

English 109, I: Critical Composition 1

Autumn 2022

General Course Information

Meeting Times: MTWTh @ 11:30 AM to 12:20 PM

Location: [Denny Hall, Room 256](#)

Instructor: [Hunter Little, M.F.A.](#) (she/her)

Email: hclittle@uw.edu

Office: Padelford B-5-A

Office Hours: Tuesdays 1:30–2:30 PM and Thursdays 10–11 AM. Office hours are held in person and online. [Use this link to join office hours via Zoom.](#)

*You are always welcome to schedule meetings outside of the designated office hours. Please email me or talk to me after class if you would like to meet at another time.

Required Texts & Materials:

- your UW email account
- a notebook (physical or digital) designated for English 109
- a writing utensil
- *all course texts will be provided on your Canvas site*
- you do **not** need to purchase the book for this course

[Click here to access our class notes](#)

[Click here to view our Note-Taking Schedule and sign up for your note-taking days](#)

Zoom Classes (see the Course Calendar for Zoom class dates):

<https://washington.zoom.us/j/91804239844>

Meeting ID: 918 0423 9844

Note: You must join our Zoom meetings using your UW NetID

Course Description

Catalog Description

This course approaches writing as social action and language as tied to identity, culture, and power. Centering diverse language resources and discourse traditions, the course builds rhetorical capacities for composing ethically, critically, and impactfully across different contexts, audiences, genres, and goals in the university and beyond. The course emphasizes inquiry and is part one in a two-course sequence that fulfills the “C” requirement. As of Fall 2021, English 109 fulfills the “DIV” and “W” requirement.

More about English 109 I

This course is the first in a series of two composition courses; it will be followed by ENGL 110. While ENGL 109 is focused on honing your understanding of rhetoric(s) and giving you the opportunity to explore scholarship on research theories and methodologies, in ENGL 110 you will engage more deeply in a sustained research process. Thus, ENGL 109 is your opportunity to obtain the skills, knowledge, and resources you’ll need and lay down the groundwork of the research process you will conduct in ENGL 110.

We will begin this course with a preliminary essay that asks you to articulate how you view yourself as a writer and researcher, your writing experience, and your relationship to writing. First, we will discuss the ways in which academic discourse and literacy are never value-neutral and how they are embedded in complex power relations. During our second full week of classes, we will then focus on expanding your understanding of rhetoric by problematizing traditional rhetoric and resting with scholarship on non-Western rhetorics and knowledge systems. Importantly, our discussions on rhetoric will ask you to pay close attention to the rhetoric of everyday things (e.g., human, nonhuman, textual, verbal, visual, embodied, and so forth) which leads you into your Rhetorical Awareness essay that end-caps our first assignment sequence.

Following the Rhetorical Awareness essay, we will dive into discussing what research is, your research experience, and what your goals are as a researcher. I then want to provide you with the resources and tools you need to conduct research at the University of Washington while also helping you recognize and value the research and writing resources you already bring to the classroom. We will deeply engage with research theories that demonstrate how traditional academic research is not the only way to create or validate knowledge and lived experiences. The end-cap of our second assignment sequence is an essay draft reflecting on what you have learned about research and how you view yourself as a researcher and/or how you want to orient yourself as a researcher. This essay will also include a positionality statement which we will discuss further during the final weeks of class. A final draft of this assignment is due with the final portfolio.

Your course final is a compilation (portfolio) of the work you have completed in the course, including revisions of two or three of your weekly assignments. This portfolio requires a reflection of key course concepts, how you applied them in your work, and the knowledge you hope to carry into English 110 as well as the remainder of your college career.

Finally, my priority in this class is to support you in developing your writing skills, improving your writerly confidence, and offering guidance as you begin your college life. My hope is that you come to think of rhetoric and writing with more complexity and to appreciate forms of knowledge beyond standard academic research by continuing to examine issues of truth, reality, authority, professionalism, and so forth.

Course Assignment Overview

Being successful in this course requires engagement with and completion of daily assignments (in-class activities, discussions and discussion posts, free writing exercises, peer review, etc.), weekly assignments (essays, reflections, etc.), one-on-one conferences, and a final portfolio. Importantly, your success in this course depends on your active engagement in and outside of class (i.e., your participation and effort).

