

English 110E: Critical Composition II

Spring 2022

Land Acknowledgment

The University of Washington, like all of our lives and institutions, exists on Indigenous land. We meet on Coast Salish homelands and the home of the Duwamish, the first people of Seattle and a people who are still here today living and working on these lands. I am a grateful guest as I teach and learn and I hope we are all grateful to the lands we live and learn on. Publicly acknowledging the original stewards of the land can be a meaningful way to honor Indigenous peoples and resist erasure of their histories. The power of an acknowledgement lies in learning as much as you can about local treaties and practices, while working to build accountable relationships. This land acknowledgement is one small act in the ongoing process of working to be in good relationship with the land and the people of the land. You can find more information on land acknowledgments and the Duwamish People at <https://www.duwamishtribe.org/land-acknowledgement>. I also recommend downloading the [Native Land](#) app to learn more about the Indigenous land that you inhabit and the history of this land.

Basic Course Info

Meeting Days: MTWTh

Meeting Time: 11:30 AM–12:20 PM

Location: SMI 111

Course Website: <https://canvas.uw.edu/courses/1551844>

Instructor: [Hunter C. Little](#) (she/her)

Email: helittle@uw.edu

Office: Padelford B-5-A

Office hours: Tuesdays 10–11 AM & 12:30–1:30 PM; to join via Zoom, [click here](#)

Required texts & materials: Your UW email account; a journal designated for English 110; something to write with; a laptop or mobile device for joining Zoom meetings.

*All course texts will be provided on your Canvas site. **You do **not** need to purchase the book for this course.*

Catalog Description

Approaches writing as social action and language as tied to identity, culture, and power. Centers students' diverse language resources and discourse traditions. Builds rhetorical capacities for composing ethically, critically, and impactfully across different contexts, audiences, genres, and goals within the university and beyond. Emphasizes research. English composition awarded if credit received for both ENGL 109 and ENGL 110. Prerequisite: ENGL 109. Offered: AWSp.

Course Description

Welcome to English 110! This course is the second in a series of two composition courses; it was preceded by English 109. While ENGL 109 was focused on understanding what inquiry is and how to start one, in ENGL 110 you will delve more deeply into a sustained research process and learn to grapple with the knowledge you gain throughout that process. ENGL 109 was your opportunity to obtain the skills and resources you needed and lay down the groundwork of the research process you will conduct in ENGL 110. This research process will include revisiting a lot of the ideas and concepts we covered in ENGL 109 such as citational politics, positionality, rhetoric as mediation, genre awareness, and much more.

To begin, we will revisit some central concepts from 109 and discuss the fluidity of the research process. From there, you will select a research topic, set goals for yourself and your project, read about theories and histories of research, and work on developing a meaningful argument using research tools and resources. In developing this argument, you should aim to think critically about why you want to ask the questions you are asking, what your motivations are for conducting research in particular ways, who you are citing and giving voice to in your discussion and why, how the format of your research informs broader narratives about what writing and research are or should be in academic contexts, and so forth.

In this course, we understand that discourse and literacy are never value-neutral; they are embedded in complex power relations involving racial, gender, and class dynamics, among others. Because of the deeply situated, dynamic, and political nature of writing (and communication, more broadly), I believe that **writing is not a skill that can be mastered once and for all**. Writers must continually practice and refine their skills. We are going to take this into account as we expand your scholarly inquiry and develop a research project.

Finally, my priority in this class is to support you both in developing your writing skills, improving your writerly confidence, and offering guidance as you begin 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 on an individual basis to troubleshoot problems and make sure you are on track to grow the way you want to.

The Syllabus

It is your responsibility to familiarize yourself with the full contents of the syllabus below. Though some aspects of the syllabus will be discussed during the first week of the course, others will be left for you to view on your own. Please be sure to do this early in the quarter.

Course Assignments

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

- ◇ **Research journal:** This journal will include your free writing exercises, research notes, reflections, etc. and will be submitted two times per quarter.
- ◇ **Weekly 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 4 pages.
- ◇ **Daily assignments:** These include readings, reading responses, group work, classroom activities, and other minor homework assignments.
- ◇ **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. Peer reviews are subject to being held online.
- ◇ **Conferences:** You will attend two face-to-face conferences during which you will have the opportunity to discuss your progress in the class individually with me.
- ◇ **Final project:** For your final assignment, you will produce and present a research poster on the topic you have researched throughout the quarter. Then, you will revise your research project according to feedback from peers and me. Finally, you will submit a 500+ words reflection of your experience in English 110, what you learned, your research process, etc.

Final Project (70% of Final Grade)

This class will end with a small research conference/symposium for ENGL 110 students to display and share their work with peers and community. The poster will be conceptualized and designed by you to present the research work you did during the quarter. Following our Research Project Peer Review and the Poster Symposium Presentation, you will make necessary revisions to your Research Project and develop a Critical Reflection in which you reflect on your experiences in the course, writing and reading about research, and presenting a poster. Further details are provided in the prompts on Canvas.

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 completion of all homework, participation in class discussions—including note taking, in-class writing and group activities, peer review sessions, and conferences. This will amount to 30% of your grade.

See the Assessment Agreement for more information on final 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 & 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 110 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're 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 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 helittle@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 110. 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 helittle@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. I understand that the urge is difficult to fight, but if you hope to succeed in English 110, this mutual respect and understanding is imperative.

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.

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/>

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/>

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.

Other Relevant 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

Course Learning Outcomes

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