

English 131 – Spring 2014
Instructor: Jacki Fiscus
Email: jfiscus@uw.edu

Class Location: MEB 237
Class Times: TUES/THURS 9.30-11.20 am
Office Location: Savery 417 (desk 6)
Office Hours: Wed 11.20-12.20 pm & Thurs 1.30-2.30 pm

“If you would not be forgotten as soon as you are dead,
either **write** something worth reading or do something worth **writing**.”
- **Benjamin Franklin**

Our main goal in this course is to learn the strategies to be effective writers in a variety of genres. In other words, we need to learn the skills to “write something worth reading”—something that has a complex claim, that actually seeks to do something that matters—and we need to be able to apply those skills in different contexts.

This class is first and foremost about writing. To write, though, we need something to write about. Readings will serve as models or prompts for assigned essays exploring issues of language and identity. Some of our overarching questions: How do we use language to perform identities? What attitudes about language dictate the way we view others or ourselves? In what ways do the words we use to describe identity affect our views of that identity? Through strategic reading of our texts, we will analyze these questions and create others to form complex claims that matter and are situated within an academic conversation.

COURSE OBJECTIVES

To achieve our main goal, we will focus on the following objectives:

- To understand when we write in a certain way and be able to transfer that knowledge to new or different writing contexts
- To utilize a variety of strategies for analyzing texts and using those texts as generative parts of inquiry
- To develop well-supported arguments of intellectual depth that contribute to an academic conversation
- To view writing as a process where we constantly reflect on the effectiveness of our rhetorical choices and continually make changes to better our writing

MATERIALS

Required Materials:

1. *Contexts of Inquiry with readings (black cover)*
2. A bit of money for printing your papers and making copies (maybe \$10-15 or so)
3. Internet access, UW Net ID and password, UW email account that you check every day
4. Some kind of organizing folder to put all your materials for the class
5. Some kind of notebook/device to take notes in for in-class discussion.

Recommended Materials: *Writer's Help* (online version)

EXPECTATIONS

PREPARATION:

- Please come to class prepared to participate in the activities for the day. You can keep up with the course schedule by referring to the course calendar (attached). The course calendar is subject to change. I will email the class email list after class each day with an overview of what we discussed in class and what is for homework.
- To each class, please bring: your textbook, a notebook (or something to take notes in), and your homework (when it is assigned). I will assume that everyone has done the assigned reading before class begins. Those students that do not keep up with the reading will see that reflected in their participation grade.
- Handouts: I will be printing and distributing various handouts throughout the course. In the unlikely event that you miss a class, it is your responsibility to get a copy of the handout(s) from one of your peers or from the course website.

CLASS DISCUSSION:

- The more you engage in this academic community, the more you will learn. As with class attendance, it is important for you to participate in class discussions as thoroughly as possible; we want our time to be productive. Even if you have a hard time participating in discussion, for whatever reason, I ask that you give it your best shot. Participation in classroom discussion will be part of your participation grade, and we will discuss your participation grade in conferences so there are no surprises.
- Respect: Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. Differences can be discussed, but not fought over. Derogatory or discourteous language is never necessary in any situation.

TECHNOLOGY:

- You will be expected to set your cell phone to *silent* before class begins (NOT vibrate).
- Don't text during class. It is extremely disrespectful. You will lose participation points if you do so.
- A similar policy applies to laptops. If you use your laptop to take notes during class, actually use it to take notes during class. Don't e-mail during class, don't check Facebook, and don't do work for your other classes during this one.

COURSE WEBSITE AND EMAIL:

- I do my best to post notes and assignments as far in advance as possible, but due to the idiosyncratic nature of each class, this doesn't always work out. We will inevitably deviate from our calendar in order to accommodate relevant, spontaneous questions and issues (and rightly so), and so assignments and reading materials may change. If and when I make any changes to the course structure (calendar, assignments, etc.), I will always send out a class email explaining the changes and I will direct you to the course web page. Therefore, it's crucial that you check your UW email account often, and that you use the course website—it will reflect any updated changes that have been made to the class.
- When you e-mail me, which I invite you to do when you have any questions/concerns/etc., I will get back to you within 24 hours (48 on the weekends). Please be aware that I check my e-mail only once a day, before 5pm. So if you e-mail me after 5pm, I won't respond until the next day. Please don't wait until the last minute to contact me.

