

Left/Green=Optional Suggestion

Section Number (There are many sections of English 131)



QR code that will take you to the EWP Syllabus design guide or click here: <https://english.washington.edu/teaching/ewp-syllabus-design-guide>

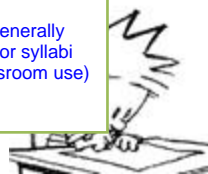
Right/Red= Comment about Required Information

Logistics: Meeting Times & Locations; Office hours & Locations; Contact information

# ENGLISH 131 A37: COMPOSITION, EXPOSITION Fall '17

Getting multi-modal with a few images can help break up the tedium.

(Copyright is generally pretty flexible for syllabi and other classroom use)



Course descriptions can vary wildly and widely. See the TA Manual for examples.

**LOCATION/TIME:** Fisheries Teaching and Research Building, Room 106

**INSTRUCTOR:** TJ Walker

**OFFICE:** Padelford A-11

**OFFICE HOURS:** Tuesday and Thursday 1:30-2:30pm (subject to change)

**EMAIL:** [tjwalker@uw.edu](mailto:tjwalker@uw.edu)

**Course Website:** <https://canvas.uw.edu/courses/1040145>

The class website is "optional" on the checklist, but let's go ahead and call it "required."

## 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 during and after college, 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. The theme of the course is "Seeing through language," and we will, through a variety of texts (essays, political propaganda, comics, advertisements, etc.), reveal, examine, compare, and challenge some of the perspectives that we have about language and the way that language mediates the world around us. Just as a photographer needs to improve his or her camera lens to better see and capture the world through photos, a writer needs to improve his or her language "lens" in order to better see what needs to be written. Likewise, if a photographer uses different lenses to respond to different situations, so must a writer use different writing techniques to respond to different situations. In this course, *how* we see will be as important as *what* we see and *how* we write will be as important as *what* we are writing about.

This book is required for the class and it is required for the syllabus as well.

## COURSE TEXTS AND MATERIALS REQUIRED

- *Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research for the University of WA*

- Regular Internet Access to submit assignments and stay connected through e-mail and the class webpage

- A USB drive to back up your work - be sure to have access to your work at all times in more than one way!

- UW Email Account

\*Please check your university email accounts regularly as I will send out e-mail announcements and updates. Outside of office hours, email is the best way to get in touch with me. I usually respond fairly quickly to e-mails, but it can sometimes take a day (or even occasionally two on the weekends) for me to respond. So please keep this in mind and don't put yourself in the position of needing an immediate response.



This information is required, though online it is grouped in the "Portfolio Assessment" section.

## COURSE ASSIGNMENTS

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 several shorter papers leading

up to a major paper. These shorter papers will 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. Unless otherwise specified, all assignments should be formatted as follows: 12 pt. Times New Roman font, 1.25" Margins, Double-Spaced, Page Numbers with Last Name in header, MLA style citation/Works Cited page. As always, feel free to ask me as well.

**NOTE:** If an assignment is at minimum 2 pages, this means 2 COMPLETE pages, not 1 page and the first four lines of the next.

As your syllabus evolves quarter to quarter, you can add clarifying items.

## ASSESSMENT

This section is required and there is language on the EWP website.  
<https://english.washington.edu/teaching/ewp-syllabus-design-guide>

### ~~PORTFOLIO (70% of Course Grade)~~

After working through the two main assignment sequences, you will have the chance to revise significantly one (or both) of the major papers using feedback generated from my comments, peer review sessions, and writing conferences. Toward the end of the course, you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include the following: 1-2 major papers, 2-3 of the 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 in a "compendium" 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.

### ~~PARTICIPATION (30% of Course Grade)~~

An explanation of the participation grade is required, though you have discretion in how it is allocated.

The rest of your grade will be determined by your participation in and out of class. Your participation grade consists of three components:

- **Attendance: (4% total of course grade)** If you are not present in class, you cannot participate, therefore regular attendance is key to your participation grade.

