

## ENGLISH 121, Composition: Social Issues

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### LANGUAGE, LITERACY AND IDENTITY

Spring 2017

Section C, Multilingual & Computer-Integrated Course (MLL & CIC)

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Instructor: Sumyat Thu  
Class Time: TTh 10:30-12:20

Office Hours: TTh 1-2 pm  
Office Hr Location: Padelford B5M  
(B-wing; Take elevator 124-Plaza  
Level; B5M is at the end of the hall)

Classroom: T: MGH 074 (Seminar Room)  
Th: MGH 076 (Computer Lab)

Email: [smthu@uw.edu](mailto:smthu@uw.edu)

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#### Welcome to English 121!

English 121 is a writing class designed to meet your composition 'C' requirement by teaching writing and critical thinking based on the four course outcomes. English 121 is very different from other composition courses; you will volunteer at a community partner organization throughout the quarter. Service learning is considered as a *text* for the course. Our class discussions and writing assignments will provide you with many opportunities to reflect upon and write through your service learning experience.

Something to contemplate for your service learning:

“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” –Lila Watson, Australian Aboriginal community leader

#### Course Description:

This 121 section is for multilingual students, and thus, the course theme is *language, literacy and identity*. The idea is for students 1) to engage in metacognitive reflection about how they see their language capacities as resources and 2) through service learning, to learn about how the issues of identity—individual, linguistic, cultural, social, political—are inherently intertwined with achieving success in literacy. For this purpose, community partners are organizations that promote literacy education such as after-school educational programs for elementary, middle and high school students and support programs for adult learners and refugee/immigrant students. Through course readings and service learning, we will explore the topics of language diversity and issues of importance to multilingual populations especially in the current political climate in the U.S. and elsewhere in the world.

“For me, writing is a form of action, capable of influencing change.”  
–Ingrid Bengis, writer

## COURSE OUTCOMES

### **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.

**Course Materials:**

- Access to Canvas site for regularly checking the course calendar and downloading course readings (No textbook!)
- CIC Student Guide: <http://depts.washington.edu/engl/cic/sgonline/>  
Snacks and open drinks are NOT allowed in the CIC lab. And please do not sit on the CIC computer desks. And remember to save your work from the CIC lab computers into a web storage like the Google Drive or a flash drive at the end of each class.
- UW Net ID and UW email account; it's your responsibility as a student to check Canvas and your UW email regularly
- Around \$5 for printing (peer-review and in-class writing workshop purposes)

**Service Partners & Positions: (View Expo website for position details.)**

- Chinese Information and Service Center: After-School Tutor for Chinese & Vietnamese ELL Students (5)
- East African Community Services: After-School Tutor (3)
- Horn of Africa Services: After-School Tutor for East African Refugee and Immigrant Youth (2)
- Seattle World School/Vietnamese Friendship Association: After-school tutor for refugee and immigrant students (4); Saturday School for Refugee and Immigrant Youth (4)
- St. Therese Catholic Academy: After-school program mentor (5)

**Grades:**

<p>Your final grade will be the total of: 70% e-portfolio on Canvas 20% class participation 10% service learning (service learning attendance &amp; participation will be tracked by your site supervisor, and they'll submit an evaluation at the end of quarter.)</p>	<p><b>Class participation</b> includes:</p> <ul style="list-style-type: none"><li>▪ Completing readings <u>before</u> class</li><li>▪ Active participation in discussions, group work and class activities</li><li>▪ Completing 4 blog posts</li><li>▪ Completing occasional homework</li><li>▪ Two group conference meetings with me</li><li>▪ ONE free absence—more than that will affect your participation grade.</li></ul>
<p><b>Final portfolio</b> includes: 3-5 showcase pieces, one of which must be a Major Project Critical reflections on the course outcomes</p>	<p><b>Extra credit:</b> (Submit on Canvas) Visiting a writing center, either OWRC or CLUE, and turning in a short reflection paper on Canvas will give you +1% extra credit.</p> <p>Include in the reflection:</p> <ul style="list-style-type: none"><li>▪ What writing issues did you work on with the tutor?</li><li>▪ What specific writing skills or understandings did you take away from the session?</li></ul>

