

ENGL 108: WRITING READY

GETTING A START ON WRITING & CRITICAL THINKING IN COLLEGE



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| Instructors & Office Hours: (in Conibear Lounge) | SECTION H Jamie Oldham (jeo3@u) M, W 1:00-2:30PM Elizabeth Rubasky (erubasky@u) T, TH 1:00-2:30 PM | SECTION I Edmond Chang (changed@u) MTWTH 1:00-2:00 PM Jane Lee (jlee33@u) MTWTH 1:00-2:00 PM |
| Class Location: | DEN 314 (July 13-22) AND 008 (July 23-Aug 6) | DEN 304 MW / SMI 313 TTh (July 13-22) AND 010 (July 23-Aug 6) |
| Class Times: | M-TH 9:30-12:00PM; F 9:00-3:00PM / Structured Study M-TH 1:30-3:00PM | |
| Course website: | http://staff.washington.edu/changed/leap | |
| Message board: | https://catalysttools.washington.edu/gopost/board/changed/11866/ | |

Course Materials

- Summer LEAP Course Reader (available from Ave Copy @ 4141 Univ. Way NE and 42nd)
- Graff, Gerald and Cathy Birkenstein. *They Say I Say*. New York: W.W. Norton & Company, 2006.
- A 80-page composition notebook, which will be your Process Journal
- An active email address and web access
- A folder to hold and organize all of your assignments, which will be turned in as part of your Final Portfolio; a stapler, pencils, pens, paper, and other useful school supplies
- Access to a college-level dictionary (not a pocket dictionary), such as the *Oxford English Dictionary*, which can be accessed via the UW library webpage: <http://www.lib.washington.edu/research/dic.html>

Course Overview

In this course, you will learn to become critically conscious of your specific relationship to and encounters with writing and reading—you will be metacognitive about your own academic strengths and difficulties. In other words, through thinking about and reflecting on the writing, reading, and analytical skills you bring to this class, you will learn to assess who you are as a writer, and you will develop your skills to engage with and to perform more effectively in the many courses that will require writing at the University.

This course is divided into four major sequences. The first of the four sequences focuses on the concept of literacy and the nature of learning. You will explore these subjects critically and theoretically by reading essays and narratives about the process of learning to read and write. You will also write your own literacy narrative in which you reflect on your own experiences with reading and writing. Furthermore, we will push the definition of literacy beyond just a knowledge of letters to include multiple literacies and multiple ways of knowing and showing.

The second and third sequences examine the challenges and strategies of active learning and academic inquiry. We will explore the concept of difficulty in reading and learning, conventions of ‘academic discourse’, reasons why students resist facing challenges, and ways for working through difficult learning tasks. At the same time, we will further develop writing habits, reading lenses, and learning practices, including close reading and responding to difficult texts, analyzing texts, working in peer groups, conducting research, and using campus resources.

Finally, the fourth sequence asks you to look back at the quarter and reconsider your literacy narrative in terms of the ways your writing, reading, and learning have changed. You will be asked to put together a portfolio of all of your work and to submit a culminating prospective essay in which you will track your progress as a writer, reader, and scholar. The prospective essay will serve both as a cover letter to your portfolio and as a survey of how you now view yourself as a writer, the challenges you will face in future classes, how you expect to meet these challenges, and how you will further develop your new set of skills, strategies, and theories.

ENGL 108 promises a fast-paced, compressed quarter of writing, reading, discussion, research, asking questions, critical thinking, analysis, fun, revision. We will engage texts small and large, everyday and theoretical. To this end, on Fridays, we will head out into the city, into the “field” to do some exploration, observation, and interaction. The “Fridays on Foot” are designed to first, encourage you to become more aware of the campus, the city, and the communities at large, and second, to think about the connections between what we do in class to what you do out of class, between learning and lived experience. By the end of the quarter, the hope of this course is that you realize that learning and knowledge and experience are more than just rubrics, rote, numbers, syllabuses, tests, grades, and graduation requirements—that learning and knowledge are fundamentally interconnected, intertextual, personal, political, cultural, and mutually enhancing.

ENGL 108 Learning Goals or Outcomes

1. This course wants you to leave this class more confident of yourselves as writers and more comfortable about the writing skills you will bring to future college writing assignments. To this end you will:

- Write frequently in different contexts and for different audiences and purposes.
- Learn through practice why college-level writing is most successful when it follows a process of inquiry, drafting, and revision.
- Learn strategies for active reading of college-level material, and come to understand how strong writing skills often depend upon strong active-reading skills.

2. This course wants you to leave this class having learned about and experienced specific campus and classroom-based writing resources. To this end you will:

- Learn to make active and effective use of campus writing centers and tutors.
- Become familiar with general writing resources like dictionaries and handbooks, both on-line and hard copy.
- Become familiar with library-based research resources, both physical and electronic.
- Explore how general campus student resources can support you as a learner.

