

## ENGLISH 110 Section

<b>LOCATION</b>	RAI 107
<b>TIME:</b>	Monday to Thursday 12:30-1:20
<b>INSTRUCTOR:</b>	Taiko Aoki-Marcial
<b>OFFICE:</b>	Padelford A11A
<b>OFFICE HOURS:</b>	In Person: Tuesday 10:00-11:00 Remote: Friday 11:00-12:00
<b>EMAIL:</b>	taikoa@uw.edu (This is the best way to contact me!)
<b>CANVAS:</b>	<a href="https://canvas.uw.edu/courses/1550239">https://canvas.uw.edu/courses/1550239</a>

*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.*

*We will explore some of these ideas and the central importance of Indigenous knowledge in greater depth in our consideration of Indigenous research methodologies in this course.*

*You can find more on Indigenous research methodologies here:*

<https://guides.library.ubc.ca/IndigResearch>

*You can find more information on land acknowledgments and the Duwamish People at*

<https://www.duwamishtribe.org/land-acknowledgement>

### Course Description

English 110 is a course that will help prepare you to be an analytical, effective writer at the University of Washington and beyond. The main objective of this course is to learn more deeply about doing a sustained research process and what you do with the knowledge you gain from that. In 110 we continue to focus on the UW's English Writing Program (EWP) writing outcomes that we examined in ENGL 109 which encourage you as writers and readers to:

- Recognize different **rhetorical situations** (or communication contexts) and make informed choices to write effectively in varying situations
- Research, analyze, respond to, and cite support for your ideas in writing
- Craft organized arguments that matter to your context and community
- Collaborate and revise your writing and ideas according to feedback from your instructor and your peers

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I hope that as a class we can deepen our appreciation of language, writing and research and their relationships to greater systems of power and issues of equity as well as our understanding of each other and ourselves in ways that will help you achieve personal and academic goals, both in and out of school.

Completion of both 109 and 110 fulfill the C credit. This class is designed to support exploration and research. We will spend the quarter looking to different sources to better understand the complex role of research in academics. In this way we will contribute our own ideas and writing to scholarly conversations of interest to us by pursuing a research problem and creating evidence-based, claim-driven projects to address the chosen problem. ENGL 110 is reserved for students enrolled in the Educational Opportunity Program, TRio, or Student Athletic Academic Services

## **COURSE TEXTS AND MATERIALS**

- There is no required textbook for this course. We will read from a variety of sources and each text will be made available to you on Canvas.
- Regular Internet Access to access online materials, submit assignments and stay connected through e-mail and the class webpage (Canvas)
- A way to backup your work - be sure to have access to your work at all times in more than one way!
- Paper and a pen or pencil
- UW Email Account. Please check your university email accounts regularly as I will send out e-mail announcements and updates. Email is the best way to get in touch with me. I usually respond fairly quickly to emails, but it can sometimes take a day (or even occasionally two on the weekends) for me to respond. Please keep this in mind and don't put yourself in the position of needing an immediate response.

## **COURSE STRUCTURE:**

We will meet in person most days after the first week of the quarter with the understanding that circumstances beyond our control may require us to change course at some point. During the first week of the quarter we will discuss our preferences for potential online sessions as a group and decide on class format details. Once we have discussed and decided I will update the calendar on the syllabus so that we can refer to that calendar.

In class we will engage in discussions about research and about the topics from the assigned readings as well as topics of interest to you all. Some of the class readings will require you to engage with the texts by commenting directly onto the online document before coming to class. You will do this by adding your responses, questions and comments as well as responding to the comments of others in the margins of the pdf file. Please refer to the course calendar here as well so you know when readings and assignments are due.

The responsibility for recording class notes when we meet in person will also be a group effort that rotates daily. Each of you will take turns recording notes for the class, these notes will be taken in a template and kept in an online folder where everyone can access them.

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**ASSIGNMENTS:** In this course the assignments are designed to help you fulfill the course outcomes. We will complete several shorter papers (abbreviated “SA”) leading up to two major projects (abbreviated “MP”).

