

**English 109 G – Introductory Composition**

**Fall 2011**

“Don’t write merely to be understood. Write so that you cannot possibly be misunderstood.”

-Robert Louis Stevenson

**Instructor:** Norah Fahim

**Email:** nfahim@uw.edu

**Class Location and Times:** PAR 310- MTWTh 11:30-12:20

**Class Website:** https://catalyst.uw.edu/workspace/nfahim/24274/

**Office:** Padelford B5A3

**Office Hours:** TUES 12:30-2:30 or by appointment. Please email me in advance if you plan to come to office hours.

**Course Description:**

Welcome to English 109! This stretch model of composition is designed to help you practice and develop the critical writing, reading, and thinking skills so crucial not only to your academics, but also to your other professional and personal pursuits: everything from cover letters to emails, notes to coaches and letters to significant others, argumentative papers and text messages are pieces of writing that in some way represent you and your viewpoint to a particular audience. This class is designed to help you put your best-written foot forward in *every* writing situation. That being said, something we should all keep in mind is that writing is a skill, not just a talent. As such, the ultimate aim of this course is improvement, not perfection.

Importantly, each of you *already* possesses an arsenal of writing knowledge that will serve as a huge foundation for the classroom as a whole. As a class we will build on this knowledge through various readings, writing activities, workshops, and revision days. Since the main goal of this class is to hone your writing skills so that they not only ensure your success in this classroom, but also well beyond, much of our readings, discussions, and writing will involve you.

To begin our “conversation,” we will analyze our various “texts” to discover not just *what* claims are being articulated about types of identities and communities, and to what effect, but also *how* the claims are articulated (specifically, within what genre and toward what audience). *Some of our course texts will be tackling the themes of education, and learning within the community*. These classroom conversations, coupled with your personal experience, will serve as a starting point for your own writing.

**Materials:**

1) Required Text: *They Say, I Say: The Moves that Matter in Academic Writing*

3) $5 for copies / printing

4) Internet access and UW email account\*

\*Please check your university email accounts frequently as I will send out announcements, updates, etc. via email. Outside of office hours, email is the best way to get in touch with me. I will endeavor to return emails within 24 hours during weekdays.

**Classroom Expectations**: The following list covers expectations for in-class behavior:

* Refrain from using cell phones, iPods, etc.
* You are required to engage with the class & its business, rather than pursue private talks through your IM, laptop, or with your neighbor. Our time together is brief and significant, so let’s make the most of it! Laptops are allowed in class for classroom purposes only, so please do not keep checking your email or Facebook accounts etc.
* Arrive on time.
* Be courteous and respect others’ opinions.
* Come prepared with all readings and bring all texts under investigation.

**Grading:**

30% Participation

70% Portfolio

**Participation 30%:**

Your participation grade depends on several criteria. Firstly, timeliness of papers is important, not only so that you receive prompt feedback from your peers and instructor, but also because each late paper results in a 1 point deduction to your participation grade (per day). Throughout the quarter we will have in-class writes, group work, peer-review, class discussions, and conferences. Your thoughtful participation in these activities will count positively toward your participation grade. Presence is just as important: raising your hand and speaking is great, but not having your book out, not taking notes, or sleeping in class will reduce your participation grade as well. Finally, an easy way to increase your participation grade is to act with respect for others in the classroom. I ask that we create a community of readers and writers who respect and learn from one another.

Contributing to Class Discussion / Work

Coming to class prepared (this includes completing readings with annotations)

Conferences (class cancelled 4 times during the quarter to accommodate these)

Timeliness of Written Assignments

Response to GoPosts and any homework assignments

**Portfolio: 70%**

The majority of your grade will be based on a portfolio that you will turn in at the end of the quarter. This portfolio will consist of all the major assignments (bolded on your syllabus in the “Due” section) as well as other selections that I will alert you to as our course progresses. Since you cannot be certain what will and will not be in the portfolio (aside from bolded assignments mentioned above) you should keep EVERYTHING from this class!! Importantly, you will not be graded on all of these assignments, but will carefully choose a number of assignments from among them for a grade. In addition to these revised assignments, the portfolio includes a commentary piece that introduces your work and explains / defends the work you chose for a grade. This commentary (which will be discussed in great detail later in the quarter) offers an important space for reflection on your writing practices, development, and accomplishments over the quarter.

**Late Work:**

All coursework must be turned in on time.  The assignments in this course are designed to build upon one another, so it is imperative that you complete all assignments on time.  It is very difficult to complete your portfolio if you have fallen behind and missed a short paper. Also a missed short paper will affect your participation grade. To make assignment submissions easier for you, all assignments should be submitted online in your Catalyst DropBox. I will not give feedback on any assignments that are turned in late. However, you will still need to complete late work, as your portfolio must include all assignments in order for it to receive a passing grade.

Similarly, incomplete work (work that does not meet the specified length requirements) will be returned without comments, and must be completed prior to turning in the portfolio. Late or incomplete assignments will also be ineligible for revision as showcase pieces in the final portfolio.

