WR 60 (formerly WR 39C)
Argument & Research
COMMON SYLLABUS
Updated November 8, 2020

Writing 60, Argument and Research, is the second of UCI's two required writing courses that together fulfill the Lower Division Writing Requirement. Like WR 50 (formerly WR 39B), WR 60 focuses on critical reading and rhetoric, and it extends beyond it by teaching you strategies for identifying, understanding, and using various genres and by offering instruction in information literacy and research techniques.

With its focus on social justice advocacy, the WR 60 curriculum motivates analysis of current and pressing societal issues. The themes you'll address and the readings you'll encounter will put before you opportunities to study the rhetorical and argumentative strategies of scholars, public intellectuals, policymakers, and social justice advocates engaged in thinking through political and cultural problems of importance to us today. In so doing, we'll evaluate both our personal perspectives and the broad values that define our engagement with social justice advocacy.

Your WR 60 teacher will not tell you *what to think*. But your instructor *will teach you how to communicate*, how to deliver your arguments and arrange your evidence so that your thoughts are clear and persuasive and capably anticipate the expectations and possible reactions of others who are already writing about and discussing the same issues. Our hope is that you leave WR 60 feeling empowered and confident as a college-level researcher and impassioned by the issues with which you've engaged.

Our section of WR 60 will use **[core text or variety of readings**] as the foundation for classroom discussion and for research topics. As you read these materials, you may agree with the authors or you may vehemently disagree. Either way, your critical engagement is expected, and your teacher and your peers will challenge you to deepen your arguments and claims through discussions and constructive feedback.

- *Thematic Readings or Core Text*
- **The Anteater Guide to Writing and Rhetoric, 8th Edition (AGWR)**
- MLA Formatting and Style Guide from OWL (OWL) and/or The Norton Field Guide to Writing (NFG)
- Canvas (Course site available through EEE)

I.   **Guiding Ideals, *For Teachers***

- Motivate and support the values of curiosity and discovery through reading, writing, researching, communicating and composing in and across a variety of genres.
- Develop rhetorical knowledge through critical analysis of texts and contexts and the study of audiences/stakeholders and varieties of persuasion.
- Cultivate critical self-reflectiveness in students by teaching them to analyze compositional choices, methods of analysis, rhetorical positions and persuasive perspectives, and the use of genres, contexts, and appropriate conventions.
- Define information literacy clearly and teach students how to assess the credibility of sources, databases, archives, and other repositories of source material.
- Explain clearly the pedagogical purposes of all assignments, in-class exercises, and course outcomes.
- Teach to each student individually, both in class and while conferencing, and work diligently to develop a productive and effective working relationship with each student.

II.   **Outcomes, *For Students***

Rhetoric & Composition:
- Recognize forms of rhetorical persuasion and understand the functions of genres, both academic and non-academic.
- Craft substantive and balanced arguments that convey your own position on a topic while attending and effectively responding to a range of other perspectives.
- Plan, draft, and revise effectively; develop and skillfully employ a variety of revision strategies that attend to conceptual development, structure, arrangement, pacing, and transitions.
- Develop revision strategies that help you manage a writing project from conception to completion.
- Respond productively and constructively to the writing of others and learn to become a fair and rigorous critic.
- Reflectively evaluate reading, writing, and organizing processes.
- Attend to and control surface features and conventions including grammar, punctuation, syntax, and spelling, and write with clarity.

Multimodal Composition & Communication:
- Understand the distinctive rhetorical properties of arguments in written, oral, and visual forms, by discerning stakeholders and genres & contexts.
- Arrange and deliver arguments and evidence clearly and coherently in multimodal compositions that make us of written and visual arguments and evidence used together in a synthesis.
- Create substantive, polished, persuasive, and deeply researched multimodal compositions.

Information Literacy & Research Methods:
- Understand Information Literacy as the ability to discern and critically evaluate source materials of different types in different genres.
- Learn to locate sources using a variety of tools, methods, and databases.
- Understand the purposes and methods of common citation systems.
- Learn research ethics and avoid plagiarism.

