



## Fall ENGL 111A2 Composition: Literature Description and Syllabus

Class Theme: **Exploring Perspectives in Martin Luther King Jr.'s *Letter from Birmingham Jail* and Shakespeare's *The Tempest*.**

Instructor: Carol Robertson

Classroom: Smith Hall, Rm. 407, 8:30 a.m. to 10:20 a.m., T/Th

Office: ART 351; however, **office hours may be in designated conference rooms**

Office hours: Thursday, 11:00 a.m. - 1:00 pm and by appointment.

Class website: <https://canvas.uw.edu/courses/1220296>

Email: [carolr3@u.washington.edu](mailto:carolr3@u.washington.edu)

This course will launch you into a successful academic experience at UW by preparing you for the rigorous demands of university writing while fostering an appreciation for great writing. Among the issues we explore will be identity, otherness, power, and oppression. We will begin by exploring and analyzing the rhetorical strategies of a skilled writer and speaker who is our near contemporary as we read Martin Luther King Jr.'s *Letter from Birmingham Jail*. As the quarter continues, we will practice the written formation of our own complex, analytic, and persuasive arguments as we read William Shakespeare's *The Tempest*. In a highly interactive classroom environment, we will examine the depth and significance of our arguments to our audience as well as consider how effectively we have supported our arguments and addressed perceived counter-arguments. You will hone your skills as you incorporate instructor and peer feedback and revise your writings. The course sequence will include five short assignments and two major papers, culminating in a portfolio, which demonstrates your competency as writers.

### Sequence One and Two

<b>Short Assignment One</b>	<p><b>Visual-Analysis Exercise:</b>            Select a historical political cartoon and construct a rhetorical analysis thesis and an argument thesis. Images, like texts, are rhetorical. The imagery in your cartoon was not drawn in a void. It, no doubt, takes a debatable position. If this image were a written text, what do you imagine the argument to be? How (by what strategies) does the artist convey his argument? Be prepared to discuss your image and thesis constructions in class and submit on Canvas on Friday evening, 10/5.</p>	<p><b>Week 2:</b></p> <p><b>In-class discussion</b> of cartoon on Tuesday, 10/2.</p> <p><b>Peer review</b> of thesis constructions on Thursday, 10/4</p> <p><b>SA1</b> due as assignment post on Friday, 10/5, by 10 p.m.</p>
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<b>MAJOR PAPER ONE</b>	<p><b>A Rhetorical Analysis of Martin Luther King Jr.'s <i>Letter to Birmingham Jail</i>.</b></p> <p>Not only was King, our most acclaimed leader in the Civil Rights Movement, a powerful speaker, he was a powerful writer. King's letter serves as an excellent model for effective, powerful writing. Analyze his rhetorical strategies and their effects. Narrow your focus by choosing a <i>specific</i> strategy used throughout his writing or strategies evident in a <i>specific</i> passage or section.</p>	<p><b>Week 3 and 4:</b></p> <p><b>MP1 Draft:</b> Post as Canvas assignment on Friday, 10/12, by 10 p.m.</p> <p><b>MP1 Final Paper:</b> Due Friday, 10/19, by 10 p.m.</p>
<b>Short Assignment Two</b>	<p><b>Two-page essay on assigned reading in Shakespeare's <i>The Tempest</i>.</b></p> <p>Choose from a selection of essay questions assigned for the week your short essay is due. Post your essay on the Canvas discussion board on Saturday of assigned week by 7 p.m. Follow with an assignment post for instructor feedback.</p>	<p><b>Week 5-7:</b></p> <p>Post to discussion board on assigned week: 10/20, 10/27, or 11/3 by 7 p.m. Follow with post to "assignments."</p>
<b>Short Assignment Three</b>	<p><b>Proposal/Thesis and Outline for Major Paper Two.</b></p>	<p><b>Week 7:</b></p> <p><b>SA3 proposal draft</b> due as discussion post: Wednesday, 11/7, by 7 p.m. Respond to two posts by 9 p.m.</p> <p><b>Proposal/Outline</b> due same evening as assignment post.</p>
<b>MAJOR PAPER TWO and Short Assignment Four</b>	<p><b><i>The Tempest</i>.</b></p> <p>Investigate certain passages, themes, or characters in Shakespeare's <i>The Tempest</i> and construct an original, specific argument based on your findings. Support your thesis with concrete evidence from the text and engagement with at least two scholarly sources. You may also wish to investigate the relationship (comparison/contrast) between <i>The Tempest</i> and Shakespeare's probable sources for <i>The Tempest</i>.</p>	<p><b>Week 7-8:</b></p> <p><b>MP2 First Draft:</b> Due Friday, 11/9, by 10 p.m.</p> <p><b>SA4: MP2 Class Presentations:</b> Tuesday/Thursday, 11/13 and 11/15.</p> <p><b>MP2 Final Paper:</b> Due Friday, 11/16, by 10 p.m.</p>
<b>Short Assignment Five</b>	<p><b>Shakespeare's Sonnets Rhetorical Analysis.</b></p> <p>Choose one of the assigned sonnets and construct an argument that demonstrates close reading. Focus on specific imagery, specific word choices, or specific verses or stanzas that contribute to the theme of the poem. How does the author use language to convey meaning?</p>	<p><b>Week 9-10</b></p> <p>Post on Canvas discussion board by Saturday, 11/24, 7 p.m. Respond to two posts by 9 p.m. Due as assignment post Friday, 11/30, by 10 p.m.</p>

