

English 131 – Spring 2016
Instructor: Jacqui Pratt
Email: jacpratt@uw.edu
Office Location: Savery 417

Class Location: PAB B101
Class Times: Mon/Wed 9:30am - 11:20am
Office Hours: Mon/Wed 11:30am - 12:30pm

“If you want to be a writer, you must do two things above all others: read a lot and write a lot. There's no way around these two things that I'm aware of, no shortcut.”
- Stephen King

Some of you want to be scientists or entertainers or lawyers. Some doctors or engineers. Some of you may have *no idea* what you want to do after college (or maybe what you are doing here in the first place). And maybe, just maybe, one of you is interested in English. So why does UW require you to take this class? Simply put, English 131 is designed to help you become a good (or at least, better) writer: at UW, in your careers, and in your lives.

But what does it mean to be a “good” writer? An essayist does not follow the same rules as a poet, and both of those writers follow even different rules than a songwriter. Good writing changes depending on the context and the expectations. So if good writing can only be identified contextually, how can someone be taught to generally write well?

Despite the different ways we write and communicate on a daily basis, there are tools, practices, and habits writers across all forms have in common. Throughout this course, we will identify and develop the skills common to all good writers through critical engagement with course readings, classroom discussions, and by producing written works in a variety of forms, with a specific focus on developing the skills necessary for academic inquiry. By the end of the quarter, you will have produced a diverse portfolio of writing representative of the level of critical engagement expected not only in the university but as an active participant in society.

Specifically, this course is designed to help you:

- cultivate critical thinking skills
- communicate complex thoughts into writing
- situate your writing in a larger academic or social conversation
- participate in writing as a communal practice
- reflect upon your own work and skill-set as a continual work-in-progress

Required Materials

1. *Contexts for Inquiry* (with readings)
2. Internet access, UW Net ID and password, UW email and Canvas accounts *that you check every day*
3. Some kind of organizing folder to put all your materials for the class
4. Some kind of notebook/electronic device for in-class note taking

Assessment

Portfolio (70%)

In this course, you will complete two 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 project. These shorter 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 the major projects using feedback generated by your instructor, peer review sessions, and writing 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 along with a critical reflection. The portfolio will include the following: one of the two major projects, three to five 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 all of the sequence-related writing you were assigned in the course (both major projects 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.

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:** 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.

Participation (30%)

Your participation in this course will be a necessary element to the success of the class.

- **10% Conferences:** You must meet with me twice during the quarter (see calendar for when they are scheduled). These conferences give you the opportunity to get feedback about your assignments and to express any concerns, questions, or suggestions you might have about the course or the assignments. I will provide you with a sign-up sheet for these conferences with

detailed instructions about how to prepare for them. I ask that you come to these conferences prepared to discuss your work and do the pre-work that I assign.

- **10% In-Class Discussion:** Your willingness to contribute to class discussions by making comments, asking questions, and your engagement in group work and peer workshops.
- **10% Preparation for Class and Meeting Deadlines:** Your overall preparedness in completing all reading and writing assignments on time, and the timeliness of your assignments. Remember that class discussions and peer-review sessions cannot be made up if you miss class. Please pay attention in class (texting during class leads to low participation points). And please be on time—everyone is late once in a while, but you will lose participation points if you regularly arrive after class begins.
- **Extra Credit:**
 - Writing Centers
 - You may go to any of the writing centers as “extra credit” to help your participation grade. I will count up to two visits, and you must write a one-page reflection of what you got out of the experience and how it helped you on a particular assignment (submit via email or canvas message).
 - EMP museum
 - Since this class gives ample opportunities to engage in pop culture, once during the quarter you can visit the EMP museum (right by the Space Needle). For points, submit via email or canvas: 1. take a photo of yourself in one of the exhibits 2. a one-page reflection discussing what you learned from this exhibit and how it will apply to/help your work on an upcoming SA or MP

Late Work

All assignments are due (using Canvas) by the time and date specified **as a Pages or Microsoft Word document only**, and I will not accept any assignments submitted in any other way unless it is appropriate for the assignment and I give approval in advance. Unless you have spoken with me ahead of time, you will lose participation points on any work submitted after the deadline. Also, **I will not give feedback on any assignments that are turned in late or incomplete** (at least two full pages for short assignments and at least five full pages for major projects, writer’s memos when asked for). 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 late work, as your portfolio must include all assignments in order for it to receive a passing grade. As with attendance, turning in late work will affect your participation grade. If you are having trouble and may be unable to turn things in on time, speak with me before the assignment is due (and no, this does not mean the day that it is due). If you have a *very good* reason, I may be nice when it comes to the participation grade. However, I reserve judgment on what qualifies as a *very good* reason.