FIRST DAY RULE

All students enrolled in the Composition Program's writing courses—WR 45 (formerly WR 37), WR 40 (formerly WR 39A), WR 40A (formerly WR 39AP), WR 50 (formerly WR 39B), and WR 60 (formerly WR 39C)—**are required to attend the first meeting of your writing class.** For writing courses offered online during the COVID-19 pandemic, your instructor will assign a brief first-day activity that you must complete in lieu of attendance.

If you do not attend the first meeting of your class or complete the online assignment on the first day, you are required to drop the course so that a waitlisted student may enroll.

To drop the course, your instructor will give you an authorization code that must be submitted to the Registrar by the end of the second week of classes.

NOT-PASSING & REPEATING COURSES

For all UCI writing courses, a final grade of C or above is considered a passing grade, and university policy says that you must finish with your Lower-Division Writing Requirement (GE1a) by your seventh quarter. If you earn a final grade of C- or lower in any writing course, you must repeat and pass that course before you can take the next course in the sequence. If you retake a course and pass after not-passing it, the passing grade will replace the earlier failing grade in your transcript.

Please do not enroll for the next course in the sequence if you receive a C- or below in the class that comes before it.

If you do enroll without satisfying the course pre-requisite, you must change your enrollment. You can get help finding a seat in the appropriate course from the Composition Office (HIB 420 / 949-824-9692 / writing@uci.edu).

If you are repeating any of our classes, please let your current instructor know at the beginning of the quarter. Please know that you cannot resubmit the same papers from your previous class in your new one. Resubmitting papers from a previous class is a form of academic dishonesty and will likely subject you to disciplinary action through the Office of Academic Integrity & Student Conduct (OAISC).

ADD/DROP/GRADE CHANGE OPTION

To add, drop, or change your grade option for this class, please request an authorization code from your instructor. The deadlines you will see below are hard deadlines, strictly enforced.

ADDING: During the first week of the quarter, you can get help finding an open seat from the Composition Office (HIB 420 / 949-824-9692 / writing@uci.edu). **In order to receive an add code, you must actively attend and participate in the class during Week 1.** Students are not permitted to add Composition courses after Week 1. The deadline to add a Composition course is Friday of Week 1 at 5:00 pm.

DROPPING: During the first two weeks of the quarter, you may ask your instructor for a drop code that you can use on WebReg to drop the class. **You will not be dropped automatically if you simply stop attending class.** The deadline to drop is Friday of Week 2 at 5:00pm. If you would like to petition for a drop based on extenuating and documented circumstances, you must submit a petition at the School of Humanities website: School of Humanities, Add/Drop Policy.

CHANGING GRADE OPTION: During the first two weeks of the quarter, you may ask your instructor for a change code that you can use on WegReg to change your grade option (from Letter Grade to P/NP or the other way around). **If you wish to take this class P/NP, you should first check with your academic**

counselor to make sure this choice is available to you. Change codes are valid until the end of Week 2. Between Weeks 3 and 6, the Composition Office can assist students wishing to change their grade option: (HIB 420 / 949-824-9692 / writing@uci.edu). After Week 6, students must contact the Humanities Office to receive an extension: School of Humanities, Changes in Grading Option.

PLEASE NOTE: The temporary Pass/Not Pass regulations extended for Winter Quarter 2021 are as follows:

- All undergraduate courses will have a P/NP grading option. However, faculty may not require students to enroll in a course P/NP if the course currently has a letter-grade option. The choice is up to the student.

- The Academic Senate grants deans and units the authority to temporarily count P/NP courses toward the fulfillment of specific School and major requirements (where fulfillment of a requirement currently can only be done with a letter grade).

- P/NP courses taken during Fall Quarter 2020 and Winter 2021 will not count toward the 12-unit overall cap on these courses.

- Students on academic probation may enroll in a course as P/NP during Winter Quarter 2020.

Please note that the deadline to choose Pass/Not Pass grading or change grading options for a course for Fall 2020 will be **Friday, February 12, 2020 at 5pm**.