- **"Day to Day" and "In-Class" Work: (26% total of course grade)** This portion of your grade will come from contributions to class in the form of responding to questions, engaging in group work, and providing feedback in peer review. I expect you to be consistently prepared with readings, to have finished all writer's memos and "day to day" homework on time, and to be active in all discussions -->Peer review 8%; Reading and Day-to-Day Homework 3%; Note Summaries 3%; Writer's Memos 5%; Group Presentations 7%)

**Note:** Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. It is normal and even expected that, in our class discussions, we will disagree. Differences can and should be discussed, but these discussions should maintain the academic spirit of respect. Disrespectful language or behavior will not be tolerated in our classroom.

Although not required, it is often helpful to spell this idea out somewhere in the syllabus.

## 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

Attaching participation grade to non-portfolio assignments is one way to help student buy-in.

class about one specific way to improve writing at the sentence level. The presentations will be worth 7% of the course grade.

## ATTENDANCE

You are expected to be an active participant in class, so come prepared to contribute to the discussion and participate in activities. When you miss a class, you miss the opportunity to be a member of the class community. If you are absent, come to my office hours to see what you missed and/or ask another class member for notes. Make up all missed work in a timely manner. If you come in after class has started, even by only a few minutes, you will be considered late, and this will hurt your participation grade.

## 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 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.

## LATE WORK:

All assignments are due before class (before 9:30am) on the due date unless otherwise specified. If you have a good reason for not being able to turn in a paper on time, I can usually allow a little flexibility if you contact me ahead of time! Unless you have made prior arrangements with me, I will not give written feedback on any assignments that are turned in late, and late assignments will negatively affect your participation grade. However, I am always available during office hours to discuss late assignments. You will still need to complete late work, as your portfolio must include all assignments in order for it to receive a passing grade. Consistently turning in late work will make successful completion of the portfolio nearly impossible and will be disastrous for your participation grade.

## WRITING RESOURCES

I encourage you to take advantage of the following writing resources available to you at no charge!

**The CLUE Writing Center** in Mary Gates Hall (141 suite, CUADSS lobby) is open Sunday to Thursday from 7pm to midnight. The graduate tutors can help you with your claims, organization, and grammar. You do not need to make an appointment, so arrive early and be prepared to wait.

**The Odegaard Writing and Research Center** is open in Odegaard Library Monday - Thursday 9am to 9pm, Friday 9am to 4:30pm, and Sunday 12pm to 9pm. This writing center provides a research-integrated approach to writing instruction. Find more information and/or make an appointment on the website: [www.depts.washington.edu/owrc](http://www.depts.washington.edu/owrc).

## 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.

This is optional, but an explicit illustration of the attendance policy is highly recommended. Consider going into more detail. (e.g. no penalties for up to four hours of missed class, after that 1% off the course participation grade for every hour missed. 3 lates counts as an absence, etc.) It is much easier to be harsh on paper and then be merciful in practice than the other way around.

Two conferences with every student are mandatory, but putting a section detailing them on your syllabus is optional.

It is required to put penalties for missed or late work in the syllabus. You may also want to spell these out in more detail than is done here.

This is another instance where it is better to be harsh on paper and then (possibly) merciful in practice.

There are a number of optional resource clauses ready-made on the EWP website.

A clause on academic integrity is required.

## COMPLAINTS

The complaints clause is required (verbatim)

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 Directors

Make sure that you update the names and emails of the Assistant directors. These are online.

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.

## ACCOMODATIONS

Required (Verbatim)

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

Required (Verbatim)

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)

## FIUTS

The 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. Consult FIUTS' web site for a detailed calendar of events and links to many resources <http://www.fiuts.org/>

## 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/>

## 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/>.

Here are a few more optional clauses. See the website for the full list.

# OUTCOMES FOR EXPOSITORY WRITING PROGRAM COURSES

University of Washington

The outcomes are required (verbatim) You can find them online.

## 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.

# OUTCOMES FOR EXPOSITORY WRITING PROGRAM COURSES

I have my students put the outcomes into their own words on the first or second day of class. This is optional.



(In your own words)

1)

---

---

2)

---

---

3)

---

---

4)

---

---

# TENTATIVE COURSE CALENDAR

The course calendar is required on the syllabus.

This is a rough outline of the quarter which contains some of the key dates to remember (holidays, major assignments, etc.) This calendar is, of course, subject to change, but you should consider it to be accurate unless I inform you otherwise. **Note that additional homework will be assigned in class** that is not detailed on the syllabus. Remember, it is your responsibility to ask me or another member of the class about missed assignments if you are absent.

