

WR 121
MW 4-5:20 pm
PLC 627
CRN 35781
Spring 2016

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College Composition I

About This Class

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.

Composition Department Course Learning Outcomes

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 Materials

They Say/I Say, 3rd edition, Graff and Birkenstein, (*TSIS*)

Reading, Reasoning, and Writing, Crosswhite and UO Composition Program, (*RRW*)

The Little Duck, with Contributions by the UO Composition Program, Bullock and Weinberg

Course website at <http://canvas.uoregon.edu>

POLICIES

Attendance

You are expected to attend every class meeting. You are expected to come to class on time, having completed all assigned reading for that day and with the relevant course textbooks and pen and paper for taking notes. (Personal computers and cell phones may not be used for note-taking or any other purpose during class unless prior arrangements are made with me.)

There will be a sign-in sheet at each class meeting; you are responsible for making sure you sign the sheet. Missing class more than **two** times in the term will result in reduction of your final grade by 1/3 of a letter grade for each absence (an A becomes an A-). If you are late for more than **two** class sessions, the third late arrival will be considered an absence, and every late arrival after that will be considered an absence. Disrespectful behavior (sleeping, personal conversations during class, disrespecting others' points of view, using your cell phone) will result in your being counted absent that day; I will not interrupt the class to confront you about this behavior, I will simply count you absent.

Documented illness and documented personal emergencies are excused absences: you will not be penalized for an excused absence. If you are ill, contact me in advance of any missed class to touch base and find out what you will need to make up before next class.

Observance of Religious Holidays

Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

Grading

Final grades are established as follows:

Essay 1.1 and 1.2	35%
Essay 2.1 and 2.2	40%
Participation	10%
Short Writing Assignments	8%
Grammar Presentation	3%
Peer Review	2%
Portfolio and Reflections	2%

The percentage ranges below will earn the following final grades. I will occasionally issue an A+ based on exceptional class performance in addition to a grade of over 98%.

93-100 (A), 90-92.99 (A-), 87-89.99 (B+), 83-86.99 (B), 80-82.99 (B-),
77-79.99 (C+), 73-76.99 (C), 70-72.99 (C-), 67-69.99 (D+), 63-66.99 (D),
60-62.99 (D-) lower (F)

Assignments

Both in-class and take-home work will be counted toward your final grade in this course. Work to be prepared in advance of class, including assigned reading, is listed on the Course Schedule. You will also be expected to participate fully during class meetings, which may include discussions, activities, and workshops.

All assigned work is due at the beginning of class. If you must miss class, turn in your work before our class meeting to receive credit. ***All late assignments lose one letter grade per day, including weekends and holidays.*** You may ask for an extension if the assignment is due more than 72 hours (3 days) later, and the earlier the better. I may not grant the extension. In case of a looming or unexpected disaster, consideration will be given if you keep me in the loop and communicate in advance.

Essays and Essay Cycles

Essays in this course are written in cycles. This means that they are submitted first in an early version, commented on, revised, and submitted again in a second version. Because the quality of teacher and peer feedback is a function of the quality of the first version of an essay, first versions are to be complete and written in formal, academic prose.

The first version of each essay will not receive a grade, but if the first draft is incomplete, that may adversely affect the final essay grade. If the first version of an essay is turned in late, the late deduction will be applied to the final essay grade; for example, if Essay 1.1 is turned in one day late, the final grade on Essay 1.2 will be deducted by one letter grade. Further, the failure to submit a complete first essay draft will result in a failing grade for the complete essay cycle; in other words, if you do not turn in Essay 1.1, you will receive a 'F' on Essay 1.2. When submitting essays, you must include all previous versions and peer commentaries; failure to include previous version and peer commentaries will result in a lower final essay grade.

All essays will be typed and submitted on paper and online. Paper copies of essays must be stapled and double-spaced in 12 point Times New Roman font with 1" margins. In the top left hand corner, indicate your name, the name of the class (Writing 121), the date, and the name of the assignment. Number all pages after the first. Use MLA style for all other formatting and citation requirements.

Please proofread and revise your written work – a good habit to get into. Sloppiness and mechanical errors will result in a lower grade.

Further instructions for content and requirements of formal essays will be provided in class.

Reflections and Final Portfolio

You will write initial and final formal reflective essays that will be included in the final portfolio at the end of the term. You will also write midterm, in-class reflections with the completion of each formal essay cycle. Specific instructions for these assignments will be available during the term. Final Portfolios will also include the final version of one argumentative essay. Be sure to keep all work related to the formal essays for inclusion in a final portfolio. Further instructions for portfolios will also be provided later in the term.

Participation

You will receive two participation grades this term: one for the first half of the term, and one for the second half. Your participation will be graded using the rubric below.