Plagiarism & Copyright

Plagiarism: As you move through your writing classes here at UCI, your instructors will teach you how to use sources properly and fairly. If you'd like a primer on plagiarism, click on this link Understanding Plagiarism. Plagiarism is broad concept defined by actions like 1) a student submitting a paper that takes words, sentences, and paragraphs from another text the student did not write and does not cite as a source; 2) a student having another person do the research and/or writing of any portion of the assignment for them, which includes hiring a person or a company to write essays; 3) a student submitting the same work for more than one class without asking the instructors.

Students who commit ethical violations like these will find themselves subjected to disciplinary action, which may result in the failure of an assignment or the course itself. If a student is found to have plagiarized or acted unethically, the Composition Program must report all such activity to the Office of Student Integrity and Student Conduct (OAISC), which will conduct an investigation and help to determine appropriate action. Violations of academic integrity can affect a student's graduation, financial aid, and eligibility for honors.

Copyright: Please remember that all of the teaching material you receive from your teacher is the intellectual property of the person/people who wrote, created, and designed this material. For example, your instructor's lectures and course materials, including videos, PowerPoint presentations, worksheets, quizzes, outlines, prompts, rubrics, and similar materials are protected by U.S. copyright law and by University policy. Your instructor is the exclusive owner of the copyright for those materials that they created. Likewise, all of your course readings belong to their respective authors or originators. Use of these materials is made possible for non-profit, educational purposes through fair use laws (see 17 USC, 107).

Please do not copy or distribute of any assigned readings or course materials without written consent from the copyright owner.

This means that you violate copyright law if you reproduce, distribute, or display (digitally post/upload) lecture notes or recordings or course materials in any other way without your instructor's express written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the Code of Student Conduct, Section 102.23.

COMPOSITION PROGRAM FORMS

There are some important forms that you need to fill out for this class that are available online. Please make sure you complete these forms by the end of the first week of class.

Consent to Reproduce and Publish / Academic Honesty, Plagiarism, TurnitIn

COMPOSITION'S GUIDELINES & TIPS FOR SUCCESS

Here are the Composition Program's Guidelines:

a. You will need to have access to a computer and the internet to complete your writing assignments. If you do not have access to a computer, check out the drop-in computer labs on campus.

b. Please expect to spend at least 2-3 hours reading and writing outside of class for every unit your class is worth; which means devoting 8-12 hours per week for a 4-unit class and 12-18 hours per week for a 6-unit class. You might be reading anywhere from 50-100 pages per week, and during weeks when there's more writing than reading, you might write anywhere from 500-1000 words.

c. In order to pass your writing course, you must receive a final course grade of C or above to receive credit for the class. If you receive a C- or below in the course, you will have to repeat the course before you can move on to the next course in the sequence. Your final course grade is made up of all the grades received on assignments over the course of the quarter.

d. All assigned process writing and major assignment drafts should be turned in as scheduled in order to meet the benchmarks of the class and receive timely feedback. Drafts for major assignments must be completed by their due dates and (when required by your instructor) turned in to TurnItIn. Late submission or failure to submit a major assignment draft may be grounds for a grade penalty on the assignment. An excessive number of missing or late submissions may be grounds for failure in the course.

e. All of the final versions of major assignments **must** be completed and submitted to TurnItIn to qualify for a final grade in the course. No assignment can be omitted.

f. Final essay drafts must be submitted to Turnitin by the assigned deadline in order to qualify for a grade on the assignment. Failure to upload a final draft to Turnitin, or uploading a draft that is different from the one turned in to the instructor, may be grounds for a disciplinary investigation

g. Excessive absence from class is grounds for a grade penalty and possible failure in the course. The Composition Program considers missing more than 10% of scheduled class meetings to be excessive. Your instructor may choose to lower your participation grade, an assignment grade, or your overall course grade by ⅓ of a letter grade for each unexcused absence beyond 10%.

