

SYLLABUS

ENGLISH 110: INTRODUCTORY COMPOSITION (SECTION E)
DEPARTMENT OF ENGLISH
UNIVERSITY OF WASHINGTON
WINTER 2018



Course Time: Tuesday & Thursday 10:30am-12:20pm

Course Location: Mary Gates Hall (MGH), Room 082A (classroom): On Tuesdays
Mary Gates Hall (MGH), Room 076 (lab): On Thursdays

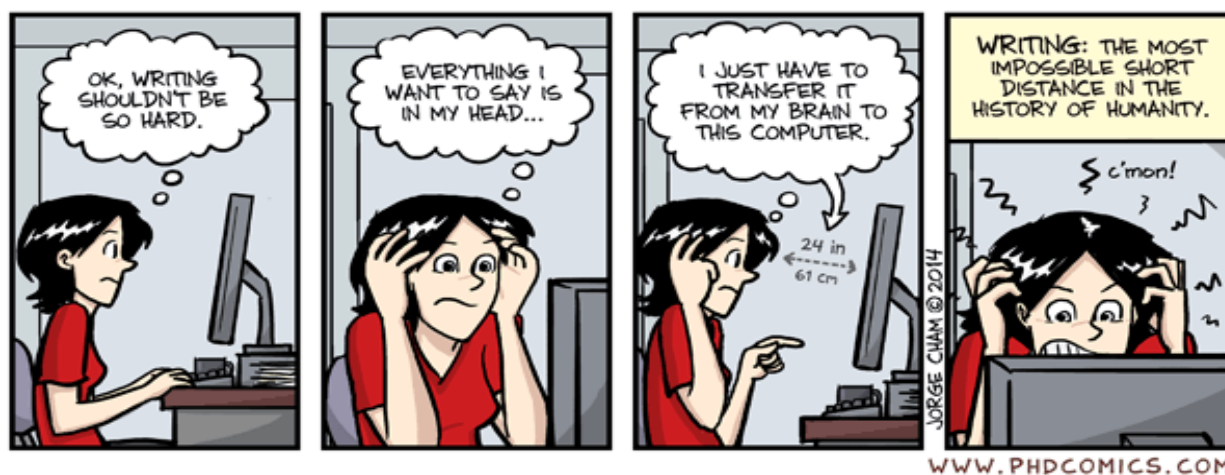
Course Website: <https://canvas.uw.edu/courses/1187197>

Instructor: Ahmad Alharthi

Email: aharhi@uw.edu

Office Location: Padelford B5J

Office Hours: Thursday 12:30pm-2:30pm



COURSE DESCRIPTION

Welcome to English 110! Having successfully completed English 109, this course builds upon previous skills and strategies (e.g. annotation, organization, argumentation, etc.) that you have learned there, adding another set of skills (e.g. rhetorical analysis, research, referencing, etc.) that are essential to the process of academic writing. Similar to the previous course, we will be reading several articles and watching a number of videos that will generate talking points for class discussion and provide us with the content needed for the assignments designed for this course. At least for the first half of the quarter, we will be working with the theme of "language," using material that center primarily around that topic as it relates to such notions as identity, difference, diversity and belonging. Also similar to the previous course, this course employs the portfolio system as its final project, but with reference to another set of learning outcomes (see below). Please note, however, that as compared to English 109, this course is more writing-intensive.

COMPUTER INTEGRATED CLASSROOM

As part of the English Department's Computer Integrated Classroom (CIC) program, we will have access to technologies not available in the traditional classroom. Half of our class periods will be held in Mary Gates 076, a networked computer lab. You will, therefore, be using the computers to conduct research, participate in online discussions, complete group exercises, draft and share work, and comment on your peers' essays. While we will consider computers as a resource – rather than a reason – for our class, we will still utilize technology for certain requirements in the course. For example, all formal written assignments will be submitted online via Canvas by the day they are due. Emailed assignments will not be accepted – no exceptions! Additionally, you will need to bring work to class in electronic format; doing so may require you to convert your files into Word format. As this is a writing course (and not a tech-course), you will be responsible for familiarizing yourself with several basic computer operations during the first two weeks of the quarter, after which point computer-related issues will not be valid excuses for missed work. Be sure to have your UW Net ID and password available during class time. Note that technical savvy is not a course prerequisite; students will receive instruction in all technical tools used in the classroom. Please refer to this link (<http://depts.washington.edu/engl/cic/sgonline/>) for the CIC Student Guide.

