PLACE AS TEXT

ENGL 182 A :: MULTIMODAL COMPOSITION :: WINTER 2023

Instructor: Shelby Handler (they/them & she/her)	Email: smhand@uw.edu
Class Time: M/W 8:30a - 10:20a	Office Hours: M/W 10:30 - 11:30
Classroom: MGH 058	Office: PDL B-415 (Padelford B wing, elevator to 4th level, room 415)

COURSE DESCRIPTION

THEME

How do you define the terms "composition" and "text"? Perhaps as a book or an article? What about a video, a comic, a podcast or even *a place*? Can you read a place? Do places have authors? Do places make arguments or put forth rhetoric? **In this course, you will learn skills of multimodal composition through analyzing places as texts.** We will engage directly with the place where we are right now: the lands of the Duwamish, Suquamish, Snoqualmie, and Puyallup, and other Coast Salish peoples, and their descendants.

SKILLS

Multimodal composition means combining different modes of communication—linguistic, visual, aural, spatial, and gestural—to craft dynamic arguments for a variety of audiences. **With a focus on the podcast genre,** we will think rhetorically about these compositions, exploring how context, audience and genre impact writing, making, acting and thinking. You will not just be writing essays for a professor. **You'll be asked to discuss topics that matter to real people in the world.**

ASSIGN-MENTS

This quarter, you will compose both academic and non-academic texts, such as essays, podcast scripts, recorded podcast segments, social media profiles and websites. At the end of the course, you will showcase your work in a final portfolio. We will make two (nearby) field trips in this course. **For all field trips and assignments, accessibility will be planned for and meaningful alternatives provided.**
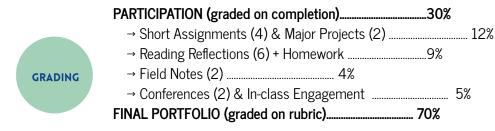
OUT-COMES

By the end of this course, you will deepen your sense of place and rhetoric. By practicing across a variety of genres, you will leave this course prepared to navigate a range of composition contexts, inside and outside of the university. **Specifically, we are guided by four course outcomes:** 1) To recognize different audiences and contexts, then compose for a specific writing situation; 2) To engage with complex information in order to incorporate it into our writing/making; 3) To craft inquiry-driven arguments that matter; 4) To revise and (re)vision writing—our own and others' (PWR Outcomes).

COURSE MATERIALS & COMMUNICATION

Each week, we will engage with a number of different texts about place and history. These will include podcasts, essays, academic articles, textbook chapters and other multimodal sources. You do not need to buy any books for this class. **All texts will be provided as a PDF scan or hyperlink on our Canvas site. You will also need a notebook/journal for in-class writing and your husky card for public transit and museum admittance.**

You will need reliable internet access to your UW email and Canvas accounts. You need to check your email and Canvas daily, read and organize my messages accordingly. I provide clarifications and reminders via Canvas and email so please take note of them before emailing me with questions.

COURSE STRUCTURE & ASSESSMENT

GRADING

PARTICIPATION (graded on completion)...................................**30%**
→ Short Assignments (4) & Major Projects (2) 12%
→ Reading Reflections (6) + Homework 9%
→ Field Notes (2) 4%
→ Conferences (2) & In-class Engagement 5%
FINAL PORTFOLIO (graded on rubric)................................. **70%**

PORTFOLIO

In this course, you will complete two major assignment sequences, each of which is designed to help you fulfill the course outcomes. Each assignment sequence requires you to complete a variety of shorter assignments (SAs) leading up to a major project (MPs). These shorter assignments will each target one or more of the course outcomes at a time, help you practice these outcomes, and allow you to build toward a major project at the end of each sequence.

Toward the end of the course, having completed the two sequences, you will be asked to compile and submit a portfolio of your work along with critical reflections. The portfolio will include revisions of three of your SAs or MPs, and a series of critical reflections based on the four course outcomes. In addition to the materials you select for revision, your portfolio must include all of the unrevised SAs and MPs. A portfolio that does not include all the above will be considered "Incomplete" and will earn a grade of 0.0-0.9. The grade for complete portfolios will be based on your completion of the original assignments as well their revisions and reflections in the Portfolio. The portfolio will be worth 70% of your final grade.

PARTICIPATION

Participation makes up the other 30% of your grade. Participation is graded by completion, so if you submit your assignments on time and at word count, participate in field trips and complete field notes, attend your conferences, and participate in class (via metacognition journal and pod & class conversation), you will receive a full participation grade. The best way to succeed in this class is by showing up and actively engaging in the conversation: ask questions and share your ideas!

CONFERENCES

You are required to meet with me two times during the quarter in conferences to discuss your work. These conferences give you the opportunity to get feedback about your projects and to express any concerns, questions, or suggestions you might have about the course. Conferences are mandatory and, if missed, will affect your participation grade. I will announce when scheduling for conferences happens (approximately week 3/4 and week 8/9). Regular office hours are also available throughout the quarter.