Tip for Success in Our Writing Classes

- *Engage your interests & let yourself be curious about the readings, ideas, and activities your teacher and your classmates will put before you.*

- ***Try to avoid procrastinating.*** Careful reading and writing take time. Most students find that the class work becomes much more manageable if they start their reading, writing, and revision early, and devote a little time each day to the process.

- ***Be courteous and professional to your teachers and your classmates.*** A productive learning environment depends on everyone treating others with dignity and respect. Please be ready to participate in class, whether it's online or in a classroom. If your class is online and holding synchronous meetings, you should prepare yourself for online meetings as you would if you were meeting in a classroom, with your camera on and with your visual and audio presence ready to engage, if at all possible.

- ***Get to know your teacher, and please be respectful of your teacher's time.*** Your teacher will organize your class, lead it to the best of their ability, and offer you opportunities for small group and one-on-one meetings. Please be sure to email your teacher if you can't make a scheduled meeting, and when you come to office hours, be ready with focused questions. When emailing, you should be professional and respectful, and also mindful of your teacher's time.

- ***Reach out and ask for help when you need it***. Most students find it useful to attend their instructor's office hours regularly for extended discussion of the course texts and individual feedback. Many successful students also visit the Writing Center (http://www.writingcenter.uci.edu/). The Writing Center offers a range of services including workshops and individual tutoring tailored to your course and to your needs.

- ***Remote Writing Center and UCI Library Services.*** To make a Zoom appointment at the Writing Center, visit Zoom Appointments for UCI Undergraduates – Center for Excellence in Writing and Communication. To review available services at the library, visit UCI Library Services Available - COVID-19 Response | UC Irvine Libraries

DISABILITY ACCOMMODATIONS

The Composition Program and the UCI are committed to providing a barrier free environment for persons with documented permanent or temporary disabilities. If you feel you need accommodations in this course, please contact the Disability Services Center, located in Building 313, call (949) 824-7494, or apply for services online at www.dsc.uci.edu. All discussions with DSC Staff will remain confidential. DSC approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

HARASSMENT, DISCRIMINATION, AND ASSAULT RESOURCES

The Composition Program stands firmly against all forms of harassment and discrimination against people in terms of race, sex, sexual orientation, gender identity, religion, disability, race, national origin, or citizenship status. In compliance with California State law, all UCI teachers and staff are mandatory reporters or "responsible employees." This means that these people, including the teachers of your writing classes, are legally obligated to notify the university's Title IX Office about any potential offenses reported to them about sexual harassment, sexual assault, and incidents of discrimination. For more information on this office, see http://sexualviolence.uci.edu/reportinginfo.html. We are here to help you and to listen to you. Please do not hesitate to ask for help or assistance locating resources.

You can also access the following resources:

a. If you or anyone you know has experienced unwelcome verbal, nonverbal, or physical conduct of a sexual nature, please encourage them to report to an investigator in the **Office of Equal Opportunity and Diversity** (http://www.oeod.uci.edu/) or call the **Discrimination/Sexual Harassment Hotline** at (949) 824-7037.

b. Several other reporting options and resources are available, please see: http://soinfo.uci.edu/.

c. Students who seek confidential counseling may contact the UCI Student Health Center (949) 824-5304 or https://shc.uci.edu/psychiatry-mental-health-services/mission.

d. Campus Assault Resources & Education (CARE) provides important resources and information about developing and maintaining healthy relationships, and information about sexual assault, personal safety, and gender issues. All services provided by CARE are free of charge and available to all currently enrolled students, including consultation, advocacy and referrals to community agencies, individual and group counseling, trainings and workshops, and campus-wide prevention programming.

RESOURCES FOR STUDENTS IN DISTRESS

If you are in distress and would like to talk with someone about a private matter, you may use the following resources provided by UCI:

1. Campus Assault Resources & Education (CARE): 949.824.7273
2. Campus Social Worker: 949.824.1418
3. Counseling Center: 949.824.6457
4. Student Health Center: 949.824.5301
5. LGBTQ Resource Center: 949.824.3277

OVERVIEW OF ASSIGNMENTS AND GRADING (INSTRUCTORS: PICK ONE!)

