

Writing 122: Inquiry and Argumentation

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Office Hours: MWF 15:00-16:00 and by appointment

CRN: 25119
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LLCN 125
MWF 14:00-14:50

COURSE OBJECTIVES:

Writing 122 will further enhance your ability to use writing as a tool for the exploration and development of ideas. Indeed, the skills practiced in this class will help you in all of your present and future courses and not only your writing courses because you will build on your ability to think critically about issues and to compare your opinions to those of your peers and of the authors we will read. As we explore a variety of topics throughout the quarter, you will ascertain how the writing process establishes and challenges your own thinking and will be better able to write clearly analyzed arguments of your own. In other words: 1) To learn how to write a paper. 2) To learn how to think and discuss critically.

COURSE PREREQUISITES:

A satisfactory SAT-verbal or TSWE score is required for placement in WR 122. International students must receive placement from the American English Institute (AEI). Students who enroll in a course for which they have not met the prerequisites will be notified and dropped by the English Department. Academic advisors can assist students if they have questions about WR 122 placement. See also the University of Oregon Bulletin.

REQUIRED TEXTS & MATERIALS:

The Presence of Others, Fourth Edition, Ed. Andrea Lunsford & John Ruszkiewicz
Rules for Writers, Fifth Edition, Ed. Diana Hacker

All readings that are posted on E-Reserves (http://libweb.uoregon.edu/acs_svc/reserve-index.html)

All handouts that are passed out in class or posted on Blackboard

Your University of Oregon e-mail account (Please check this regularly)

GRADING PROCEDURES:

3 Essay Cycles: 60%

Each cycle consists of at least a first and second version of your essay. The first version of the essay must meet all assignment and format requirements and must display careful persuasive writing. If you have a well-written first version, your overall essay grade will be much higher than if the first version is incomplete and loosely argued. For this reason, I invite you to come by my office hours early in the writing process so that we can refine your ideas together. Also, though the first version needs to be a polished product, you need to rethink and reconsider your ideas as you revise so that the argument becomes stronger and clearer to yourself and your audience. The peer reviews and the work we do in class will help you to revise, so fixing only minor problems will decrease your overall grade. The three final essays are due in stapled packets that include the final version, all previous versions, peer review information, and pre-writing; incomplete packets will be heavily penalized. **Citation of class material is required in each paper. If you do not complete a first draft, your grade for the final version will be lowered by one full grade. You will also be unable to participate in peer review for that cycle, which will affect your overall participation grade.**

Reading Responses: 10%

Reading responses and discussion questions must be typed and turned in the day they are due. The specifics of these assignments will vary slightly, so directions will be posted on Blackboard and/or discussed in class. In general, each reading response will be no longer than one typed, double-spaced page and must follow the format policies listed on p. 2 of our syllabus. Furthermore, these

need to be polished pieces of prose, and on some days you will be asked to read your response or question to the class. I will not accept any late reading responses or discussion questions. A reading response consists of at least one question you have about the topic and your proposed answer to the question.

Peer Reviews: 10%

Take every peer review seriously. Your peers depend on you for insight and feedback, and by making careful comments you will be able to assist them as they revise and improve their written arguments. These reviews will also help you to become a more careful reader and to understand how you can proofread and revise your own arguments to make them more effective. If, however, you are absent during or late to a peer review class, you will miss out on the opportunity to earn points for the review.

Attendance and Participation: 10%

Attendance is mandatory. You will be allowed to miss 3 classes total for any reason. After which you will lose a whole grade point for each absence after the third. A B+ will become a C+ after 4 absences and a C+ will become a D+ after 5. Success in this course also relies on your active participation. Just being in class is not necessarily sufficient participation. You are expected to read every assigned reading, to be actively involved in our discussions, to respect your peers and their perspectives, and to bring to every class the assigned readings for that day.

In-Class Writings: 10%

In-class writings will be frequent but may or may not be announced.

Incompletes: I cannot assign a grade of Incomplete. All requests for such a grade must be for legitimate reasons and must be approved in advance by the Director of Composition. Such approval is rarely given.