Please Note: Portfolios are due on Canvas by 11:59 pm on Sunday, June 5. This due date is NOT negotiable. A late or incomplete portfolio will result in an incomplete portfolio mark, which will result in an incomplete in the class.

Expectations

Preparation:

- Please come to class prepared to participate in the activities for the day. You can keep up with the course schedule by referring to the course calendar. **PLEASE NOTE: The course calendar is subject to change.**
- Please bring the following to each class: your textbook, a notebook or electronic device (for note taking), and any additional materials I've specified ahead of time. I will assume that everyone has done the assigned reading before class begins. If you do not keep up with the reading, you will see that reflected in your participation grade.
- Handouts: I will be printing and distributing various handouts throughout the course. In the unlikely event you miss a class, it is your responsibility to get a copy of the handout(s) from one of your peers or from the course website.

Class Discussion:

- The more you engage in this academic community, the more you will learn. As with class attendance, it is important for you to participate in class as thoroughly as possible; we want our time to be productive. Even if you have a hard time participating in discussion, for whatever reason, I ask that you give it your best shot. Participation in classroom discussion will be part of your participation grade, and we will discuss your participation grade in conferences so there are no surprises.
- Respect: Because the exchange of ideas is so important to this class, it is necessary for everyone to be respectful of one another. Differences can be discussed, but not fought over. Derogatory or discourteous language is never necessary in any situation.

Technology:

- You will be expected to set your cell phone to silent before class begins (NOT vibrate). If you have a smartphone, I strongly encourage using the "Do Not Disturb" feature.
- Don't text during class. It is extremely disrespectful, and you will lose participation points if you do so.
- A similar policy applies to laptops. If you use your laptop to take notes during class, actually use it to take notes during class. Don't email during class, don't check Facebook, and don't do work for your other classes during this one. Again, it is extremely disrespectful, and you will lose participation points if you do so.

Course Email and Website:

- I do my best to post assignments as far in advance as possible, but due to the idiosyncratic nature of each class, this doesn't always work out. We will inevitably deviate from our calendar in order to accommodate relevant, spontaneous questions and issues (and rightly so), and so assignments and reading materials may change. If and when I make any changes to the course structure (calendar, assignments, etc.), we will always discuss it in class. If it's a change I make after we meet, I will send out a class email explaining the changes. Therefore, it's crucial that you check your UW email account often, and that you use the course website - it will reflect any updated changes that have been made to the class.

- When you email me, which I invite you to do when you have any questions/concerns/etc., I strive to get back to you within 24 hours (48 on the weekends). Please be aware that I check my email infrequently during day (2-3 times at most), and usually before 6 pm. So if you email me after 6, chances are I won't respond until the next day. Please don't wait until the last minute to contact me.

Food:

- Please do not bring a full meal or any smelly food to class. It is distracting to other students. If you find that you get hungry during our class, bring a small snack.

Class Cancellation Policies

In the *highly* unlikely event that I would have to cancel class, I would let you know by 8:00 am the day of class. However, if I am ill or have an emergency, it is most likely that you would simply have a substitute that day. If for some reason (also *highly* unlikely) that I am not present when class begins, please wait for twenty minutes (9:50 am) before leaving.

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 AJ Burgin, aburgin@uw.edu; Jacki Fiscus, jfiscus@uw.edu; Denise Grollums, dgroll@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.

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/>.

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: <http://depts.washington.edu/counsels/>

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/>.

FIUTS

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 beginning with a lunch on September 28 from 11:30-1:30 in the Kane Hall Walker-Ames room. Consult FIUTS' web site for a detailed calendar of events and links to many resources <http://www.fiuts.washington.edu>.