## **Week Ten and Eleven—THE PORTFOLIO (70% of your grade):**

Our two major assignment sequences are designed to help you fulfill the course objectives (outcomes) and will culminate in the construction of a final portfolio. The portfolio will begin with a critical reflection, “the portfolio defense essay,” in which you will defend your ability to meet each of the four EWP course outcomes. Two major papers and one short assignment, significantly revised, will serve as evidence pieces for your portfolio defense. However, all required written assignments must be submitted to complete your portfolio. Please note, a portfolio that does not include all required written paper assignments and the portfolio defense essay will be considered “incomplete” and will not earn a passing grade. The grade for complete portfolios (worth 70% of your total grade) will be based on the extent to which your writings demonstrate your fulfillment of the course outcomes. **The final portfolio is due Saturday, 12/8, by midnight.**

### **INSTRUCTOR/STUDENT CONFERENCES:**

**One instructor-student conference is required:** Following your receipt of Major Paper One with comments, we will meet to reflect on the success of the paper and suggest future writing strategies. This conference is mandatory and, if missed, will affect your participation grade. You will be given an opportunity to sign up for a conference time as well as information on how to prepare for the conference.

### **USING WRITING RESOURCES:**

**Two tutor visits are required:** We encourage you to use the wealth of writing resources available to you. Two Odegaard Writing Center tutor visits (one before each major paper) are required. (*Note, if you have access to IC tutoring, you may use their services, instead*). Proof of this visit must be submitted in a brief paragraph reflection, “Writer Reflections on Peer, Tutor, and Instructor Response,” following each major paper. **Keep records!** Include the name of your tutor, date and time of appointment, and the focus of your work.

**The Odegaard Writing and Research Center (OWRC)** is open Sunday, 12 p.m.-9 p.m., Monday-Thursday, 9 a.m.- 9 p.m., and Friday, 9 a.m.-3 p.m. This writing center provides a research-integrated approach to writing instruction. Make an appointment on the website: [www.depts.washington.edu/owrc](http://www.depts.washington.edu/owrc).

**Research Librarians (Odegaard and Suzzallo Libraries):** UW’s best kept secret! Consider connecting with a research librarian as you search for scholarly support for MP2. You may make an appointment at the Odegaard Writing and Research Center, the Suzzallo reference desk, or online: <http://www.lib.washington.edu/help/consult/>

**The CLUE Writing Center** in Mary Gates Hall is open Sunday to Thursday from 7pm to midnight. Clue tutors can help you with your claims, organization, and grammar. This is a drop-in center. Arrive early and be prepared to wait for an available tutor.

**English Language Support:** If you are a non-native speaker of English, who would like additional English language support, please consider enrolling in English 115—a two-credit English language support course available to any non-native speaker of English who is enrolled in any EWP or IWP course. Only ten students are enrolled per a class. Enroll as soon as possible due to space limitations!

**ASSESSMENT:**

Portfolio: 70% of your grade!

Participation: 30% of your grade!

**MATERIALS:**

*Writer/Thinker/Maker*--the brief version (without readings). Find it at the University Book Store on the Ave.

*The Oxford Shakespeare, The Tempest* (2008). ISBN: 978-0-19-953590-3. Find at the University Book Store or order online. Be sure to purchase this specific version.

Printed copies to bring to class: about \$15 dollars.

**OUTCOMES for the Expository Writing Program:** <http://depts.washington.edu/engl/ewp/outcomes.php>

**COURSE HOMEWORK SCHEDULE/CALENDAR**—This will be updated throughout the quarter. Be sure to watch for Canvas announcements titled “HOMEWORK SCHEDULE.” **Note:** Homework may be added or revised in class or by an on-line canvas announcement. If you are absent, it is your responsibility to consult the course website for updates and/or to ask a member of the class about updated assignments.

**ATTENDANCE and ENGAGEMENT**

1. **Arrive promptly!** Our class time is limited, and we must hit the ground running; therefore, even a few minutes late will be considered late. Lack of attendance or tardiness will adversely affect your participation grade! Again, should you miss a class, visit the course website for assignment updates and or consult a class member!
2. **Be an active participant!** Do the readings and homework assignments, so you are prepared to contribute to discussion.
3. **No cell phones should be visible in class.**
4. **Laptop is limited to specifically approved group activities.** Individual concerns are considered. Please see me if you feel taking notes on your laptop during lecture is a factor to your success in class.
5. **Group discussion is limited to the assigned topic!**

**LATE WORK:**

Please email me regarding any special circumstances which require an extension on an assignment due date. **Written feedback may not be possible on assignments that are turned in late, especially if the assignment is more than a few days late;** yet, these assignments must be included in your portfolio to receive a passing grade. Please note: *Consistently turning in late work will make successful completion of the portfolio nearly impossible.*

**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 reported to the College of Arts and Sciences for review.

**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. For more information, visit <http://www.washington.edu/students/drs/>.

**UW SAFE CAMPUS:**

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 Safe Campus website: [www.washington.edu/safecampus](http://www.washington.edu/safecampus)

**CONCERNS:**

If you have any concerns about the course or manner of instruction, please feel free to address these concerns with me as soon as possible. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact the Expository Writing Program director or staff in Padelford A-11 [Director Candice Rai, (206) 543-2190].