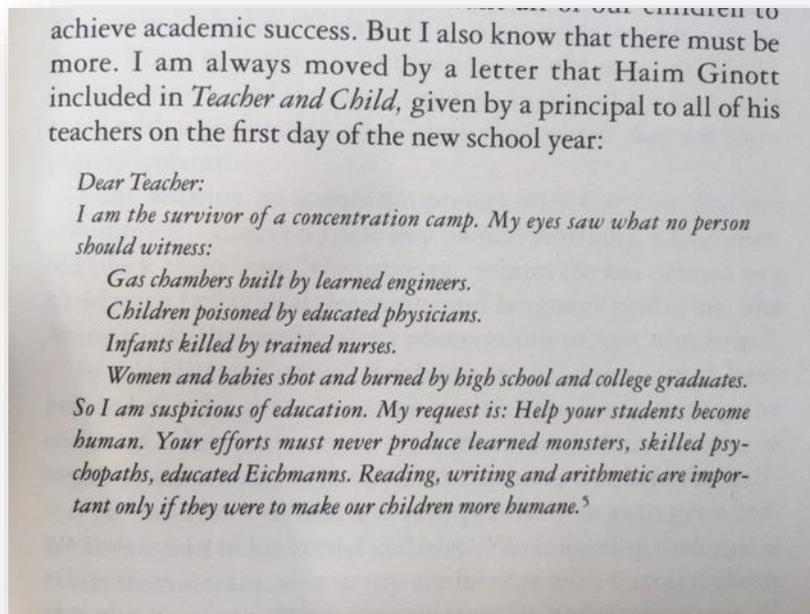
### Ground Rules for Class Participation:

- Let's be respectful of everyone in the class and bring positive energy ☺
- That means coming to every class having done the necessary work (readings, homework, etc.) and participating actively in class
- Practice collaborative, engaged discussions which may include respectful disagreement.
- Not playing on your phone, not texting. If you have a laptop open, it should be for the purpose of in-class work.

### Classroom Climate:

I hope we can all agree that the point of education is to expand our worldviews—to better understand ourselves and others, and thus, to be a better human. To that end, I propose that we hold classroom dialogues with the mindset of *curiosity* and understanding that there will inevitably be times when our ideas, values and assumptions get challenged and we might feel frustrated or a range of difficult emotions. Or we might feel elated that we're hearing different perspectives, which can help us become a better critical thinker. I hope we can create a classroom climate in which diversity of opinions is always welcome—*substantially*, not at the level of simplistically tasting diversity by going to China Town. Working toward this goal means that we *practice active listening with our bodies and minds* and holding equal space for everyone to contribute to the classroom dialogue. That said, if you ever feel uncomfortable to the point that you don't want to participate in discussions, please come talk to me to figure out how we can improve the classroom climate and/or provide reasonable accommodations and resources.

Food for thought:



### Computer-Integrated Course:

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 MGH 076, a networked computer lab. You will be using the computers to conduct research, participate in online discussions, complete group exercises, draft and share work, and comment on your peers' essays. With these opportunities come a few additional requirements. You will need to bring work to class electronic form; doing so may require you to convert your files into Word format. Note that technical savvy is not a course prerequisite; students will receive instruction in all technical tools used in the classroom.

### **Campus Resources:**

Odegaard Writing and Research Center (OWRC):  
OUGL 121; Hours: Mon through Fri: 9 am – 9 pm;  
Sun: noon-9pm; Ask a tutor for drop-in hours  
Make an appointment on the website:  
<http://depts.washington.edu/owrc>

CLUE Writing Center  
Mary Gates Hall  
Hours: Sun through Thur:  
7 pm to midnight (drop-in)  
<http://depts.washington.edu/aspw/develop/writing-center/>

Carlson Center  
Mary Gates Hall 171, 206-543-4282  
Mon-Fri 9 am-5 pm, [serve@uw.edu](mailto:serve@uw.edu)  
<http://www.washington.edu/carlson/>

UW Counseling Center  
401 Schmitz Hall, 206-543-1240  
MWTHTF 8am-4pm, T 9am-4pm  
<http://www.washington.edu/counseling>

## **Assignments Overview**

### **Short Assignment 1: Word Inquiry Essay (2-3 pages)**

Taking Gross's "Bitch" essay as an inspiration, follow a line of inquiry about a word that has been commonly used in the discourse of language, literacy and identity: for example, They speak "ghetto"; You sound "gay"; They are so "FOB" (fresh off the boat). Examine how the word has evolved in terms of the ways people in different communities have defined, used, and valued it differently.

