**English 110 B: Introductory Composition**

**MTWTh 9:30-10:20AM**

**Winter Quarter 2012**

*Instructor:* Justina Rompogren

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*Classroom:* PAR 322

*Office:* ART 351

*Office Hours (Orin’s Café in Paccar Hall):* T/Th 10:30-11:20 AM

*Class Website*: https://catalyst.uw.edu/sharespaces/space/greatsea/15356

"Everybody has their own America, and then they have the pieces of a fantasy America that they think is out there but they can't see. And your own life while it's happening to you never has any atmosphere until it's a memory. So the fantasy corners of America seem atmospheric because you've pieced them together from scenes in movies and music and lines from books. And you live in your dream America that you've custom-made from art and schmaltz and emotions just as much as you live in your real one." – Andy Warhol

**Course Description:**

Welcome to ENGL 110! As you know, this class is part two of the ENGL 109/110 introductory composition sequence, intended to introduce you to and help you practice college-level academic reading and writing. Specifically, the course will focus on topics regarding “America and Americans,” so we’ll be discussing a variety of readings that question, define, challenge, and explore what it means to live in America and what it means to be American, historically and presently.

This course is meant to serve as an extension of the academic reading and writing practices that your learned in ENGL 109 and should prepare you for “acts of inquiry” in any field where you will be writing and learning. We will spend time in class picking apart exactly what “acts of inquiry” really means, but briefly, acts of inquiry explains the process of reading texts, thinking about what you've read, and then entering the “conversation” (or argument) of the texts by writing something of your own in response. I won't be asking you to simply regurgitate the ideas we read about; I'll be asking you to make independent and innovative claims, provide evidence, and, perhaps most importantly, explain your stakes –the reason why your writing matters. In order to complete our process of inquiry successfully we will need to be aware of and utilize four course outcomes, listed briefly below:

1. Demonstrate an awareness of the strategies that writers use in different writing contexts.
2. Read and analyze complex texts and incorporate evidence purposefully to support writing.
3. Produce complex, analytic, and persuasive arguments that matter in academic contexts.
4. Develop strategies for revising and editing writing.

*Keep in mind that this is not simply an English class.* What we learn here will serve you in many different types of classes, and will be an important step to learning how to read, think, and write analytically and thoughtfully throughout your undergraduate career and beyond.

**Course Materials and Texts:**

* Bawarshi, Dwyer, Gross, Holmberg, eds. *Acts of Inquiry: A Guide to Reading, Research, and Writing at the University of Washington*
* (optional) Lunsford, *The Everyday Writer*, Fourth Edition (or any other handbook)
* Coursepack/about $5-10 in printing fees
* A notebook or loose leaf paper
* UW e-mail account

**Papers:**

In this course, you will complete two major assignment sequences, each of which will include three short papers leading up to one major paper. The shorter assignments will each target one or more of the course outcomes at a time to help you practice these outcomes and allow you to build toward the major paper at the end of each sequence. You will have a chance to revise each of the major papers using feedback generated by me, peer review sessions, and writing conferences. At the end of the course, having completed the two sequences, you will compile and submit a portfolio of *all* of your work along with a critical reflection.

As with ENGL 109, none of your essays will be graded, though I will provide feedback for all of them in the form of written comments and rubrics. This is to allow you space and time to experiment with and explore writing strategies. I also recognize that you are learners, and as such, you will make mistakes. My goal is not to penalize you and hand out grades but to assess the content and skill of your writing and give you feedback accordingly. That said, if you have questions about how you are doing in the class at any point, please do not hesitate to come and see me during office hours and we can discuss where you are!

**Grading**

*Final Portfolio: 70%*

The portfolio will be graded on the following: *one* of the two major papers, *three* of the short papers, and a critical reflection that explains how the selected papers demonstrates the four outcomes for the course. Additionally, your portfolio must include all of the writing you completed in the course (both major papers and all the shorter assignments from both sequences). A portfolio that does not include all the above will be considered "Incomplete" and will earn a grade of 0.0-0.9. The grade for complete portfolios will be based on how well your selected papers demonstrate the course outcomes. *Please keep all of your essays from this class (on paper or electronically), and do not throw away essays that you receive with my feedback or feedback from your peers*, as these will need to be included in your portfolio.

*Participation: 30%*

Your participation in class is very important to your success in the course. You participation grade will be based on the following: being prepared and on time for class each day, completing the readings on time, completing and turning in assignments on time, contributing to class discussion, participating in group work and peer reviews, and participating in two mandatory conferences with me. Please come to class having read the material for that day and be prepared to write or talk about it; this essential for us to conduct a useful and engaging class discussion. Completing the readings includes annotating. Remember that class discussions and peer review sessions cannot be made up if you miss class.

