

WR 122  
TR 12-1:20pm  
123 MCK  
CRN 26453  
Winter 2018

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Office: PLC 214  
Office Hours: TR 2-3:30,  
and by appointment

## *College Composition II*

### **About This Class**

This course builds on the concepts covered in WR 121 or an equivalent introductory course on inquisitory and argumentative writing. 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 we explore different answers to important questions and investigate the logic behind those answers. We're not seeking answers to questions as much as we are in constant search of the right questions and the conversations that we must engage. We will create this sort of conversation in our class by using the assigned readings to uncover and discuss important questions and then exploring these questions formally, thoroughly, and respectfully in writing.

### **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**

*Social Protest: A Casebook for Writers*, edited by Bethany Jacobs (SP in Course Schedule)

Other readings will be provided as PDFs on Canvas; print them and bring with you to class when assigned

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

## GRADES AND ASSIGNMENTS

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### **Grading**

Final grades are established as follows:

Essay 1.1 and 1.2	40%
Essay 2.1 and 2.2	40%
Participation	10%
Discussion Board Writing	8%
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)

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### **Essays and Essay Cycles**

The course will include two essay cycles, each comprising 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.

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 1/3 of a 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 an 'F' on Essay 1.2.

All essays must be typed and submitted online and on paper when indicated. Essays must be 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 122), the date, and the name of the assignment. Number all pages after the first. Use MLA style for all other formatting and citation requirements.

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

### **Discussion Board Writing**

See the final page of this syllabus for instructions on completing discussion board assignments.

### **Reflections and Final Portfolio**

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.

## 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.

	<b>Exceptional participation (A)</b>	<b>Good participation (B)</b>	<b>Meets minimum requirements of participation (C)</b>	<b>Does not meet minimum requirements (D/F)</b>
<b>Large Group Discussions</b>	<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>
<b>Small Group Discussions</b>	<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>
<b>Attendance and Preparation</b>	<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>

## POLICIES

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### **Due Dates and Late Work**

All assigned work is due at the beginning of class or when stated on the Course Schedule. If you must miss class, turn in your work before our class meeting to receive credit. **All late assignments lose 1/3 of a letter grade per day, including weekends and holidays (an A becomes an A-).** Work turned in one week or more after the due date will not be accepted. 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.

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### **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.

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### **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.

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### **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](mailto:uoaec@uoregon.edu).

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### **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.

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### **Prerequisites**

Successful completion of WR121 or an equivalent officially approved by the U of O is required for enrollment in WR122 or 123. Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. Academic advisers can assist students if they have questions about WR122 or 123 placement. See also the *University of Oregon General Bulletin*.

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## **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.

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## **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 *Policies and Procedures Manual* 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.

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## **Academic Misconduct Procedures**

To ensure that the Composition Program maintains a consistent response to academic misconduct, misconduct cases are administered by the Office of Student Conduct and Community Standards (OSCCS), and not by individual instructors. While misconduct cases are being evaluated, instructors cannot discuss the assignment(s) in question, but may continue to help students with all other course work.

If an assignment of yours is under evaluation for plagiarism, the Composition Program will notify you by e-mail and OSCCS will contact you to schedule a meeting. Until a case is resolved through OSCCS, no work from the assignment in question can be included in assignments for the course. You are encouraged to communicate with your instructor about guidelines and requirements for continuing coursework on a case-specific basis.

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## **Additional Tools for Your Success**

### **E-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 (<http://owl.english.purdue.edu/owl/>)
- UNC Writing Center Handouts (<http://writingcenter.unc.edu/tips-and-tools/>)
- Writing for Success (<http://open.lib.umn.edu/writingforsuccess/>).

*Note: this one does not reflect the most recent MLA edition (8<sup>th</sup>). Refer to Purdue Owl for citation information.*

### **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
 - Type and Print Assignment
 - Write Online Assignment

### UNIT 1





#### Week 1

Date	In-Class Activities	Assignment Due
Tues., 1/9	Course Introduction	"About Me" note card
Thurs., 1/11	Discussion	 Thoreau, "Civil Disobedience," <i>SP</i>  #1 Discussion board post by <b>5pm 1/8</b>
Fri., 1/12		 Initial Reflection due on Canvas




#### Week 2

Tues., 1/16	Discussion	 Malcolm X, "The Ballot or the Bullet" <i>SP</i>  #2 Discussion board posts by <b>5pm 1/15</b>
Thurs., 1/18	Discussion	 King, "Nonviolence and Social Change," Canvas  #3 Discussion board posts by <b>5pm 1/17</b>