*Targeted course outcomes: 1, 2 & 3*

### **Short Assignment 2: Literacy Autobiography Video Narrative (Length varies)**

Compose a Literacy Autobiography video narrative with the purpose of examining and reflecting on your literacy history: how has language, literacy and identity intertwined for you, based on your family and school experiences as well as larger social and political climates?

*Targeted course outcomes: 1, 2 & 3*

### **Short Assignment 3: Community Partner (CP) Profile Presentation**

You'll give an in-class multimodal presentation about your community partner organization based on your on-site observations and external research. This can be an individual, pair or group presentation, but the amount of work per person should still be substantial for the assignment purpose.

*Targeted course outcomes: 1, 2 & 3*

### **Major Project 1: Genre Making (Length varies)**

For the previous assignments, the purpose and rhetorical situation of the paper was given to you. As a change, in this major project, you'll have to decide on the communicative purpose, rhetorical

context and also the genre that you'll produce as the writer. The goal here is for you to learn literacy practices intended for a non-academic audience.

\*You'll turn in a draft of Major Project 1 and have one week to turn in a revised project.

*Targeted course outcomes: 1 & 2*

#### **Short Assignment 4: Annotated Bibliography (3-5 pages)**

This assignment helps you prepare for your Major Project 2, Academic Research Paper. Annotated bibliography helps you gather research sources that you'll need to analyze in writing a research paper. Your paper should include: research question on the course theme, annotations for 3-4 academic sources, works cited page and an appendix of your survey or interview questions.

*Targeted course outcomes: 1 & 2*

#### **Major Project 2: Academic Research Paper (5-7 pages)**

Addressing the research question that you set up in SA 4 and drawing on your analysis of the academic sources as well as your survey or interview data, compose a 5-7 page academic research paper in which you present an interesting and complex argument on your topic.

\*You'll turn in a draft of Major Project 2 and have one week to turn in a revised project.

*Targeted course outcomes: 1, 2 & 3*

#### **Low-Stakes Work for Class Participation:**

**Blog Posts:** We'll have a class blog which is a space for you to regularly reflect on your service learning experience. You'll write 4 blog posts in total, and there'll be a prompt given for each. You're also encouraged to read your classmates' blog posts, make comments and help each other reflect more deeply on your service learning experience.

### **Service Learning FAQ:**

#### **What is service-learning?**

Service-learning provides a unique experience to connect coursework with engagement in and with the local community. Offered as an integral part of many University of Washington courses, service-learning provides students an opportunity to reflect on their in-class learning in tandem with an on-going commitment to a local non-profit or community-based organization. Service-learning opportunities address concerns that are identified and articulated by community partner organizations. Service-learning combines community-based service with structured preparation and reflection opportunities.

The Carlson Leadership & Public Service Center coordinates service-learning opportunities for undergraduate students and is a resource as you connect to community-based opportunities.

#### **Commitment expectations**

Service-learning opportunities generally expect a minimum weekly commitment of at least three hours. Students are expected to commit from the second week of the quarter through the last week of classes. Service-learning is seen as an essential "text" of your class – you are expected to regularly engage with, reflect on, and integrate the service-learning into your classroom experience through structured classroom reflection and assignments. Building authentic relationships and consistent, weekly engagement with your community organization are essential components of successfully completing your service-learning.

### **How do I select a service-learning position?**

Instructions for reviewing a list of service-learning opportunities matched with this course will be presented during the first day of classes. You can also visit [uw.edu/carlson](http://uw.edu/carlson) and follow the service-learning link on the website.

Registration for a service-learning position takes place online. Please check the Carlson Center web site for the specific date and time registration will open for this class. Most courses will register for service-learning positions during the latter half of the first week of classes.