3. This course wants you to leave this class having been introduced both to a series of key learning issues and to how understanding such issues can make them not just better and more successful writers, but better and more successful students as well. To this end you will:

- Become familiar with such writing-connected learning issues as ‘resistance’, ‘difficulty’, ‘authenticity’, and ‘transfer’.
- Learn to recognize the writing strengths you bring to college level work, and learn how to use them effectively.
- Become better aware of your writing difficulties and learn how to manage them.
- Explore how your varied life skills and experiences have prepared you for effective reading and writing at the university.

4. This course wants you to leave this class having learned strategies for writing well by becoming effective members of a university-level learning community. To this end you will:

- Develop strategies for peer collaboration, review, and response.
- Engage in classroom discussions in a spirit of inquiry, respect, and openness.
- Learn to make use of instructor office hours and student-teacher conferences.
- Learn how to practice better self-advocacy.

Grading

ENGL 108 is graded. You will earn between a 0.0 to 4.0 on your university transcript. However, if this course is a condition of admissions, you must get a 2.0 or higher to be considered successful. We expect you to work hard and to achieve the highest grade possible as a way of preparing yourself for the academic year to come. Your grade is made up of two parts: your writing portfolio and class participation.

Grading Breakdown

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| Literacy Narrative | 10% |
| Close Reading | 10% |
| Read-search Project | 10% |
| Prospective Cover Letter | 10% |
| Participation | 20% |
| Final Portfolio | 40% |

(which includes: Prospective Cover Letter, a significantly revised version of a major paper from one of the previous 3 weeks, everything you've written in class and out of class including revisions, presentations, Fridays on Foot projects)

Major Papers (40%) & Final Portfolio (40%)

In this course, you will complete four assignment sequences. For each of these sequences, you will complete in-class exercises and writings, readings, several short, building-block assignments, and peer review and group work—all to prepare for the longer major papers: the Literacy Narrative, the Close Reading, the Read-Search Project, and the Prospective Cover Letter. Each sequence and each sequence's major paper are worth 10%. All of the preparatory work leading up to each major paper must be completed to receive full credit for the sequence.

At the end of the course, you will be asked to compile and submit a Final Portfolio of all your work, including all short in-class and out-of-class papers as well as the four major papers for each sequence. You will also be required to revise one of your major papers to include in your portfolio. You will include everything you have written during the course in this final portfolio. If any assignment is missing, you will not get credit for having done it and this will impact your portfolio grade. The Final Portfolio is worth 40% of your grade.

Preparedness and Participation (20%)

Preparedness and participation forms a large component of your final grade. Reading and commenting on the work of your peers, discussing ideas, and engaging with the classroom community are all important parts of this course. You can see why it is essential that you attend class and participate. For example, class discussion, group activities, oral presentations, and peer-review sessions cannot be made up.

Missing class may seriously compromise your ability to do well in this class. Negative participation will hurt your participation grade.

Participation is determined by 1) your respectful, on-time presence in class, 2) your willingness to discuss, comment, and ask questions, 3) your preparation for class, which includes bringing required materials to class and doing all of the assigned reading for class, 4) your engagement in group work and peer workshops, 5) your use of the class blog, 6) and your interactions with me and other students 7) your Process Journal 8) readings quizzes and in-class exercises, and 9) conferences with your instructor. Finally, failure to turn in homework, incomplete assignments, or late papers will negatively impact your participation grade.

Attendance & Lateness

If you miss a class, you miss the explanation of an assignment, the clarification of a persuasive strategy, an in-class exercise, the chance to have your draft critiqued, an opportunity to help someone else improve, and overall the class as a learning community. Because the course is only four short weeks, each class will cover a significant amount of material. Also, you are expected to be in class on time. Class will start immediately at the appointed time. If you come in after the start of class, even by only a few minutes, you are late and you will be marked as such. Chronic or conspicuous attendance problems will negatively affect your class participation grade. If you know you are going to miss class, please let your instructor know ahead of time (via email), provide any pertinent documentation, and we will make any necessary arrangements. And when you do miss class, always find another student to get class notes and see your instructor in order to make up missed work in a timely manner.

Classroom Climate & Respect

Although this class will be a site of collaboration, discussion, and debate, we must all keep in mind that everyone has a different perspective, different ideas, and not everyone will always agree. Your instructors do not expect you to agree with them all of the time. Nor should you feel that you must agree with all of your classmates. You are required, however, to listen, to try to see different points of view, and to respect your instructors and classmates. Please address and respond to instructors and peers politely and respectfully. During a debate, during disagreement, during interesting and charged conversations, remember to be cool, open, courteous, reasonable, and specific in your reactions and responses. Remember that it is difficult to know the backgrounds, experiences, beliefs, moods, or feelings of your peers. Be sensitive, generous, and responsible.

