**ENGL 198 Fall 2018**

**Interdisciplinary Writing Program Linked to HSTAM 111 – The Ancient World**

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**Office hours:**Mondays and Wednesdays 1130 – 1230, and by appointment

**Meeting times:**Mondays, Wednesdays, and Fridays 930 – 1020 a.m. in the Mechanical

Engineering Building (MEB), Room 251

**Course website**: <https://canvas.uw.edu/courses/1220448>

**DESCRIPTION**

**Course Overview:**Welcome to ENGL 198. This writing course is for 5-credits. ENGL 198 is linked to a history lecture course, Dr. Joel Walker’s HSTAM 111: Ancient World. You must be enrolled in HSTAM 111 to take ENGL 198. Although we will analyze the readings and materials from the Ancient World class, our focus in ENGL 198 will be on the mechanics and practice of writing. Writing can be hard (but fun!) work, whether you are writing a story or an academic history essay. I think of writing as a life-long learning process; at its root, writing requires you to think. This course is all about learning how to write and think.

ENGL 198 will be an interactive class with a variety of writing assignments and exercises, including learning different ways to read, to take notes, and how to edit. Our class may feel like a workshop where you are learning practical skills all related to writing. Major writing assignments will be scaffolded, meaning that we will work through how to write a college history essay in systematic chunks by practicing with specific exercises each week. Before major assignments, some classes will be replaced by individual or group conferences with me. This is a great opportunity to get extensive feedback on your ideas and essay drafts.

**Peer Review:**Another essential part of this class will be learning how to edit your own work and how to provide feedback to your classmates on their own written work. When giving and receiving feedback, remember that writing is hard (but fun!) work. Everyone works on improving their writing, including your instructor. I will provide examples of a peer review from students who have taken this class before. And I will also verbally model for you how to give feedback to your peers in the form of a “compliment sandwich.” So you will receive explicit instructions and examples on how to review each other's work.

**Academic Learning Skills:**We will also practice some skills from what I call “Arna’s Academic Toolbox.” For example, one skill is strategic reading, which is a way to get at the gist of a book in 20 minutes without really reading it. Another vital skill is learning how to take notes so you can later turn those notes in a rough draft of a paper. And then there is learning how to present in front of other people unexpectedly. These skills will serve you well in any UW class!

**Course Learning Objectives:**

1. Help you in developing critical and analytical thinking skills that you can then express on “paper” in a coherent and logical way.
2. Learn how to craft an argument in an historical essay and support that argument with evidence and analysis.
3. Participate in being a thoughtful member of a writing group or community.
4. Demystify the writing process and practice turning your rough draft ideas into polished written work.

**Required Work and Grade Breakdown:**

* 3 major writing assignments - 60%
* Academic Toolbox - 10%
* Peer Review - 10%
* Writing Exercises - 20%

## Required Texts:

1. All required texts for HSTAM 111
2. Turabian, Kate L. *Student’s Guide to Writing College Papers, 4th Edition*. Chicago: The University of Chicago Press, 2010.
3. About $20 on your Husky card for printing up drafts and peer reviews. I have, however, tried to make most of the weekly and assignments either by hand in a blue book, or online where you will submit your work through Canvas. Online submission is not my preference but I would like to save some trees and also not have you spend too much money on printing.

## GENERAL ISSUES AND POLICIES

## Assignments: Please check your calendar now for conflicts. If circumstances emerge during the quarter where you think you will not be able to complete the major writing assignments, please schedule a meeting or talk to me.

## Attendance: ENGL 198 is designed to be a writing workshop so your attendance is a vital part of the course. Students who attend are better prepared for written major assignments. And your attendance during conference weeks is essential especially if we do group peer reviews. If you need to miss class, please contact me by email beforehand.

**Email, texting, and designated “no device days”:** I respond as fast as I can to emails, but will take up to 48 hours to reply and may be delayed over weekends or around exam or paper deadlines. Please no texting or emailing in class at all. Be present. We will have designated “computer days” where your phone, tablet, or computer will be part of the class. But we will also have designated “no device at all” days. Writing by hand, commenting on your own work and that of your peers by hand, and taking notes by hand are all important skills to learn. Generally, you think in a different way if you are writing by hand and do not have a keyboard or keys between you and your brain.

**Essay Format:** All essays should be computer-generated in 12-point Times New Roman font. They should be double-spaced with standard, one-inch margins, page numbers with Last Name and page # in header (Daniel 1), footnotes and a Works Cited page in Chicago Manual of Style. We will go over this format in class.

**Essay Length:** 4 pages means **4 COMPLETE pages,** not 3 pages and three-quarters of page 4, including drafts. If you are struggling with either the lower or upper page limit (or life is throwing things at you), please let me know so I can help you strategize.