FOOD:

- Please do not bring a full meal or any smelly food to class. It is distracting to other students. If you find that you get hungry during our class, bring a small snack.

CLASS CANCELLATION POLICY

In the *highly* unlikely event that I would ever have to cancel a class, I would let you know by 8:00 am the day of class. However, if I am ill or have an emergency, it is most likely that you would simply have a substitute that day. If for some reason (also *highly* unlikely) that I am not present when class begins, please wait for twenty minutes (9.50 am) before leaving.

ASSESSMENT

PORTFOLIO (70%)

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 leading up to a major paper. 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 paper at the end of each sequence. You will have a chance to revise significantly each of the major papers using feedback generated by your instructor, peer review sessions, and writing conferences. 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 a critical reflection. The portfolio will include four total assignments, one of which must be a MP (you may therefore turn in 1) 2 MPs, 2 SAs, or 2) 1 MP, 3 SAs) and a critical reflection that explains how the selected portfolio demonstrates the four outcomes for the course. In addition to the materials you select as the basis for your portfolio grade, your portfolio must include all of the sequence-related writing you were assigned in the course (both major papers and all the shorter assignments from both sequences). 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 the extent to which the pieces you select demonstrate the course outcomes. The portfolio will be worth 70% of your final grade.

EVALUATION RUBRIC

Throughout the quarter, your papers will receive feedback to help you identify what you are doing well and what you need to improve. The following evaluation rubric will be used as part of my feedback:

- Outstanding: Offers a very highly proficient, even memorable demonstration of the trait(s) associated with the course outcome(s), including some appropriate risk-taking and/or creativity.
- Strong: Offers a proficient demonstration of the trait(s) associated with the course outcome(s), which could be further enhanced with revision.
- Good: Effectively demonstrates the trait(s) associated with the course outcome(s), but less proficiently; could use revision to demonstrate more skillful and nuanced command of trait(s).
- Acceptable: Minimally meets the basic outcome(s) requirement, but the demonstrated trait(s) are not fully realized or well-controlled and would benefit from significant revision.
- Inadequate: Does not meet the outcome(s) requirement; the trait(s) are not adequately demonstrated and require substantial revision on multiple levels.

PARTICIPATION (30%)

Your participation in this course will be a necessary element to the success of the class. *You may go to any of the writing centers as “extra credit” to help your participation grade. I will count up to two visits, and you must write a one-page reflection of how the experience helped you (submit on canvas).* We will be discussing your participation grade throughout the quarter, so that your participation grade is no surprise to you at the end of the quarter.

10% Conferences: You must meet with me twice per quarter (see syllabus for when they are scheduled). These conferences give you the opportunity to get feedback about your papers/projects and to express any concerns, questions, or suggestions you might have about the course or the assignments. I will provide you with a sign-up sheet for these conferences with detailed instructions about how to prepare for them. I ask that you come to these conferences prepared to discuss your work and do the pre-work that I assign.

10% In-Class Discussion: Your willingness to contribute to class discussions by making comments, asking questions, and your engagement in group work and peer workshops.

10% Preparation for Class and Meeting Deadlines: Your overall preparedness in completing all reading and writing assignments on time, and the timeliness of your papers. Remember that class discussions and peer-review sessions cannot be made up if you miss class. Please pay attention in class (texting during class leads to low participation points). And please be on time—everyone is late once in a while, but you will lose participation points if you regularly arrive after class begins.

LATE WORK

All assignments are due (using Canvas) on the time and date specified, and I will not accept any assignments submitted in any other way unless given approval ahead of time. Unless you have spoken with me ahead of time, late work is due by the next class meeting and you will lose participation points. I will also not give feedback on any assignments that are turned in late or incomplete (at least two full pages for short assignments and at least five full pages for major papers). Further, you will not be able to use late or incomplete assignments as one of the Big Four (the assignments you chose for me to grade) in your portfolio. However, you will still need to complete late work, as your portfolio must include all assignments in order for it to receive a passing grade. As with attendance, turning in late work will affect your participation grade. If you are having trouble and may be unable to turn things in on time, speak with me before the assignment is due (and no, this does not mean the day that it is due). If you have a *very* good reason, I may be nice when it comes to the participation grade. However, I reserve judgment on what qualifies as a *very* good reason.

