

# ENGLISH 131 E: WRITING IDENTITIES

## Spring 2014

Instructor:	Olivia Hernández
Location/Time:	PAA A212 (Physics/Astronomy Auditorium) TTH 10:30-12:20
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### Course Description

In English 131 you will practice developing and communicating complex ideas in your writing. All of us bring experiences and knowledge into the classroom that will prove useful in arriving at strong perspectives and claims while writing in different genres for a variety of potential audiences. You will learn the kind of adaptable writing skills that will lead to success in your future classes at this university and beyond.

Many of the critical readings in this class will explore how the different languages we use relate to and shape our identities. Later, you will have the opportunity to work on a research paper in which you will explore how identities matter in academic inquiry and discussion. These are critical and personal subjects that all of us can explore deeply and creatively as students. You will read from the textbook *Contexts for Inquiry*, but will also seek out and share different types of related media with each other in order to diversify your perspective on the uses of language. All of the different texts you read in this class will introduce some of the specific features of good writing. We will interact with these texts and learn qualities of academic writing from them, even when we don't completely agree with the opinions presented. As you read, discuss, and write about these subjects in class I expect that everyone will practice awareness and engagement with your own thought processes while you write and revise. I hope that as a class we can eventually deepen our understanding of each other and ourselves through this kind of reflective thinking.

In class, you will revise your own and each other's writing while striving toward the strongest possible results. At the end of this quarter, you will draw together a portfolio representative of your proudest examples of well researched, strongly organized, and revised work that reflect the course outcomes of this class.

### 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.

## **Course Texts and Resources**

**Required-Contexts for Inquiry:** *A Guide to Reading and Writing at the University of Washington* (Black Cover with Readings)

Reading Journal

**Recommended-***Writer's Help*, Purdue Owl, Odegaard Writing Center, CLUE

## **Assessment**

**Portfolio, 70%-** In this course, you will complete two major assignment sequences, each of which is designed to help you fulfill the course outcomes. Each assignment sequence requires you to complete a variety of shorter assignments leading up to a major paper. These shorter assignments will each target one or more of the course outcomes at a time, help you practice these outcomes, and allow you to build toward a major paper at the end of each sequence. You will have a chance to revise significantly each of the major papers using feedback generated by your instructor, peer review sessions, and writing conferences. Toward the end of the course, having completed the two sequences, you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include the following: one of the two major papers, three to five of the shorter assignments, and a critical reflection that explains how the selected portfolio demonstrates the four outcomes for the course. In addition to the materials you select as the basis for your portfolio grade, your portfolio must include all of the sequence-related writing you were assigned 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 the extent to which the pieces you select demonstrate the course outcomes. The portfolio will be worth 70% of your final grade.

**Participation, 30%-** The other 30% of your grade will be based on your participation in the classroom. I will assess you on attendance (and being accountable for absences), preparedness for class by doing the reading, arriving on time, (respectful) classroom discussion, not speaking over instruction or peer contributions, staying on task, leaving your cell phones in your bags, peer review, and in-class and homework writing assignments. If you miss a day of class, I expect you to find out what you missed by asking a classmate, checking the class Canvas site, and/or coming in for office hours. There will be *extra credit* opportunities later in the quarter if you choose to go to the writing center and complete a revision plan with a tutor.

## **Late Work Policy**

All assignments will be turned in electronically on our class Canvas website before 9 AM on the given due date. You must submit these assignments before our class time so that everyone is prepared for class conversation to follow. Late assignments should still be turned in within 24 hours of the due date—these late assignments will not receive any feedback from me, which will take away from the necessary revision process. Any late work cannot be used in your final portfolio. Any late work will result in a one-point deduction from your participation grade. Portfolios are due before 11:59 PM on Tuesday, March 18th. **NO** exceptions.

\*If you are struggling with an assignment, please speak to me *before* it is due so that we can decide on the best course of action to remedy any issues you are having with class ahead of time. This way you can avoid late assignment deductions in the first place.

### **Formatting**

All assignments (unless otherwise noted) should be formatted using MLA style: 12 pt Times New Roman font, 1" margins, double-spaced, and including last names and page number in each upper right corner. In the left hand corner, please include your name, the instructor's last name, the course number, and the date. All assignments should have a creative title. Refer to *Writer's Help* or the Purdue Owl if you have any further questions about MLA format. Most papers will require an MLA formatted Works Cited page, which will not count toward the total number of pages assigned. If the assignment is 2-3 pages, I expect two *full pages* of writing from you at the least.