**Grades:** The course uses standard UW grading on a 4.0 scale for your final grade. Most of assignments will be in percentages or points. The way the course is designed is that if you do the work, you will do well. I will provide criteria and grading rubrics for all major assignments. If you have questions about grades on papers, please make an appointment to see me or stop by during office hours *at least 24 hours after* you have received the graded assignment. But there should be no surprises given how the small assignments prep you for the bigger ones, and given how much feedback you will receive on your drafts. Finally, depending on how the course goes, we may negotiate some of the criteria for grading the second or major essay or peer review assignments.

**Grading Criteria:** I will provide explicit “criteria” for all major essays, but for now, here is a general guide to how I grade in categories:

* 100% = 4.0 = Outstanding because all work offers insightful ideas and analysis. In discussions and peer reviews, you help other students express their own thoughts and learn names of fellow students. At all times you demonstrate quality critical thinking and clear expression. You demonstrate your learning (and that includes writing clunky first drafts!) always.
* 90% = 3.5/3.6 = In all of your work, you offer really good ideas and analysis based on evidence. In discussions and peer reviews, you have clearly thought about the material and the assignment, participate often, comment on other students’ points.
* 80-85% = 2.5-3.0= In all your work, you show that you have good ideas, but sometimes those ideas may not be fully expressed. In discussion you talk infrequently but occasionally a point is valuable to general discussion because other students run with your idea. Your peer reviews do a good job. Your presence in class is consistent.
* 70% = 2.0 = Most of your work is a hasty product, and does not demonstrate any kind of analysis. If you come to class, you do not engage with anyone and are clearly bored.
* 59% = .9 = fail or missing one major assignment.

**Late Policy:** Major essays should be submitted to the Assignments page on Canvas by the due date and the due time. If you turn the essay in late, I will not give you written feedback on it, and you will lose half of a point (on a 4.0 scale) for each day past the deadline. If an emergency situation arises, email me or come talk to me and we will work something out.

**Policy on Academic Honesty:** Plagiarism, also known as academic dishonesty, is presenting someone else’s ideas or writing as your own. Students who plagiarize can be reported to the College of Arts and Sciences for review. Familiarize yourself with UW policies on cheating and plagiarism and the potential penalties involved. Information is at <https://www.washington.edu/teaching/cheating-or-plagiarism>/.

**Students with Disabilities:** Contact the UW’s Disability Resources for Students Office at <http://depts.washington.edu/uwdrs/> or by calling 206-543-8924 (Voice) or 206-543-8925 (TTY).

## Writing Centers:

**History Writing Center** has an in-person 30-minute consultation on Monday, Tuesdays, and Wednesdays from 9:30-2:30 in Smith 210C. I strongly encourage you to make appointments at <https://history.washington.edu/history-writing-center>

**The CLUE Writing Center** in Mary Gates Hall is open Sunday to Thursday from 7pm to midnight. You do not need to make an appointment, so arrive early and be prepared to wait. <http://depts.washington.edu/aspuw/develop/writing-center/>

**The Odegaard Writing and Research Center** is open Monday through Friday and Sunday afternoons. While OWRC writing consultants are eager to help you improve your writing, they will not proofread your paper. Make an appointment on the website: [www.depts.washington.edu/owrc](http://www.depts.washington.edu/owrc).

**THE LIST OF POTENTIAL ASSIGNMENTS AND WORK**

*Note: I may add or delete assignments from this list depending how the course goes.*

 *Some exercises maybe be repeated for practice.*

Academic Toolbox: Close reading or "How to find evidence and use it to support an argument"

Academic Toolbox: Create a narrative based on reality

Academic Toolbox: Note-taking for exams and essays

Academic Toolbox: Strategic reading or "How to get at the gist of the book or 100+ pages quickly"

Academic Toolbox: Time Management

Academic Toolbox: Unexpected and Planned Presentations

Essay/writing assignment 1 Draft

Essay/writing assignment 1 Final

Essay/writing assignment 2 Draft

Essay/writing assignment 2 Final

Essay/writing assignment 3 Draft

Essay/writing assignment 3 Final

Writing Exercises: Body Paragraphs

Writing Exercises: Brainstorming or "The garbage draft"

Writing Exercises: Citations or "When and how to cite a source with a footnote"

Writing Exercises: Editing and Rewriting

Writing Exercises: Evidence and Analysis

Writing Exercises: Snippets, full quotes, and paraphrasing

Writing Exercises: The Conclusion

Writing Exercises: The Introduction

Writing Exercises: The Thesis or Argument

Writing Exercises: The Topic Sentence

Peer Review Criteria

Peer Review Samples

Peer Reviews for Essay 1

Peer Reviews for Essay 2

Peer Reviews for Essay 3

NOTE: Many of these assignments or exercises will be on the “Discussion Board” in the Canvas course website. Assignments that are not graded will be labeled “Not graded!”

## COURSE CALENDAR

## SEQUENCE I

## WEEKS 1-4

DRAFT Major Essay 1 due on Sunday Oct. 14 at midnight

CONFERENCES AND PEER REVIEWS during Week 4 Oct. 15-19

FINAL Major Essay 1 due end on Sunday Oct. 21 at midnight

## Week 1: Sept. 26-28

**Fast reading, evidence and analysis**

Wed. Sept. 26: Introductions, Syllabus, the Timeline:

 Academic Toolbox exercise in-class – Strategic reading or "How to get at the gist of the book or 100+ pages quickly"

Homework for 9/28 – Post a one paragraph reflection on strategic reading on the discussion board.

