**English 109 C: Composition Winter ‘12**

**Location/Time:** RAI 109: Mon – Thurs: 11:30 am- 12:20 pm

**Instructor:** Lillian Campbell (Call me Lilly)

**Office:** Padelford A11-G

**Office Hours:**  Mon/Weds, 12:30 – 1:30 or by appointment

**Email:**  lcampb@u.washington.edu

**Class Website:** https://catalyst.uw.edu/workspace/lcampb/26396

**Course Description**

Welcome to English 109! The goal of this class is to teach you the skills you need to start entering into academic conversations with your writing. By the end of the quarter, you will have written and revised a range of shorter assignments that will help build towards a larger argumentative essay.

Your roles as you work towards fulfilling the 109 learning outcomes will be threefold:

As a **Reader**, you will develop skills to:

**(1) Read an Academic Article**

You will learn strategies for negotiating unfamiliar vocabulary and alienating prose.

**(2) Annotate an Academic Article**

You will take notes on the main claim and sub-claim, writing strategies, effectiveness, and your own response to a text. Annotation will act as the foundation for deciding how and where you want to enter an academic conversation.

As a **Responder**, you will work towards:

1. **Acquiring a Vocabulary for Discussing Writing**

In order to respond to a text, you need to be able to talk about the strategies an author is using with the appropriate vocabulary. The more writing you produce in this class, the more that vocabulary will help you to discuss your own work with me and your peers.

1. **Formulating and Develop a Claim, Sub-claim, and Argument**

You will build skills throughout the quarter to move from an initial, gut-response to a text towards a well-developed and engaged argument that puts readings in conversation with one another.

As a **Reviser**, you will :

1. **Go through a Draft-Revision Process with several short pieces and one long one**

Through this process you will learn how to incorporate teacher and peer feedback into your revisions as well as to be a more effective critic of your own writing.

1. **Gain familiarity with traditional Academic Grammar and Style Conventions**

These will give you the knowledge you need to edit your work effectively.

Overall, I expect you to come to class with reading and writing prepared and to participate respectfully in classroom discussion. In return, you will gain strategies and skills that will benefit you far beyond the realm of this class and maybe even this campus. Let’s get writing!

**Course Texts and Materials**

**Required**

- *They Say, I Say: The Moves that Matter in Academic Writing*

- Course Packet: Pick up at the Ave Copy Center. Ask for “English 109C”

 Address: 4141 University Way NE, Suite 103, Seattle, WA

- $5 for copies/printing

-Internet Access andUW Email Account\*

\*Please check your university email accounts regularly as I will send out announcements and updates via email. Outside of office hours, email is the best way to get in touch with me. If you email me between 9am and 5pm on weekdays, I will respond to you by midnight that day. Any emails sent after 5pm or on weekends might not be answered until the next business day.

**Recommended**

-Lunsford, Andrea. *The Everyday Writer*. 4th ed. Boston, MA: Bedford/St. Martin’s, 2010.

**Course Assignments**

In this course, you will complete seven shorter assignments, varying in length from 1 to 4 pgs. These shorter papers will target one or more of the course learning goals at a time, help you practice these goals, and allow you to build toward a 4-6 pg major paper at the end of the quarter.

Unless otherwise specified, all assignments should be formatted as follows: 12 pt. Times New Roman font, 1” Margins, Double-Spaced, Page Numbers with Last Name in header, MLA style citation/Works Cited page. Lunsford’s *Everyday Writer* is a helpful source, should you have any questions regarding formatting. As always, feel free to ask me as well.

NOTE: 2 pages means 2 COMPLETE pages, not 1 page and the first four lines of the next.

**Assessment**

**Portfolio (70%)**

Over the course of this quarter, you will have the chance to write a number of assignments that will fulfill the learning goals for English 109. You will also revise these papers significantly, using feedback from me and your peers. Towards the end of the course, you will compile and submit a portfolio which will include a selection of revised shorter assignments, your revised major paper, and a cover letter explaining how your writing demonstrates the course learning goals.