Make sure that you update the dates on your calendar. Updated calendar templates are available here online.

WEEK 1	ACTIVITIES / ASSIGNMENTS	DAY TO DAY HOMEWORK
Mon 3/28	<b>First Day of Instruction!</b>	
Wed 3/30		Read "I has a dream" WTM p. 708 & James Baldwin "If Black English" WTM p. 440
Fri 4/1	<b>Preliminary Writing Assignment</b> Due on Canvas	<b>Read</b> "Writer/Thinker/Maker" (WTM) <i>Week 1 Readings</i>
<b>WEEK 2</b>	<b>Read "Contexts for Inquiry" (WTM) Week 2 Readings</b>	
Mon 4/4	Group Feedback on SA1 Selected Texts	"Genre" Reading (on Course Website).
Wed 4/6	<b>SA 1 Due</b>	<b>SA1 Writer's Memo</b>
Fri 4/8	<b>Read</b> Gloria Anzaldua "How to Tame a Wild Tongue" page 430 in WTM	
<b>WEEK 3</b>	<b>Read "Writer/Thinker/Maker" (WTM) Week 3 Readings</b>	
Mon 4/11		
Wed 4/13	<b>SA 2 Due</b>	<b>SA2 Writer's Memo</b>
<b>WEEK 4</b>	<b>Read (WTM) Week 4 Readings</b>	
Mon 4/18		<b>Read "Language Experience" Reading (on Course Website).</b>
Wed 4/20	<b>SA 3 Due</b>	<b>SA3 Writer's Memo</b>
Fri 4/22		"Example Argument Essays"
<b>WEEK 5</b>	<b>Read (WTM) Week 5 Readings</b>	
Mon 4/25	Conferences	
Tues 4/26	Conferences	
Wed 4/27	Conferences Discuss Portfolios Mid-Term Review	Read " <b>Conversation 1</b> " (on Course Website). <b>MA 1 Writer's Memo</b>
Fri 4/29	<b>MA 1 Due</b>	Read " <b>Conversation 2</b> " (on Course Website).
<b>WEEK 6</b>	<b>Read (WTM) Week 6 Readings</b>	
Mon 5/2	<b>Read</b> "Changing Perspectives 1" (On Website)	
Wed 5/4		Library Research
Fri 5/6	<b>SA 4 Due</b> <b>Read</b> "Changing Perspectives 2" (On Website)	<b>SA4 Writer's Memo</b>
<b>WEEK 7</b>	<b>Read (WTM) Week 7 Readings</b>	
Mon 5/9	<b>Presentation 1</b>	
Wed 5/11	<b>SA 5 Due</b> <b>Presentation 2</b>	<b>SA5 Writer's Memo</b>

Sometimes, you want to let the students know that there will be a reading, but you haven't decided what that reading will actually be. Giving it a generic title on the syllabus and then putting the eventual reading in a folder on canvas with this title is one way to feel some mid-quarter freedom.

<b>WEEK 8</b>	<b>Read (WTM) Week 8 Readings</b>	
Mon 5/16	Presentation 3 Presentation 4	
Wed 5/18	MA2 Due Presentation 5	MA2 Writer's Memo
<b>WEEK 9</b>		
Mon 5/23	Presentation 6	
Wed 5/25	Revision of MA1 or MA2 Due Portfolios	
<b>WEEK 10</b>	Select your Portfolio Papers	Begin revising to better meet the course outcomes
Mon 5/30 Memorial Day	Holiday-No Class	
Tues 5/31	Conferences	
Wed 6/1	Conferences Portfolios Course Evaluations	
<b>Finals Week</b>		Portfolios are actually due Monday of Finals week during your first quarter teaching.
Mon 6/6		
Wed 6/8	Portfolios Due	

It can be helpful to color code different kinds of information for the online version of your syllabus (It would be VERY expensive to try to print out a color copy of every syllabus.)  
NOTE: Make sure everything is still legible in black and white.

Portfolios are due on Monday of Finals Week because of our norming session.

**Holidays:** Memorial Day, Monday, May 30<sup>th</sup>  
**Last Day of Class:** Wednesday, June 1st  
**Finals Week Begins:** Monday, June 6th