CONDUCT IN THE LAB

- Lab sessions should be treated with the same courtesy and decency as regular classes.
- No typing or surfing the web while someone is addressing the class.
- Speak up over the hum of the computers so that others can hear.
- Help your neighbors if they are having trouble and ask for help if you're lost.
- Technology is a tool, not an excuse. So while I acknowledge that technology is not infallible, it is your responsibility to make sure that you save your work often (<http://depts.washington.edu/engl/cic/sgonline/basics.php#ftp>), save it in different formats (<http://depts.washington.edu/engl/cic/sgonline/basics.php#conversion>), and learn to troubleshoot when possible.
- For any questions or concerns regarding classroom technology, either ask me or forward your question directly to the CIC administrative staff: Director Kimberlee Gillis-Bridges, kgb@uw.edu, or Assistant Director Holly Shelton hshelton@uw.edu.
- Please also refer to this link (<http://depts.washington.edu/engl/cic/sgonline/basics.php#policies>) for the CIC Computer Classroom Use Policies.
- We will abide by those policies and guidelines at all times. Failure to do so will result in a deduction of your participation grade at your instructor's discretion.



LEARNING OUTCOMES

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.
- 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.
- 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.
- 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.



REQUIRED TEXTS & MATERIALS

- *Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research for the University of Washington* (available at University Bookstore)
- CIC Student Guide (available online at <http://depts.washington.edu/engl/cic/sgonline/>)
- Reliable method(s) for backup and file transfer (e.g. USB device, email attachment, UDrive, cloud storage)
- UW email account



GRADING AND ASSESSMENT

- **PARTICIPATION AND ATTENDANCE** (30% of course grade)

This includes showing up to class, attending conferences, reading assigned material, doing in-class work, taking part in peer review sessions, contributing to online discussions, completing homework on time and according to guidelines. You are expected to attend all class sessions. But if you must be absent, it is your responsibility to get the assignments, class notes, and course changes from a classmate. If you miss a class on a day that written work is due, you are still expected to turn your work in on time. In-class work cannot be made up. The breakdown of this component of the course is as follows:

- In-class performance (5%)
- Online assignments (10%)
- Conference preparation (5%)
- On-time completion of work (10%)

Please note that – beside the portfolio - the requirements of the course include the following:

- Six formal essays
- Five peer review workshops
- Four informal reflections
- Three online discussion posts
- Two video annotations
- One collaborative document

Later in the quarter, I will provide you with more information about each of those requirements.

- **PORTFOLIO** (70% of course grade)

In this course, you will complete two assignment sequences, each of which is designed to help you fulfill the course outcomes. Each assignment sequence requires you to complete a variety of short assignments (SA) leading up to a major project (MP). These short 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. You will have a chance to revise significantly each of those assignments, using feedback generated by me, given by colleagues in peer-review sessions, and discussed in individual 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 (more on this later in the quarter). The portfolio will include the following: 1) at least one major project, 2) two to three short assignments, and 3) a critical reflection that explains how the selected portfolio demonstrates the four outcomes of the course. In addition to the materials you select as the basis for your portfolio grade, your portfolio must include a compendium, i.e. all of the sequence-related writing you were assigned in the course (both major projects and all the short 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 learning goals. The portfolio will be worth 70% of your final grade.

Note: Because you will not be turning in your portfolio until the end of the quarter, you will not be graded on any of your assignments until that time. The great benefit of this portfolio system is that you are able to

develop new skills and techniques before being assessed. Therefore, your grade will be based on how well you address the course outcomes at the end of the quarter rather than at the beginning.

- **EVALUATION RUBRIC**

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.