Fri. Sept. 28: Review discussion board replies, discuss “History before writing,” then:

Writing Exercise in-class – Evidence and Analysis, WRITING BY HAND

1. I will project an image or images for you to analyze in writing in class.
2. Analyze one image, describing it in detail, noticing things that strike you as interesting, odd or different. Explain why and how you think it relates to the “Ancient World”.
3. Write by hand in your “blue books” (to formalize the business of writing).
4. The goal is to practice what I call “evidence based writing” and analysis, when the evidence is visual, material and not a text.

Discussion after 10-15 m.

* What image did you choose and why?
* What did you come up with about the image? Could you identify what it was?
* What conclusions did you draw from looking at it?
* Why is the image significant?
* The “meta” or philosophical question: What is “analysis”?

Homework for 10/1 – Write up your analysis of the image – WRITING TYPED.

* Use what you wrote in your blue book as a first draft.
* Aim for one paragraph single-spaced or two paragraphs double-spaced.
* Bring two copies to class on Monday, one for yourself and the other for a writing partner. You will exchange copies and discuss drafts.
* The goal is to create a second draft, but I hope you will also see some differences in the *practice of writing,* when you have to type up your ideas and share them.

## Week 2: Oct. 1-5

**Close reading, evidence and analysis, the thesis or argument**

Mon. Oct. 1: Workshop image analysis homework with partners – 20 m. approximately

* Divide into pairs for “writing partners”. Exchange printed copies of draft 2 of visual analysis. Read and take notes on the draft of your partner. Then talk – “Compliment sandwich”
* Writer reads along as you, the peer reviewer, talk through the draft
	+ What you liked about the paragraph + why you liked it
	+ One thing you were not sure of and/or thought could be improved to make draft strong, and some ideas of how to do that
	+ Reiterate what was interesting or ask writer if he or she has any questions from you the reader.

 Discussion of visual analysis + images; Close reading – 30 m. approximately

* What do you know now about the images? (See links on PDFs)
* How does visual analysis differ from analyzing a written work?

 Homework for 10/3

1. Read Thesis/argument guidelines (only 1 page) <https://canvas.uw.edu/courses/1220448/pages/guidelines-for-writing>
2. As you reading *Epic of Gilgamesh,* pick one paragraph or section to read closely and analyze
3. Write a rough draft analysis of that paragraph or section in blue book (not to turn in), but you will later in the week so this is your first or “rough” draft

Wed. Oct. 3: Discuss Thesis / Argument handout

Practice creating a thesis/argument based on visual analysis paragraph and/or some of the readings, as entire group but using your individual drafts

What is an Academic Essay – Overview

* As a group we will fill in a table collectively outlining all the parts and pieces of an academic essay. And we’ll also focus on the activities that go into an essay.

Homework for 10/5 – Close reading: using *Epic of Gilgamesh* (tablets 1-3), refine your draft analysis paragraph, just like we did with the visual analysis paragraph. TYPED ONLINE (Not a discussion post but assignment)

Fri. Oct. 5: Putting it together: Thesis or Argument, then Evidence + analysis = something to say

Round table discussion. Includes an ice breaker – either 2 truths and 1 lie about each of us and/or learning names, 5 m. or less.

Homework for 10/8 – TBD.

## Week 3: Oct. 8-12

**Body paragraphs and topic sentences**

***Could also discuss – introductions and conclusions, sources and citations***

**Mon. Oct. 8:**

Discuss and edit draft thesis statements.

How to build next analytical paragraphs, either to fit thesis or just to see if thesis works.

Themes and sign up for peer review conferences Week 4.

**Wed. Oct. 10:**

Organization of essay and topic sentences.

Academic toolbox: Close reading or "How to find evidence and use it support an argument."

Homework for 10/12: TBD, but possibly:

 Second or third analytical paragraph with topic sentences.

 Submitted through Canvas discussion board.

**Fri. Oct. 12:**

Sample essays.

Group "peer review" practice on sample essay, as round/rectangle discussion.

Homework/major assignment for 10/14:

 First draft of major essay #1 due on Sunday 10/14 by midnight.

4-5 pages, double spaced, typed, one-inch margin, New Times Roman font,

submitted online through Canvas course website.

## Week 4: Oct. 15-19

**CONFERENCE WEEK**

**Oct. 15, 16, 17, 18, and morning of 19th**

Sign up during week 3, groups based on topic

Classes replaced by meeting of 4 students + instructor

Each student has 15 m. of feedback from peers, one “in-depth review” from one classmate, and feedback from others in group at more general level.

Printed copies of essays required.

Rewriting

Homework/major assignment:

Final Major Essay 1 due Sunday Oct. 21 at midnight