DEADLINES

Each assignment lists a due date. If you submit a complete assignment on time, you will receive full credit and feedback. **All late work (including RRs, short assignments and major projects) is docked 25% and will not receive feedback.** You will need feedback to revise your work for the final portfolio. If an assignment is partially complete (e.g. improper citation, missing a section, does not meet word count, etc.) it will receive partial credit in proportion to the work completed.

If you are facing challenging circumstances (such as mental or physical illness, financial hardship, family crises, etc.) you will be granted an extension, but you must email me ahead of the assignment due date. **Due to the highly collaborative nature of the class, if you need more than one assignment extension or fall more than one week behind on work, you risk not being able to catch up.** If you are facing extraordinary circumstances, you need to communicate with me ASAP and we need to work out a specialized work plan, or you need to drop the course and get your "C" credit during another quarter. I also recommend reaching out to campus resources, such as LiveWell or Humanities Advising. *Note: you are never expected to disclose personal details to me. You don't need to justify an ask for help — just let me know you're having a hard time.*

You will not be granted extensions because you forgot about an assignment, did not ask for help or clarification in advance of the due date, or other personal mistakes or choices, such as prioritizing another class over ENGL 182. Remember that work is graded on completion, and late assignments are not significantly penalized, so use your discretion.

PODS

You will be grouped into pods. Yes, like whales. 🐋 **These pods will serve as a home-base for you,** a smaller group of classmates who you will do an on-campus field trip with, complete a group project with and will meet with for discussion, peer review and more. Your pod is also who you should reach out to for co-working sessions or catching up if you miss class. We will also switch things up in different group formations at various points.

META- COGNITION JOURNAL

You will be asked to keep a Metacognition Journal, where you will track your own process in the course. At the start of each class, I will offer a prompt for you to complete in your journal. If it is accessible to you, I request that you use a physical notebook to do this part of the course, as a much needed screen break and so that you can complete the exercises in different modes, ie. visual, spatial, etc. This is a part of your in-class participation grade.

COURSE POLICIES

In this course, I ask that you abide by the following community agreements:

- Try new things & make mistakes
- Move Up, Move Up
- No one knows everything, together we know a lot
- Be aware of your positionality and honor difference
- Acknowledge the difference between intent and impact
- Honor our space with your focus and leave unnecessary technology in your bag
- Be a mindful guest when entering new places (during field trips)

I will also invite you to contribute your own requests for agreements. Full description of agreements here.

COMMUNITY AGREEMENTS

ACCESSIBILITY

In the words of Mimi Khúc, "Everyone's access needs matter, and we will try collectively to meet them as they arise. Access needs are needs that when met enable participation in the course to the fullest–therefore they are wide-ranging and can be met in wide-ranging, creative ways. I am committed to making participation as accessible as possible. Please let me know if anything comes up that makes participation feel hard. Everyone has access needs, and these needs change over time. I will try to anticipate as much as possible but I cannot know everyone's needs at all times. When you become aware of your access needs, please communicate them to me. I do not require any documentation or working with any university support services–I believe you, and will work with you to generate structures to meet your needs as much as possible. I repeat: I believe you."

COVID

We are living in a long pandemic. **I echo the strong recommendation of the University policy that you continue wearing a solid mask.** If you are exposed to COVID, please mask until you wait 3 days and are testing negative. If you feel sick, please do not come to our classroom. If you test positive for COVID, stay home. You will not be penalized.

If you are too sick to work from home, let me know by email. You will not be expected to complete reading journals or other homework that week. The written assignment (if individual) from that week can be turned in any time 2 weeks late with no late penalty. Lecture notes and other instructional materials will be available via Canvas. You should also reach out to your pod for catch-up support, as well as to check-in on current group assignments. Lastly, I encourage you to meet with me in Zoom office hours to be brought up to speed.

If you test positive or have the sniffles but do not feel too sick to work, or you miss class for any other reason that does not prevent you from working, you can submit your reading reflections and written assignments as per usual, and will face no penalty for missing class.

CAMPUS POLICIES

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 PWR staff in Padelford A-11: Director Stephanie Kerschbaum, kersch@uw.edu or Associate Director of Writing Programs, Michelle Liu, msmliu@uw.edu. If, after speaking with the Director of the EWP, you are still not satisfied with the response you receive, you may contact English Department Chair, Anis Bawarshi; bawarshi@uw.edu, (206) 543-2690.

Accommodations | If you need accommodation of any sort, you are welcome to work with the UW Disability Resources for Students Office (DRS) to provide what you require, but I don't require their official notification, if you'd rather communicate your accessibility needs directly to me. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at this link.

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 here.

CAMPUS RESOURCES

Campus Writing Centers | The Odegaard Writing and Research Center (OWRC) offers free, one-to-one, 45-minute tutoring sessions for undergraduate, graduate, and professional writers in all fields at the UW. We will work with writers on any writing or research project, as well as personal projects such as applications or personal statements. Our tutors and librarians collaborate with writers at any stage of the writing and research process, from brainstorming and identifying sources to drafting and making final revisions. For more information or to schedule an appointment, please see our website, or come visit us in person on the first floor of Odegaard Undergraduate Library.

