

ENGL 198 C: Thinking and Writing *with* Psychology

(Interdisciplinary Writing/Social Science)

Multilingual (MLL) Writing Course Linked with Psychology 101B



Instructor: [Sumyat Thu \(Links to an external site.\)](#)

Current Location: Seattle, WA

Email me by using "Inbox" on the left sidebar of Canvas (preferred); general email address: smthu@uw.edu (I will respond to you within 24 hours.)

Virtual office hours: Tue, Thur 1:30-2:30 pm (PDT). Please take advantage of my virtual office hours to come chat with me via Zoom about any questions/concerns you may have about the course, online learning, etc. [Click here \(Links to an external site.\)](#) to chat during my office hours. The meeting password for security measures is #####. Note that if you're currently outside of Seattle and Pacific Daylight Timezone, use the [timezone converter \(Links to an external site.\)](#) to see when my office hours would be in your local time. During the office hours, you'll be able to chat with me one on one because I'll be using Zoom's waiting room feature.

COURSE OVERVIEW:

Welcome to **ENGL 198 C: Thinking and Writing with Psychology**. This is a five-credit writing course **linked with Psychology 101B** by Dr. Lee Osterhout. The writing course satisfies

the composition C or writing W credits. This course is designed for **multilingual (MLL) students**, meaning that the writing assignments and course materials are designed to explore cross-cultural or language issues of interest in topics of psychology and academic learning. For example, how has the issue of "stereotype threat" (a topic in social psychology) been studied in different countries and cultures? How can we learn from psychological research written in different languages through translation and multilingual communication? For the course purposes, students should identify as 'multilingual', meaning that they have lived experiences to draw on regarding multilingual identity and communicative practices. Through developing strategic writing skills in psychology as well as broader academic contexts, students will learn how to write for different audiences, critically read and respond to academic texts, create complex arguments and narratives, and develop rigorous revision strategies via constructive and collaborative feedback in order to become a better writer.

COURSE GOALS:

- To successfully learn through online learning by practicing self-care, resilience, and collaboration with each other
- To compose strategically for a variety of audiences and contexts, both within and outside the university
- To work strategically with complex texts and information in order to generate and support inquiry
- To craft persuasive, complex, inquiry-driven arguments that matter
- To practice composing as a recursive, collaborative process and to develop flexible strategies for revising throughout the writing/composition process

COURSE TEXT AND MATERIALS:

All of the course readings and materials will be posted for free access on Canvas. No textbook needed to purchase. However, you should use your textbook for Psychology 101 for related concepts that would come up in the writing assignments.

ASSIGNMENT SEQUENCES:

There will be three assignment sequences throughout the course. Each assignment will help you learn specific course goals mentioned above. Assignment 1 is a reflective writing essay about reflecting on your socioemotional psychology while living in this global health crisis. Assignment 2 is a film analysis paper that allows you to choose a film related to specific psychological concepts. Assignment 3 is a literature synthesis and critical review paper that asks you to choose a topic of your interest in psychology and engage in academic, scholarly research. By doing the course readings, discussions, and short writing activities on our online learning space weekly, you'll be able to do each assignment successfully!

WRITING RESOURCES:

OWRC: The OWRC will open for online appointments on April 3rd and will be offering tutoring appointments via Zoom. Find out more info [here \(Links to an external site.\)](#) for how to sign up for an appointment.

CLUE: CLUE is online for spring quarter during our normal business hours starting April 5. Check back [here \(Links to an external site.\)](#) for more information on how to utilize their services.

ONLINE CLASS COMMUNITY CONDUCT:

For the reasons of access and equity, internet connectivity, and different locations that we are currently in (Some of us are in different time zones), I will not be requiring for us to meet online in real time during weekly scheduled class sessions (TTh 2:30-3:50 pm) for the most part, except for some occasional activities such as giving and receiving feedback on your writing assignments which will be announced with enough time notice. Instead, I will be preparing for our course materials and activities to be available on the Canvas site to be learned at your own pace with flexible deadlines each week.

Here are some community guidelines we should practice as we navigate this new online learning space:

- **Respect and compassion:** This time of global health crisis is a difficult time for all of us. Please practice respect, patience, and compassion in interacting with one another via online course activities or Zoom, etc. Differences in opinion (opinions based on informed research) can and should be discussed. Hate speech on the other hand, or speech that incites violence or makes listeners feel scared for their well being, would have consequences.
- **No sharing of course materials outside of this Canvas course:** Please do not share any of the course materials and classmates' writing that you read to anyone outside of this course. When we do Zoom office hours or meetings, please do not record any of those meetings. (If there is a need for recording, I will do so and share it with you all.) Especially in an online course, we have to take extra caution to abide by the [FERPA rulesLinks to an external site.](#) to ensure student work is not circulated in public online spaces.
- **Engaged and respectful online presence on Zoom:** In a time of social distancing and working/studying from home, work/study and home space becomes blurred and integrated out of necessity. Especially in our Zoom meetings, please dress appropriately and carry yourself in a collegial, professional manner.
- **Communication:** I will communicate with you regularly via Canvas announcements and email (to your UW email address). Please check your UW email regularly (or set a forwarding option), and set your [Canvas Notifications](#) so that you receive announcements in a timely manner.