POLICIES CONCERNING ASSIGNMENTS:

Format: As you write assignments for this class, consider thoughtfully the manner in which you present your work. Indeed, careful presentation can be an effective part of persuasive writing since it shows that you have spent a great deal of time and effort on your work. Moreover, correct formatting will help you to maximize space while limiting temptations to make work appear longer and more detailed than it actually is. Review the policies listed below carefully and check with me if you have any questions. Assignments that do not meet these requirements will be heavily penalized.

Follow these format requirements for all of your work for this course:

- *Type all work using Times New Roman or Arial 12 pt. font
- *Double-space all work except peer reviews
- *Staple your work if it is longer than one page long (and number pages)
- *Avoid extra spaces between paragraphs
- *Use reasonable (1 inch or 1.25 inch) margins

Also, consider page-length requirements and works cited pages carefully since these are considered during grading, but also remember that the works cited page is not included in the required page-length count.

Late Work: All work is due at the start of class. Work turned in after attendance has been taken is considered late. If you have an emergency and cannot make it to class, contact me via e-mail as soon as possible and send me a copy of your work to prove you had it completed on time. If need be, I will accept one late essay during the quarter, excluding the last essay; however, any late essay will receive a lower grade for each day it is late. For example, if you turn in your essay after class activities have started, your essay grade would drop by 1/3 of a grade (i.e., from a B- to a C+). If the essay were to be turned in on the following day, the grade would drop by another 1/3 of a grade. I strictly adhere to this policy, so I recommend you print out assignments well before they are due. Furthermore, printing and computer problems will not count as excuses.

Syllabus, Schedule, and Blackboard: You are responsible for knowing everything contained in the syllabus and on the course's Blackboard site. Several of the assigned readings, extensive study aids, and reading comprehension questions are available only via Blackboard. If you cannot access the Blackboard site or use your U. of O. account, you must come speak to me during office hours as soon as possible.

PLAGIARISM:

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly documented. Please consult Rules for Writers for a definition of plagiarism and information on documentation and refer to the summary of the Code of Student Conduct in the Schedule of Classes. In cases where plagiarism has been clearly established, the award of 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.

ACCESS FOR STUDENTS WITH DISABILITIES:

If you have a disability (physical or learning), which you think may affect your performance in this class, please see me during the first week of the term so we can make arrangements, if necessary, for your full access to all classroom activities.

CONCERNS ABOUT GRAMMAR:

I am eager to assist you in your proficiency of written and spoken English. If you have concerns or questions about grammatical points, feel free to bring them to my attention in class or during my office hours. Of course, you may at any time visit the Academic Learning Services and/or refer to The Prentice Hall Reference Guide for further assistance in developing your writing skills. Do keep in mind that correct grammar usage is always expected and will help your work to be more polished and professional.

GENDERED LANGUAGE:

Since this course follows MLA guidelines it is expected that (in writing as well as in class discussion) students do their best not to use words like, “mankind” to indicate “humankind” or “man” to indicate humans. When giving an example, “When a person is famous **he** is usually is rich also,” please watch out for the gendered universal pronoun which would assume all “people” are men. See: http://www.sparknotes.com/writing/style/topic_93.html for suggestions to avoid gender-biased language.

Reading Schedule

This schedule is subject to revision.

All readings and assignments must be completed by the day they are listed on the syllabus.

	Agenda	Readings Due	Assignments Due
Unit 1 America in the margins.	Week 1 1/7	Introduction: Survey :	Introductions, syllabus, course books, and expectations. Introduce ourselves. Goals: 1. Learn to write, 2. Learn to Think/read critically. Attendance .
	1/9	Lesson: Model Paper: Formatting. Model Paper: Structure: enthymeme . Rubric	• Pollan, “An Animal’s Place” (PofO 222-239) Reading Response 1 Post to Blackboard.
	1/11	Model Paper: Structure: enthymeme, example, counter- argument. Discussion:	Churchill, “Crimes against Humanity” (PofO 536-43)

