**WRITING 122: LBCC SPRING 2019**

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Writing 122 focuses on specific ways to develop argumentative essays and other forms of academic writing in response to the challenges of complex contexts, which should include increasingly sophisticated competing arguments and issues as well as an expansion of enthymeme-based arguments. In this course, students practice how to further develop the ability to question texts and compose essays in which they control the reasoning that supports their theses. This course builds on the foundation of WR 121 by asking students to read and consider more intellectually demanding readings and to deepen their inquiry in order to write longer, more sustained arguments.

Along with my WR 122 courses at the University of Oregon campus this year, we will start the term by reading *The Best We Could Do* (2017) by Thi Bui, as a rich example of what an extended argumentative text looks like. Despite its non-traditional comic book form, it deploys intensive research and rhetorical strategies to engage the reader/researcher in developing their own questions about history, society, family and self. You will write a rhetorical analysis essay of 2500 words based around this book for your first major project. We will use a casebook of readings called *The Culture of Science* (2nd Edition) for the second major project, which invites you to work with a group of classmates to create a project that combines college-level writing with visual and graphic design on a topic inspired by the casebook readings.

**Required Texts**

*The Best We Could Do*, Thi Bui, Abrams ComicArts, 2017 (purchase at the bookstore)

*The Culture of Science*, Casebook 2nd Edition Beta-Version (pdfs available for free on Canvas)

**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 responding to objections or competing answers and lines of inquiry.

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.

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| **Course Policies** | |
| **Registration** | All course enrollment happens through Webrunner; do not ask me to overenroll the course |
| **Prerequisite** | Successful completion of WR121 or an equivalent officially approved by LBCC is required for enrollment in WR122 or 123. |
| **Attendance** | Active daily participation is required. 3 absences allowed (for any reason). Each additional absence will lower your final course grade by 3%. |
| **Late Work** | See the **Grading Contract** for further information on submitting late assignments. |
| **Academic Hones**  **E-Handbooks & Formatting** | 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. All suspected plagiarism cases will be handed over to the Dean’s office.  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(https://writingcenter.unc.edu/tips-and-tools/)  All written work should be typed and double-spaced, using 12- point Times New Roman font and 1” margins. Use MLA format for quoting and citing sources unless otherwise approved. |
| **Incompletes** | Please contact 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** | LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call [(541) 917-4789](tel:5419174789). |
| **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. |
| **Use of Electronic Devices** | You are actively encouraged to bring your laptop, tablet, and phone to class for use on course assignments and activities. Personal use during class time is not allowed and you will be asked to leave class if it becomes an issue. |

**Grading Contract: Writing 122[[1]](#footnote-1)**

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This class uses a labor-based contract grading model. This means that the default grade for this class is a B, provided you adhere to the terms of the contract. However, that grade can go up or down, depending on late and unsatisfactory labor, or advanced labor. Since we will not be meeting in person to review this information, it is important that you read the grading contract carefully and contact me via the Canvas Inbox or at [rusts@linnbenton.edu](mailto:rusts@linnbenton.edu) with any questions.

Learning Outcome: This contract modifies the conventional model of evaluating and grading student writing in WR 122. Rather than using a subjective -based model of assessment wherein the instructor’s individual perspective on the quality of the writing determines the final grade, this contract between you and I recognizes and emphasizes the labor you put into the craft of writing. The contract will help you “practice writing as a multi-faceted process of inquiry, learning, and expression.”

​In short, your final grade in this course will be based on the demonstrable and observable effort that you put into your homework, writing, and engagement with classmates on the discussion boards.

**Based on the above statement, the default grade for this course is a ‘B’ (85%)**: if you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and the work assigned during the term, if you do all the labor (reading, writing, participation, etc.) asked of you and meet the basic grading requirements of each assignment then you’ll earn an above average grade of ‘B’ (85%) in the course. If you turn in assignments Late or Incomplete or you ignore course assignments, you will earn a lower grade (see the Final Grade Table below).

**THE B-GRADE CONTRACT AGREEMENT**

You are guaranteed a course grade of **B (85%)** based on the following conditions:

1. PARTICIPATION. You will treat this online class as you would an in-person class, expecting to spend about 80 minutes twice per week engaging in direct learning and assignment work via canvas and 3-4 hours outside of that each week completing reading and writing assignments. We are a small class of just 15 students so you can have time to meet with me in person for writing conferences outside of class and work with each other on a couple of group assignments online.
2. PROMPTNESS. You agree to post assignments on time, particularly discussion board posts, to give me and your classmates enough time to respond and offer feedback and ideas. You also agree to answer my emails or address Comments left on Canvas assignments within 24-48 hours, excepting weekends and holidays.
3. SHARING AND COLLABORATION. You agree to work cooperatively and collegially in with classmates in online discussions and group projects. You must complete peer reviews for each of the two writing projects and meet with a writing tutor online or in person once during the term.
4. WORK/LABOR CONDITIONS. You agree to meet the following conditions for all assignments, including Essays, Homework, Tutoring sessions, Presentations, Conferences, Peer Review, etc.

