**English 109 H: Introductory Composition**

**MTWTh 11:30-12:30AM**

**Fall Quarter 2013**

*Instructor:* Liz Janssen

*Office:* Padelford Hall office B5M

*Office Hours:* Mon/Thurs 12:45-2pm or by appointment

*Email:* ljanssen@uw.edu

*Our class website:* login at canvas.uw.edu

*Classroom:* Parrington Hall room 310

Welcome to English 109! This stretch model of composition is an in-depth introduction to college-level academic writing that will provide you with tools to become a more flexible, confident, and self-reflective writer. Throughout this course you will develop critical writing *and* reading skills that will help to guide you in the wide range of writing situations you’ll encounter during your college career (academic and otherwise). Writing for academic contexts is essentially interactive, and your writing will develop *in conversation with* members of this class, myself, and the authors of our readings. As active readers, we’ll engage a variety of texts in order to identify and understand how other writers write effectively in different contexts. And as active writers, you’ll be doing *lots* of writing for this course, both at home and in class. Let’s get writing!

**109 Learning Goals**

* To be able to read and annotate academic articles
* To gain familiarity with traditional academic grammar and style conventions
* To be able to write a summary and a response paper
* To acquire a vocabulary for discussing writing (argument, organization, introduction, conclusion, transition, synthesis, rhetorical conventions/situations, revision, etc)
* To learn to begin formulating and developing a claim, sub-claim, and argument
* To write several short pieces and one longer (4-6 pages) analytical argument essay that goes through a draft-revision process and incorporates earlier writing assignments

**Course texts and required materials**

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

2). Internet access and a UW email account. We’ll be using a Canvas website for this course, where you’ll turn in assignments and receive materials and feedback from me.

3). A notebook to keep as a journal of your free-write assignments

**Essays**

Over the course of the quarter, you will be asked to complete 6 Short Papers and 1 Long Essay. Your essays will be relevant to the topics we discuss in class, and your short essays are designed to build up toward your Long Essay. Each assignment will focus on one or more of the 109 Leaning Goals. Your Short Papers will be approximately 1-2 pages (depending on the particular assignment) and your Long Essay will be 4-6 pages.

None of these essays will be formally graded until the portfolio; however, I will provide written feedback for all of them and I will include evaluative rubrics so that you can track your progress. This is to emphasize the value of experimentation (without worry over grades). Writing is skill (not just a talent), and moreover a *process*: the goal is never perfection, but improvement over time, given as much practice as possible.

**Grading:**

**Portfolio (70%)**

Your portfolio constitutes your final project for the class and will include **all** of your work throughout the quarter: all of your Short Papers plus your Long Essay, *and* a Critical Reflection in which you will reflect upon your progress in the course and how your portfolio demonstrates the 109 Learning Goals. You will be asked to revise 3 of the Short Essays (of your choosing) *and* the Long Essay to be evaluated for a letter grade in the portfolio. You will have many opportunities to revise your work both in class and on your own, after we’ve learned and practiced the process of thorough revision. The portfolio is worth 70% of your final grade.

**Participation (30%)**

Engaging with the classroom community is an important part of this course. It is essential that you come prepared to class and participate. Missing class will seriously compromise your ability to do well; class discussion, group activities, and peer review sessions cannot be made up. If you must miss a class, ask a classmate for notes and make up missed work in a timely manner.

Participation includes but is not limited to: your respectful presence in class; your willingness to discuss, comment, and ask questions; your preparation for class, which includes bringing required materials to class and doing all of the assigned readings; the effort put into your writing assignments; your engagement in group work and peer workshops; your interactions with me and other students both in and outside of our classroom.

**Classroom behavior:** Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. It’s 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.

I ask that you not use your cell phones, or even turn them on, during class time.

**Conferences:** I’ll hold individual conferences with each of you twice during the quarter to discuss your work. These conferences (about 20 minutes long) give you the opportunity to get feedback about your papers/projects and to express any concerns, questions, or suggestions you might have. Conferences are *mandatory* and, if missed, will affect your participation grade. I will provide you with a sign-up sheet for these conferences and instructions about how to prepare.

**Late work policy:** All assignments are due *before class on the due date* unless otherwise specified. Unless I have approved an extension, *I will not give written feedback on any assignments that are turned in late.* That said, I am always available during office hours to discuss late assignments. You will still 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.

**Policies:**

**Academic Integrity Clause:** 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.

**Complaints Clause:** 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 Program staff in Padelford A-11: Director Anis Bawarshi, (206) 543-2190 or bawarshi@uw.edu or Assistant Directors Taylor Boulware, taylorjb@uw.edu; Mandy Hobmeier, ahobmeie@uw.edu; Kirin Wachter-Grene, kkwg@uw.edu. If, after speaking with the Director or Assistant Directors of the EWP, you are still not satisfied with the response you receive, you may contact English Department Chair Gary Handwerk, (206) 543-2690.

**Resources:**

**Accommodations Clause:** If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) 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/students/drs/.

**Campus Safety Clause**

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://www.washington.edu/safecampus)

**Writing Resources:**

I encourage you to take advantage of the following free writing resources available to you. If you attend a writing conference, write me a one-page, double-spaced summary of who you worked with 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 and Assessments, and Critical Reading Courses. IC hours are generally M-F, 8:30am-5pm: 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 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](http://www.depts.washington.edu/owrc).

