

ENG 109 E Autumn 2019
Location: RAI 109
Time: MTWTh 10:30 – 11:20AM
Course Website: <https://canvas.uw.edu/courses/1319803>

Instructor: Anselma Widha Prihandita
Office: ART 351
Office Hours: TTh 11:30 – 12:30 (or by
appointment)
Email: anselmap@uw.edu

English 109: Critical Composition: Inquiry

Welcome to English 109! 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 understanding what inquiry is and how to start one, in ENGL 110 you will learn more deeply about doing a sustained research process and what you do with the knowledge you gain from that. In short, ENGL 109 is about coming up with a research question, and ENGL 110 is about answering a research question in a systematic manner.

The goal of this ENGL 109 course is two-fold. First, we will begin with a critical discussion on what “good writing” is. As a university student, you are expected to master academic literacy skills, and classes like this one are normally expected to help you do this. However, academic discourse and literacy are never value-neutral; they are embedded in complex power relations involving racial, gender, and class dynamics, among others. We are going to take these into account as we learn about writing and scholarly inquiry.

Second, we are going to practice conducting an inquiry and the politics surrounding that. Here are some questions we are going to grapple with:

- What questions get asked in research? What questions get answered? (*Disciplinary, social justice priority*)
- Who’s doing the asking? Who doesn’t get to ask? (*Positionality*)
- Why are they asking? Why are *you* asking? Why these questions? (*Stakes*)
- Where are the askers located? Where are the problems located? (*Geopolitical context*)
- When is this problem happening? When did it start? How long has the discussion on this issue been going on? (*Historical context*)
- How is the question asked? How is it answered? (*Framing, ethics, methods and methodologies*)

These are questions that you will have to consider as you try to arrive at a research question. As you can see, there are a lot of things to consider before deciding where to start a research project!

With all that being said, my priority in this class is to *support you* both in developing your writing skills and in starting your college life. I am here to help you get what *you* need and

achieve *your* goals, all of which should be set by *you*. Aside from our classroom meetings, we will also work closely on an individual basis to troubleshoot problems and make sure you are on track to grow the way you want to. As such, communication is key—I can't help you if you don't tell me how to help you. Please take advantage of this.

Course Texts and Materials

1. *They Say, I Say (with readings)* (optional)
2. UW Email Account
3. Reliable internet access
4. A laptop computer
5. A USB drive, “the cloud” (Google Docs, iCloud, and the likes), a floppy disk: be sure to back-up your work so that you have access to it in multiple places.

Course Assignments

Assignments

Some of the works you need to complete in this course include:

1. Weekly assignments (5-7 assignments): these assignments will target one or more of the course outcomes at a time, help you practice these outcomes, and allow you to build toward the major assignment at the end of the quarter. The length of writings for these assignments are normally 1 to 3 pages, except for the last weekly assignment, which can be up to 5 pages.
2. Daily assignments: these include readings, reading responses, group works, classroom activities, and small homework (up to 3 paragraphs in length).
3. Peer reviews: from time to time, you will be asked to read and give feedback for a classmate's work. These sessions are useful for fostering mutual support, besides also giving you the opportunity to see how other people do their writing and train your sense of how a “good writing” is.
4. Conferences: you will attend two face-to-face conferences in which you discuss your progress in the class individually with me.
5. Final reflection: for your final assignment, you will write a metacognitive reflection in which you think about and narrate your progress in achieving the course outcomes in this course. More on this below.

NOTE: If an assignment is at minimum 2 pages, this means 2 COMPLETE pages, not 1 page and the first four lines of the next.

Final Reflection and Portfolio (70% of Final Grade)

Toward the end of the course, you will be asked to submit a critical reflection of your work in this quarter, your progress in achieving the course outcomes, and your goals coming into

ENGL 110. In discussing the course outcomes, you are expected to also gather evidence from the work that you have done to show how you have accomplished the outcomes you choose. **The final reflection will be worth 70% of your final grade.**

Participation (30% of 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 grade is dependent on timely completion of all homework (10%), participation in class discussions, in-class writing and group projects (10%), peer review sessions and conferences (10%). **This will amount to 30% of your grade.**

Attendance Policy

Your regular attendance is required and your participation grade will suffer for the lack of attendance. This involves both physical as well as intellectual presence in the classroom. Please come to class regularly, and be present in class while you are there. ***Please communicate with me about your absences as much as possible.*** Otherwise, I wouldn't know how to help you.

If you miss a class, it is your responsibility to get the assignments, class notes, and course changes from a classmate. If you miss class on a day that written work is due, you are still expected to turn your work in on time. In-class work cannot be made up. Please do not schedule any appointments during class time, unless an absolute emergency comes up.

Late Policy

If you need more time to complete an assignment, please contact me to ask for an extension at least 24 hours before the actual deadline.

