UW English 131 Syllabus

2018-2019

**Course Description:**

Welcome to English 131! In this course we are going to focus on developing and refining academic writing skills that will be useful in many situations (not just in English classes!) When this class is over, you will, for example, be better able to critically read a text, analyze an argument, develop a line of inquiry in support of a complex claim, and revise your writing for greater clarity and impact. You will face many different writing situations in life, and this class will help you to decide what writing styles and strategies will best help you in each situation. Writing, like all language use, is situated historically, socially, and politically, and those who fail to understand these contexts are left vulnerable to those who do.

In this writing course students work closely with their peers and instructor to develop a portfolio that reflects an ability to write papers with complex claims that matter in academic contexts. The readings in this class focus on academic discourse from a variety of disciplines.

This course fulfills all requirements for University of Washington’s English 131 course and uses all required textbook, assessments, evaluation, and grading. The primary text for this course is *Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research with Readings for the University of Washington*. (Bedford St. Martins)

In addition to the core text, we will read selections from the following texts:

*The Language of Compensation: Reading, Writing, Rhetoric* Shea, Scanlon, and Aufses

*Signs of Life in the USA: Reading on Popular Culture* *for Writers* Maasik, and Solomon

*Mirror on America: Essays and Images from Popular Culture* Mims, and Nollen

**Course Options:**

Students who take this course have the option of working to **earn 5 quarter UW credits** and establish an official transferable UW transcript. Students may register as UW students during the first weeks of class. Payment and registration forms are due UW Registrar’s Office October 26th —Registration Fee **$45**, Course Fee **$325** for 5 quarter credits. To receive credit, a student must enroll and pass the course with a minimum 2.0 grade. Enrolled students will receive a HS grade and UW grade, while students who are not enrolled in UW will receive only a HS grade. Please review this syllabus thoroughly; I look forward to supporting you in developing vital skills for college, career, and life.

More information for the course can be found at [www.uwhs.edu](http://www.uwhs.edu)

**Grading Policy:**

Enrollment in a college-in-the-high school course means grades will be adjusted as necessary to satisfy the requirements and expectations of both the university and the high school. At HM Jackson High School, your final grade will be listed at a .5 increase from the grade reported to the University of Washington in order to reflect the standards. Below is the University of Washington’s grading scale:

|  |  |  |
| --- | --- | --- |
| **UW Letter Grade** | **Number** | **JHS equivalent** |
| A | 4.0-3.9 | A |
| A- | 3.8-3.5 | A |
| B+ | 3.4-3.2 | A- |
| B | 3.1-2.9 | B+ |
| B- | 2.8-2.5 | B |
| C+ | 2.4-2.2 | B- |
| C | 2.1-1.9 | C+ |
| C- | 1.8-1.5 | C |
| D+ | 1.4-1.2 | C- |
| D | 1.1-0.9 | D+ |
| D- | 0.8-0.7 | D |
| E | 0.0 | F |

As per the UW university standards, your final grade will be divided in the following categories: Participation and Portfolio.

**Participation (30% of grade)**

In-Class Discussion and Participation:

Participation means asking questions, making comments, engagement in group work and peer workshops. Distractions such as phone use, surfing the web, or disengagement will impact your overall score in this category.

Preparation for Class and Homework:

Preparation means having assignments complete at the start of class, having read the texts before class, being on time regularly, and bringing all necessary materials to class. This includes your composition journal, which we will use frequently.

Conferences:

We will conference together several times over the course of the year. You will be expected to sign up for your conference time in advance. You must attend on your assigned day as time is limited and adjustments cannot be made. During this time, you will bring your work with you so you may ask questions and receive immediate feedback about your work. All pre-work should be completed with your best effort prior to the meeting.

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. Conferences are mandatory and, if missed, will affect your participation grade. I will provide you with a sign-up sheet for these conferences and detailed instructions about how to prepare for them.

Group presentations:

Near the end of the quarter, you will work together in groups of three to present a “low-order” concern to the rest of the class. “Low-order” concerns are generally problems with things like grammar and punctuation. These presentations will be short (less than ten minutes) and their goal will be to inform the class about one specific way to improve writing at the sentence level.

**Final Portfolio: 70%**

In this course, you will complete three 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 (MP). These shorter assignments (SA) 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 three sequences, you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include the following: one of the three major papers, several shorter assignments, 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 all sequences). For this reason, **SAVE ALL OF YOUR WORK!** 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. This is the majority of your grade for both semesters. Your UW final grade will be the mean of both semester grades.

