**ENGL 110 F—Composition**

Instructor: Jessica Campbell Winter 2012

Office: Padelford B-415 Class Meetings:

Office Hours: Tuesdays 12:30-2:30 MTWTh 10:30-11:20

 or by appointment THO 217

E-mail: jcampb33@uw.edu

**Course Description**

Welcome to English 110! Our central purpose in this course is to study and practice writing, building on the skills you developed in English 109. Along the way, we will work on a lot of the skills that you’ll use throughout your college careers, such as in-depth reading, critical thinking, understanding the jargon of academics, and positioning your own voice within a larger conversation. You will complete two sequences of reading and writing assignments, each leading up to a major paper. This class will require lengthier assignments than English 109, but we will still take a step-by-step approach to building all the skills you need. Instead of learning goals, we will be aiming for a list of Course Outcomes outlined by the Expository Writing Program (listed at the end of this syllabus). You will ultimately be graded on your proficiency in these outcomes.

As with English 109, in which my section of the class focused on reading and writing about technology and society, our materials for English 110 will share a specific topic: fairy tales. Our first sequence of reading and writing assignments will cover different versions (old, new, serious, funny) of “Little Red Riding Hood,” and our second will deal more broadly with the role of stories in people’s lives. You won’t be graded or tested on your opinions of these readings, but it will be helpful for us to have an overarching topic as we approach various writing tasks.

**Course Materials**

**Textbooks Available at the University Bookstore:**

* Required: *Acts of Inquiry*, Brief Edition
* Recommended: *The Everyday Writer* by Lunsford

**Other Supplies:**

* A notebook for in-class writing
* A folder to keep handouts and paper drafts together
* $5-$10 for copies/printing; YOU are responsible for printing readings from eReserves and bringing the hard copies to class on the days we will discuss them. On the main library website, select “Course Reserves” from the left side of the page. Then type “Campbell, Jessica” in the search box and our class page will pop up.
* Internet access and an active UWNet ID and e-mail account

**Assessment**

**Participation (30%)**

I will grade your participation holistically based on several criteria, including your class attendance, your willingness to contribute to class discussions by making comments and asking questions, your engagement in group work and peer workshops, your timely completion of all reading and writing assignments, and your conferences with me. Remember that “class attendance” means being on time, awake, and involved. Always bring your textbook, notebook, and appropriate eReserves readings to class. 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, I will e-mail your academic advisor.

**Response Papers**

Unless I say otherwise, you are required to write a response paper for EACH course reading (except *Acts of Inquiry* readings). I will not be evaluating this paper on the quality of your writing; it’s an exercise in developing your critical reading skills. All you need to do for each response paper is write out two questions, two observations, or one question and one observation in response to the reading. You will type and print these papers and bring them to class the day you’re responsible for having finished the reading. I’ll collect them and give a √, √+, or √- (OK, great, not so great). These papers are not part of the final portfolio. If they’re not turned in on time, you won’t get credit for them and will lose participation points. If you’re absent, you may email them, but only if you do so by 10:30 AM on that class day. The goal of these papers is to get you thinking critically about the readings and to boost the quality of class discussion.

**Portfolio (70%)**

In this course, you will complete several short assignments and two major assignments, all of which are designed to help you fulfill the course outcomes listed at the end of this syllabus. You will have a chance to revise the papers significantly, using feedback from me and from peer review sessions. Toward the end of the course, you will compile and submit a portfolio of your work. The portfolio will include revised versions of *three* short papers and *one* major paper, along with a portfolio cover letter that explains how the portfolio selections demonstrate the four outcomes for the course. In addition, the portfolio must include **all of the papers (with feedback)** you were assigned in the course, even those you do not revise. A portfolio that does not include all of the above will be considered incomplete.

Since you will not turn in your portfolio until the end of the quarter, you will not be graded on any of your assignments until that time. The benefit of this portfolio system is that you are able to develop new skills and techniques before being assessed. Thus, your grade will reflect how well you have met the course learning goals at the end of the quarter rather than at the beginning.

Evaluation Rubric

Throughout the quarter, your papers will receive feedback to help you identify what you are doing well and what you need to improve. I will use the following evaluation rubric as part of my feedback:

- **Outstanding:** Offers a very highly proficient demonstration of the tasks of the assignment, including some appropriate risk-taking and/or creativity.

- **Strong:** Offers a proficient demonstration of the tasks of the assignment, which could be further enhanced with revision.