Unless otherwise specified or agreed upon, all assignments should be formatted as follows: 12 pt. font, 1” margins, Double-Spaced, Page Numbers with Last Name in header on the right, Heading on the top left of the first page with name, instructor, class, and date. The assignment sequence number and original title of your work should be on the first page, centered.

## ASSESSMENT

### **CONFERENCE POSTER AND RESEARCH SYMPOSIUM (70% of Course 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 format, date/time and location of the conference will be announced during the quarter. The poster will present the research and writing work you did during the quarter. Research posters are widely used in the academic community, and most conferences include poster presentations in their program. These posters summarize information or research concisely and attractively to help publicize it and generate discussion. The poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats. At a conference, the researcher stands by the poster display while other participants can come and view the presentation and interact with the author. The final poster assignment and your attendance (in some aspect) at the conference will be worth 70% of your final grade.

**PARTICIPATION (30% of Course Grade):** The rest of your grade will be determined by your participation in and out of class. Your participation grade consists of four components:

- **Attendance and Due Dates:** Please make an effort to be on time. I understand that life happens and it may not always be possible for you to come to class, please let me know if you need to miss a class. If you are having trouble attending we can talk about ways to make up work or create a plan. I suggest being attentive to the class calendar for readings, assignment due dates, these are flexible but are also designed to help you manage your time throughout the quarter so try to complete your work accordingly.

- **In-Class and Out-of-class Work:** Collaboration and engagement are integral parts of this class. Contribution to the class is important and can range from responding to questions, engaging in group work, providing feedback in peer review, completing assigned readings and being active in discussions on discussion posts.

-**Complete Submissions for SAs and MPs:** If you submit your short assignments and major projects and meet the page length requirements, you will receive full credit for those assignments. **Please note that this score is not a reflection of the quality of your writing on the assignment. Please see assignment rubrics and comments for specific feedback about your work.**

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**-Other tasks and assignments:** There may be Canvas discussions in which you have to post, sign-up sheets for conferences, and other assignments during the course of the quarter.

**Note:** Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. It is normal and even expected that, in our class discussions, we will disagree. Differences can and should be discussed, but these discussions should maintain the academic spirit of respect. Disrespectful language or behavior will not be tolerated in our classroom. Please contact me at any time if you have concerns about respecting others or being respected in our classroom.

**INDIVIDUAL CONFERENCES:** Two times during the quarter we will have the opportunity to meet one on one together in conferences and discuss the class and your work. These conferences will give us the chance to discuss feedback about your papers/projects and to express any concerns, questions, or suggestions you might have about the course or the assignments. Conferences are important and one of the few mandatory parts of this course that, if missed, will affect your participation grade. I will provide you with a sign-up sheet for these conferences and detailed instructions about how to prepare for them.

**LATE WORK:** All assignments are due by 11:59pm on the due date unless otherwise specified. If you are not able to turn in an assignment on time, I am happy to allow flexibility but, please contact me ahead of time! Unless you have made prior arrangements with me, I will not give written feedback on assignments that are turned in late. However, I am always available during office hours to discuss late assignments.

**COVID:** Students are required to follow the University's COVID-19 Face Covering Policy at all times when on-site at the University, including any posted requirements in specific buildings or spaces. If a student refuses to comply with the policy, the student can be sent home (to an on or off-campus residence). Student Conduct offices are available for consultations on potential violations of student conduct if needed. University personnel who have concerns that a student or group of students are not complying with this policy should speak with their supervisor, a representative of the academic unit, or report it to the [Environmental Health & Safety Department](#).

Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immune-compromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person. All UW students are expected to complete their vaccine attestation before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill, have been exposed to COVID-19, or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or campus policy, you are responsible for notifying your instructors as soon as possible by email. If you have a known exposure to COVID-19 or receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S). All UW community members are required to notify EH&S immediately after:

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- Receiving a positive test for COVID-19
- Being told by your doctor that they suspect you have COVID-19
- Learning that you have been in close contact with someone who tested positive for COVID-19

You can notify the COVID-19 Response and Prevention Team by emailing [covidehc@uw.edu](mailto:covidehc@uw.edu) or calling 206-616-3344.