Turning in late or incomplete work will affect your participation grade, as well as putting you at a disadvantage for later writing in the sequence. In addition, no late or incomplete papers may be revised as showcase pieces for your final portfolio (unless you have extenuating circumstances and have received prior approval from me). If you are having trouble and may be unable to turn things in on time, please speak with me before the assignment is due.

**Drop Box Submissions:**

All Short Papers or Major Papers must be submitted in the Drop Box. Each paper will have a specific due date and time. **Note:** A number of assignments will need to be submitted in the Drop Box, and also brought in printed format for in-class purposes such as peer-review. You will be notified of such assignments. You can access the Drop Box at <https://catalyst.uw.edu/collectit/dropbox/nfahim/17294>

**Paper Formatting:**

All papers (unless otherwise noted) should be typed in a 12-point Times New Roman font, double-spaced, with 1” margins. When turning in hard copies, staple and, when possible, print double-sided length When page number requirements are given, the number of pages refers to full pages – thus, a 2-3 page paper must be at least two full pages, but no more than three full pages. All papers should use proper MLA formatting and citation, and include a works cited page.

**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 to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Plagiarism includes:

* Directly quoting or paraphrasing another’s ideas without proper citation
* Representing someone else’s work as your own
* Use of SparkNotes or other supplementary or interpretive sources without citation
* Resubmitting a previously-written paper
* Undocumented collaboration

**Conferences:**

You will be attending two conferences with me during the quarter: the first will be early in the quarter, and will allow us to get to know one another and help me understand what you hope to get from this class. The second conference will be a group peer review session for one of your later papers. I will distribute a sign-up sheet in class a week prior to the conferences. These conferences are required: if you are unable to make your scheduled time, you are responsible for contacting me and rescheduling.

**Campus and Web Resources:**

In addition to our in-class work, you can get further help with your writing at the following places:

**The Instructional Center (IC):**

 Staffed by 17 professional instructors and over 100 peer tutors, the Instructional Center provides tutoring and study groups for students in almost every discipline or major.  English 109/110 instructors can require visits to the IC for all students; additional visits may be recommended for individual students who need extra help.  Student visits are tracked via computer at the IC, but TAs may also have students fill out and return more specific tutoring forms.  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 - 5:00 pm.  They are working to increase evening and add weekend hours.

Check with the IC for up-to-date information. [http://depts.washington.edu/ic/](http://www.google.com/url?q=http%3A%2F%2Fdepts.washington.edu%2Fic%2F&sa=D&sntz=1&usg=AFrqEzfa3-8_zbgmQH3GGeCGgqSGcLW5Jg)

**Odegaard Writing & Research Center**

Tutors and librarians are available to help you during any stage of any piece of writing. The center is open Sunday – Thursday from 1:30p.m.-4:30p.m. and 6:00p.m.-9:00p.m in room 326 in Odegaard Undergraduate Library. Make an appointment by phone at (206) 543-2990 or through the website. Please note it’s best to book in advance as time slots fill up quickly!

http://depts.washington.edu/owrc/

**Expository Writing Program Writing Resources**

Here you will find links to online writing resources. <http://depts.washington.edu/engl/ewp/resources.php>

**CLUE Evening Drop-in Writing Center**

Open Sunday-Thursday, from 7:00p.m. to midnight in the Mary Gates Hall Gateway Center. No appointment is needed at this center, and tutoring is on a first come first serve basis. Arrive early and be prepared to wait. <http://depts.washington.edu/clue/writingcenter.html>

**Accommodations:**

If you need accommodation of any sort, please let me know 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:/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.
* 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 relay service.
* Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
* 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 at [www.washington.edu/safecampus](http://depts.washington.edu/engl/ewp/instructors/www.washington.edu/safecampus).

**Complaints:**

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the following Expository Writing staff in Padelford, Room A-11:

Anis Bawarshi, Director: 543-2190 or [bawarshi@u.washington.edu](mailto:bawarshi@u.washington.edu)

Ashley Bashaw, Asst. Director: 206-685-2461or [aea4@uw.edu](mailto:aea4@uw.edu)

Sarah Kremen-Hicks, Asst. Director: 206-685-2461 or [sarahkh@uw.edu](mailto:sarahkh@uw.edu)

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 Gary Handwerk, English Department Chair, in Padelford Room A101, at 543-2690.