The CLUE Writing Center offers free one-on-one tutoring and workshops, and is open from 7 p.m. to 11 p.m., Sunday to Thursday in Mary Gates Hall, throughout the regular school year (Fall, Winter, and Spring quarters). It's first come, first served — so arrive early and be prepared to wait if necessary! CLUE also offers tutoring on a range of other subjects, including math, science, and so on. Read more here.

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/

Health and Wellness | Health & Wellness provides support, advocacy, consultation, and education to the University of Washington campus community. Services are free for UW students, faculty, and staff. You can work with advocates on your behalf or on behalf of someone you know. Programs include Alcohol & Drug Consultation and Education, Suicide Intervention, Sexual Assault, Relationship Violence, Stalking and Harassment Advocacy, and Student Care Program. For more information: http://depts.washington.edu/livewell/

Career Center | UW Career Center offers career counseling and planning, workshops and career fairs, a listing of part-time jobs on and off campus, and much more: http://careers.washington.edu/students

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/.

FIUTS Foundation for International Understanding through Students | FIUTS is an example of a campus organization that can bring together your social and academic learning. "FIUTS is an independent non-profit organization which provides cross-cultural leadership and social programming for UW's international and globally minded domestic students. FIUTS is local connections and global community!" FIUTS also offers a free international lunch on the last Wednesday of every month beginning with a lunch on September 28 from 11:30-1:30 in the Kane Hall Walker-Ames room. Consult FIUTS' web site for a detailed calendar of events and links to many resources http://www.fiuts.washington.edu.

Any Hungry Husky | The Any Hungry Husky program helps mitigate the social and academic effects of campus food insecurity. By providing students, staff, and faculty with access to shelf-stable, non-perishable goods and community resources at no cost, this initiative aims to lessen the financial burden of purchasing food and supplement nutritional needs. This resource is for everyone in the UW community. Learn more here: http://www.washington.edu/anyhungryhusky/

Safe Campus | Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested. 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.

OUTCOMES FOR PROGRAM FOR WRITING & RHETORIC (PWR) COURSES

Outcome 1

To compose strategically for a variety of **audiences and contexts**, both within and outside the university, by
- recognizing how different elements of a **rhetorical situation** matter for the task at hand and affect the options for **composing and distributing texts**;
- coordinating, negotiating, and experimenting with various aspects of composing—such as **genre, content, conventions, style, language, organization, appeals, media, timing, and design**—for diverse rhetorical effects tailored to the given audience, purpose, and situation; and
- **assessing and articulating the rationale** for and effects of composing choices.

Outcome 2

To work strategically with **complex information** in order to generate and support inquiry by
- **reading, analyzing, and synthesizing a diverse range of texts** and understanding the situations in which those texts are participating;
- using reading and writing strategies to **craft research questions** that explore and respond to complex ideas and situations;
- gathering, evaluating, and making purposeful use of **primary and secondary materials** appropriate for the writing goals, audience, genre, and context;
- **creating a 'conversation'**—identifying and engaging with meaningful patterns across ideas, texts, experiences, and situations; and
- using **citation styles** appropriate for the genre and context.

Outcome 3

To craft **persuasive, complex, inquiry-driven arguments** that matter by
- considering, incorporating, and responding to different points of view **while** developing one's own position;
- engaging in analysis—the **close scrutiny and examination of evidence, claims, and assumptions**—to explore and support a **line of inquiry**;

- understanding and accounting for the stakes and consequences of various arguments for diverse audiences and within ongoing conversations and contexts; and
- **designing/organizing** with respect to the demands of the genre, situation, audience, and purpose.

Outcome 4

To practice composing as a **recursive, collaborative process** and to develop flexible strategies for **revising** throughout the composition process by
- engaging in a variety of (re)visioning techniques, including (re)brainstorming, (re)drafting, (re)reading, (re)writing, (re)thinking, and editing;
- **giving, receiving, interpreting, and incorporating constructive feedback**; and
- refining and nuancing composition choices for delivery to intended audiences in a manner consonant with the genre, situation, and desired rhetorical effects and meanings.

TENTATIVE COURSE SCHEDULE

Subject to changes announced via Canvas.

Week	Theme	Assignments/Readings Due
1	Welcome	Syllabus Annotation Welcome Survey Jenny Odell Podcast + Comic
2	Rhetorical Situation, Genre & Audience	SA 1.1 :: Spatial & Rhetorical Analysis
3	On Argument	SA 1.2 :: Soundscape
4	Lines of Inquiry	MP 1 :: Podcast Script
5	Complex Claims	SA 2.1 :: Podcast Proposal
6	Evidence & Sources	SA 2.2 :: Annotated Bibliography
7	Stakes & Consequences	
8	Intertextuality	MP 2 :: Podcast Mini Episode
9	Re(vision)	
10	Portfolio	Portfolio due 03/13/2023 11:59 PM.