### **Service-learning orientations**

All students are expected to complete an orientation with their selected service-learning organization as soon as possible after registering for service-learning. As soon as you register for your position online and receive a confirmation email from the Carlson Center, contact your organization by phone and email to either 1) confirm your attendance at an already scheduled orientation or 2) to schedule an orientation if no specific date/time was listed in your position description. Ideally, orientations should occur during the second week of the quarter and no later than the third week.

If, by *Friday of week 3* you have not registered for service-learning, selected an organization, attended an orientation and begun your service-learning work, it is your responsibility to notify both your classroom teacher and the Carlson Center to discuss next steps.

### **How is my service-learning evaluated?**

The schedule and duties for your service-learning are outlined in the position you select, and should be discussed with your site supervisor at orientation/as you begin your service. If you have any questions about schedule, hours, or duties necessary to fulfill your commitment to the organization, you should check in with your supervisor at the organization or with the Carlson Center by *Friday of week 3*.

At the end of the quarter, the organization where you have engaged in service-learning will submit an evaluation of your service-learning work. Organizations complete a rubric assessing issues such as your responsibility in contacting them and attending an orientation, maintaining the schedule you committed to, your contribution to the work of the organization, your professionalism, and your concern for the clients and mission of the organization. In addition, the organization is asked to note either that you have a) fulfilled your commitment to the organization, or b) that you have not yet fulfilled your commitment but are expected to by the end of the quarter, or c) that you have not fulfilled your commitment and are not expected to by the end of the quarter.

### **How is my service-learning evaluation used in figuring my final grade for English 121?**

**Service-learning is required in English 121.** Participation in service-learning is 10% of the final course grade. Students whose organizations report that they have fulfilled their commitment, or are expected to by the end of the quarter, will receive full credit for this 10% of their course grade in English 121. Students whose organizations report that they have not fulfilled their commitment and are not expected to by the end of the quarter will receive no credit for this 10% of their course grade in English 121. Service-learning is also essential to some of your assignments in English 121, and is thus essential for creating a complete (eligible for grading) portfolio.

Students do not need to reach out directly to the Carlson Center to inquire about whether their evaluation has been received. The Carlson Center conducts multiple rounds of targeted follow-up

with partners when necessary, reminding them to complete the evaluations. In the event that your service-learning evaluation is not submitted or your work received a negative ("did not fulfill commitment") evaluation, your instructor will pursue clarification.

### **Service-learning workshops**

The Carlson Center offers the following workshops for service-learning students:

- Service-learning workshop for International Students
  - o Geared toward international students with limited experience with volunteering or service-learning in the U.S. Focused on exploring the concept of service, expectations for engaging in service-learning, and how to make the most of your experience.
- Pre-Service Workshops
  - o Focused on engaging in critical self-reflection, utilizing a strengths-based perspective in service, exploring motivations for service and building authentic relationships Workshops are offered at the Carlson Center in Mary Gates Hall 171. Check the Carlson Center's website for specific dates and times.

#### **Spring 2017 Pre-Service Workshop Dates:**

- Tuesday, April 4th from 3:00 pm – 4:30 pm
  - Thursday, April 6th from 2:30 pm – 4:00 pm
  - Friday, April 7th from 3:30 pm – 5:00 pm
- \*Check with Carlson Center staff for pre-service workshop for international students.

### **Questions about service-learning**

The staff of the Carlson Center is available to answer any questions about service-learning or assist you in registering or connecting with an organization. Stop by the Carlson Center weekdays between 9:00 AM – 5:00 PM to speak with a member of our team. You may also email at [serve@uw.edu](mailto:serve@uw.edu) or call (206)543- 4282.

#### *IN A NUTSHELL:*

1. **REGISTER** for a service learning position by the end of the first week
2. **CONTACT** your site supervisor to introduce yourself as a UW service-learning student immediately after you receive an email from the Carlson Center confirming your registration.
3. **ATTEND** orientation at your service learning site and pre-service workshop at the Carlson Center.
4. **BEGIN** volunteering no later than the 2<sup>nd</sup> week of the quarter, if the above steps are done.
5. **PRACTICE** commitment, communication and professionalism in your service.