Below is an overview of the work you will complete in this course.

- ❖ Daily Assignments
 - This includes, but is not limited to, completion of the daily course modules, in-class activities, course readings, discussions and discussion posts on said readings, free writing exercises, annotations, peer review, [collaborative note-taking contributions](#), etc.
- ❖ Weekly Assignments
 - These assignments will target one or more of the course outcomes, help you practice these outcomes, and allow you to build toward your end-cap essays for each assignment sequence.
 - For more information on weekly assignments, see our Course Description and/or our Canvas homepage. On the homepage and Course Calendar, you will find tentative Weekly Assignment due dates.
- ❖ One-on-One Conferences
 - You will attend two one-on-one conferences with me during which you will have the opportunity to discuss your progress in the class individually or ask any questions you may not have been able to ask in or after class.
- ❖ Participation (40% of the final grade)
 - This is not a class that will depend on lecture for learning. Please be prepared to be awake and involved in class.
 - Your participation includes your completion of course assignments, active engagement with our course readings and in our class discussions (including demonstrating respect toward and attentiveness to your peers during said discussions), compliance with the community guidelines and class norms, and general attendance of the class meetings.

- Disruptions during class discussions can impact your participation grade.
- For more information on attendance, see the Attendance Policy section of the syllabus.
- ❖ Final Portfolio (60% of the final grade)
 - As stated in the course description, your final in this class is a compilation of the work you have completed throughout the term.
 - Thus, your portfolio includes all of your weekly assignments and a final draft of your Researcher Reflection and Positionality Statement.
 - Additionally, it includes a reflection on the work you have completed, a demonstration of your understanding and application of the course's key concepts, and a statement on the knowledge you hope to carry into English 110 as well as the remainder of your college career.
 - You are welcome to include daily assignments that you feel contributed greatly to your learning. However, you should be able to establish a rationale for including those assignments in your portfolio reflection.
 - My hope is that you embrace your creative agency as you construct the portfolio and showcase your work in a way that is intentional and genuinely reflects your experiences as a writer in English 109.
- ❖ See the Assessment Agreement for more information on assigning final course grades.

Language and Cultural Difference

The ability to communicate in multiple languages, including varieties of English, is a valuable skill, and you are encouraged to use these linguistic and cultural resources. Although we'll use American English and Standard Written English (SWE) for many situations, you may use other languages/rhetorical practices. In any case, the same rhetorical principles apply; consider audience, purpose, and appeals. For instance, if your audience does not speak Spanish, you might need to include a translation or captions or direct them to a resource that will help them translate it; if an image has certain connotations in your culture, you should provide adequate information so that your message effectively reaches the target.

COVID-19 and Illness

Because this class is required to be held in-person, students are expected to be present and participate in class to fully benefit from course activities and meet the course's learning objectives. Students should only register for this class if they are able to attend in-person. To protect their fellow classmates, faculty, and staff, students who feel ill or exhibit possible COVID-19 symptoms should not come to class. Email me immediately, if you anticipate you will miss class for any reason, including due to possible infection of COVID-19.

Although the University has lifted the indoor mask mandate as of Monday, March 28 and the choice to wear or not wear a mask is left to the individual, in the event that you

feel ill, I strongly advise staying home or wearing your mask in order to protect your fellow classmates.

Absences related to COVID-19 will be treated as all other absences.

Attendance Policy

Your regular attendance in English 109 is required to fulfill the participation portion of the course. This involves both physical and intellectual presence in the classroom. Please come to class regularly and try your best to be present in class while you are there. Additionally, try your best not to be late to our class sessions. Being late (10+ minutes) more than 3 times (or equivalent) will count toward an absence. Please communicate with me about your absences as much as possible so that we can work together to ensure you have the information and resources you need to be successful in this course. Notify me ASAP, if you anticipate you will miss class; such notification does not require you to disclose personal information unless you so choose.