- **LATE WORK**

Because of the collaborative nature of this course, late submissions will have a negative impact on the effectiveness of such tasks as peer reviews and group work. Therefore, late assignments will receive an "incomplete," which will affect participation grades. Please be sure to manage your time wisely and anticipate upcoming deadlines, which are all listed on the course schedule (see below). Depending on how legitimate your reasons are, I may be able to give you an extension and work out different arrangements for our class.

- **EXTRA CREDIT**

Throughout the quarter, you will have the opportunity to earn extra credits for your participation grade. Extra credit is worth one missed homework assignment or missed class session. This can be done by either of two ways: 1) writing a short make-up reflection paper (of no less than 200 words) on any of the readings from the second part of the course textbook, provided that you do not use the same piece for more than one submission in the course; 2) taking your work to a writing tutor in one of the writing centers on campus (see below). In order to receive extra credit for the latter option, you will need to get the tutor's signature, along with the date and time of your visit. You must also turn in a reflection that answers the following questions in at least 200 words: I) What did you ask the tutor to look for in your paper? II) What feedback did you receive? III) How will you incorporate this feedback into your work?

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UNIVERSITY 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 Expository Writing Program staff in Padelford A-11: Director Candice Rai, (206) 543-2190 or crai@uw.edu, or Assistant Directors Emily George, ecg136@uw.edu, or Matthew Hitchman, hitchmk@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 Brian Reed, (206) 543-2690.



UNIVERSITY OF WASHINGTON RESOURCES

• ACCOMMODATIONS

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

• CAMPUS SAFETY

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

Whether you are working on developing a topic, structuring an argument, conducting research, or revising a paper, the University of Washington's writing centers can be a huge help. The staff at these writing centers

are very familiar with UW's Expository Writing Program and are happy to help you at any stage in the writing process. I highly recommend paying a visit to any of the following:

The Instructional Center (IC). This center provides tutoring and study groups for students in almost every discipline or major. 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. More information can be found here: <http://depts.washington.edu/ic/>.

Center for Learning and Undergraduate Enrichment (CLUE). Located in Mary Gates Hall, this center is staffed by undergraduate and graduate student tutors who can help you with your claims, organization, and grammar. You do not need to make an appointment. Just print out what you've got, grab your notes, or take your laptop, arrive early and be prepared to wait. More information can be found here: <http://depts.washington.edu/aspuw/clue/home/>.

Odegaard Writing and Research Center (OWRC). This center provides a research-integrated approach to writing instruction, offering specialized assistance and providing guidance with all stages of the writing and research process, including defining a research question, exploring background information, narrowing or broadening a topic, finding appropriate sources, and identifying useful and credible information. More information can be found here: <https://depts.washington.edu/owrc/>.



DACA STATEMENT

As part of ensuring that the English 110 classroom is a safe environment for all students, content discussed during class session and within written work will remain confidential, and immigration status will never be disclosed. As President Ana Mari Cauce stated in her recent email to the University of Washington community, "UW strives to provide a safe, secure and welcoming environment that protects the privacy and human rights of everyone in our community. Our long-standing policies do not permit immigration officials to enter UW classrooms or residence halls without a court order. Additionally, the UWPD does not and will not inquire about immigration status when they detain, question or otherwise interact with people. And Seattle and King County officials have affirmed that local law enforcement will continue their policy barring officers from asking about immigration status." For more information or to receive individual guidance, please visit Leadership Without Borders at: <http://depts.washington.edu/ecc/lwb/>.



COURSE CALENDAR

Please keep in mind the following: 1) This calendar is tentative and is subject to change; 2) Unless otherwise stated, "Homework Due" means this is the day your assignment is due; 3) The calendar does not include minor and informal assignments; these will be announced in class and listed on Canvas as we go.