**WRITING RESOURCES:** I encourage you to take advantage of the following writing resources available to you at no charge! You may also receive extra credit for attending a writing center or working with a tutor at least once in this quarter ( see Canvas for details later!)

The Odegaard Writing and Research Center [OWRC Homepage](#)

OWRC is a joint effort of the Odegaard Undergraduate Library and the College of Arts and Sciences, and provides writing and research support for students' work in courses throughout the College. Located on the ground floor of Odegaard Library (room 121), OWRC is open Sunday-Thursday from 9 a.m. to 9 p.m. and on Sunday from noon to 9 p.m.

- CLUE Tutoring [CLUE Homepage](#)

CLUE is the UW's free multidisciplinary study center located in Mary Gates Hall, Commuter and Transfer Commons (CTC), and Othello Commons. For Autumn 2020, CLUE will be operating virtually but still available to all students.

**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.

**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](mailto:crai@uw.edu) or Associate Director of Writing Programs, Michelle Liu, [msmliu@uw.edu](mailto:msmliu@uw.edu)

If, after speaking with the Director of the Expository Writing Program, you are still not satisfied with the response you receive, you may contact English Department Chair, Anis Bawarshi; [bawarshi@uw.edu](mailto:bawarshi@uw.edu) (206) 543-2690.

**ACCOMODATIONS:** 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/>

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**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 [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

**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)

**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/>

**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/>.

### **TENTATIVE COURSE CALENDAR (MAY CHANGE!)**

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, but I will always notify you of any changes throughout the quarter. **Note that additional homework assignments and readings will be assigned in class** that are not detailed on the syllabus. Remember, please ask me or another member of the class about missed assignments if you are absent. *SA=Short Assignment, MP= Major Project (more specific details for each will be given in class).*

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WEEK 1		
Mon 1/3 <b>Asynchronous</b>	Canvas, Syllabus and Calendar	<ul style="list-style-type: none"> <li>● READ AND COMMENT: Class Syllabus and Calendar</li> <li>● POST: Introductions on Canvas discussion board</li> </ul>
Tues 1/4 <b>Asynchronous</b>	Introductions/Get to-know you	
Weds 1/5 <b>Synchronous</b>	Community Norms Preview Assignment Sequence	<ul style="list-style-type: none"> <li>● SA1: Traditional/community stories DUE IN CLASS 1/11</li> <li>● READ AND COMMENT: Wall Kimmerer 3-10 “Sky Woman Falling”</li> </ul>
Thurs 1/6 <b>Synchronous</b>	Workshop: Community stories	
WEEK 2		
Mon 1/10	Culture, Identity and Research	<ul style="list-style-type: none"> <li>● READ AND COMMENT: Archibald “An Indigenous Storywork Methodology”</li> </ul>
Tues 1/11	Indigenous Storywork Methodology Research potential of traditional stories	
Weds 1/12	Video and discussion Netflix- “Explained: Fairytales”	<ul style="list-style-type: none"> <li>● MP1: Weekly Research Journal Entry #1 Reflecting on the Research Process</li> <li>● Choose a study and skim to share</li> </ul>
Thurs 1/13	Workshop: Discussion and analysis of community stories	
WEEK 3		
<b>Mon 1/17</b>	<b>Martin Luther King Jr. day</b> <b>NO CLASS</b>	<ul style="list-style-type: none"> <li>● SA2: Research project proposal DUE 1/23</li> <li>● READ AND COMMENT: Bad Ideas About Writing- Wierszewski “Research begins with a thesis statement”</li> </ul>
Tues 1/18	Research questions	
Weds 1/19	Refining your research question	<ul style="list-style-type: none"> <li>● MP1: Weekly Research Journal Entry #2 Developing Successful Research Topics/Questions</li> </ul>
Thurs 1/20	Workshop: Research proposals	
WEEK 4		
1/24	Library Resources	<ul style="list-style-type: none"> <li>● SA3 Annotated Bibliography DUE 1/30</li> </ul>

