

# english 1\*3\*1

composition: exposition  
section b

summer 2007  
MTWTh  
9:40-10:40  
sws b010

instructor: jentery sayers\*jentery@u.washington.edu  
office: art 347\*office hours: mon. 11am-1pm

"We will never ask what a book means. . . . We will ask what it functions with."  
-- Gilles Deleuze & Félix Guattari

## Welcome to English 131!

**Thanks! But what is it?**

English 131 is not a grammar or literature course. It is about writing as a process through which you engage and interact with the world. You already have writing skills. In English 131, you will develop them and even learn a few more. Designed to prepare you for making, examining, and refining arguments at the university level, English 131 makes your writing matter in various contexts and gives you confidence as a writer.

English 131 is not geared specifically toward the English major. Rather, English 131 helps you establish a voice in academic discourse. Together, we will investigate the subtle differences between disciplines; why genre, audience, and context are integral to writing; and, perhaps most importantly, how you can transfer the writing skills and habits you learn in English 131 to the major that you ultimately choose or have already chosen.

We will explore a variety of media – from popular culture to theory, fiction to film, social spaces to everyday objects, blogs to music – through exciting, diverse, and creative ways. Yet you will not be asked to “master” the course material. Instead, you will be asked to write and revise often, at least three pages per week. Through your writing you will be actively involved in a quarter-long inquiry that might include some nervousness and frustration, but also some really good questions, some convincing and sophisticated analyses, and some fun times.

## What is the course topic or theme?

"The walker constitutes, in relation to his [or her] position, both a near and a far, a *here* and a *there*."

-- Michel de Certeau

The theme of the course is “**Composing a Virtual Campus.**” This class will largely consist of exploring UW campus spaces, documenting them (often through digital means), and analyzing how they are “written.” By the end of the quarter, the class will have collectively mapped the UW campus through a variety of media and narratives and then, based upon the collective map, argue for the inclusion of “new UW spaces.”

Mapping practices will serve as a way to focus on the course outcomes by:

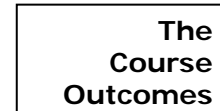
- Considering how context, audience, genre, and medium impact the composition of campus spaces,
- Strategically gathering and evaluating multiple kinds of evidence through collaboration,
- Using digital and print archives to generate persuasive, academic arguments, and
- Providing and responding to peer feedback for the purposes of revision.

As a class, we will be composing various texts to support these outcomes, including a class blog, photographs, videos, group presentations, and formal, academic arguments, with an emphasis on why the differences between these approaches matter.

## Why English 131?

None of us is a writing robot. Writing is a learned skill.

By the end of the quarter, you should be able to:



- Produce complex, analytic, persuasive arguments that matter in academic contexts.
- Read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.
- Demonstrate an awareness of the strategies that writers use in different writing contexts.
- Develop flexible strategies for revising, editing, and proofreading writing.

The four bullets above are otherwise known as the course outcomes, and we will be referring to them throughout the quarter. No worries, though. You are not expected to immediately understand or perfect them. Again, English 131 is a process, and at the same time, it is a course about why writing as a process is important.

## So how do I get an "A" in English 131?

First of all, let's not think of grades first and foremost. I hope you walk away from English 131 with more than a grade.

Please also note that I will not be issuing any grades on your written work until your e-portfolio is submitted at the end of the quarter.

Your final grade consists of two parts:

**>>> E-Portfolio: 70%**

In English 131, 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 response papers leading up to a major paper. These response papers 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 paper at the end of each sequence. You will have a chance to significantly revise each of the major papers using feedback generated by me, your peers, and individual and group conferences. Toward the end of the course, having completed the two sequences, you will be asked to compile and submit an e-portfolio of your work. The e-portfolio includes the following:

- One of the two major papers
- Three to five of the response papers
- Several web pages (including a portfolio introduction and conclusion) that explain how the selected e-portfolio - as a whole - demonstrates the four outcomes for the course.

The e-portfolio is, in a sense, an argument. It will need to include all of the sequence-related work you were assigned in the course. Keep all of your work saved somewhere safe. Any portfolio that does not contain all of the above will be considered incomplete and graded accordingly.

### >>>Participation: 30%

Writing cannot be effectively taught entirely through lecture, so our class will include large portions of time devoted to group exercises, workshops, and peer review. Thirty percent is a big chunk of your grade. Accordingly, your participation in class discussion, peer reviews, and the three mandatory conferences will be greatly appreciated.

Each of the following questions will be considered when I calculate your participation grade:

- Do you arrive at class on time, having done the reading, ready to discuss?
- Do you complete your assignments on time?
- Do you contribute to class discussion? Do you collaborate well with others?
- Are you a responsible, respectful, and supportive peer reviewer?
- Do you participate on the class blog in a constructive and timely fashion?