- **Good:** Effectively demonstrates the tasks of the assignment, but less proficiently; could use some revision.

- **Acceptable:** Minimally meets the basic requirements of the assignment, but would benefit from significant revision.

- **Inadequate:** Does not meet the requirements of the assignment; requires substantial revision on multiple levels.

**Late Policy**

Assignments should be submitted to the Catalyst dropbox by 10:15 AM on the day that they are due. You don’t need to bring a hard copy to class unless I specifically say so. Access the dropbox by going to the right side of your MyUW page and selecting “Catalyst Web Tools.” If you turn in a paper late, I will not give you feedback on it and you will lose a participation point. Since a complete portfolio requires feedback on every paper, you will need to take all late papers to one of the writing centers (ideally the IC) and then show me the hard copy. If an emergency situation arises, e-mail me or come talk to me and we will work something out.

**Paper Formatting**

**All** of your written assignments must comply with **all** of the following formatting guidelines. A paper that does not comply is LATE and will cost you a participation point. I will give you feedback on it, but not until you’ve re-submitted it with proper formatting. (as a general rule, follow MLA format; it can be found at <http://owl.english.purdue.edu/owl/resource/747/01/>):

* 1-inch margins (be sure to check—the default is often 1.25 inches)
* 12-point Times New Roman font
* Double-spaced
* A double-spaced heading in the top left-hand corner with your name, instructor name, class (ENGL 110), and the date
* After the heading, include a centered title, NOT bold or underlined
* Include page numbers in the upper right hand corner of each page
* Proper MLA in-text citation (we’ll talk about how to do this)
* Works Cited page (unless I say you don’t need to for a certain paper)
* Electronic file name must be your first initial and last name (all capitalized, no spaces or punctuation) followed by the assignment number. For example, if you were named Justin Bieber and the assignment was #2.2, you’d name your document “JBIEBER2.2.”

**Writing Center Resources**

**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. 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. Check the IC Web site for up-to-date information: <http://depts.washington.edu/ic/> .

**Odegaard Writing Center and CLUE**

Writing tutors are available to help you one-on-one with your writing at the Odegaard Writing Center. Check out <http://depts.washington.edu/owrc> and make appointments in advance. For drop-in help, including in the evening when the IC is closed, try CLUE; their website is <http://depts.washington.edu/clue/>. Keep in mind that this tutoring isn’t “for bad writers;” everybody can use an extra pair of eyes on a paper.

**Office Hours and E-mail**

I’m available to help you or chat with you, and I want you to feel comfortable communicating with me about any concerns. Office hours are set periods during which I will be in my office, twiddling my thumbs until a student comes to talk to me. I also tend to respond to e-mails promptly. (I often send e-mails too—be sure to keep an eye on your inbox). So send me an e-mail, come to office hours, or set up office appointments with me at other times if you are busy during my office hours. You might even get some extra participation points.

**Plagiarism—Just don’t do it!**

Plagiarism, also known as academic dishonesty, is presenting someone else’s ideas or writing as your own. It’s great to refer to other people’s thoughts in your own writing—just be sure to **cite** them properly. Remember, **improper citation counts as plagiarism**. We’ll go over proper citation in class, and if you have any question about how to cite or about whether you need to cite something, play it safe and cite it, or ask me. 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.

**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/>.

**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 notifications of campus emergencies via text and voice messaging. Sign up online at [www.washington.edu/alert](http://www.washington.edu/alert)

For more information visit the SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus).

**Complaints**

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

Anis Bawarshi, Director: (206) 543-2190 or bawarshi@uw.edu

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

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

If, after speaking with the Director of Expository Writing or the Assistant Directors, you are still not satisfied with the response you receive, you may contact Gary Handwerk, English Department Chair, in Padelford A-101, at (206) 543-2690.