Please Note: Portfolios are due on Canvas by 11:59 pm on Monday, June 9. This due date is NOT negotiable. A late or incomplete portfolio will result in an incomplete portfolio mark, which will result in an incomplete in the class.

SUBMISSION GUIDELINES

We will be using Canvas to submit all our papers unless I specify otherwise for a particular assignment.

All assignments (unless otherwise noted) should be typed according to MLA (Modern Language Association) guidelines. This includes (but is not limited to):

- 12 pt. Times New Roman font

- Standard Margins
- Double-spaced
- Page Numbers w/ Last Name
- MLA style citation/Works Cited

If you feel unsure about what any of this means, or if you have a concern about this matter, please, see *Writer's Help*, and/or come talk to me. For assistance with MLA formatting and such, I also recommend the Purdue OWL website (<http://owl.english.purdue.edu/>).

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/>.

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: <http://depts.washington.edu/counsels/>

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>.

WRITING RESOURCES

There are two particularly fantastic writing resources for you here on campus at UW. Both are free of charge, and I would very strongly encourage you to take advantage of these resources. The Odegaard Writing and Research Center allows you to schedule 45-minute tutoring sessions in which to talk about your writing or specific writing assignments for any class. You may book these on-line at: <http://depts.washington.edu/owrc/> (and I would suggest booking early, as they tend to fill up quickly!) The CLUE Writing Center is located in Mary Gates Hall, and offers late-night drop-in tutoring. You can get all the details here: http://depts.washington.edu/clue/dropintutor_writing.php.

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.

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.

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 Anis Bawarshi, (206) 543-2190 or bawarshi@uw.edu or Assistant Directors Taylor Boulware, taylorjb@uw.edu; Yasmine Romero, yromer@uw.edu; Tesla Schaeffer, schaeffe@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 Gary Handwerk, (206) 543-2690.

Spring QUARTER 2014

WEEK 1	Homework Schedule
Tue 4/1 LP1	Introduction p.1 -14; dialect quiz Skim <i>English 131 Syllabus</i> p. 551-556; <i>Analyzing Rhetorical Situations</i> p.21-28, 37-40; Tannen p. 42-47; <i>Reading rhetorically</i> p. 174-180 <i>Identifying Types of Claims and Analyzing Arguments</i> p.191-203; <i>Appealing to Ethos, Pathos, and Logos</i> p. 33-34, 374-391
Thu 4/3 LP2	Tan p. 886-890 – DB: take notes about rhetorical situation and use of appeals; <i>Using Textual Conventions</i> p.50; <i>Analyzing Textual Conventions</i> p. 37-40)
WEEK 2	
Tue 4/8 LP3	DB: <i>Your Own Claim about the Rhetorical Effectiveness of Mother Tongue</i> ; <i>Lippi-Green</i> (ON CANVAS) p.163-178; <i>Summaries</i> p. 220-227 <i>How to Tame a Wild Tongue</i> : p. 497, 501-506; DB: <i>Informal Letter to Anzaldua</i> minimum 300 words; <i>Active Reading</i> p.133-140, 162 SA1 Due by 11:59 pm on Tuesday, 4/8
Thu 4/10 LP4	DB: <i>Summary of L-G from group work Paraphrase</i> p.216-219 Baldwin p.506-509; <i>Integrating Quotations into Your Writing</i> p. 246-251; <i>Avoiding Plagiarism</i> p.271-273 SA2 Due by 11:59 pm on Saturday, 4/12
WEEK 3	
Tue 4/15 LP5	<i>Read Intertextuality</i> p.228-245 <i>Understanding Your Audience</i> 57-58; <i>Genre</i> p.94-130
Thu 4/18 LP6	<i>Creating Complex Claims.</i> p. 312-338 <i>Understanding College Expectations for Writing</i> p.57-58; <i>Mastering the Essential Moves in Academic Writing</i> p.328-333; <i>Organizing an Argument Essay</i> , p.411- 446 SA 3 Due by 11:59 pm on Saturday, 4/19
WEEK 4	
Tue 4/21 LP7	Create outline for conferences: p. 427-428 <i>Read</i> p.301-318; 2 hard copies of MP2 for class Tuesday; Gross p.627-634
Thu 4/23	Conferences – NO CLASS
WEEK 5	
Tue 4/29 LP8	Discussion Post: Create 3 questions for the librarian (or in other words, what are your three goals/things that you want to learn from the library visit. Discussion Post: Have 3 ideas of words you may want to research for the second sequence. MP 1 Due by 11:59 pm on Wednesday, 4/30
Thu 5/1 LP9	Library Day <i>Types of Sources</i> p.253-270 <i>Works Cited</i> with bullets about each source
WEEK 6	