If you submit an assignment late (within 24 hours after the actual deadline) without first asking me for any extension, your participation point will be deducted.

If you miss an assignment (submitting more than 24 hours late or not submitting at all), you will not be given any written feedback or participation points. You are still welcome to come to office hours to receive oral feedback.

Be sure to manage your time wisely and anticipate upcoming deadlines. And always come talk to me if you are struggling to keep up with the fast pace of the class. I'm happy to help in any way I can.

University Policies

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.

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 Accommodation

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 Candice Rai, (206) 543-2190 or crai@uw.edu or Assistant Directors Patrick McGowan, pjmg@uw.edu; or Nolie Ramsey, bmramsey@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 Acting English Department Chair Anis Bawarshi; bawarshi@uw.edu, (206) 543-2690.

University of Washington Resources for Students

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. 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

Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- o Always call 911 if you or others may be in danger.
- o 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.
- o Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- o 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

- The CLUE Writing Center in Mary Gates Hall (141 suite, CUADSS lobby) is open Sunday to Thursday from 7pm to 11pm. You do not need to make an appointment, so arrive early and be prepared to wait.
- The Odegaard Writing and Research Center is open in Odegaard Library Monday - Thursday 9am to 9pm, Friday 9am to 4:30pm, and Sunday 12pm to 9pm. This writing center provides a research-integrated approach to writing instruction. Find more information and/or make an appointment on the website: www.depts.washington.edu/owrc.

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/>

Counseling Center

UW Counseling Center workshops include a wide range of issues including study skills, thinking about coming out, international students and culture shock, and much more. Check out available resources and workshops at: <https://www.washington.edu/counseling/>

UW Food Pantry

The UW Food Pantry and Any Hungry Husky program helps mitigate the social and academic effects of campus food insecurity. The UW Food Pantry aims to address student, staff, and faculty food insecurity through providing supplemental shelf-stable and nonperishable groceries, household items, and community resources at no cost. The Food Pantry is located in Poplar Hall 210 at 1311 NE 41st Street (across from Henry's Taiwan Kitchen and next to the UW Arts Ticket Office). For more information and open hours: <http://www.washington.edu/anyhungryhusky/home/the-new-pantry/>

COURSE OUTCOMES

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.
 - 1.1 The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
 - 1.2 The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
 - 1.3 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.
 - 1.4 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.
 - 2.1 The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
 - 2.2 Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
 - 2.3 The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
 - 2.4 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.
 - 2.5 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.
 - 3.1 The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
 - 3.2 The stakes of the argument, why what is being argued matters, are articulated and persuasive.
 - 3.3 The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
 - 3.4 The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
 - 3.5 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.
 - 4.1 The writing demonstrates substantial and successful revision.
 - 4.2 The writing responds to substantive issues raised by the instructor and peers.
 - 4.3 Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.

TENTATIVE COURSE CALENDAR

This is a rough outline of the quarter which contains some of the key dates to remember (holidays, major assignments, etc.). This calendar is, of course, subject to change. *Note that additional homework will be assigned in class that is not detailed on the syllabus.*

Week 0: Introduction

- Opening:
 - Introduction to the course and to each other
 - Opening discussion: what is "good writing"?
- Reading discussion:
 - CCCC/NCTE, "This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice!"
 - Discussion questions:
 - Was there anything in the text that surprised you? How did this text disrupt your understanding about the value of academic English?
 - Did anything that the text said resonate with you? If you don't feel like the text reflects your own experience, why do you think that is?

—Assignment due: Preliminary essay—

Week 1: Academic discourse and academic reading; Genre, multimodality, and rhetorical analysis

- Reading discussion:
 - Reading assignments:
 - Nelson Flores and Jonathan Rosa, "Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education" (pages 1-3)
 - Discussion questions:
 - How was your experience reading the text? What difficulties did you have?
 - What is the text saying? What will the text say in the rest of the pages? How will this information help you understand the rest of the text?
 - What is the **genre** of the text? How do you know? What are some genre conventions you can surmise from this text?
 - Based on the genre of the text, what reading strategies can you come up with?
- **Annotating** for structure and understanding
- Reading discussion (continued):
 - Reading assignments:
 - Read the rest of Flores and Rosa.

- Mike Mena’s explanation on Flores and Rosa’s “Undoing Appropriateness” (YouTube)
- Discussion questions:
 - What are Flores and Rosa’s arguments in the text?
 - How does Mike Mena’s video translate Flores and Rosa’s arguments in their academic article? How does the video’s **multimodality** facilitate this translation?
 - **Rhetorical analysis:** How do the texts appeal to different audiences? How do they serve different purposes? What are the different rhetorical strategies and resources the texts draw from?