### **Public Writing Policy:**

Nearly all public writing assigned in English 121 is done either with or for community partners (flyers, testimonials, newsletter articles, fundraisers, research on areas of interest to the organizations, surveys, etc.), so this public writing is already cleared by those agencies for use beyond the classroom. In cases where public writing is not done in consultation or collaboration with agencies, but refers to agencies or is based on your work at those agencies, even if the agencies are not identified by name, you must receive permission for this work to go beyond your classroom through a signed release from your site supervisor. Examples of public writing referring to organizations, but not necessarily done with or for organizations, might include policy proposals,

wikis, editorials, letters to the editor, public blogs, facebook pages, etc. If you have any question about whether your writing is public or requires permission, consult with your English 121 teacher.

### **VERY IMPORTANT!**

Please check the Google Docs Course Calendar on Canvas every week to know what readings you'd need to do before each class and to keep track of assignment deadlines.

**Portfolios due on Canvas by 11:59 pm on June 7th**

### **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. We will practice in class how to cite sources. 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.

### **Late Work Policy:**

This is an intensive writing course with an assignment due on Sunday of every week, along with blog post writings throughout the quarter. I can be flexible with giving an extension if you let me know considerably ahead of assignment deadlines. If your assignment is turned in late without any prior communication with me, you won't receive any feedback on your work. Final portfolio is due June 7<sup>th</sup>, which is a pretty firm deadline. FYI, students in the past who turned in their portfolios late lost grade points on their final course grade, depending on how late they were.

### **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/>.

### **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 Assistant Director, Elizabeth Simmons-O'Neil, (206) 685-3804 or [esoneill@uw.edu](mailto:esoneill@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.

### **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).

### Course Calendar

WEEK	Date	Topic/Readings on Canvas (to be done before class)	Assignments
1	T: 3/28	None- First Day of Class!	Browse for service learning positions and <b>register</b> . Contact Carlson Center for any questions/help with registration.
	Th: 3/30	Gross, Bitch	
	<b>Sun</b>		<b>SA 1, Word Inquiry Essay due by 11:59 pm</b>
2	T: 4/4	Tatum, The Complexity of Identity Tan, Mother Tongue	
	Th: 4/6	Hipango, Gifts for Givers... Davis, What We Don't Talk About...	
	<b>Sun</b>		<b>SA 2, Literacy Narrative due by 11:59 pm</b>
3	T: 4/11	Delpit, Language Diversity and Learning	
	Th: 4/13	Linguicism Anzaldua, How to Tame a Wild Tongue Develop Cross-Cultural Communication Skills	
	Sun		Blog Post 1 due by 11:59 pm
	<b>Sun</b>		<b>SA 3, Community Partner Profile Essay due by 11:59 pm</b>
4	T: 4/18	Rhetorical Grammar	
	Th: 4/20	Nu Shu: A Hidden Language of Women in China (in-class film)	

		viewing)	
	Sun		Blog Post 2 due by 11:59 pm
5	T: 4/25	NY Times op-ed, Nudges that Help... NPR: A Cooking Class Where...	<b>Major Project 1 due by beginning of class</b>
	Th: 4/27	GROUP CONFERENCES for revision (No Class)	
6	T: 5/2	A Plea for Spatial Literacy	<b>Revised Major Project 1 due by beginning of class</b>
	Th: 5/4	<b>Library Research Workshop</b> <i>*Odegaard Learning Studio 102</i>	
	Fri		Blog Post 3 due by 11:59 pm
	<b>Sun</b>		<b>Short Assignment 4 due by 11:59 pm</b>
7	T: 5/9	Excerpt from Minute on Indian Education	
	Th: 5/11	Irvin, What is Academic Writing	
	<b>Sun</b>		<b>Major Project 2 due by 11:59 pm</b>
8	T: 5/16	James Baldwin, If Black English Isn't a Language,...	
	Th: 5/18	Betel nut is bad magic for airplanes...	
	Fri		Blog Post 4 due by 11:59 pm
	<b>Sun</b>		<b>Revised Major Project 2 due by 11:59 pm</b>
9	T: 5/23	Dis Poem	
	Th: 5/25	None	
10	T: 5/30	GROUP CONFERENCES for Final Portfolios (No Class)	
	Th: 6/1	Last day of class!	