It is your responsibility to contact me or your classmates with questions about missed work or classes; make sure you also check your UW email and our Canvas site for information about each assignment sequence or daily lesson. If you miss class on a day that written work is due, you are still expected to turn your work in on time according to the late work policy. Some in-class work cannot be made up. Please try your best not to schedule any appointments during class time unless absolutely necessary.

If attendance or participation becomes a concern at any point throughout the quarter, you may contact me via email to address the issue.

Late Work Policy

All deadlines in this course are “rolling.”

This means you are given a three-day window to submit your assignment if you would like to receive feedback. For example, if the deadline is Friday and you submit on Tuesday, you will not receive feedback unless you communicate with me. If you submit your work after the third day and would still like feedback, it is your responsibility to contact me to schedule a time to discuss your assignment.

If you need more time to complete an assignment, please contact me at hclittle@uw.edu or via your Canvas Inbox feature before the actual deadline. Please reach out if you are struggling to keep up with the fast pace of the class. I'm always happy to accommodate the students in my class!

Email Policy

I am unable to accept or respond to emails from email addresses that are not UW affiliated. Thus, make sure you email me directly from your UW email address or the Canvas Inbox feature. I will respond to emails as quickly as I possibly can. Please make sure you fill out the subject line of your email.

*All emails about grades should be sent using the Canvas Inbox feature.

Technology Policy

There is no strict cell phone or technology policy for this section of English 109. Much of our work in and outside of class will be completed on laptops or mobile devices and submitted online. That said, if you do not have access to a laptop on which you can complete said work, please contact me ASAP at hclittle@uw.edu so that we can make accommodations for you.

Though we will use technology often in class, out of respect for yourself, your education, your classmates, and me, I expect you will refrain from using your electronic devices for anything other than our coursework. This mutual respect is imperative for our class as a whole to operate successfully. If your use of technology for purposes other than our class work becomes disruptive, your participation grade can be affected.

Intellectual Property

Intellectual property is a central concern of writing, and we will spend a lot of time working on appropriate methods for integrating others' ideas within your own writing. At no point should you present others' words or ideas as your own—that's plagiarism, and it's poor form ethically and academically. If you have questions (and you should!), please ask. On a first plagiarism offense, you will be required to attend a mandatory conference with me, then revise and resubmit the work in question, along with a brief report on the changes and their effects, by an agreed-upon deadline. On a second offense, I will have to report it to the College of Arts and Sciences for review.

English Department Statement of Commitment

We at the English department are committed to valuing the lived experiences, embodied knowledges, and scholarship produced by people of color and Indigenous peoples; queer, trans, and disabled people; immigrants and refugees, and other targeted identities who have historically been excluded from sites of knowledge production; denied access to wealth, resources and power; and forced to negotiate multiple interlocking forms of structural and institutional oppression and violence. This commitment emerges from and reflects our shared vision for a just and equitable world that actively affirms and values the humanity of every individual and group. It is this vision that informs our pedagogical practices.

Code of Conduct

We at the English department have a zero-tolerance rule for hate speech. According to the American Bar Association, hate speech is “any speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits.” While this could and does apply to many groups, one of the tenants of this course is that hate speech is a violence, and that these violences do not impact everyone equally. Rather, the force of their impacts is dependent on systems of power. Marginalized communities and people are vulnerable to and impacted by such speech in ways that groups or individuals in power are not. With this in mind, I will specify that I interpret “hate speech” to be any forms of speech that targets already vulnerable people/communities. Racism and xenophobia will not be tolerated in this course, nor will transphobia, homophobia, ableism, classism, or other statements or practices that uphold white supremacy.

Resources for Academic Stress, Counseling, Sexual Trauma, Suicide Prevention, Mental Health Info, Substance Abuse, etc.

*Note: This is not an exhaustive list. In other words, there are many more resources online and within our community that you are able to access. It is my goal to provide my students with some options for seeking help that I am familiar with so you may feel more comfortable doing so.