**cOURSE cALENDAR**

**Note: This calendar is partial and subject to change.**

***AI=Acts of Inquiry*, SP=Short Paper, MP=Major Paper**

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| --- | --- | --- | --- |
| **WEEK 1** | **PAPER DUE** | **in-class activities** | **homework** |
| Tue 1/3 |  | Introductions, Syllabus,Course Outcomes | Reread Course Outcomes;Preliminary Assignment |
| Wed 1/4 | Preliminary Assignment | Share thoughts from Preliminary Assignment; work on Course Outcomes | Read Perrault, Grimm, and Story of Grandmother; don’t forget to write the response paper! |
| Thu 1/5 |  | Discuss readings on early versions of “Little Red Riding Hood”;SP 1.1 assigned | Read Carter, Thurber; begin SP 1.1 if you want a head start |
| **WEEK 2** |  |  |  |
| Mon 1/9 |  | Discuss Carter, Thurber | SP 1.1 Reader Response |
| Tue 1/10 | SP 1.1 | Compare versions;SP 1.2 assigned | Begin SP 1.2 Synthesis of Stories |
| Wed 1/11 |  | Work for SP 1.2; in class, read Dundes and talk about introductions | SP 1.2 |
| Thu 1/12 | SP 1.2 | Intro to secondary readings (Fromm, Darnton, Swann Jones);SP 1.3 assigned | Read Fromm, Darnton |
| **WEEK 3** |  |  |  |
| Mon 1/16 |  | **No Class – MLK Day** |  |
| Tue 1/17 |  | IC Workshop |  |
| Wed 1/18 |  | Discuss Fromm and Darnton | Read *AI* Ch. 10 (pp. 172-184) |
| Thu 1/19 |  | Discuss Fromm and Darnton,Issues of summary | SP 1.3 Summary (due FRIDAY, 1/20);Read Swann Jones for Monday |
| **WEEK 4** |  |  |  |
| Mon 1/23 |  | IC workshop |  |
| Tue 1/24 |  | Discuss Swann Jones;SP 1.4 assigned | Read *AI* Ch. 10 (pp. 185-196) |
| Wed 1/25 |  | Swann Jones, Strategies for Synthesis | SP 1.4 Synthesis Rough Draft |
| Thu 1/26 | SP 1.4 Rough Draft | Peer Review Synthesis | SP 1.4 Final Draft |
| **WEEK 5** |  |  |  |
| Mon 1/30 | SP 1.4 | Major Paper Assigned;Strategies for MP  | Read *AI* pp. 116-121, 155-171 |
| Tue 1/31 |  | Work on MP |  |
| Wed 2/1 |  | Work on MP  |  |
| Thu 2/2 | MP 1 Rough Draft | MP Peer Review | MP 1 Final Draft |
| **WEEK 6** |  |  |  |
| Mon 2/6 | MP 1 Final Draft | In class, read “LittleGreen Riding Hood” | Read “Night One” |
| Tue 2/7 |  | Discuss “Night One” | Read Alvarez |
| Wed 2/8 |  | Discuss Alvarez; SP 2.1 assigned |  |
| Thu 2/9 |  | Strategies for Précis | SP 2.1 Précis Rough Draft;If you have time, begin reading Byatt because it’s long! |
| **WEEK 7** |  |  |  |
| Mon 2/13 | SP 2.1 Rough Draft | Peer Review Précis | SP 2.1 Final Draft;Read Byatt |
| Tue 2/14 | SP 2.1 Final Draft | Rest of Sequence 2 assigned | Read Byatt |
| Wed 2/15 |  | Discuss Byatt | SP 2.2 Summary of chosen story |
| Thu 2/16 | SP 2.2 | Work with different genre options for SP 2.3;bring *AI* to class as we’ll use Ch. 2 |  |
|  |  | Work on SP 2.3 | SP 2.3 Reworking and Analysis |
| **WEEK 8** |  | *wrap up second sequence* |  |
| Mon 2/20 | SP 2.3 **(still due at 10:15 today even though we have no class!)** | **No Class – President’s Day** |  |
| Tue 2/21 |  |  | MP 2 Rough Draft |
| Wed 2/22 |  | Peer Review MP 2 | MP 2 Final Draft |
| Thu 2/23 | MP 2 Final Draft |  |  |
| **WEEKS 9 & 10: PORTFOLIO SEQUENCE** |

**Final Portfolios due online to Catalyst by Tuesday, March 13 at noon.**

**Course Outcomes**

**1. To demonstrate an awareness of the strategies that writers use in different writing contexts.**

* The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
* The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
* The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
* The writer articulates and assesses the effects of his or her writing choices.

**2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.**

* The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
* Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
* The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
* The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
* The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

**3. To produce complex, analytic, persuasive arguments that matter in academic contexts.**

* The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
* The stakes of the argument, why what is being argued matters, are articulated and persuasive.
* The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
* The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
* The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

**4. To develop flexible strategies for revising, editing, and proofreading writing.**

* The writing demonstrates substantial and successful revision.
* The writing responds to substantive issues raised by the instructor and peers.
* Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.