* *Complete and On Time*. You agree to turn in all work on time and Complete. All work will meet the requirements of each assignment. Not meeting the minimum requirements of an assignment means it will be considered Incomplete, even if turned in by the due date.
* *Revisions*. When asked to revise, you will re-vision your work by reshaping, extending, clarifying, or transforming your ideas and organization. You won’t just “correct”, touch up, or lightly copyedit. In order to be “complete,” your revised second drafts of Essay 1 and Essay 2 (Writing Project) must be significantly revised and restructured based on peer, instructor, and tutor feedback.
* *Proofreading*. All assignments must have a basic level of grammar and format proofreading. For major essays, you must spend considerable time in your labor process looking at spelling, punctuation, sentence flow, and other proofreading. Writing tutors and peers can help if they’re not doing the work for you.

1. LATE/INCOMPLETE WORK. You agree to turn in properly and on time all work and assignments expected of you, which means you’ll complete all the requirements/expectations for each assignment. If I determine that an assignment is Incomplete, it will be marked as late and you will have 48 hours (two days) to revise it to avoid having it marked as Missed or Ignored. See the Final Grade Table for how this impacts your grade in the course. Late Work is defined as any assignment submitted up to 48 hours after a missed deadline. For example, an assignment due at 11:59pm on a Tuesday would be ‘LATE’ if turned in by 11:59 on a Thursday.
2. MISSED WORK. If you submit late work AFTER the 48-hour LATE period OR if you submit work that is less than 50% complete if submitted on time then it will be considered MISSED work, a serious mark against your grading contract. Because all assignments are important for the course, turning in something beyond 48 hours late means that its usefulness has been reduced (thus your labor grade will be reduced). You may submit work for up to two weeks and still have it be considered IGNORED, which has an even greater impact on your grade.
3. IGNORED WORK. You agree not to ignore any work expected of you this term. Ignored work is any work unaccounted for in the quarter – that is, I have no record of you doing it or turning it in. Accumulating IGNORED work will keep you from meeting the contract expectations because ignoring the work that is useful to your development as a writer and learner in our community compromises your ability to meet the learning outcomes of this course.

**KEEPING TRACK OF YOUR GRADE**

On Canvas, grades will show up with a √ or an X.

If you have a √, it means the assignment is complete and on time. This applies even if Canvas tells you the assignment is LATE in big red letters because you had to resubmit something for revisions or if I excused the late penalty because you used your clemency request, have a learning accommodation through the AEC for the assignment, or had an excused "absence" due to severe illness, emergency, or a university-sponsored event.

In you have an X for an assignment that means it is Incomplete. Incomplete (X) can mean Late, Missed, or Ignored. If you have an X you need to check the Comments feature in Canvas for each assignment to see which of those three categories your assignment meets.

**IMPROVING YOUR GRADE**

You can improve your grade by working toward the **Advanced Contract.** To raise your grade, you may complete up to **three** of the following Advanced Contract items. For each of these advanced contract items, you must complete the event and then do additional formal writing to go above and beyond the university requirements for the course.

\*\*Advanced Contract items are due Week 4, Week 7, and Week 10. Items may only be used once.

* Visit with a Writing Center tutor or use the Online Writing lab for one of your major course assignments write a 500+ word reflection on how the feedback helped you complete the assignment and reflect on the process of revision. Submit a photo of your feedback as well.
* Attend an event on campus or around the local area related to the themes of culture, identity, history, sociology, literature, and science explored in our class this term. Write a 500+ word review and personal reflection on the event. Take a photo or grab a flyer or ticket at the event as documentation.
* Meet with an instructor or academic adviser in your major or minor (or any you’re interested in) on campus to discuss one of your writing projects, the role of writing in your major or minor, and to discuss your plan of study here at the UO. Meetings should last 30-40 minutes. Write a 500+ word summary and personal reflection on the meeting. Taka a photo at the meeting and post that with your writing.
* Create an original piece of art (any medium: painting, poetry, film, etc.) inspired by *The Best We Could Do*. Turn in the art and a 500+ word description of how the piece can be put into conversation with our course text.
* Create an Annotated Bibliography of six sources for your Science and Culture project. Include two sources checked out of the Knight Library, two sources checked from the new Science Library, and two sources from the Web of Science database on the UO library website. Follow the [annotated bibliography example](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_example.html) on the Purdue University OWL website as a model.
* Locate and compare one app, a video, a website, and a podcast that you find useful for college writers or those aspiring to write professionally. Write a 500+ word comparison of your findings.
* Find two writing-based assignments from Science classes and two from Humanities courses or Social Science courses and compare the requirements and expectations of these writing assignments in a 500+ word analysis.
* Your own idea?? Email Dr. Rust for approval of your idea at least one week before you turn it in.