#### Week 3

Tues., 1/23	Questions Workshop	 Crosswhite, "Reading, Reasoning, and Writing," pp. xv-xvii, <i>SP</i>  3 Questions
Thurs., 1/25	Developing Arguments Workshop	 Crosswhite, "Reading, Reasoning, and Writing," pp. xviii-xxiv, <i>SP</i>  Essay 1 Proposal

#### Week 4

Tues., 1/30	Peer Review	  Essay 1.1
Thurs., 2/1	Revision Workshop	 Peer Review Letter

#### Week 5

Tues., 2/6	Introductions and Conclusions	 Bring 1.1 Introduction and Conclusion to class
Thurs., 2/8	Body Paragraphs	 Bring a 1.1 Body paragraph to class

## UNIT 2

### Week 6

Tues., 2/13	Peer Review	📄 🖨️ Essay 1.2
Thurs., 2/15	Discussion	📖 “The Combahee River Collective Statement,” <i>SP</i> 🖨️ #4 Discussion board posts by <b>5pm 2/14</b>
Fri., 2/16		🖨️ Essay 1.2 Discussion board responses due by <b>5pm</b>

### Week 7

Tues., 2/20	Discussion	📖 Rodriguez, “Excerpt from <i>Always Running</i> ,” <i>SP</i> 🖨️ #5 Discussion board posts due by <b>5pm 2/19</b>
Thurs., 2/22	Discussion	📖 Ginsberg, “America,” Canvas 🖨️ #6 Discussion board posts due by <b>5pm 2/21</b>

### Week 8

Tues., 2/27	Brainstorming Day	
Thurs., 3/1	Peer Review	📄 🖨️ Essay 2.1

### Week 9

Tues., 3/6	Revision Workshop	📄 Bring a 2.1 Body paragraph to class
Thurs., 3/8	Logical Fallacies Day	

### Week 10

Tues., 3/13	Polishing and Finalizing Writing	📄 Bring full draft 2.1 to class (including any revisions you’ve already completed)
Thurs., 3/15	Conclusions	📄 🖨️ Essay 2.2

### Finals Week

Mon., 3/19	🖨️ Final Reflection due on Canvas by <b>5pm</b> 🖨️ Essay 2.2 Discussion board responses due by <b>5pm</b>	
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## Discussion Board Assignments

### **Reading Response Posts**

Before class meetings where we discuss certain assigned readings, the class will begin a conversation informally online, posting ideas, questions, and responses to the readings on our Canvas web site. You may post as early as you like after finishing the assigned readings, but posts must be online by 5pm on the evening before our class meets (see the Course Schedule for dates).

*Complete at least 3 posts per discussion board: one independent post and two responses to your classmates' independent posts.* Your independent post should be no more than 2-3 paragraphs; your responses may be as short as 2-3 sentences. You may post more frequently if you wish.

Independent Posts: What you post about in your independent post is up to you, but it must relate directly to the specified assigned reading. It's a great idea to quote from the reading to ensure you're sticking closely to its content. Ideas for what to post about include:

- open-ended questions that the readings provoke for you – consider posing your question, then writing about the context of your question, what sparked it, the logic and unstated assumptions behind your question, why the question matters, why it's difficult to answer
- passages that you find particularly moving, inspiring, insightful OR
- passages that you find particularly upsetting or even offensive – you might quote from these passages and explain and analyze your reaction
- anything else that you want to bring up with our class about these readings

Responses: Responses to your classmates' posts should display the same carefulness, thorough analysis, curiosity, and respect for others that you demonstrate in your independent posts—and, indeed, in all of your writing for this course. You might respond by posing a question, offering affirmation, respectfully disagreeing, or whatever else the independent post invites.

Discussion board posts are evaluated based on quality and completion, not on grammatical polish or stylistic acumen. You may be informal and conversational in your posts, and your ideas may still be developing and emerging, although you should endeavor to ensure that your peers understand you. This is an opportunity to explore ideas and open up conversations.

Please note: as with our campus classroom, this online forum is a safe space for all students. Online conversations must be conducted respectfully and compassionately. We are here to learn and be challenged, but content that is hurtful, malicious, and oppressive will not be tolerated.

### **.2 Essay Response Posts**

Because the whole class comprises the audience of the essays written in this course, everyone will post their final essays to the discussion board at the conclusion of each unit. The first step of essay response posts is to post your complete essay by its due date. Then, respond to two other writers' essays in 3-4 sentences each (see due dates for responses on the Course Schedule). Like reading response posts, you might respond by posing a question, offering affirmation, respectfully agreeing/disagreeing and saying why—or whatever else the essay invites. Responses should display thorough and respectful attention to other writers' essays.