*Evaluation Rubric*:

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

* **Outstanding** (3.7-4.0): 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** (3.1-3.6): Offers a proficient demonstration of the trait(s) associated with the course outcome(s), which could be further enhanced with revision.
* **Good** (2.5-3.0): Effectively demonstrates the trait(s) associate with the course outcome(s), but less proficiently; could use revision to demonstrate more skillful and nuanced command of trait(s).
* **Acceptable** (2.0-2.4): 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** (0.6-1.9): Does not meet the outcome(s) requirement; the trait(s) are not adequately demonstrated and require substantial revision on multiple levels.
* **Incomplete** (no grade but equivalent to 0.0): Missing minimum requirements of the task.

**Late Work**

Enrolling in this class is to enroll at the University. That means, you will be expected to conduct yourself as a university student. One of these expectations is that you organize your time well, and turn in your work on time. All assignments are due into the appropriate turn in space by the date and time specified in the online calendar. Please know that dates are sometimes adjusted, so please check the calendar often. I will not accept assignments in any other way without prior conference with you. Unless we have spoken about another arrangement, you will lose homework points on any work submitted after the deadline*.***I will also not give feedback on any assignment that is turned in late or incomplete.** Further, you will not be able to use late or incomplete assignments as one of the assignments you choose for me to grade in your portfolio. However, you will still need to complete and submit late work, as your portfolio must include all assignments in order for it to receive a passing grade. If you are having trouble and may be unable to turn things in on time, you must speak with me well before the assignment is due (not the day it is due). In rare cases, I will not deduct points, but I reserve the right to determine if you should lose homework points in each case.

**Academic Honesty:**

As this is a college-level course, it is expected that you are familiar with and follow the University of Washington’s student academic honesty policy. Please follow the link to read the expectations of all students enrolled in this course. <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>. Examples include:

* failing to accurately cite sources
* representing someone else’s work as your own
* undocumented paraphrasing
* the resubmission of work completed for another course or purpose
* undocumented collaboration

**Necessary Materials:**

* Composition Notebook (journal)
* Three-ring Binder with UW English section
* Planner
* Highlighters (4 colors)

**English 131 Learning Outcomes:**

**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.

**Calendar Overview**

Our year-long focus will be grounded in the exploration of popular culture both in America and abroad. We will define the term “pop culture” and examine the ways in which popular culture impacts the larger culture and the world. In each of the three sequences, we will direct our focus on popular culture’s effects regarding race, gender, and class.

In addition to the texts listed earlier in this syllabus, you will be required to analyze various types of text that serve a variety of audiences and purposes (outcome 2). Some of those texts may be but are not limited to newspaper articles, magazine articles, essays, comic strips, comic books, films, advertisements, blogs, social media pages, and memes. Some of the texts we will engage with are listed below. As this is a college course, not all texts are rated PG and often deal with complex and mature elements. Please make sure you see me if you have concerns about the content of texts we are reading. Since the course is often driven by the interests and discussions of the students, some material may not be always accessible for preview. As such, it is up to you to determine your own level of comfort and approach me if/when a text may be difficult for you to read.

Intro to Popular Culture and Rhetoric (weeks 1-4)

*Essential Questions: What is rhetoric and the rhetorical situation? What does “Pop Culture” mean? How do we define it? How do others define it? In what ways does Pop Culture impact the broader culture and vice versa? Does Pop Culture “matter”?*

Sequence 1 (weeks 5-10): Race/Diversity

*Essential Questions: What are the origins of the term “race”? What does it mean today? To what extent does race matter in one’s identity? What is meant by diversity? How are race and diversity present in Pop Culture? To what extent does Pop Culture help/hinder racial diversity?*

* MP #1 due week 11

Sequence 2 (weeks 12-17): Gender

*Essential Questions: What are the constructs of gender? Has gender ‘evolved’ over time? How is gender represented (or not) in Pop Culture?*

* MP #2 due week 17

SEMESTER 2

Sequence 3 (weeks 1-8): Class

*Essential Questions: What are the elements of class structures? To what extent is class structure malleable? To what extent is one’s position in a class structure fixed or mobile? What is the effect of Pop Culture on social constructs of class?*

* MP #3 due week 9

Portfolio revision and reflection development (weeks 10-15) – Within this time, students will also be responsible for teaching a lesson on some specific facet of college composition.

**Final Portfolio Non-Negotiable Due Date: Friday, May 31, 2019**