Tue 5/6 LP10	Interviewing/Focus Group p.289-297; Read SA4 prompt and Create Own Survey Questions; Read “sample data” (on Canvas)
Thu 5/8 LP11	Read annotated bibliography p.280-282; read the sample in the files section (“Sample Annotated Bib”) and read the prompt for SA5. Think about: what are the differences between the books’ example and mine? How does the assignment above relate to SA5? ; DB: Create a works cited page of the sources you are using for SA5 and MP2 (helpful for MP2!) with bullets about the content of the source – this will serve as an outline for SA5. And bring hard copy of this document to class. “How to Cook a Potroast” (on canvas); Brainstorm ideas for the "mode" that you want to use for SA5; Note: you will not be allowed to create a traditional annotated bibliography SA4 Due by 11:59 pm on Saturday, 5/10
WEEK 7	
Tue 5/13 LP12	Re-read “Using a Writer’s Memo” on p.124; look over “Sample Heads Up Statement” (on canvas) DB: your tentative plan for what mode/genre you will be using for SA5 by Monday at 11:59 pm (that will give me a chance to help you if you are going in a direction that doesn't seem like it will work); Finding an Appropriate Voice and Revising for Effective Prose Style p. 470-473 ; DB: Works Cited w/ 5 sources and bullets
Thu 5/15 LP13	DB: Group Work; Write a 500 word Proposal for your MP2 (discussion board) and bring a hard copy of that proposal with you to class. See p.284-288 for a guide. The example is much longer than what I am asking you to do, so be mindful of that. You should be outlining how you came to decide about your paper, what your research methods are, what your research aims to achieve, and MOST importantly, WHY THIS MATTERS (the stakes); DB: outline of MP2; Stakes p.318-319 SA5 Due at 11:59pm on Saturday, 5/17
WEEK 8	
Tue 5/20 LP14	Using the organization activity tips, post to discussion board your updated outline for MP2. Then, write a 250 word description about how and why you chose to outline your argument in the way that you have chosen to do so DB: what are the stakes of your argument? What did you learn about in the activity that we did today? Outline for MP2 MP2: Upload your draft to canvas under the MP2 Draft assignment. Bring a hard copy that is cut up into paragraphs like the activity today. The other must be printed off normally; For the discussion board appointee: post the answers to the questions from the organization activity

Thu 5/22 LP15	Find and fix logical fallacies in one paper (my suggestion: use the ones that you think you might be using in the portfolio) -- write a quick 250 word reflection on discussion board DB: What pieces of feedback will you implement? What's your revision plan? (250 words); Appendix p. 891-918 MP 2 Due by 11:59 pm on Saturday, 5/24
WEEK 9	
Tue 5/27 LP16	BRING COMPUTERS TODAY Read Revision p.449-470; Work on portfolio
Thu 5/29	Conferences – NO CLASS
WEEK 10 - Portfolios	
Tue 6/3	DB: Create a reverse outline of one of your Big 4, post on DB along with your intended revisions; Work on portfolio
Thu 6/5	Work on portfolio

Last Day of Instruction: Fri 6/6

Portfolio Due: Mon 6/9 at 11:59PM

OUTCOMES FOR EXPOSITORY WRITING PROGRAM COURSES

University of Washington

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- 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.
- 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.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
- 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.
- 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.

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- 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.

- The writing demonstrates substantial and successful revision.
- The writing responds to substantive issues raised by the instructor and peers.
- Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.