	Exceptional participation (A)	Good participation (B)	Meets minimum requirements of participation (C)	Does not meet minimum requirements (D/F)
Large Group Discussions	<p>I raise the level of the discourse community through frequent voluntarily participation in large group discussions.</p> <p>My contributions are thoughtful and respectful.</p> <p>I listen well and make space for other classmates to speak</p>	<p>I occasionally participate voluntarily.</p> <p>I listen thoughtfully and am willing to participate if called on</p>	<p>I do not tend to participate voluntarily, but I will participate if called on.</p> <p>I may have rare instances of D/F expectations</p>	<p>I am often distracting or inappropriate during large group discussion (this may include rudeness, sleeping, or using technology inappropriately)</p>
Small Group Discussions	<p>I am engaged, interested, and show initiative during small group discussions.</p> <p>I often start the conversation and I frequently encourage others to speak by listening well and asking follow up questions.</p>	<p>I am interested and on-topic during small group discussions.</p> <p>I share my thoughts and attempt to carry on the conversation.</p>	<p>I am present but occasionally off topic.</p> <p>In groups, I often only do the bare minimum to address questions.</p> <p>I don't often ask follow up questions with my partner(s).</p>	<p>I am consistently uninvolved in small group discussions.</p> <p>I am frequently off topic, inappropriate, or distracting to other group members.</p>
Attendance and Preparation	<p>I am always punctual and prepared.</p> <p>I always bring my textbook and have completed the readings and homework with care.</p>	<p>I am usually punctual and prepared.</p> <p>I usually bring my textbook and have done the readings and homework.</p>	<p>I am occasionally late or unprepared.</p> <p>I occasionally don't bring the textbook or complete readings and assignments on time.</p>	<p>I am frequently absent, late, unprepared, or leave for periods during class.</p> <p>I rarely bring my textbook or complete readings/assignments on time.</p>

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 consult *The Little Duck* for a definition of plagiarism and information on documentation, and refer to 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.

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 the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Registration

The only way to add this class is through DuckWeb. The last day to add this or any writing class is the Friday of week one.

Prerequisites

A satisfactory SAT-verbal score is required for placement in WR 121. Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. It is recommended that international students who have been placed into the AEIS writing courses complete those courses in their entirety before enrolling in WR 121. Academic advisors can assist students who have questions about WR 121 placement. See also the *University of Oregon General Bulletin*.

An Additional Tool for Your Success

E-mail your classmates: In the space below, write down the e-mail contact information for at least two of your classmates. When you have a quick question about something we did in class, something on the syllabus, or an unclear assignment, you may wish to check with a classmate or two before you check with me.

1. Name: _____ E-mail: _____

2. Name: _____ E-mail: _____

By remaining in this course you verify that you have read, understood, and agreed to abide by all information disclosed in this syllabus.

COURSE SCHEDULE

Readings and assignments are due in class on the date listed. Scheduling, readings, due dates, and assignments are all subject to change at instructor's discretion.

Key
📖 - Reading Assignment
⇒ - Writing Assignment

UNIT 1

Week 1 – Critical Reading I

Date	In-Class Activities	Assignment Due
Mon., 3/28	Course Introduction	📖 President Schill's Jan. 6, 2016 letter ⇒ "About Me" note card
Wed., 3/30		📖 Chapter One, <i>TSIS</i> pp. 19-28 📖 Murray, "Are Too Many People Going to College?" <i>TSIS</i> pp. 234-253
Fri., 4/1		⇒ Initial Reflection due on Canvas

Week 2 – Summary and Synthesis I

Mon., 4/4		📖 Chapter Two, <i>TSIS</i> pp. 30-40 📖 Rose, "Blue-Collar Brilliance," <i>TSIS</i> pp. 272-283
Wed., 4/6	Grammar Presentation #1	📖 Obama, "Bowie State University Commencement Speech," <i>TSIS</i> pp. 285-294 ⇒ Reading Analysis (1-2 pages)

Week 3 – Reasoning and Asking Questions I

Mon., 4/11		⇒ "I Say" Essay (3 pages)
Wed., 4/13	Grammar Presentation #2	📖 "How to Reason," <i>RRW</i> pp. 4-8 📖 Chapter Four, <i>TSIS</i> pp. 55-67

Week 4 – Developing Written Arguments I

Mon., 4/18	Grammar Presentation #3; Enthymeme Workshop	📖 "Claims and Reasons," <i>RRW</i> pp. 8-12 📖 Chapter 67Three, <i>TSIS</i> pp. 42-50 ⇒ Draft Enthymeme
Wed., 4/20	Peer Review Workshop	⇒ 1.1 Argument Essay (3-4 pages)

Week 5 – Revising I

Mon., 4/25	**Individual Conferences in PLC 214**	
Wed., 4/27	**Individual Conferences in PLC 214**	

UNIT 2

Week 6 – Critical Reading II

Mon., 5/2	Midterm Reflection	⇒ 1.2 Argument Essay (3-4 pages)
Wed., 5/4		📖 Carr, "Is Google Making Us Stupid?" <i>TSIS</i> pp. 313-328

Week 7 – Summary and Synthesis II

Mon., 5/9	Grammar Presentation #4	 Chapter Five, <i>TSIS</i> pp. 68-75  Gladstone and Neufeld, “The Influencing Machines,” <i>TSIS</i> pp. 330-338
Wed., 5/11		 Gladwell, “Small Change,” <i>TSIS</i> pp. 399-414  Reading Analysis (1-2 pages)

Week 8 – Reasoning and Asking Questions II

Mon., 5/16		 “I Say” Essay (3 pages)
Wed., 5/18	Grammar Presentation #5	 <i>RRW</i> pp. 12-21  Chapter Six, <i>TSIS</i> pp. 78-90

Week 9 – Developing Written Arguments II

Mon., 5/23	Peer Review Workshop	 2.1 Argument Essay (3-4 pages)
Wed., 5/25	Grammar Presentation #6	 Chapter Seven, <i>TSIS</i> pp. 92-100

Week 10 – Revising II

Mon., 5/30	MEMORIAL DAY – NO CLASS	
Wed., 6/1	Review of Course and Conclusion	 Chapter Eleven, <i>TSIS</i> pp. 139-159
Fri., 6/3		 2.2 Argument Essay (3-4 pages) and Final Portfolio (Essays 1.1, 1.2, 2.1, 2.2)

Finals Week

Wed., 6/8	 Final Reflection due on Canvas by 5:00 pm
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