**Academic Honesty:**

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. Please talk to me if you have any concerns regarding plagiarism. For more information, you can also refer to UW’s Student Conduct Code at [www.washington.edu/students/handbook/conduct.html](http://www.washington.edu/students/handbook/conduct.html).

**“N” Grade:**

Upon completion of English 109, you each received an “N” grade on your grade report. At the end of this course, you will receive one final grade for both courses (an average of the grades from 109 and 110) and ten credits (5 composition credits and 5 elective credits).

**Conferences:**

During the quarter, each of you will be required to meet with me twice in writing conferences to discuss your work. These conferences will be 15-20 minute sessions during which we will talk about your work in more detail than is possible during class time. Although only two conferences are required, I encourage you to drop by during office hours to talk about your assignments, papers, the readings, or anything else!

**Late or Missing Work and Absences:**

Much of the work we do in this course depends on each student coming to class fully prepared to participate. We will spend a lot of time in class reviewing, discussing, and revising your assignments and readings so coming to class unprepared will not only be detrimental to your ability to learn in this course, it will also affect your classmates, who will lose the chance to hear from another perspective (you). That said, I will not offer feedback on assignments that are turned in late – you have only one grace late essay. The missing feedback will put you at a disadvantage for the portfolio revisions and you will also lose points from your participation grade, so please submit all your assignments on time. Also, keep in mind that *even if you miss an assignment during the quarter, you will still be responsible for it in your portfolio*.

**E-mail:**

Please check your university e-mail accounts periodically as I may send out announcements, updates, etc., via e-mail. Outside of office hours, e-mail is the best way to get in touch with me. Please keep in mind that when writing an email to an instructor or professor, it is customary to include a salutation (“Dear Mr. Reddy” or “Good afternoon Professor Cass” or even “Hello Gail”), and a grammatically-correct, well-structured message with a clear point. It is also customary to sign your name at the end. Please practice this in writing emails to me – it will help you gain practice in email etiquette and it will be expected of you when you write emails to future professors, employers, etc. in higher stakes situations.

**Respectful Behavior:**

We will be discussing ideas and texts that may be unfamiliar to you. I want to emphasize that the classroom is a safe place for academic conversations and I expect everyone to be respectful of each other’s thoughts and ideas, especially if they are different from your own. Derogatory or discourteous language or behavior will not be tolerated in the classroom. I recognize that we are all learning, but I do expect respectful attitudes at all times and an effort from everyone to expand your way of thinking.

**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. More information about accommodation may be found at [www.washington.edu/admin/dso/](http://www.washington.edu/admin/dso/).

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 PDL 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](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 A-101, at (206) 543-2690.

**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://www.washington.edu/safecampus).

**Campus and Web Resources:**

* Ask Betty – UW-designed grammar resource center. <http://depts.washington.edu/engl/askbetty/>
* CLUE Evening Drop-in Writing Center – Mary Gates Hall, Gateway Center, 206-543-5755 <http://depts.washington.edu/clue/dropintutor_writing.php>
* Instructional Center (IC) – Provides tutoring and study groups for students in almost every discipline or major. M - F 8:30am - 5:00pm. <http://depts.washington.edu/ic/>

Odegaard Writing & Research Center – Offers specialized tutoring assistance through all stages of the writing and research process. Sunday 1:30-6:00pm; Monday through Thursday, 12:00-9:00pm.206-221-0972 ext. 273. <http://depts.washington.edu/owrc/>

**Rompogren**

**ENGL 110 B - Winter 2012**

**ENGL 110 Course Calendar**

The following is an outline for where we will be during the quarter. This is, of course, subject to change. Also, please note that the homework listed in the right column are assignments to be done that day (for example, on Tuesday, Jan. 3, we will cover the syllabus in class and the assignment for that night is to write the preliminary essay, due the next day on Wednesday, Jan. 4).