I also understand that some people are more comfortable speaking in front of the class than others. You can also improve your participation grade by making time to see me during my office hours or by appointment. Also, participation in virtual office hours will also improve your participation grade.

Participation in English 131 is about a network of ideas – sharing your thoughts, conversing with and listening to others, safety, support, and interaction. Class time will often be spent conducting group exercises, workshops, and peer review. Collaborative learning and collaborative teaching add interest, excitement, and investment to the classroom experience. Each helps you brainstorm; learn and explain concepts; analyze arguments; and develop the ability to constructively critique other people's work.

Since discussion is essential to the quality of this class, I expect that we shall work together to create an atmosphere of respect. College level discourse does not shy away from sensitive issues, including questions of race, gender, class, sexuality, politics, and religion, and neither will we. There are going to be differences in opinions, beliefs, and interpretations when we question texts and socio-cultural issues. You need not agree with the arguments in what we read or with what others have to say – in fact, it is important to think critically and question texts. Still, you must do so intelligently and with respect. Respect for difference is instrumental to creating a comfortable, safe classroom in which a variety of ideas can be exchanged and points of view can be explored.

What is crucial to English 131 is that you are enjoying and are comfortable in the course. If, for whatever reason, you are not, then please visit me during my office hours or by appointment

### **What's class participation, exactly?**

Class participation consists 30% of your final grade and is composed of the following elements:

- Three conferences (each is 10% of your participation)
- One group presentation (10% of your participation)
- Group discussion self-evaluation (5% of your participation)
- Peer review sessions (total 10% of your participation)
- Class discussion, to include in-class contributions, the blog, timeliness of assignments, and extra participation credit opportunities, such as (virtual) office hour visits and additional writing assignments (totals 45% of your participation)

### **There are three conferences? What are conferences?**

During the quarter, you are required to individually meet with me twice – once during each sequence and once at the end of the quarter – to discuss your papers and your progress. The first two conferences will require that you write a conference thought piece, which will be about your final paper for the sequence and submitted to me prior to the conference. The final conference is a group conference and is intended to address any questions or concerns you have regarding the e-portfolio. Conferences give you the opportunity to get and give individual feedback. Conferences are evaluated and mandatory and, if missed, will affect your class participation.

### **And a group presentation?**

For the second sequence, you will be asked to conduct a group presentation, which should give you the opportunity to better understand the course material. Too, you'll get to know your peers a bit better, work collaboratively, and respond to particular contexts and situations. If nothing else, the group presentations should be creative.

### **What if I miss class?**

Attendance is strongly recommended. If you miss class, you miss quite a bit – the explanation of an assignment, the clarification of a writing strategy, in-class group exercises, a chance to have your draft critiqued, and the class as an overall learning experience.

Communication is key. Get in touch with me before you miss class (if possible), but most certainly after. I will not hunt you down to tell you what you missed.

Chronic or conspicuous attendance problems will subtract from your participation grade. If you know you are going to miss class, please e-mail me ahead of time, and we will make the necessary arrangements. And if you do miss class, always see me in order to make up missed work in a timely fashion.

### **What about late work?**

The best policy is to never turn anything in late. But things happen. The things to remember are:

- Late work negatively impacts your participation grade. The later the work, the greater the damage to that thirty percent of your final grade.
- If you miss class on the due date of a paper, you must notify me and make arrangements to get the paper to me as soon as possible.
- Papers that are not turned in by the beginning of class on the due date are considered late and will subtract from your participation grade. However, you still need to complete late work, turn it in to me, and include it in your e-portfolio, as your portfolio must include all of your work from the quarter in order for you to pass English 131.

### **Is there an evaluation rubric?**

But of course! Again, grading in English 131 is reserved until the end of the quarter, after your e-portfolio is submitted. The focus of assessment will be on commenting, evaluating rhetorical success, consistent progress and improvement over time, and, most significantly, revision. I understand that it might be disconcerting not to get letter or number grades on each assignment; however, the methodology and pedagogy of 131 is to your advantage:

- Withholding grades encourages revisions.
- The e-portfolio gives you options over what you think best represents your work.
- You will be graded on revised, polished work.
- Practice in writing improves your writing.

Over the course of the quarter, your response and major papers will receive feedback that will identify what you are doing well and what you need to improve. Consider the following evaluation rubric as signposts or a type of legend for your writing progress:

- **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.