	Week 2	1/14	Lesson: Critical Reading skills: p.1 of PO.	Democracy Now! episode covering the assassination of Benazir Bhutto & Fox News commentary of the same event by Laura Ingraham and Bill O'Reilly		
		1/16	In Class Activity: Free-write, then share with person next to you, then explain to the other person next to you what your first partner thought.	<ul style="list-style-type: none"> Vowell, "Democracy and Things Like That" (PofO 198-205) 	Reading Response 2 Post to Blackboard	
		1/18	Discussion:	<ul style="list-style-type: none"> Sullivan, "What Are Homosexuals For?" (PofO 380-389) 		
	Week 3	1/21	NO CLASS MLK!!	<ul style="list-style-type: none"> NO CLSS MLK!!!!!!!!!!!!!!!!!!!!!! 		
		1/23	In Class Activity: Groups of 4. 1 person at a time gets feedback on their structure.		Enthymeme 1 Paper Structure 1 Bring 4 copies Turn in one copy to me.	
		1/25	Peer Review : I will not collect them in class. Sign up for conferences (required).	Bring proposed revisions (based on peer review) to conference.	Essay 1.1 Email to me and bring a hard copy to class.	
	Unit 2 America in the mainstream	Week 4	1/28	Class Canceled.	<ul style="list-style-type: none"> Class and Office Hours Canceled for Conferences 	
			1/30	Class Canceled.	<ul style="list-style-type: none"> Class and Office Hours Canceled for Conferences 	
			2/1	Discussion:	<ul style="list-style-type: none"> Kingsolver, "And Our Flag Was Still There" (PofO 604-11) 	Reading Response 3 Post to Blackboard.
Week 5		2/4	Lesson: Using Transitions. Midterm Evaluation :	<ul style="list-style-type: none"> Franzen, "Imperial Bedroom" (Blackboard) 		
		2/6	In Class Activity: How to critically read a text, small group activity. Peer review feedback : "What was helpful?"	<ul style="list-style-type: none"> Cohen, "Grade A: The Market For a Yale Woman's Eggs" (PofO 191-196) 	Essay 1.2 Email 1.2 and hand in peer review.	
	2/8	Discussion:	<ul style="list-style-type: none"> Bush, "Speech to the Nation on Stem Cell Research" (PofO 353-57); Ivins, "Bush's Brain Straddles the Fence Once Again" (PofO 350-51) 	Reading Response 4 Post to Blackboard		
Week 6	2/11	Lesson:	<ul style="list-style-type: none"> Wiesel, "Peace Isn't Possible in Evil's Face" (PofO 262-264) Carter, "Just war – or a Just War?" (PofO 259-261) 			

		2/13	In Class Activity: Groups of 4. 1 person at a time gets feedback on their structure.		Enthymeme 2 Paper Structure 2 Bring 4 copies Turn in one copy to me.
		2/15	Peer Review : Sign up for conferences (optional).		Essay 2.1 Email to me and bring a hard copy to class.
Unit 3 American Values and the Free Market Economy	Week 7	2/18	Class Canceled.	• Class and Office Hours Canceled for Conferences	
		2/20	Class Canceled.	• Class and Office Hours Canceled for Conferences	
		2/22	Discussion:	• Hoagland, "America" (Blackboard); Reading Pop Culture discussion / Bordo "male body"	Reading Response 5 Post to Blackboard
	Week 8	2/25	Lesson:	Croissant, "Can This Campus Be Bought?" (PofO 99-106)	
		2/27	In Class Activity: 4 person group discussion on a question from text.	Steinem, "Sex, Lies & Advertising" (Blackboard)	Essay 2.2 hand in peer review.
		2/29	Discussion:	• Jefferson, <i>Declaration of Independence</i> (PofO 517-20); Atwood, "A Letter to America" (PofO 565-67) • (Dawn of the dead.)	
	Week 9	3/3	Lesson:	• Didion, "On Morality" (Blackboard)	Reading Response 6 Post to Blackboard.
		3/5	In Class Activity: Groups of 4. 1 person at a time gets feedback on their structure.		Enthymeme 3 Paper Structure 3 Bring 4 copies Turn in one copy to me.
		3/7	Discussion:	Baudrillard, "Utopia Achieved"	
	Week 10	3/10	Lesson:	Rich, "What Does a Woman Need to Know?" (PofO 71-76)	Essay 3.1 Email to me.
3/12		In Class Activity: Free-write discuss in group.	• King, "Should English Be the Law?" (PofO 428-39)		
		3/14	End of term evaluations.	• Questions about final.	
		3/19	Final Paper due by midnight. Email: tnail@uoregon.edu		Essay 3.2 Email to me.

1/14 Last day to drop classes without "W"

1/16 Last day to reg/add classes

2/24 Last day to withdraw from classes