ASSESSMENT:

- Participation in online learning space: 30%

- Completing activities each week online: reading, discussions, low-stakes short writing, etc.
- Participating in writing conferences with me via Zoom (For me to give you feedback on your writing and for us to have a conversation about your writing progress and questions)
- Written work: 70%
 - Assignment 1- Reflective writing: 15%
 - Assignment 2- Film analysis: 25%
 - Assignment 3- Literature synthesis and critical review: 50%
 - Peer-review written feedback for classmates: 10%

STATEMENT ON EDUCATIONAL EQUITY:

University of Washington and Interdisciplinary Writing Program consider the diversity of its students, faculty, and staff to be a strength and a crucial resource to its educational mission. Diversity includes our identities on race, ethnicity, socioeconomic class, gender, sexuality, language, national origin, age, physical and mental (dis)ability, faith and non-faith beliefs, political ideology, education, and the varying lived experiences.

As an equity-minded educator, I am committed to teach with an anti-racist approach that views writing as social action and ethical communication that is often tied to asymmetrical relations of power and access. I strive to create a curriculum that honors various knowledge traditions with the criteria of selecting authors who critically urge us to consider the relationships between language as a social practice and attending to issues of equity and social justice in the world. I am committed to design writing assignments that invite students to practice their fluid language and literacy repertoires for different audiences, contexts, media, and rhetorical situations.

I am committed to develop assessment criteria that emphasize writers' language choices and rhetorical effectiveness based on the writing occasion, genre, purpose, and audience rather than static and ambiguous standards of so-called Standard English or Edited American English. In my teaching, I practice the heuristics developed by Dafina-Lazarus Stewart, an education professor and student affairs professional, that frames: "Inclusion asks, 'Have everyone's ideas been heard?' Justice responds, 'Whose ideas won't be taken as seriously because they aren't in the dominant group?'"

ACCOMMODATIONS

Given the circumstances of a global health crisis that we are in, please let me know if you need any accommodation I can provide at any point of the course. If needed, I can work with [UW Disability Resources for Students](#) for disability related accommodations. [Religious accommodations](#) are provided for all UW courses as well.

DISABILITY RESOURCES

[Disability Resources for Students COVID-19 FAQs \(Links to an external site.\)](#)

MENTAL HEALTH RESOURCES

[Virtual Let's Talk](#)[Links to an external site.](#) (from the Counseling Center and Hall Health)

[More info on mental health resources](#)[Links to an external site.](#)

RESOURCES FOR INTERNATIONAL STUDENTS

[Coronavirus information for F1 & J1 students](#) ([Links to an external site.](#))

Want to join [Targeted Learning Communities \(TLC\)](#) ([Links to an external site.](#)) facilitated by OWRC tutors?

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. The University of Washington expects all students to conduct themselves as responsible members of the academic community and follow the UW standards of conduct and student code, including practicing "high standards of academic and professional honesty and integrity" (WAC 478-120-020(2) (a)). Please refer to the [University of Washington Student Code of Conduct](#) ([Links to an external site.](#)).

Using VeriCite (plagiarism detection software): The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

LAND ACKNOWLEDGEMENT:

Even though we are teaching and learning in the online space during this spring quarter, the University of Washington is located on the unceded land of the first people of Seattle, Duwamish peoples and the Coast Salish peoples in Pacific Northwest at large. I ask you to join me in acknowledging the Duwamish community, their elders both past and present, as well as future generations. University of Washington also acknowledges that it was founded upon exclusions and erasures of many Indigenous peoples, including those on whose land this institution is located. This acknowledgement demonstrates a commitment to *beginning* the process of working to dismantle the ongoing legacies of settler colonialism.

As a *starting* point in making this land acknowledgement meaningful for our writing course, we should learn that Lushootseed is a Native American language spoken by several Salish tribes and has given a legacy of place names here such as Seattle, Tacoma, Issaquah, and Skagit. In my effort to encourage you all to learn writing, language, and literacy as social action with important material consequences, we should also learn that the land of the Duwamish

peoples remains in fraught relationship with the Treaty of Point Elliott, which you can learn more about [hereLinks to an external site.](#)

Disclaimer: I reserve the right to change the policies/procedures within this syllabus as needed.