### **Should the papers follow a format?**

The standard formatting requirements for any paper are (unless otherwise indicated):

- Times New Roman Font, 12 pt.
- Double-spaced
- One-inch margins
- In-text citations and a works cited page (as necessary)
- MLA standards of documentation
- Your name and the date in the upper left corner of the first page
- Page number on all pages except for the first page
- No title page, and
- Spell-checked.

### **What are the required materials?**

- *Reading Context*, ed. by Gail Stygall
- *You Are Here: Personal Geographies and Other Maps of the Imagination*, by Katharine Harmon
- Paper and pen for in-class writing assignments and note-taking,
- An active UW e-mail account, and
- Access to the Internet and a computer.



### Any suggested stuff?

- *The Everyday Writer*, ed. Andrea Lunsford (extremely handy and available at UW Bookstore ) – English 131 will not directly address issues of grammar and syntax, though you will be held accountable for the guidelines addressed in *The Everyday Writer*.
- Access to a good English dictionary. The UW Library website allows access to several online versions including The Oxford English Dictionary. If you do not have internet access at home, you will need to be able to look up words you do not know.
- I recommend that you obtain a copy of the UW Internet Connectivity Kit for this course. The file transfer will not only allow you to transfer larger files than e-mail allows, but it will also save you the money and time involved in copying data to CDs, DVDs or RTF memory.

### Where can I find help?

My office is located in ART 347 , and **my office hours are Monday: 11am - 1pm**. If my office hours are not amenable to your schedule, then please don't hesitate to ask for an appointment. I may ask you to meet with me when I think a conference would be useful. I am happy to meet with you whenever you have questions, concerns, or suggestions.

I will also be holding **virtual office hours - at english3000 at gmail.com – on Tuesday: 5-6 p.m.** At that time, if you wish, you can communicate with me via Google talk . I will also log into english3000@gmail.com at other times outside of my virtual office hours. If you see that I am logged on, feel free to send me a message. The sole purpose of english3000@gmail.com is for English 131. I log on with the intent to speak with students. However, please do not send e-mail to english3000@gmail.com. The function of the address is for Google talk only. I will not necessarily – in fact, I generally will not – be in my office during virtual office hours.

You can also e-mail me at jentery at u.washington.edu . I will respond to e-mail within twenty-four hours.

The course listserv is: engl131b\_su07 at u.washington.edu . When you send an e-mail to it, all English 131V students and me will receive your message. Remember: if I send a message via the listserv (which I will do about twice per week), reply to me (jentery at u.washington.edu ) and not the listserv, unless you want everyone on the list to read your e-mail.

You can find additional writing help at the **English Department Writing Center** located in B-12 Padelford Hall. E-mail: wcenter at u.washington.edu with questions or to make an appointment. If you make an appointment to see a writing center tutor, you will receive extra participation credit.

## The Expository Writing Program

If you have any concerns about the course or about me, please see 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 following Expository Writing staff in Padelford, Room A-11:

- Anis Bawarshi, Director: 543-2190 or bawarshi at u.washington.edu
- Rachel Goldberg, Asst. Director: 543-6998 or rtg at u.washington.edu
- Lee Einhorn, Asst. Director: 543-9126 or leinhorn at u.washington.edu
- Angela Rounsaville, Asst. Director: 543-9126 or arounsa at u.washington.edu

## Accommodation

Please let me know if you need accommodation of any sort. I can work with the **UW Disability Service Office (DSO)** to provide what you require. I am very willing to take suggestions specific to this class to meet your needs. This syllabus is available in large print, as are other class materials.

## Plagiarism

Plagiarism? Don't do it.
-----------------------------

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.

Many students do not have a clear understanding of what constitutes plagiarism. It includes:

- A student failing to cite the source of an idea
- A student failing to cite sources of paraphrased material
- A student failing to cite courses of specific language and/or passages, and
- A student submitting someone else's work as her or his own.

If you have doubts about whether to cite or acknowledge another person's writing, just let me know. Better safe than sorry. And think about it – Google, databases galore, and the fact that I am a student, too, make it really, really easy for me to spot plagiarized work. So don't do it. For more information, you might also refer to UW's Student Conduct Code.



## Outcomes for English 131

### 1. 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 in multiple ways.
- 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.

**The Course  
Outcomes,  
Elaborated:  
Get to Know  
Them**

### 2. To read, analyze, and synthesize complex texts purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the readings as necessary for the purpose at hand.
- Readings 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 writing demonstrates responsible use of the MLA system of documenting sources.

### 3. To demonstrate an awareness of the strategies that writers use in different rhetorical situations.

- The writing employs style, tone, and conventions appropriate to the demands of a particular, genre, rhetorical situation or discipline.
- 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.

### 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.