Writing Resources

There are two particularly fantastic writing resources for you here on campus at UW. Both are free of charge, and I would very strongly encourage you to take advantage of these resources. The Odegaard Writing and Research Center allows you to schedule 45-minute tutoring sessions in which to talk about your writing or specific writing assignments for any class. You may book these on-line at: <http://depts.washington.edu/owrc/> (and I would suggest booking early, as they tend to fill up quickly!) The CLUE Writing Center is located in Mary Gates Hall, and offers late-night drop-in tutoring. You can get all the details here: http://depts.washington.edu/clue/dropintutor_writing.php.

Campus Safety

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

- o Always call 911 if you or others may be in danger.
- o 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.
- o Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- o 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.

OUTCOMES FOR EXPOSITORY WRITING

PROGRAM COURSES

University of Washington

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.

ENGLISH 131 COURSE CALENDAR

(SUBJECT TO CHANGE)

WEEK 1	IN-CLASS ACTIVITIES	HOMEWORK DUE FOR THIS CLASS Note: All written homework is due via Canvas by 11:59 pm the night before (unless otherwise noted)
Mon 03/28	Introductions Syllabus Course Outcomes First Assignment Sequence Introduction	
Wed 03/30	Rhetorical Awareness Rhetorical Analysis SA1 Discussion Short Assignment 1 Due by 11:59 pm 04/02	Reading: <ul style="list-style-type: none"> Analyzing Rhetorical Situations (pg 21-25) Using Aristotle's Three Appeals (pg 33-35) Understanding and Writing for Audience (pg 55-60) <i>Optional: Writing for your specific discipline</i> Writing: <ul style="list-style-type: none"> Preliminary Essay (Canvas) Misc: <ul style="list-style-type: none"> SA1 Artifact linked/uploaded to Canvas (so I can familiarize myself with it before grading SA1).
WEEK 2		
Mon 04/04	Genre Awareness Activity: Tannen SA2 and SA3 Introduction Activity: Genre Brainstorming	Reading: <ul style="list-style-type: none"> Analyzing Textual Conventions (pg 37-50) Genre Awareness (pg 94-96) Genre Awareness and Metacognition (pg 121-125) <i>Optional: Sample Student Reflection (125-127)</i>
Wed 04/06	Genre Analysis Workshop: Genre Analysis SA2 Discussion Rhetorical Grammar Introduction Rhetorical Grammar: Word Choice, Voice, Tone Short Assignment 2 Due by 11:59 pm 04/09	Reading: <ul style="list-style-type: none"> Genre Analysis (pg 97-104) Turning Genre Analysis into Genre Production (pg 112-114) <i>Optional: Sample Genre Analysis (pg 105-111), Sample Genre Production (pg 114-120)</i> Writing: <ul style="list-style-type: none"> Reflection SA1 (Canvas) Misc: <ul style="list-style-type: none"> Collect and familiarize yourself with 3-5 samples of genre for SA2. Bring to class for activity (Post genre on Canvas by 11:59 pm Tues so I can prepare for class).
WEEK 3		
Mon 04/11	Style, Voice, Tone Anzaldúa Discussion Activity: Style Genre Translation	Reading: <ul style="list-style-type: none"> Anzaldúa - "How to Tame a Wild Tongue" (pg 497-506) Following Short Readings on Voice, Style, and Tone <ul style="list-style-type: none"> http://www.umuc.edu/writingcenter/onlineguide/tutorial/chapter3/ch3-21.html http://rhetoric.byu.edu/Canons/Style.htm http://www.quickanddirtytips.com/education/grammar/understanding-voice-and-tone-in-writing?page=all https://owl.english.purdue.edu/owl/resource/980/03/ Writing: <ul style="list-style-type: none"> Anzaldúa Discussion Post (Canvas)
Wed 04/13	Rhetorical Grammar: Punctuation Workshop: Genre Translation SA3 Discussion Short Assignment 3 Due by 11:59 pm 04/16	Writing: <ul style="list-style-type: none"> Genre Analysis of genre for SA3 (Canvas) Reflection SA2 (Canvas)