Option 1**
- *Participation (5%)*
- *Research Project Part One: Contexts (30%)*
- *Research Project Part Two: Advocacy (40%)*
- *Oral & Visual Presentation (5%)*
- *Final ePortfolio (20%)*

Option 2**
- *Participation (5%)*
- *Research Project Part One: Contexts (35%)*
- *Research Project Part Two: Advocacy (40%)*
- *Final ePortfolio (20%)*

Option 3**
- *Research Project Part One: Contexts (35%)*
- *Research Project Part Two: Advocacy (40%)*
- *Oral & Visual Presentation (5%)*
- *Final ePortfolio (20%)*

Option 4**

- *Research Project Part One: Contexts (35%)*
- *Research Project Part Two: Advocacy (45%)*
- *Final ePortfolio (20%)*

Option 5**

- *Research Project Part One: Contexts (30%)*
- *Research Project Part Two: Advocacy (35%)*
- *Contract Graded Assignment(s): (15%)*
- *Final ePortfolio (20%)*

***Excessive absence from class, including repeated lateness to class, may be grounds for failure or grade reduction*. The Composition Program considers more than 10% unexcused absences from class to be "excessive." Your instructor may choose to lower your participation grade, your grade on an individual assignment, or your overall course grade by 1/3 for each unexcused absence beyond 10% or for excessive lateness.

Major Assignments	Assignment Details	Due Date
Self-Assessment		Week 1
Research Project Part One: Contexts (CP): **-Prewriting/Prospectus** **-Annotations/source evaluations** **-Reading responses**	-Instructor defines topics -Instructor provides some source material -Some original research required by student	Week 3
CP: Draft 1		Week 4
CP: Graded Submission	-Multimodal -Meets assignment research requirements -Written component of final version: 1750 words -Published in ePortfolio	End of Week 5 or Early Week 6
Research Project Part Two: Advocacy (AP): Prewriting/Prospectus/ Research Proposal	-Students define topic in consultation with instructor -Students locate research material -Should build on previous submission	Weeks 7
AP: Draft 1		End of Week 8 or Week 9
AP: Graded Submission	-Multimodal -Written component of final version: 1750 words -Published in a student's ePortfolio	Week 10
Oral & Visual Presentation	-Multimodal composition privileging oral delivery -Must articulate a clearly defined and strongly argued position about an important contemporary social/cultural/political issue -Tightly organized & evidence based -At least 5 minutes for the presentation. Maximum 10 minutes of time. The instructor should feel free to determine what do to with the full 10 minutes. For example: 5min presentation + 5 min Q&A; 7 min presentation + 3 min Q&A. -Visual/aural component accompanying the Oral Component -Can include written text	Weeks 3-10 (Schedule as you see fit!)
My ePortfolio	-Reflective Introduction -Artifacts & Captions: the most important artifacts of learning must be captioned -Metacognition -Must include process work: reading responses, prospectus, source evaluations/ annotations, critical responses to the work of other students, reflective responses to own work, drafts, etc. -Required Assignments & Artifacts	Week 11
Participation	-Attendance & Lateness	
Final Grade		

Assignments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Research Project Part One: Contexts (CP)		Assigned	**Due:** Prewriting or Prospectus	**Due:** Draft 1 (1000 words)	**Due End of Week 5 or 6:** Final Submission					
Library Consults / Modules					Library Follow ups	Library Follow ups	Library Follow ups	Library Follow ups		
Research Project Part Two: Advocacy (AP)						Assigned	**Due:** Proposal/ Prospectus	**Due End of Week 8 or Early Week 9:** Draft 1 (1000 words)		**Due:** Final Submission
Presentations: Oral & Visual Components		Assigned								
ePortfolio	**Due:** **Self-Assessment**	Assigned			Checkpoint 1		Checkpoint 2			Checkpoint 3 **Due:** Drafts of Reflective Introduction

Library follow-up visits will be offered by the librarians when students begin their work on The Advocacy Project. Please feel free to get in touch with your librarian to plan your initial visit and to arrange a follow-up session.