In addition, the portfolio will include all of the papers you do not revise. A portfolio that does not include all the above will be considered "Incomplete" and will earn a grade of 0.0-0.9. Beyond just holding onto your formal writing, keep a folder where you stash every draft, worksheet, short writing exercise, etc. throughout the quarter. **Keep EVERYTHING from this class!!** You never know what might come in handy as evidence for your portfolio.

Because you will not be turning in your portfolio until the end of the quarter, you will not be graded on any of your assignments until that time. The great benefit of this portfolio system is that you are able to develop new skills and techniques *before* being assessed. Therefore, **your grade will be based on how well you address the course outcomes at the end of the quarter rather than the beginning**. The grade for complete portfolios will be based on the extent to which the pieces you select demonstrate the course learning goals. The portfolio will be worth 70% of your final grade.

**Participation (30%)**

The rest of your grade will be determined by your participation in and out of class. Your participation grade consists of four components, which I weight equally:

- **Attendance:** You are expected to be an active participant in class, so come prepared to contribute to the discussion and participate in activities. When you miss a class, you miss the opportunity to be a member of the class community.

- **Preparation:** You must come to class having done the readings (I may start giving reading quizzes if I feel the readings are not being done), prepared with any short writing exercises (I will sometimes collect these and sometimes use them for in-class work) and ready to hand-in assignments the day that they are due.

- **Class Discussions:** Contributions to class in the form of responding to questions, posting on online discussion boards, engaging in cohort work, and providing peer feedback.

- **Conferences:** You will have two individual conferences with me over the course of the semester. If you attend both fully prepared you will earn full points.

Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. It is normal and even expected that, in our class discussions, we will disagree. Differences can and should be discussed, but these discussions should maintain the academic spirit of respect. Derogatory or discourteous language/behavior will not be tolerated in our classroom.

Please turn off all cell phones and any other electronic gadgets that make noise before coming to class. If you feel the need to answer a call or send a text, you will be asked to leave class.

**Course Policies**

**Attendance**

If you miss class, get in touch with me as early as possible about how to catch up. Doing so will redeem your participation grade entirely or partially, depending on the reason for your absence. In other words, don’t just skip class because you feel like it, but if you have an appointment, an illness, or personal issues to deal with, your best bet is to **get in touch with me** by e-mail and make up the work as soon as possible. **If I do not see or hear from you for more than one class in a row, I will e-mail your academic advisor**.

**Conferences:**

You are required to meet with me two times during the quarter in conferences to discuss your work. These conferences give you the opportunity to get feedback about your papers/projects and to express any concerns, questions, or suggestions you might have about the course or the assignments. Conferences are mandatory and, if missed, will affect your participation grade. I will provide you with a sign-up sheet for these conferences and detailed instructions about how to prepare for them.

**Late Work:**

All assignments are due in class on the due date unless otherwise specified. Unless you have worked out a different arrangement with me (I have approved an extension), I will not give written feedback on assignments that are turned in late. You can always bring late work to me during office hours, however, and I will provide verbal feedback. Regardless, you will need to complete late work, as your portfolio must include all assignments in order for it to receive a passing grade. Consistently turning in late work will make successful completion of the portfolio nearly impossible.

**Plagiarism**

Plagiarism, or academic dishonesty, is presenting someone else’s ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people’s thoughts and writing, as long as you cite them. As a matter of policy, any student found plagiarizing any piece of writing in this class will be reported to the College of Arts and Sciences for review. For more information, refer to UW’s Student Conduct Code at:

www.washington.edu/students/handbook/conduct.html

**Writing Resources**

I encourage you to take advantage of the following writing resources available to you at no charge. If you attend a writing conference, write me a one-page, double-spaced summary of who you worked with, what paper you focused on, and what you learned and I will add a point to your participation grade.

