

## Writing 121: College Composition I

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Office Hours: MWF 12:00-13:00 and by appointment

CRN: 35030  
Spring 2008  
CON 201  
MWF 11:00-11:50

### Course Objective:

Writing 121 is an introduction to critical reading and written reasoning. In this class, we will identify issues that matter to us as a “community,” investigate and analyze these issues through critical reading, engaged discussion and informal writing, and propose solutions to meaningful questions at issue through the development and revision of formal essays.

### Prerequisites:

A satisfactory SAT Verbal or TSWE score is required for placement in WR 121. International students may receive placement from the American English Institute (AEI). The English Department will notify and drop students who have enrolled in a course for which they have not met the prerequisites. Academic advisors can assist students who have questions about WR 121 placement. See also: *The University of Oregon General Bulletin*.

### Required Texts & Materials:

*Writing About the World*, Third Edition, Ed. Susan McLeod, John Jarvis and Shelley Spear  
*The Shape of Reason*, Fourth Edition, by John T. Gage  
*Rules for Writers*, Fifth Edition, Ed. Diana Hacker  
University of Oregon e-mail account  
Access to Blackboard

### Grading Policy:

Essay One	15%
Essay Two	25%
Essay Three	30%
In-class work/writing, homework, peer reviews	10%
Reading responses	10%
Participation	10%

### GRADING PROCEDURES:

#### 3 Essay Cycles: 70%

Each cycle consists of at least a first and second version of your **4-6 pg. 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 and in Class Writing: 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. In-class writings will be frequent but may or may not be announced.

**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.

**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.

**Turning in Assignments via Email**

All of your papers will be emailed to me. If I need a hard copy for whatever reason I will let you know, otherwise assume it is not necessary. When you email me your papers please follow these steps:

1. Save your file as, "LastName FirstName PaperNumber.doc" for example, if your name is Jessica Simmons and you are turning in paper 1.1 the name of your file should be:

**"Simmons Jessica 1.1.doc"**

2. To let you know that I received your paper I will email you back something simple like, "Got it." If you do not receive this confirmation than I have not received your paper and you should contact me right away.

**Conferences:**

In addition to the above graded aspects of the course, all students are required to attend one individual conferences with me to discuss draft one of your essays. Failure to attend a required conference will result in an unexcused absence and the lowering of your class participation grade by 1/3 of a letter grade (i.e. from A to A-). Although only one conference is required over the course of the term, you are welcome and encouraged to meet with me to discuss any of your work at any stage in the writing process. The last two will be optional.

**Academic Honesty:**

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](http://www.sparknotes.com/writing/style/topic_93.html) for suggestions to avoid gender-biased language.

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**This schedule is subject to revision.**

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

**READING AND ASSIGNMENT SCHEDULE**

*All assignments are to be completed by the date indicated  
Shape of Reason = SOR and Writing About the World = WAW*