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1/25	Citation tools and Summarizing	<ul style="list-style-type: none"> <li>● READ AND COMMENT: Bad Ideas About Writing- Harrington 242-246 “Citing Sources is a Basic Skill Learned Early on”</li> </ul>
1/26	<b>Writing Conferences</b>	<ul style="list-style-type: none"> <li>● MP1: Weekly Research Journal Entry #3 Library Workshop / Source Evaluation</li> </ul>
1/27	<b>Writing Conferences</b>	
<b>WEEK 5</b>		
1/31	Peer review: annotated bibliographies	<ul style="list-style-type: none"> <li>● READ AND COMMENT: Parent 43-58 “Understanding Existing Knowledge &amp; Research”</li> </ul>
2/1	Defining key terms	
2/2 <b>Jeremiah</b>	Synthesizing	<ul style="list-style-type: none"> <li>● MP1: Weekly Research Journal Entry #4 Research Challenges</li> </ul>
2/3	Workshop: Literature review	
<b>WEEK 6</b>		
2/7	Overview types of research	<ul style="list-style-type: none"> <li>● READ AND COMMENT: McIvor 67-80 “sihcikiwina (the way or method of doing something)”</li> <li>● SA4 DRAFT #1 of MP1 Research Project DUE 2/11</li> </ul>
2/8	Research methods	
2/9	Research methods group presentations	<ul style="list-style-type: none"> <li>● MP1: Weekly Research Journal Entry #5 FREE WRITE</li> </ul>
2/10	Workshop: Methods and main argument	
<b>WEEK 7</b>		
2/14	Structure and Organizing	<ul style="list-style-type: none"> <li>● SA5: Reverse Outline Due 2/20 2/22</li> <li>● READ AND COMMENT: Bad Ideas About Writing- Milligan “Formal Outlines Are Always Useful” and Bad Ideas About Writing- Rule “Good Writers Must Know Grammatical Terminology”</li> </ul>
2/15 <b>Emily</b>	Main ideas and topic sentences	
2/16	Expanding and omitting	<ul style="list-style-type: none"> <li>● MP1: Weekly Research Journal Entry #6 Incorporating Information in a Research Paper</li> </ul>
2/17	Workshop: Reverse Outlines	



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<b>Jeremiah</b>		
<b>WEEK 8</b>		
<b>2/21</b>	<b>President's day NO CLASS</b>	
2/22 <b>Emily</b>	"Grammar" Diction	<ul style="list-style-type: none"> <li>• READ AND COMMENT: Wall Kimmerer "Learning the Grammar of Animacy"</li> <li>• MP2 Research Project Due 2/27</li> </ul>
2/23 <b>Jeremiah</b>	"Grammar" Syntax	<ul style="list-style-type: none"> <li>• MP1: Weekly Research Journal Entry #7 The Role of Language through Grammar</li> </ul>
2/24	Workshop: Peer Review	
<b>WEEK 9</b>		
2/28	What is a research poster?	<ul style="list-style-type: none"> <li>• Work on Research Poster</li> <li>• Final Research Poster DUE IN CLASS 3/7 (NO EXTENSIONS!)</li> </ul>
3/1	Design workshop	
3/2	<b>Writing Conferences</b>	<ul style="list-style-type: none"> <li>• Work on Research Poster</li> <li>• MP1: Weekly Research Journal Entry #8 Final Research Reflection</li> </ul>
3/3	<b>Writing Conferences</b>	
<b>WEEK 10</b>		
3/7	Final work on conference/research posters	<ul style="list-style-type: none"> <li>• Work on Research Poster</li> <li>• Final reflections due 3/14</li> </ul>
3/8	Preparing for and sharing your research and ideas	
3/9	SYMPOSIUM	
3/10	Symposium debrief and reflection	

**Final Reflections Due On Canvas: Monday 3/14 by 11:59pm**

**Last class: Thursday March 10th, Finals Week Begins: Monday, March 14th**