\*\*\*All material in the syllabus is subject to change\*\*\*

**Autumn Quarter 2011**

**The following schedule is subject to change. Please check course website for updates.**

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| **WEEK 0** | **in-class activities** | **DUE homework** |
| Wed 9/28 | Introductions, syllabus  Assign Writing Reflection |  |
| Thu 9/29 | Discuss goals and expectations  Tour to Office | Writing Reflection  Read Introduction of TSIS (pp. 1-10). |
| **WEEK 1** |  |  |
| Mon 10/3 | Class Discussion of Kohl’s I Won’t learn from you  **Assign paper 1** | Read Kohl’s *I won’t Learn from You* pp 1-10 (on course website) |
| Tue 10/4 | The Art of Summarizing | Read TSIS Chp. 2 |
| Wed 10/5 | The Art of Summarizing Cont’  Peer review |  |
| Thu 10/6 | **Meet in CIC lab MGH room 082**  Annotation Discussion | Bring draft of paper 1 |
| **WEEK 2** |  |  |
| Mon 10/10 | **Meet in IC (40th & Brooklyn) room 221**  Assign paper 2 | Read Hidden Intellectualism on course website(**Paper 1 Due** |
| Tue 10/11 | Continue *Hidden Intellectualism* discussion  Starting with What Others Are Saying | Read TSIS Chp 1 |
| Wed 10/12 | Grammar Workshop |  |
| Thu 10/13 | Style and Tone in Writing |  |
| **WEEK 3** |  |  |
| Mon 10/17 | Fish Bowl Activity  Assign paper 3 | **Paper 2 Due**  Read & annotate Tan’s Mother Tongue (on course website) |
| Tue 10/18 | The Art of Quoting | Read TSIS Chp. 3 |
| Wed 10/19 | Grammar workshop: Transitions | Read TSIS chp. 8 |
| Thu 10/20 | Watch School Kills Creativity TED Lecture  Peer review activity  Sign up for conferences | **Paper 3 Due (Friday at noon 10/21)** |
| **WEEK 4** |  |  |
| Mon 10/24 | There Ways to Respond  Assign paper 4 | Annotate lecture transcript (on course website)  Read TSIS Chp. 4 |
| Tue 10/25 | No Class-Conferences |  |
| Wed 10/26 | No Class-Conferences |  |
| Thu 10/27 | More on different ways to respond (TSIS Chp. 4) | **Paper 4 Due (Friday 10/28 at noon)** |
| **WEEK 5** |  |  |
| Mon 10/31 | *Disney Princesses and the Battle for Your Daughter’s Soul* discussion  Assign paper 5 | Read *Disney Princesses and the Battle for Your Daughter’s Soul* (on course website) |
| Tue 11/1 | Distinguishing What You Say from What They Say | Read TSIS Chp. 5 |
| Wed 11/2 | Grammar Workshop |  |
| Thu 11/3 | Work on Mid-Quarter reflection  Peer review activity | Read TSIS Chp. 7  **\*Mid-Quarter Reflection Essay due (Friday at noon 11/4)** |
| **WEEK 6** |  |  |
| Mon 11/7 | **Meet in IC room 221(40th & Brooklyn)** | Read Green’s Teaching Children How to Discriminate (on course website) **Paper 5 due** |
| Tue 11/8 | Assign paper 6  What is an abstract? |  |
| Wed 11/9 | Peer Review activity |  |
| Thu 11/10 | Claims and Evidence | READ TSIS  **Paper 6 Due (Friday 11/11 at noon)** |
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| **WEEK 7** |  |  |
| Mon 11/14 | \* Naysayers!!; Naysaying Class Activity  Assign paper 7 (proposal and claim) | TSIS Chp. 6 |
| Tue 11/15 | Grammar Workshop | Reread Teaching Children How to Discriminate |
| Wed 11/16 | Proposal workshop | (bring 2 copies of your claim and proposal for paper 7) |
| Thu 11/17 | Assign paper 8 |  |
| **WEEK 8** | *wrap up second sequence* | **Paper 7 Due Friday (11/18 at noon)** |
| Mon 11/21 | **Meet in CIC lab MGH 082**  Introduction to Portfolio |  |
| Tue 11/22 | Peer review  Sign up for Conferences | Paper 8 draft 1 due (bring 2 copies for peer review) |
| Wed 11/23 | **No Class: holiday break** |  |
| Thu 11/24 | **No Class: Thanksgiving Holiday** |  |
| **WEEK 9** | *don’t forget to give course evaluations* |  |
| Mon 11/28 | No class- Conferences | **Bring draft 2 of paper 8 to conference** |
| Tue 11/29 | No class- Conferences | **Bring draft 2 of paper 8 to conference** |
| Wed 11/30 | Revision & Editing Workshop |  |
| Thu 12/1 |  | **Paper 8 due (Friday 12/2 at noon)** |
| **WEEK 10** | Course evals! |  |
| Mon 12/5 | Portfolio review |  |
| Tue 12/6 | Portfolio review  **Meet in CIC lab MGH** |  |
| Wed 12/7 | Portfolio review |  |
| Thu 12/8 | **Last day review & party ☺** | **Final Portfolio due Mon 12/12 at 5pm in DropBox** |

**Holidays**: Veteran’s Day – Fri 11/11

Thanksgiving – Thu 11/24 and Fri 11/25

**Last Day of Instruction**: Fri 12/9

**Final Portfolio due Mon 12/12 at 5pm in DropBox**