### **Conferences**

You are *required* to attend two twenty-minute conferences with me during this quarter. This first conference will be scheduled before the first Major Paper is due. The second will be scheduled while you are revising your portfolio. These conferences are to discuss any questions or concerns you have about the class and/or the writing and revision process. If you miss a conference, it will result in a 15 point deduction from your participation grade.

### **Communication**

Please check your university email accounts and our class Canvas site **daily**, as I will send out announcements and updates via email. Outside of office and classroom hours, e-mail 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 day

### **Academic Integrity**

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.

\*If you are struggling with an assignment—PLEASE speak to me about any concerns so that we can avoid any issues with plagiarism. I am flexible and can talk you through prompts and help get you the support you need with your writing.

### **Accommodation**

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>

### **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 Program staff in Padelford A-11:

Anis Bawarshi, Director  
bawarshi@uw.edu  
Taylor Boulware, Assistant Director  
Yasmine Romero, Assistant Director  
Tesla Schaeffer, Assistant Director

(206) 543-2190 or  
taylorjb@uw.edu  
yromer@uw.edu  
schaeffe@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.

### **Campus Safety**

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](http://www.washington.edu/alert).

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

## **SPRING QUARTER 2014**

<b>WEEK 1</b>	<b>IN-CLASS ACTIVITIES</b>	<b>HOMEWORK</b>
Tue 4/1	<b>Introductions, Syllabus, Questions Outcome</b>	Outcomes Reflection to Canvas Intro 1-14 Reading for Understanding 136-141 Reading Rhetorically 174, 178-180 Rhetoric and Audience 22-25
Thur 4/3	Introduce SA1	SA1-Due 4/8

	Outcome One Reading Journals Deborah Miranda and Annotation	
<b>WEEK 2</b>		
Tue 4/8	<b>SA 1-Personal Reflection Due</b> Introduction to Rhetorical Reading SA2-Rubric	Claims 191-192, 195-203 Appeals 327-337 Amy Tan 886-890
Thur 4/10	Amy Tan	Rhetorical Analysis Due 4/15 Read Manuel Muñoz 791-794 & Gloria Anzaldúa 498-502
<b>WEEK 3</b>		
Tue 4/15	Discuss Muñoz and Anzaldúa	Intertextuality and Using other Texts in your Writing-214-220, 222-229, 241-251 Watch clips on Canvas
Thur 4/17	SA.2 Assigned-Create Rubric Intertextual Reading Sign up for Conferences	SA.2-A Dialogue due 4/22 Campus Issues to Canvas by 4/21
<b>WEEK 4</b>		
Tue 4/22	<b>SA2 Due</b> Discuss MP1 Claims and Organization	MP1 Proposal due 4/23 MP1 Due 5/1 Organization 411-416
Thur 4/24	Conferences	Peer Review 465-466, 474-475
<b>WEEK 5</b>		
Tue 4/29	Peer Review SA3 Assigned	
Thur 5/1	<b>MP1-In Your Own Words Due</b> Freaks and Geeks Visual Analysis	SA3 due 5/8 MP2 Proposal due 5/9 Genre-102-104, 112-114, 121-123
<b>WEEK 6</b>		
Tue 5/6	Mystery Genre, Tone, Translation	Formulating Issue Based Questions 314-320
Thur 5/8	<b>SA3-Review in Genre Due</b> SA4 discussed	MP1 Revision Plan due 5/12 Research Questions due 5/12 SA4 due 5/15 Finding Sources 255-259, 268-270
<b>WEEK 7</b>		
Tue 5/13	<b>Library Visit</b> Dedicated Research Time	
Thur 5/15	<b>SA4-Annotated Bibliography Due</b>	MP2 Due 5/27

	Discuss sources in groups	
<b>WEEK 8</b>		
Tue 5/20	Discuss MP2	
Thur 5/22	Peer Review MLA Olympics	
<b>WEEK 9</b>		
Tue 5/27	<b>MP 2-Character Analysis Due</b> Portfolios Develop Revision Plans	Proofreading 476-494
Thur 5/29	<b>Meet in Mary Gates Hall for ePortfolio training</b> Critical Reflections	
<b>WEEK 10</b>		
Tue 6/3	Conferences	
Thur 6/5	Evaluations & Final Questions	

**SUBJECT TO CHANGE**

## **FINAL PORTFOLIOS DUE THURSDAY, JUNE 12TH BY 11:59 PM**

**Holidays:** Memorial Day – 5/26  
**Last Day of Instruction:** Fri 6/6  
**Finals Week:** Mon 6/7 – Fri 6/13