\* **The Instructional Center (IC)** provides tutoring and study groups for students in almost every discipline or major. In addition to tutoring, special services offered at the IC include a computer lab, Study Skills Sessions and Assessments, Critical Reading Courses, and various types of Learning Assessments. IC hours are generally M-F, 8:30 am – 5 pm: http://depts.washington.edu/ic/

\* **The CLUE Writing Center** in Mary Gates Hall is open Sunday to Thursday from 7pm to midnight. The graduate tutors can help you with your claims, organization, and grammar. You do not need to make an appointment, so arrive early and be prepared to wait.

\* **The Odegaard Writing and Research Center** is open Sunday to Thursday from 1:30 pm to 4:30 pm and 6:00 pm to 9:00 pm. This writing center provides a research-integrated approach to writing instruction. Make an appointment on the website: www.depts.washington.edu/owrc.

**Accommodations**

If you need accommodation of any sort, please don’t hesitate to talk to me about it so that I can work with the UW Disability Services Office (DSO) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at [http://www.washington.edu/admin/dso/](http://depts.washington.edu/Program%20Files/UWICK/SSH%20Communications%20Security/SSH%20Secure%20Shell/http%3A//www.washington.edu/admin/dso/).

**UW SafeCampus**

Preventing violence is everyone's responsibility. If you're concerned, tell someone.

 - Always call 911 if you or others may be in danger.

* + - * 1. - Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred service
	1. - Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
1. - Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert

For more information visit the SafeCampus website: [www.washington.edu/safecampus](http://depts.washington.edu/engl/ewp/instructors/www.washington.edu/safecampus).

**Concerns**

If you have any concerns about the course, please see me as soon as possible. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact the following Expository Writing staff in Padelford A11:

Anis Bawarshi, Director: 206.543.2190 or bawarshi@u.washington.edu

Ashley Bashaw, Assistant Director 109/110: 206.6852461, PDL A-11B

Sarah Kremen-Hicks, Assistant Director 109/110: 206.685.2461, PDL A-11B

If, after speaking with the Director of Expository Writing or one of the Assistant Directors, you are still not satisfied with the response you receive, you may contact Gard Handwerk, English Department Chair, in Padelford A-101, at 206.543.2690.

**Course Calendar**

This is an outline for where we will be during the quarter that is, of course, subject to change. You should consider it to be accurate unless I inform you otherwise. Note that additional homework may be assigned in class that is not detailed on the syllabus. It is your responsibility to ask me or a member of the class about missed assignments if you are absent.