—Assignment due: “Undoing Appropriateness” annotation for structure and understanding—

Week 2: Responding critically; Summarizing, quoting, and paraphrasing

- **Annotating** for response
- Reading discussion:
 - Reading assignment:
 - Reread Flores and Rosa, annotate for response
 - Discussion questions:
 - How does this text further complicate your understanding of how people judge what is “good” writing and what is “good” language practices?
 - What will you do about this new understanding?
 - What are some thoughts you have in response to Flores and Rosa’s arguments?
- How to write **summaries**
- **Quoting** and **paraphrasing**

—Assignment due: “Undoing Appropriateness” annotation for response—

Week 3: On identity and positionality

- *Conferences (no class)*
- *Conferences (no class)*
- Reading discussion:
 - Reading assignments:
 - Video from UW Library, “Scholarship is a conversation”
 - Video from UW Library, “Research is a process”
 - Gloria Anzaldúa, “How to Tame a Wild Tongue”
 - Discussion questions:
 - What are the problems in the way the videos represent inquiry and research processes? What’s missing?
 - Does Anzaldúa’s text count as “research”? Why or why not?

- How do you think Gloria Anzaldúa came up with her research question? What *is* her research question or research problem?
- On identity, positionality, and locus of enunciation in inquiry and research
 - Lecture
 - Discussion question:
 - How do Anzaldúa's identity, positionality, and geographical location affect her inquiry and research?
 - How do different dynamics in identity, positionality, and locus of enunciation affect the ethics of your inquiry and research?

—Assignment due: Summary & response (choose between Flores and Rosa or Anzaldúa)—

Week 4: On research questions

- Peer review: summary and response assignment.
- Reading discussion:
 - Reading assignments:
 - Leanne Betasamosake Simpson, excerpts from *As We Have Always Done*.
 - Discussion questions:
 - According to Simpson, how does academia and its form of scholarship work to exclude certain communities? How can research as we normally know it be harmful?
 - In light of Simpson's text, do you think *everyone* has equal rights to research *everything*? How should a researcher's role be different from context to context? How should you decide what questions you should ask?
 - What are other ways of coming up with a research question?
- Research question activity 1:
 - Formulate the research questions of the scholarship we have read so far (Flores and Rosa, Anzaldúa, and Simpson).
 - How are they different? How are they the same?
 - Consider the contexts of these questions:
 - What are the researchers' relationships to their questions/topics?
 - Where are the researchers located in relation to the topic/problem's location?
 - What stakes do the researchers have on their topics?
 - What stakes do the topics have in general? How do they impact different communities?
 - What are the histories beyond these topics, and how do the research respond to these histories?
- Research question activity 2:
 - For every question we discussed in the previous activity, highlight the parts of the texts that point to the answers.

- o How do the texts **set up their research questions** and the contexts of those questions? How did the texts' structures accommodate this explanation? What language or phrasings were used?

—Assignment due: *Brainstorming your interests*—

Week 5: Starting your inquiry

- Planning your inquiry
- Workshop: mapping your interests and resources
- Workshop: analyzing your positionality
- Workshop: coming up with a preliminary question

—Assignment due: *Topic decision and reflection on positionality*—

Week 6: Finding and using sources

- Peer review: topic decision and reflection on positionality
- Dealing with sources:
 - o Types of sources
 - o Video from UW Library, “Credibility is contextual”
 - o Activity: **evaluating sources**
- **Finding academic sources:**
 - o Using Google Scholar vs. regular Google; using UW Library
- Assignment brainstorming

—Assignment due: *Personal inquiry and community inquiry*—

Week 7: Citation politics

- Reading discussion:
 - o Reading assignments:
 - Sara Ahmed, “Making Feminist Points”
 - Victor Ray, “The Racial Politics of Citation”
 - o Discussion questions:
 - Why does it matter which authors you choose to read or quote in your paper?
 - Has your learning and research so far been informed by diverse perspectives? How did you realize this?
 - What can you do to ensure that your inquiries and writings are informed by diverse perspectives?
- Introduction to writing a **literature review**
- **Analyzing parts of an academic paper** and where literature review fits in it
- Connecting literature review with your personal experiences and community context

—Assignment due: *Keywords and Reading List*—

Week 8: Literature review 1

- Peer review: keywords and reading list
- Sample literature review
- Workshop: introducing **quotations**
- Workshop: avoiding **plagiarism**

—*Assignment due: Annotated bibliography*—

Week 9: Literature review 2

- Workshop: **intertextuality**, mapping connections between texts and sources, identifying research gaps
- Introduction to ENGL 109 final reflection + Canvas portfolio technicalities
- *Conferences (no class)*
- *Conferences (no class)*

—*Assignment due: Literature review draft*—

Week 10: Wrapping up

- Peer review: literature review
- Workshop: final reflection
- Workshop: on **revision**
- Wrap up and evaluation