**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](mailto:bawarshi@u.washington.edu); Kirin Wachter-Grene, Asst. Director: 206.543.9126; Mandy Hobmeier, Asst. Director: 206.543.9126; Taylor Bouware, Asst. Director: 206.543.9126

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 simply an outline for due dates and for the trajectory of the course; **dates and assignments are subject to change**. I’ll give you detailed assignments well in advance of their due dates, and I’ll keep our day-to-day assignments calendar updated on our Canvas site.

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| **WEEK 1** | **in-class activities** | **homework** |
| Wed 9/25 | Introductions, syllabus  Writing Autobiographies | Revise Writing Autobiography |
| Thu 9/26 | **Writing Autobiography Due**  The art of annotation | Read/annotate intro of *TSIS* (p.1-14) |
| **WEEK 2** |  |  |
| Mon 9/30 | Review “Introduction”; annotation practice | Read Tan’s “Mother Tongue” (handout) |
| Tue 10/1 | Discussion of “Mother Tongue”  Assign Paper 1 | Read *TSIS* p.30-40 on summary |
| Wed 10/2 | The art of summarizing/paraphrasing | Finish Scavenger Hunt |
| Thu 10/3 | The art of summarizing cont.  **Scavenger Hunt Due** | Write Paper 1 |
| **WEEK 3** |  |  |
| Mon 10/7 | **Paper 1 due**  Summaries workshop; introducing response papers | Read Graff’s “Hidden Intellectualism” (*TSIS* p.380-6) |
| Tue 10/8 | Entering “the conversation”:  “Hidden Intellectualism” fishbowl | Read *TSIS* p.55-67 on writing responses |
| Wed 10/9 | Distinguishing “They Say” from “I Say” in “Hidden Intellectualism” | Read *TSIS* p.68-75 |
| Thu 10/10 | The art of “the conversation”- writing responses (using *TSIS* p.68-75) | Write Paper 2  Read *TSIS* p. 42-50 |
| **WEEK 4** |  |  |
| Mon 10/14 | The art of quoting  **Paper 2 due** | Analyzing quotes assignment |
| Tue 10/15 | The art of quoting cont. | Write MQR/prep for conferences |
| Wed 10/16 | NO CLASS: CONFERENCES | Write MQR |
| Thu 10/17 | NO CLASS: CONFERENCES  **Midquarter Reflection due** | Read “Learning to Read”/Write Paper 3 |
| **WEEK 5** |  |  |
| Mon 10/21 | IC Workshop on “Learning to Read” | Write Paper 3 |
| Tue 10/22 | Discuss “Learning to Read”  **Paper 3 due** | Close Reading Handout |
| Wed 10/23 | The art of close reading/rhetorical analysis | Read *TSIS* p.145-155 |
| Thu 10/24 | Rhetorical analysis cont. | Write Paper 4/do rhetorical analysis worksheet |
| **WEEK 6** |  |  |
| Mon 10/28 | Rhetorical analysis cont. | Write Paper 4 |
| Tue 10/29 | **Paper 4 Due**  Watch/discuss Robinson TED talk | Worksheet |
| Wed 10/30 | Transitions; cohesion | Read *TSIS* p.105-118 on transitions |
| Thu 10/31 | Organizing evidence | Write Paper 5 |
| **WEEK 7** |  |  |
| Mon 11/4 | Cohesion/organization cont. | Write Paper 5 |
| Tue 11/5 | **Paper 5 due**  The art of peer review: reverse outlines | Read DFW’s “Commencement Speech” (p. 198-209) |
| Wed 11/6 | Discussion of “Commencement Speech”;  introducing synthesis | Worksheet |
| Thu 11/7 | The art of synthesizing | Write Paper 6 |
|  |  |  |
| **WEEK 8** |  |  |
| Mon 11/11 | NO CLASS: VETERAN’S DAY | Write Paper 6 |
| Tue 11/12 | Intertextuality cont.  **Paper 6 Due** | Revision plans |
| Wed 11/13 | Intros and conclusions | Intros writing assignment |
| Thu 11/14 | Intros cont; claims | Write Paper 7 |
| **WEEK 9** | *wrap up second sequence* |  |
| Mon 11/18 | Complex claims | Write Paper 7 |
| Tue 11/19 | Peer review intros | Write Paper 7 |
| Wed 11/20 | **Paper 7 First Draft Due**  NO CLASS: CONFERENCES | Make portfolio selections |
| Thu 11/21 | NO CLASS: CONFERENCES |  |
| **WEEK 10** | *don’t forget to give course evaluations* |  |
| Mon 11/25 | Portfolios/Revision | Revisions |
| Tue 11/26 | Peer review | Revisions/critical reflections/prep for conferences |
| Wed 11/27 | **Paper 7 Second Draft Due** |  |
| Thu 11/28 | NO CLASS: THANKSGIVING |  |
| **WEEK 11** |  |  |
| Mon 12/2 | Critical reflections; grammar | Revisions/reflections |
| Tue 12/3 | Critical reflections workshop | Revisions/reflections |
| Wed 12/4 | Portfolio review | Portfolio |
| Thu 12/5 | Last day review and party | Portfolio |

Last day of class: Thursday December 5th

PORTFOLIOS DUE: Monday December 9th (uploaded to Canvas by 5pm)

Holidays/No Class: November 11th (Veteran’s Day)

November 28th-29th (Thanksgiving)