		Activities	Readings Due	Assignments Due	
<b>Unit 1 Government and Politics</b>	Week 1	3/31	<a href="#">Introduction:</a> <a href="#">Survey:</a>	Introductions, syllabus, course books, and expectations. Introduce ourselves. Goals: 1. Learn to write, 2. Learn to Think/read critically. Attendance.	
		4/2	<a href="#">Model Paper:</a> <a href="#">Formatting.</a> <a href="#">Model Paper:</a> <a href="#">Structure</a> <a href="#">Grading Rubric</a>	SOR xi-xii, 2-11	
		4/4	<a href="#">Discussion: Ethical Argumentation</a>	SOR 12-29, 42-54	<a href="#">Introductory Essay Due (email to me)</a>
	Week 2	4/7	<a href="#">Discussion</a>	Machiavelli, "The Prince" (WAW 43-51) Jefferson, "The Declaration of Independence" (WAW 52-7)	
		4/9	<a href="#">Discussion</a>	King "Letter from Birmingham Jail" (including statement by Alabama clergymen) (WAW 212-27)	<a href="#">Reading Response 1 post on Blackboard</a>
		4/11	<a href="#">Questions at Issue and Enthymemes / Intro to Counter Arguments</a>	SOR 56-78 (I know this is a lot of reading, so just do your best. At least get a grasp on the bold terms and concepts. We will review continually over the course of the term.)	
	Week 3	4/14	<a href="#">Critical Reading Exercise</a>	Mandela, "I am Prepared to Die" (WAW 227-46)	
		4/16	<a href="#">Discussion</a>	Memmi, "Racism and Oppression" (WAW 180-8) Orwell, "Shooting an Elephant" (WAW 188-94)	<a href="#">Reading Response 2 Post on blackboard</a>
		4/18	<a href="#">Group Feedback</a>	SOR 79-100 (Again, at least the bold concepts.)	<a href="#">Enthymeme 1 Paper Structure 1 Bring 3 copies to class</a>
	<b>Unit 2 Science and Technology</b>	Week 4	4/21	<a href="#">Peer Review:</a> I will not collect them in class. <a href="#">Sign up for conferences</a> (required).	Peer Review Day  <a href="#">Essay 1.1 Due Email to me and Bring three copies for Peer Review.</a>
4/23				No Class - Conferences	
4/25			No Class - Conferences		
Week 5		4/28	<a href="#">Peer Review Feedback</a> <a href="#">Midterm Evaluation:</a>	Sedaris "Us and Them" (handout) Essay 1.2 Due Midterm Evaluations / Peer Review Feedback	<a href="#">Essay 1.2 Due Email to me. Hand in Peer Review</a>
		4/30	<a href="#">Discussion</a>	4/30: Hall, "The Anthropology of Manners" (WAW 410-17)	<a href="#">Reading Response 3 Post on Blackboard</a>
		5/2	<a href="#">How to Structure a Paragraph Exercise</a>		

	Week 6	5/5	Free Write and Share Discussion	Einstein, "Religion and Science" (WAW 452-5) Russell, "Religion and Science" (WAW 456-61)	
		5/7	Discussion	Wilson, "The Solution" (WAW 508-21)	
		5/9	Group Feedback Discussion	5/9: Darwin, "The Action of Natural Selection" (WAW 521-4) Bring in 3 copies of a working enthymeme/paper structure for workshop.	Enthymeme 2 Paper Structure 2 Bring 3 copies.
Unit 3 Religion and Philosophy	Week 7	5/12	Peer Review: Sign up for conferences (optional).	Peer Review	Essay 2.1 Due Email to me. Bring 3 copies to class.
		5/14	Class Canceled.	No Class - Conferences	
		5/16	Class Canceled.	No Class - Conferences	
	Week 8	5/19	How to Write a Counter Argument	Yusufali, "Why Do I Wear a Hijab?" (WAW 757-9) Eisler, "Our Lost Heritage: New Facts on How God Became a Man" (WAW 737-743)	Reading Response 4 Due: post on blackboard
		5/21	Discussion	Hesse, "The Brahmin's Son (from Siddhartha)" (WAW 789-94) Essay 2.2 due	Essay 2.2 Due Email to me Hand in peer review
		5/23	Discussion	Neitzsche, "Beyond Good and Evil" (WAW 696-700) Sartre, "Existentialism" (WAW 700-5)	
	Week 9	5/26		No Class – Memorial Day	
		5/28	Free-Write and Share	Hall, "Baptist Professors Don't See Islam as a 'Peaceful' Religion" (WAW 772-5) Kassam, "Can a Muslim Be a Terrorist?" (WAW 775-89)	
		5/30	Discussion	Voltaire, "Of Universal Tolerance," (WAW 796-9) The Dalai Lama, excerpts from "A Simple Path" and "And Open Heart," (WAW 800-805)	Reading Response 5 Due: post on blackboard
	Week 10	6/2	Peer Review: Sign up for conferences (optional).	Peer Review	Essay 3.1 Due Email to me and Bring three copies for Peer Review.
	6/4		No Class - Conferences		
	6/6		No Class - Conferences		
	6/9		Final Paper due by midnight. Email: tmail@uoregon.edu	Essay 3.2 Email to me.	

**Last day to drop classes w/o 'W' 4/7**

**Last day to withdraw from classes 5/18**

**Essay 3.2 due (email to me) 6/9**