COURSE CALENDAR (SUBJECT TO CHANGE)

WEEK 1	TOPICS/ ACTIVITIES	HOMEWORK DUE
Thu 1/4	Course Overview, Introductions, Syllabus	
WEEK 2		
Tue 1/9	Chapter 1: Understanding Rhetoric and Rhetorical Situations (Recommended: Chapter 6) James Baldwin, If Black English Isn't a Language, Then Tell Me What Is? Manuel Munoz, Leave Your Name at the Border	pp.13-30; pp.440-442; pp.642-646 <u>SA1 (due by 11:59 pm)</u>
Thu 1/11	View <i>It's Only a Theory</i> with David Crystal: "Texting is Good for the English Language" Peer Review Workshop Informal Reflection	<u>All lab work is due on</u> <u>Friday of the same week</u> <u>by 11:59 pm</u>
WEEK 3		
Tue 1/16	Chapter 15: Rethinking Revision (Recommended: Chapter 4 & 9) Amy Tan, Mother Tongue	pp.353-369; pp.710-714 <u>SA2 (due by 11:59 pm)</u>
Thu 1/18	View <i>TED Talk</i> by Anne Curzan: "What Makes a Word Real?" Peer Review Workshop Informal Reflection	<u>All lab work is due on</u> <u>Friday of the same week</u> <u>by 11:59 pm</u>
WEEK 4		
Tue 1/23	No Class - Individual Conferences	<u>MP1 Draft1 (due on</u> <u>Sunday 1/21 by 11:59 pm)</u>
Thu 1/25	View <i>TED Talk</i> by Patricia Ryan: "Don't Insist on English!" Online Discussion Post Video Annotation Activity	Read "Short Assignments" by Anne Lamott <u>All lab work is due on</u> <u>Friday of the same week</u> <u>by 11:59 pm</u>

WEEK 5		
Tue 1/30	Chapter 12: The “Big 5”: A Model for Creating Complex Claims Gloria Anzaldua, How to Tame a Wild Tongue	pp.273-284; pp.430-439 <u>MP1 Draft2 (due by 11:59 pm)</u>
Thu 2/1	View <i>TED Talk</i> by Ann Morgan: “My Year Reading a Book from Every Country in the World” Peer Review Workshop Informal Reflection	<u>All lab work is due on Friday of the same week by 11:59 pm</u>
WEEK 6		
Tue 2/6	Chapter 14: Structuring and Organizing Arguments (Recommended: Chapter 10) Mary Louise Pratt, Arts of the Contact Zone	pp.315-349; pp.655-669 <u>SA3 (due by 11:59 pm)</u>
Thu 2/8	View <i>TED Talk</i> by John McWhorter: “4 Reasons to Learn a New Language” Peer Review Workshop Online Discussion Post	Read “Shitty First Drafts” by Anne Lamott <u>All lab work is due on Friday of the same week by 11:59 pm</u>
WEEK 7		
Tue 2/13	Chapter 16: Rhetorical Grammar (Recommended: Chapter 2) Walter Benn Michaels, The Trouble with Diversity	pp.371-394; pp.635-642 <u>SA4 (due by 11:59 pm)</u>
Thu 2/15	View <i>TED Talk</i> by Keith Chen: “Could Your Language Affect Your Ability to Save Money?” Online Discussion Post Video Annotation Activity	Read “Someone to Read Your Drafts” by Anne Lamott <u>All lab work is due on Friday of the same week by 11:59 pm</u>

WEEK 8		
Tue 2/20	No Class - Individual Conferences	<u>MP2 Draft1 (due on Sunday 2/18 by 11:59 pm)</u>
Thu 2/22	View <i>TED Talk</i> by Christine Sun Kim: “The Enchanting Music of Sign Language” Collaborative Document Activity Course Evaluations	Read “Report from Planet Midnight” by Nalo Hopkinson <u>All lab work is due on Friday of the same week by 11:59 pm</u>
WEEK 9		
Tue 2/27	Introduction to the Portfolios (Recommended: Chapter 17)	<u>MP2 Draft2 (due by 11:59 pm)</u>
Thu 3/1	View <i>TED Talk</i> by ShaoLan Hsueh: “Learn to Read Chinese with Ease!” E-Portfolio Training Peer Review Workshop Informal Reflection	<u>All lab work is due on Friday of the same week by 11:59 pm</u>
WEEK 10		
Tue 3/6	Work on Portfolios	
Thu 3/8	Work on Portfolios Course Wrap-up	

Please note that portfolios are due by 11:59 pm on Thursday, March 15th. No exceptions.