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| **WEEK 1** | **in-class activities** | **homework** |
| Tue 1/3 | Introductions, Syllabus, In-Class Writing | Find an Article of Interest (2-3 pg)**½ pg Writing Reflection** |
| Wed 1/4 | **Writing Reflection Due**Meet your cohort, Scavenger Hunt | *TSIS*: “Intro: Entering the Convo,” pp 1-13, **Template Worksheet** |
| Thu 1/5 | Templates – What do we think?Reading for the Conversation, Annotation | Pirsig: “Technology” pp 18-26, AnnotateTake Myers-Briggs Test**SA 1: Reader Response, due Tues.** |
| **WEEK 2** |  |  |
| Mon 1/9 | Discuss “Technology” and Myers-Briggs | *TSIS*: Chpt 1 “They Say” pp 17-26**Work on SA 1** |
| Tue 1/10 | **SA 1: Reader Response due**Identifying “They Say,” Intro to Summary | Pirsig: ”Classic vs. Romantic” pp 73-79**SA 2: Draft due Thurs** |
| Wed 1/11 | Discuss “Classic vs Romantic”Intro to peer review | *TSIS*: Chpt 2 “Her Point Is” pp 28-37**Work on SA 2** |
| Thu 1/12 | **SA 2: Abstract draft due**Signal Verbs, Peer Review | Pirsig: “Imitation” pp 190-192, Feynman: “Specificity” pp 21-23**Revise SA 2** |
| **WEEK 3** |  |  |
| Mon 1/16 | **No Class – MLK Day** |  |
| Tue 1/17 | **SA 2: Abstract due**Discuss “Imitation” and “Specificity” | *TSIS*: Chpt 3 “Art of Quoting” pp 39-47Bring in 2 quotes from readings**SA 3: Quote Sandwich, due Thurs** |
| Wed 1/18 | Intro to Quoting, Quote Practice, MLA citation | *TSIS*: Chpt 4 “Yes, No, But” pp 51-61**Work on SA 3** |
| Thu 1/19 | **SA 3: Quote Sandwiches due**Developing Questions, Practice Responding | *TSIS*: Chpt 5 “Distinguish You” pp 64-73**SA 4: Draft Quote Paper due Thurs** |
| **WEEK 4** |  |  |
| Mon 1/23 | Developing Questions, Practice Responding,Introduce Grammar Presentations | Work on Grammar Presentations**Outline of SA 4 for Conference** |
| Tue 1/24 | **\*Class in MGH\***Work on Grammar Presentations | Work on Grammar Presentations**Work on SA 4** |
| Wed 1/25 | In-Class Grammar Presentations | **Work on SA 4** |
| Thu 1/26 | **SA 4: Quote Paper draft due**Peer Review Quote Papers | **Revise SA 4: due at conference** |
| **WEEK 5** |  |  |
| Mon 1/30 | **NO CLASS: CONFERENCES** **SA 4 due** |  |
| Tue 1/31 | **NO CLASS: CONFERENCES****SA 4 due** | Pirsig: “Quality”  |
| Wed 2/1 | Discuss “Quality,” Mid-Quarter Review | **Mid-Quarter Reflection due Thurs** |
| Thu 2/2 | **Mid-Quarter Reflection Due**Organization Activity | *TSIS*: Chpt 8 “Connecting the Parts”**SA 5 Transition Paper due Weds** |
| **WEEK 6** |  |  |
| Mon 2/6 | Transitions | Fish, “How to Recognize a Poem”**Work on SA 5** |
| Tue 2/7 | \*Reading Workshop: **MEET IN THE IC!** | **Work on SA 5** |
| Wed 2/8 | **SA 5 Transition Paper due**Introduce Rhetorical Analysis, Continue Fish  | *TSIS:* Chpt 9: “Ain’t so, Is Not”**SA 6: Extended Definition due Mon.** |
| Thu 2/9 | Continue Fish and Rhet. Analysis | **Work on SA 6** |
| **WEEK 7** |  |  |
| Mon 2/13 | **SA 6 Extended Definition due**Fish, Persig, and Feynman | Pick a Passage for Analysis**SA 7: Rhetorical Precis due Thurs** |
| Tue 2/14 | Work on Analysis | *TSIS:* Chpt 10: “Art of Metacommentary”**Work on SA 7** |
| Wed 2/15 | Art of Metacommentary | **Work on SA 7** |
| Thu 2/16 | **SA 7 Rhetorical Precis due**Introduce Major Paper | **Major Paper Outline due at conference** |
| **WEEK 8** | *wrap up second sequence* |  |
| Mon 2/20 | **No Class – President’s Day** |  |
| Tue 2/21 | **NO CLASS: CONFERENCES** | **Draft Major Paper for Thurs** |
| Wed 2/22 | **NO CLASS: CONFERENCES** | **Draft Major Paper for Thurs** |
| Thu 2/23 | **Draft of Major Paper due**In-Class Peer Review | **Revised Major Paper due Mon.** |
| **WEEK 9** | *don’t forget to give course evaluations* |  |
| Mon 2/27 | **Major Paper due**Introduce Portfolio |  |
| Tue 2/28 | Portfolio Work |  |
| Wed 2/29 | Portfolio Work |  |
| Thu 3/1 | \*Class in MGH\*In-Class Work Day |  |
| **WEEK 10** |  |  |
|  | Portfolio Work |  |