UW Resources

[UW Counseling Center](#)

[UW Mental Health Resources](#)

[Student Coaching & Care | LiveWell](#)

[UW Provided Off-Campus Resources](#)

[UW Sexual Assault Resources](#)

[UW Student Resources | Community Standards and Student Conduct](#)

[Other Resources for Students](#)

[UW Resilience Lab](#)

[Any Hungry Husky](#) (UW Food Bank)

[Husky Health & Well-Being](#)

[UW Recreation](#)

Non-University Resources

[The Alcohol and Drug Abuse Institute](#)

[A Positive Alternative Alcohol and Substance Abuse treatment center](#)

[Integrative Counseling Services](#)
[Lodestar Therapy](#)
[Cardona Counseling](#)
[Suicide Prevention Lifeline](#)
[National Alliance on Mental Illness \(NAMI\)](#)
[TalkSpace Mental Health Resource List \(PDF\)](#)
[MentalHealth.Gov](#)
[National Institute of Mental Health \(NIMH\)](#)
[Mental Health Treatment Plans: Templates, Goals, and Objectives](#)
[Mental Health America](#)
[Mental Health Resources \(Mental Health First Aid\)](#)
[Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)
[Teen Mental Health](#)
[Youth.Gov resources list](#)
[World Health Organization | Mental Health](#)

Resources for Time Management

[UW Academic Support Programs](#)
[Time Management Tips](#)
[Creating a Weekly Schedule](#)

Q Center

The University of Washington Q Center builds and facilitates queer (gay, lesbian, bisexual, two-spirit, trans, intersex, questioning, same-gender-loving, allies) academic and social community through education, advocacy, and support services to achieve a socially-just campus in which all people are valued. For more information, visit <http://depts.washington.edu/qcenter/>

Other Important and Useful Resources

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.
- For more information visit the SafeCampus website at www.washington.edu/safecampus.

Writing Resources

[UW Writing Resources](#)

[The Odegaard Writing and Research Center \(OWRC\)](#) offers 45-minute appointments on any writing assignment ranging from an academic essay to personal statements. You can also schedule an appointment with the above link.

[The Center for Learning and Undergraduate Enrichment's Writing Center \(CLUE\)](#) has writing tutors available from 7 p.m. to 11 p.m. on school nights! They can help with every stage of the writing process to brainstorming to polishing the final draft!

Instructional Center

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/>

Other University Policies

[Title IX](#)

The University of Washington carries out the objectives of Title IX through a coordinated system of initiatives, programs, and services that collectively protect educational access, advance gender equity, and prevent and respond to sexual harassment, sexual violence, and gender discrimination. Title IX applies to and protects students, staff, faculty, other academic personnel and visitors at the Seattle, Bothell and Tacoma campuses as well as other sites and programs affiliated with the University.

Title IX, Washington State law, and University of Washington policy prohibit discrimination based on sex, sexual orientation, gender, gender expression, pregnant or parenting status, and LGBTQ (lesbian, gay, bisexual, transgender, queer) identity.

Relevant and Related UW Policies [here](#)

Many University policies prohibit and/or outline processes to address sexual misconduct, including sex discrimination, sexual harassment, sexual assault, stalking, intimate partner violence, and other sexual misconduct.

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.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>

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: Director Stephanie Kerschbaum, kersch@uw.edu or Assistant Directors Anselma Prihandita, anselmap@uw.edu; Francesca Colonnese, fcolonne@uw.edu; Missy González-Garduño, mimgonz@uw.edu; and Joseph Wilson, jwils@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 Anis Bawarshi at bawarshi@uw.edu, (206) 543-2690.

Accommodations

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. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

UW Grading Policy

A 4.0–3.9	B- 2.8–2.5	D+ 1.4–1.2
A- 3.8–3.5	C+ 2.4–2.2	D 1.1–0.9
B+ 3.4–3.2	C 2.1–1.9	D- 0.8–0.7
B 3.1–2.9	C- 1.8–1.5	E 0.0