WEEK 4		
Mon 04/18	Zine Introduction Activity: Zine Genre Analysis Zine Construction MP1 Discussion	Reading: • So, You Want to Start A Zine? (PDF on Canvas) Writing: • Reflection SA3 (Canvas) (Available Saturday)
Wed 04/20	conferences - NO CLASS Major Project 1 Due by 11:59 pm 04/23	Conference Prep: • Rough storyboard/breakdown of zine (Post to Canvas by 7 AM morning of your conference)
WEEK 5		
Mon 04/25	Temperature Check MP2 Introduction SA4 Introduction Line of Inquiry Activity: Line of Inquiry	Reading: • Identifying Issues (pg 302-310) • Issue Based Questions (pg 314-318) • McCloud - "Setting the Record Straight" - (pg 767-782) Writing: • McCloud Discussion Post (Canvas) • Post 2 issue-based questions stemming from McCloud's comic (Canvas)
Wed 04/27	Rhetorical Grammar: Sentence, Fragment, Run-on Complex Claims Activity: Complex Claims Short Assignment 4 Due by 11:59 pm 04/30	Reading: • Complex Claims (328-337) Writing: • Pop Culture question and keyword (Canvas) • Outcomes Reflection (Canvas)
WEEK 6		
Mon 05/02	Activity: Rhetorical Effects of Evidence Activity: Choosing Evidence SA5 Introduction Activity: Library Services	Reading: • Evaluating Sources (Library and Internet) (pg 265-270) • Lippi-Green - "Teaching Children How to Discriminate" (pg 693-728) Writing: • Lippi-Green Discussion Post (Canvas)
Wed 05/04	Ethics of Working with Sources Workshop: Annotation Short Assignment 5 Due by 11:59 pm 05/07	Reading: • Representing Another's Ideas Fairly and Accurately (pg 160-162) • Avoiding Plagiarism (pg 271-273) Writing: • SA4 Reflection (Canvas)
WEEK 7		
Mon 05/09	MP2 Discussion Outlining Workshop: Outline Peer Review: Outline	Reading: • Drafting an Organizational Plan (pg 416-418) • Revising Organization (pg 418-421) Writing: • Cluster Diagram (Canvas) (note: please bring copy to class for workshop)
Wed 05/11	Rhetorical Grammar: Passive v Active Voice Evidence Integration Activity: Integrating Quotes Activity: Integrating Summary and Paraphrase Intertextuality Draft 1 of Major Project 2 due by 11:59 pm 05/14	Reading: • Integrating Quotations (pg 246-250) • Summaries, Paraphrases, and Quotations (215) Writing: • SA5 Reflection (Canvas) Misc: • Bring 2 pieces of evidence from your ann bib sources that support a piece of your argument in MP2 (1 should be something you want to quote directly, the other something you want to paraphrase) to class today.
WEEK 8		

Mon 05/16	Workshop: Peer Review	Writing: <ul style="list-style-type: none"> Peer Review classmates's MP2 draft (Canvas) (Available Saturday)
Wed 05/18	Rhetorical Grammar: Fallacies Revision Strategies Revision Plans Workshop: Revision Plan MP2 Major Project 2 Due by 11:59 pm 05/21	Reading: <ul style="list-style-type: none"> Revising Through Re-vision, Asking Big Questions (pg 450-453) Writing: <ul style="list-style-type: none"> Peer Review classmate's MP2 draft (Canvas)
WEEK 9		
Mon 05/23	Portfolio Overview Sample Portfolio Portfolio Q & A Activity: Outcomes	Reading: <ul style="list-style-type: none"> Contexts for Inquiry Appendix (pg 891-918) Writing: <ul style="list-style-type: none"> Outcomes Reflection pt 2 (Canvas) (Available Saturday)
Wed 05/25	conferences - NO CLASS	Conference Prep: <ul style="list-style-type: none"> Conference prep activity for each outcome - post by 7am day of conference (Canvas) Portfolio Prep: <ul style="list-style-type: none"> Sample portfolio evaluation (Canvas)
WEEK 10		
Mon 05/30	Memorial Day - NO CLASS	Portfolio: <ul style="list-style-type: none"> POST BY CLASS TIME TODAY: <ul style="list-style-type: none"> Rough draft of critical reflection for outcomes 1-4 (for Peer Review before next class) Revision plans for 4 showcase pieces
Wed 06/01	Course Evaluations Workshop: Critical Reflection Activity: Portfolio Portfolios due by 11:59 pm Sunday, 06/05!!!!!!	Portfolio: <ul style="list-style-type: none"> Peer Review of classmates' reflections for outcomes 1-4 Bring to class TODAY: <ul style="list-style-type: none"> Rough draft of intro and conclusion of critical reflection One of your showcase pieces (short assignment, please) you feel you need the most help with revising.