Guidelines for Good Class Discussion

1. Listen carefully
2. Think carefully
3. Try not to interrupt
4. Make sure what you say is relevant, on topic
5. Speak up even if you aren't sure you are right
6. Speak up even if it is scary
7. Write down your thoughts as they come to you
8. Ask follow-up questions
9. Connect your ideas to the readings or earlier discussions
10. Do not dominate the conversation—make sure everyone gets heard

Late Assignments

All assignments must be done completely and turned in on time. For graded assignments, **for every day that the paper is late, your final grade will be penalized by 1.0**—a whole letter grade. Note that late work will receive no comments from instructors. For other assignments, late papers will affect your overall participation grade. Moreover, you still need to complete late work and include it in your portfolio, as your portfolio must be complete in order for you to pass the course. If you miss class on the due date of a paper, you must notify your instructor and make arrangements to get the paper to me as soon as possible. **Unless previously arranged, do not send assignments via email.** Furthermore, all work must be seen and checked off by your instructor to be eligible for your portfolio! Remember that a paper has not been officially handed in until it is in my hands. Never turning anything in late is always the best policy.

Assignment Format

All formal papers must be typed or produced on a word processor. Word processing is preferable because it makes the mechanics of revision—rearranging, adding, and deleting—easy. All papers should be submitted with the following manuscript guidelines:

- 1) 1" margins top, bottom, left, and right on each page;
- 2) Double-spaced, single-sided, using a standard font (preferably Times Roman), using a font size no larger than 12 pt;
- 3) Number all pages except for the first page in the top right-hand corner; title page does not count;
- 4) Stapled once at the top left corner (do not use fancy report covers or binding gadgetry);
- 5) At the top of the first page, include your name, your course section, my name, date, and title;
- 6) Correct MLA citations and bibliography (see usage manual for guidelines); papers with fundamental citation problems will not receive credit;
- 7) Include any exercises or additional material required by the assignment.

Paper should be spell-checked and proof-read. Papers that do not follow these format guidelines will not be accepted. They will be returned unread to you. Papers will be regarded as late until they are resubmitted in the proper format.

Resources & Getting Help

Instructor office hours are listed at the front of the course policies. We are available during those times and by appointment to help you. We encourage you to come see us early and often even if it is just to talk about the class, about the assignments, or about school in general. Instructors are also available electronically by email and the course message board. We will do our best to answer your emails and blog posts, usually within twenty-four hours. If you want to contact one of us privately, send the message to the individual instructor. In general, email is the best way to contact us. In addition, remember that emails (and blog posts) to instructors and professors are professional documents and require professional and respectful language.

Please also use the course email reflector list (which goes to everyone) and class message board to solicit help from your peers and tutors. Further resources, both on- and off-campus can be found on the Links page of the course website: <<http://staff.washington.edu/changed/leap/links.html>>.

Conferences

Stay in touch with instructors, tutors, and staff. In addition to time with tutors, you will be asked to have at least two one-on-one conferences (one with each instructor). These conferences are intended to provide more focused feedback on your writing, reading, and process than can be given during regular class times.

Tutors and Support Services

We have six tutors dedicated specifically to working with this class. You are required to visit them regularly for further guidance on your work at any point during the course. Keep in mind that all of these tutors are here to help you with the process of critical thinking, reading, writing, which means they will help you figure out how to work through the challenges you face—they will not “fix-it” for you.

Writer’s Handbook & Grammar Help

The UW English Department also provides a grammar help and writing help website called Ask Betty: <<http://depts.washington.edu/engl/askbetty/>>, which includes an online workshop on reading instructor margin comments, help for ESL students, frequently asked questions about grammar, and other online resources. Furthermore, make good use of a writer’s handbook, like *The Everyday Writer* by Andrea A. Lunsford, and its companion website: <http://bcs.bedfordstmartins.com/everyday_writer/>.

Academic Dishonesty or Plagiarism, the Quickest Way Out of the NCAA

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. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions about these matters at any time. Plagiarism includes:

- a student failing to cite sources of ideas
- a student failing to cite sources of paraphrased material
- a student failing to cite sources of specific language and/or passages
- a student submitting someone else’s work as his or her own
- a student submitting his or her own work produced for another class

If you have any doubt about how to cite or acknowledge another’s writing or how to put things into your own words, please talk to your instructors. It is always better to be safe than sorry. Academic Dishonesty constitutes grounds for failure of the assignment in question, possible failure of the course, suspension from play, or even suspension from the University. 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. For further information, please refer to UW’s Student Conduct Code at <<http://www.washington.edu/students/handbook/conduct.html>>.

Accommodations for Students with Disabilities

If you have (or think you have) a learning disability that requires accommodations, please contact Pam Robenolt ([proben@u.](mailto:proben@u.washington.edu)) in Learning Services so we can begin to make proper arrangements. Even if you are not sure that your disability will influence your performance in this class, it may be good for me to know in advance so we can troubleshoot challenges that may arise.

UW SafeCampus

Preventing violence is everyone's responsibility. If you're concerned, tell someone. Here are some other SafeCampus tips:

- 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 <http://www.washington.edu/alert>

For more information visit the SafeCampus website at <http://www.washington.edu/safecampus>.

Course Concerns

If you are experiencing a problem with the course, please see your instructors as soon as possible—we are very open to feedback and responsive to student concerns. However, if you do not feel comfortable speaking with either of your instructors, please contact Pam Robenolt ([proben@u.](mailto:proben@u.washington.edu)) in Learning Services.