Week	Date	In-Class	Weekly Assignments Due
Week 0	September 28	Class Introduction(s)	Wednesday, 9/28: Introductory Survey (we will work on this during class)
	September 29	Syllabus Review	
Week 1	October 3	Discussing Linguistic Difference, Bias, & Justice Readings: V. A. Young ("Nah, We Straight": An Argument Against Code Switching") and G. Anzaldúa ("How to Tame a Wild Tongue") Videos: TedXTalk by Karen Lueng ("Embracing Multilingualism and Eradicating Linguistic Bias")	Wednesday, 10/5: Preliminary Essay
	October 4		
	October 5		
	October 6		
Week 2	October 10	Continuing discussions and readings on Linguistic Difference, Bias, & Justice . Readings: V. A. Young ("Nah, We Straight": An Argument Against Code Switching")	Friday, 10/14: Reading Response #1 (Language Ideology and Linguistic Difference)
	October 11	Defining and Expanding Definitions of Rhetoric . Readings: J. A. Herrick (<i>The Theory and History of Rhetoric</i> , pp. 1--9)	
	October 12	Defining and Expanding Definitions of Rhetoric . Readings: J. A. Herrick (<i>The Theory and History of Rhetoric</i> , pp. 216--219, 247)	
	October 13	Reading Response Workshop	
Week 3	October 17	Conceptualizing Rhetoric . Readings: D. Cloud (<i>Reality Bites</i> , pp. 1--5) and M. Price (<i>Mad at School</i> , pp. 25--27)	
	October 18	Conceptualizing Rhetoric . Readings: D. Cloud (<i>Reality Bites</i> , pp. 13--16, 24--29)	
	October 19	Conceptualizing Rhetoric . Expanding Prior Discussions	
	October 20	Conceptualizing Rhetoric . Readings: K. B. Yancey ("Tombstones, QR Codes, and the Circulation of Past Present Texts")	
Week 4	October 24	Rhetoric, cont. Readings: K. B. Yancey ("Tombstones, QR Codes, and the Circulation of Past Present Texts")	Monday, 10/28: Reading Response #2 (Rhetorical Theory)
	October 25		
	October 26	Indigenous walking tour	
	October 27		
Week 5	October 31	Research Introduction . Readings: A. C. Witte ("Research Starts With Answers," <i>BIAW</i> pp. 226). Videos: Dr. Max Liboiron is changing how science is done	Thursday, 11/03: Rhetorical Awareness Essay: The Rhetoric of Everyday Things (due date likely to change)
	November 1		
	November 2		
	November 3		
Week 6	November 7	Rhetorics and Research Otherwise . Garcia & Baca (<i>Rhetorics Elsewhere and Otherwise</i> , Introduction, pp. 14--17, 20--21)	
	November 8		
	November 9	Research Methods . Possible readings: Chilisa ("Situating Knowledge Systems"), Esposito & Evans-Winters (<i>Intersectional Qualitative Research</i>), Tuck & Yang ("R-Words: Refusing Research")	
	November 10		
Week 7	November 14	Citational Politics . Readings: S. Ahmed ("Making Feminist Points")	Tuesday, 11/15: Reading Response #3 (Research Histories and Theories)
	November 15	UW Research Tools & Resources	
	November 16	Lines of inquiry and how to develop one	
	November 17	Burrowing exercise and keywords (Zoom)	
Week 8	November 21	Searching for sources (Zoom)	Wednesday, 11/23: (Re)source Exploration and Reflection
	November 22	Citation styles and formatting (Zoom)	
	November 23	Citation styles and formatting (Zoom)	
	November 24	No Class	
Week 9	November 28	Introducing positionality and examining positionality statements (Zoom)	Friday, 12/2: Researcher Reflection and Positionality Statement Draft
	November 29		
	November 30	Discussion: The Portfolio (overview)	
	December 1		
Week 10	December 5	PEER REVIEW DAY	Monday, 12/5: Peer Review for Researcher Reflection
	December 6	Discussion and/or workshop: The Portfolio (key concepts)	
	December 7	Discussion and/or workshop: The Portfolio (samples)	
	December 8	Final Day of Class , Read Aloud & Wrap Up	
Finals Week	December 14	Final Portfolio due by 11:59 PM on Wednesday, December 14	

Note: These dates are tentative. This means they are **subject to change**. The assignments above are your "Weekly Assignments." This table does not include daily assignments. To see your daily assignments, go to the Modules tab in the left side bar on Canvas. **All weekly assignments should be submitted by 11:59 PM of the rolling deadline**