, "States" Short film: <i>Irregulars</i> ESSAY 2.1 DUE
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	
Week 9	Monday	30 minute powerpoint.	Article: W. E. B. Du Bois, "Of the Training of Black Men." Short film: <i>Beyond This Place</i>
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	

Week 10	Monday	30 minute powerpoint.	Article: bell hooks, "Remembered Rapture: Dancing With Words" Short film: <i>Dear, Dreamer</i> ESSAY 2.2 DUE
	Wednesday	DUE: post ONE discussion question.	
	Friday	DUE: respond to TWO of your classmates's posts on canvas.	