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| **WEEK 1** | **in-class activities** | **homework** |
|  | *What is amerIca?* |  |
| Tue 1/3 | Syllabus, Introductions  Flobots – “Handlebars” | -Preliminary essay |
| Wed 1/4 | They Say, I Say Review  Jesse Gordon – “What is America?” | -Read AI: Ch. 1, Ch. 2 (17-19) |
| Thurs 1/5 | Ch. 1, 2: Habits of Mind, Writing Situations  Jesse Gordon – “What is America?” | -Read Malcolm X’s “The Ballot or the Bullet” (look up 5 vocab words)  -Write SE 1 |
| **WEEK 2** | *Textual Analysis* |  |
| Mon 1/9 | Malcom X – “The Ballot or the Bullet”  Annotation and vocabulary  **Short Paper 1.1 Due: What is America?** | -Read AI: Ch. 3 |
| Tue 1/10 | Malcom X – “The Ballot or the Bullet”  Ch. 3: Textual Analysis | -Read AI Ch. 11 |
| Wed 1/11 | Malcom X – “The ballot or the Bullet”  Ch. 11: Appealing to Readers |  |
| Thu 1/12 | Malcom X – “The ballot or the Bullet”  Logos, Ethos, Pathos | -Read MLK’s “I Have a Dream”  -Review AI Ch. 11 (Rhetorical Analysis)  -Write SE 2 |
| **WEEK 3** | *Rhetorical Analysis* |  |
| Mon 1/16 | No Class – Martin Luther King Day |  |
| Tue 1/17 | MLK - “I Have a Dream”  Grammar Presentation 1  **Short Paper 1.2 Due: Textual Analysis** | -Write SE 3 |
| Wed 1/18 | CLASS CANCELED FOR CONFERENCES |  |
| Thu 1/19 | CLASS CANCELED FOR CONFERENCES |  |
| **WEEK 4** | *Drafting an Essay* |  |
| Mon 1/23 | MLK – “I Have a Dream,” Logos, Ethos, Pathos  MP 1 Overview  **Short Paper 1.3 Due: Rhetorical Analysis** |  |
| Tue 1/24 | MLK and Malcolm X  Synthesis | -Read AI Ch.12, Read Elizabeth Martinez’s “Reinventing ‘America’” |
| Wed 1/25 | Ch. 12: Drafting an Essay  “Reinventing America” |  |
| Thu 1/26 | Introductions and Conclusions  Grammar Presentation 2 |  |
| **WEEK 5** | *Claims* |  |
| Mon 1/30 | **Major Paper 1 Due**  Outcomes Worksheet | -Read John Steinbeck’s “Paradox and Dream” |
| Tue 1/31 | John Steinbeck - “Paradox and Dream”  IC Workshop | -Read AI Ch.7 (plus student sample) |
| Wed 2/1 | “Paradox and Dream”  Ch. 7: Identifying Claims |  |
| Thu 2/2 | “Paradox and Dream”  Grammar Presentation 3 | -Read Hochschild and Scovronick’s “American Dream and the Public Schools”  -Write SP 2.1 |
| **WEEK 6** | **Organization** |  |
| Mon 2/6 | “American Dream and the Public Schools”  **Short Paper 2.1 Due** | -Read AI Ch. 8 |
| Tue 2/7 | “American Dream and the Public Schools”  Ch. 8: Identifying Issues  MP 2 Overview | -Read AI Ch. 9 |
| Wed 2/8 | Ch. 9: Formulating a Thesis  Thesis Workshop |  |
| Thu 2/9 | Organization Activity: Putting a Paper Back Together | -Write SP 2.2  -Read AI Ch. 10 |
|  |  |  |
| **WEEK 7** | **Research** |  |
| Mon 2/13 | Ch. 10: Summarizing vs. Paraphrase  **Short Paper 2.2 Due: Research Proposal** | -Read AI Ch. 5 |
| Tue 2/14 | Ch. 5: Identifying Sources  Grammar Presentation 4 |  |
| Wed 2/15 | Library Workshop |  |
| Thu 2/16 | Library Workshop  **Short Paper 2.3 Due: Summary/Works Cited** | -Write MP 2 Draft  -Read AI Ch. 16 |
| **WEEK 8** | **Revision** |  |
| Mon 2/20 | No Class – President’s Day |  |
| Tue 2/21 | AI Ch. 16: Revisions  Peer Review/Revision Workshop  **MP 2 Draft Due** |  |
| Wed 2/22 | CLASS CANCELED FOR CONFERENCES |  |
| Thu 2/23 | CLASS CANCELED FOR CONFERENCES | -Read AI Ch. 14 |
| **WEEK 9** | **Revision** |  |
| Mon 2/27 | Ch. 14: Well-Balanced Sentences  Grammar Presentation 5 | -Prepare for presentation |
| Tue 2/28 | Concision Activity  **Major Paper 2 Due** | -Prepare for presentation |
| Wed 2/29 | Presentations |  |
| Thu 3/1 | Presentations  Portfolio Overview | -Gather portfolio materials, write critical reflection |
| **WEEK 10** | **Portfolios** |  |
| Mon 3/5 | Grammar Jeopardy! | -Revise! |
| Tue 3/6 | Portfolio Workshop  Outcomes Worksheet | -Revise! |
| Wed 3/7 | Portfolio Workshop and Revision | -Revise! |
| Thu 3/8 | Evaluations  **Critical Reflection Due**  Party! | -Final portfolio due Monday |

**Final Portfolios due in my office by 12:00 noon on Monday, March 12th.**