For each Advanced Contract item, your grade will improve by 1/3 letter grade:

* 1 item completed = Final Course Grade raised to **B+ or C+ (88% or 78%)**
* 2 items completed = Final Course Grade raised to **A- or B- (91% or 81%)**
* 3 items completed = Final Course Grade raised to **A or B (95% or 85%)**

Students working on a D-level contract may use two Advanced Contract items to earn a C-.

**FINAL GRADE TABLE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | # of LATE or INCOMPLETE | # of MISSED assignments | # OF IGNORED assignments | # of Advanced Contract items |
| A | 2 (or fewer) | 1 (or less) | 0 | 3 |
| B | 2 | 1 | 0 | 0 |
| C | 3 | 2 | 1 | 0 |
| D | 4 | 3 | 2 | 0 |
| F | 5 | 4 | 3+ | 0 |

\*Note: Grades of A+ may be awarded at the discretion of Dr. Rust based on overall course performance.

**CLEMENCY**

A student may request Clemency for any reason that is related to rare and unusual circumstances out of their control (family emergency, medical illness, etc) but only **once** in the quarter. The Clemency plea is not an “opt out clause” for anyone quo does not fulfill their labor contract. As the contract administrator, the course instructor will consult with the student to determine whether clemency is warranted in any case. The student must contact the instructor as soon as possible; before a deadline whenever possible, so that we can determine an equitable arrangement, one that will be fair to all in the class and still meet the university’s regulations on attendance, personal conduct, and workload in classes. Please keep in mind that the contract is a public, social contract, one agreed upon through group discussion and negotiation, so my job is to make sure that whatever agreement we come to will not be unfair to others in class. If you have accommodations through the Accessible Education Center, please let me know the first week of the term.

clemency, *noun*

mercy, pity, grace, empathy, mildness or gentleness of temper, **compassion**

**ACCEPTING THE CONTRACT TERMS**

By staying enrolled in this course through the end of Week 1, you accept this contract and agree to abide by it. Your instructor will administer the contract fairly and equitably. Feel free to email or visit during office hours to discuss elements of your contract and your writing goals in more detail.

**CLASS SCHEDULE (any changes will be posted to Canvas)**

**Topics Readings Assignments Due on Canvas**

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| --- | --- | --- |
| **Week 1: Introduction to WR 122** | \*\* *The Best We Could Do* – Chapters 1-4 | Tues. \*Discussion    Thurs. \*Homework (HW) #1  \*DB Peer Responses |
| **Week 2:**  **Reading a Text Closely** | \*\* *The Best We Could Do* -- Chapters 5-10  \*\* Selections from *Understanding Comics* by Scott McCloud (PDF on Canvas) | Tues. \*Discussion    Thurs. \*HW #2 |
| **Week 3: Presentations and Questions at Issue** | \*\* [The Best We Could Do Resources Page](https://commonreading.uoregon.edu/resources-for-the-best-we-could-do-2/)  \*\* “Reading, Reasoning, and Writing by Jim Crosswhite” (PDF on Canvas) | Tues. Presentation Prep    Thurs. \*HW #3  \*Group Presentations |
| **Week 4:**  **Enthymemes and Organization** | \*\* “Reading, Reasoning, and Writing by Jim Crosswhite” (PDF on Canvas) | Tues. \*Discussion    Thurs. \*HW #4  \*DB Peer Responses  Sat. \*Advanced Contract Item #1 |
| **Week 5:**  **Midterm Feedback and Essay Revisions** | \*\* no reading this week, instead you will read the essays of two peers | Tues. \*Essay 1 - 1st Draft  Thurs. \*Essay 1 Peer Reviews  Sat. \*Essay 1 – Final Draft |
| **Week 6:**  **Writing and the Sciences** | \*\**Science and Culture*: Defining Science unit (links available on Canvas) | Tues. \*Discussion    Thurs. \*HW #5 |
| **Week 7:**  **Topics in Science and Culture** | \*\**Science and Culture*: Current Issues unit (links available on Canvas) | Tues. \*Discussion    Thurs. \*HW #6    Sat. \*Advanced Contract Item #2 |
| **Week 8: Group Planning and Proposal** | \*\* No reading | Tues. \*Group Planning    Thurs. \*HW #7 (Group Activity) |
| **Week 9:**  **Writing and Designing for an Audience** | \*\* No reading. You will meet in groups with Dr. Rust this week to discuss your progress on the final project | Thurs. \*HW #8  Sat. \*Advanced Contract Item #3 |
| **Week 10:**  **End of Term Feedback and Essay Revisions** | \*\* No reading. | Tues. \*Project 1st Draft  Thurs. \*Project Final Draft |
| **Finals Week** | \*\* There is no final exam for this course; the course ends Week 10 |  |

1. Adapted from Dr. Asao Inoue, University of Washington-Tacoma and Dr. Kate Myers, University of Oregon [↑](#footnote-ref-1)