

# English 131

## Composition: On Language and Identity

Summer 2019

Professor: Nancy Bou Ayash

Email: [nbayash@uw.edu](mailto:nbayash@uw.edu)

Office: 418A Padelford Hall

Office Hours: M 11:30-1:30 and by appointment

### Course Description

Welcome to English 131! This is a course in critical inquiry, reading, writing, and revision. This course will provide you with the necessary guidance and opportunities for you to reflect on your prior knowledge and varied experiences in reading and writing in order to fully utilize and shape these in new writing contexts in your coursework.

The readings and writing assignment sequences chosen for this course will prompt you to constantly think critically and analytically about your language use and rhetorical strategies when constructing and communicating meaning in your own writings. In more precise terms, this course is specifically designed to help develop your **meta-cognitive** and **meta-linguistic** awareness, i.e. your ability to critically reflect upon and strategically adapt your own language use in writing. Therefore, this course will help improve your abilities to develop and effectively express your ideas, and to respond critically to various reading and writing challenges you may encounter both within and beyond UW classrooms.

### Course Outcomes

This section of English 131 is designed to meet the following learning outcomes:

#### *Rhetorical Awareness and Sensitivity*

By the end of English 131, students will be able to demonstrate an awareness of the strategies that writers use in changing writing contexts and for different audiences and purposes.

- The writing employs style, tone, and conventions appropriate to the demands of a specific rhetorical situation (i.e. purpose, audience, context, and genre conventions).
- The writer recognizes and responds to rhetorical situations by composing in various genres, languages/language varieties, styles, technologies, and media appropriate to those situations.
- The writer composes for different audiences and contexts, both within and outside the university writing classroom.
- The writer articulates and assesses the effects of his or her writing choices and decisions.

#### *Close-reading and Creating Inter-textual Links*

By the end of English 131, students will be able 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 (e.g. 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 in order to support writing goals.

### *Revision and Rewriting*

By the end of English 131, students will develop flexible strategies for reflecting on and revising writing.

- The writer demonstrates substantial revision throughout the composition process by developing flexible strategies and practices, including brainstorming, drafting, (re)reading, (re)writing, and editing.
- The writer engages in collaboration with the instructor and peers, learning to give, receive, negotiate, interpret, and incorporate helpful feedback.
- The writer successfully engages in experimenting with a wide range of design options/choices when working across different genres, modalities, practices with language, and writing situations through controlling the use of language (such as, tone, sentence structure, and word choice, etc.) and elements of design (e.g. images, typography, camera angle, etc.) not only for correctness but also for rhetorical effect.

## **Course Text**

*Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research for the University of WA*

## **Grade Distribution**

- Writing Portfolio 40%
- Preliminary Research and Oral Presentation 30%
- Discussion Board Posts 10%
- Participation\* 20%

\*The participation grade in this course involves several components:

- Attending class and being punctual
- Turning in all assignments on time
- Completing all reading and writing assignments on time
- Actively participating in class discussions, discussion board posts, oral presentations of final projects, writing workshops, peer review sessions, and student-teacher conferences

## **Writing Conferences**

I have scheduled periodic individual conferences with me in my office throughout the quarter. This is our opportunity to work together to discuss how to effectively revise and improve your writing. You will get the most out of these conferences if you prepare for them in advance– think about how your work is going, what is working, what challenges you are facing, and what

questions you have for me. Then show up on time, ask me questions, and take notes about what we discuss. Attendance at conferences is mandatory. Missing them without a prior excuse will count as an absence in the course.

### **Communication**

While I keep office hours, I recommend making an appointment ahead of time to reserve a slot or schedule an alternative time to meet. You should check your email and Canvas regularly for any announcements about meeting plans. For questions or inquiries via email, please allow at least 48 hours for me to respond. I also don't check my email over weekends, so please plan accordingly.

### **Campus Resources**

The Odegaard Writing and Research Center (OWRC) offers students, staff, and faculty at UW free, one-to-one, 45-minute tutoring sessions for any writing or research project, as well as for personal projects such as applications or cover letters and resumes. Tutors and librarians are trained to collaborate at any stage of the writing and research process, from brainstorming and identifying sources to making final revisions and tying up loose ends. For more information, or to schedule an appointment (more than 500 available per week), please see their official website (<https://depts.washington.edu/owrc>).

### **Attendance policy**

Regular attendance in this class is absolutely necessary. If you miss a class, it is your responsibility to know what you missed and what you need to prepare for the next class session. Excused absences include religious holidays, university-sponsored athletic events (you must let me know if you are on an athletic team), and serious illness with a doctor's note.

### **Late work policy**

All work is due when assigned. An unexcused absence does not allow you to miss a deadline. I do not accept late work without a valid documented excuse provided that the graded assignment is submitted the next class session. Any late assignments that are submitted beyond the next class session will not be graded.

### **Academic Integrity**

Plagiarism can be defined as representing the words or ideas of someone else as one's own in any academic exercise. Thus, all writing you do for this course must be your own and must be exclusively for this course, unless the instructor stipulates differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may 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. More information about accommodation may be found at <http://www.washington.edu/students/drs>.

## **Safety**

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 SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus)

**Schedule and Reading List**

**Week 1:**

M 6/24 Introduction to course goals, requirements, policies and important regulations

T 6/25 Introduction to academic writing and inquiry  
In-class writing activities

W 6/26 Read “Analyzing Rhetorical Situations” (WTM)  
Read “Analyzing Textual Conventions” (WTM)  
Read Amy Tan’s “Mother Tongue” (pdf)

Th 6/27 Discussion of “Mother Tongue” continued

**Week 2:**

M 7/1 Read Haunani-Kay Trask, “From a Native Daughter” (pdf)

T 7/2 Discussion of “From a Native Daughter” continued  
In-class writing activity

W 7/3 Discussion of “From a Native Daughter” continued  
In-class writing activity continued

Th 7/4 Independence Day--- No Class

**Week 3:**

M 7/8 Peer Review of SWA 1 Rough Draft

T 7/9 Read Gloria Anzaldua, “How to Tame a Wild Tongue” (WTM)

W 7/10 Discussion of “How to Tame a Wild Tongue” continued  
**Short Writing Assignment #1 Due**

Th 7/11 Discussion of “How to Tame a Wild Tongue” continued

**Week 4:**

M 7/15 Library Workshop (TBA)

T 7/16 In-class writing

W 7/17 Read Marjane Satrapi, “The Veil” from *Persepolis* (WTM)

Th 7/18 Discussion of “The Veil” continued

**Week 5:**

M 7/22 Peer Review of SWA 2 Rough Draft

T 7/23 Intertextual Links Activity (Tan, Trask, Satrapi, & Anzaldua)

W 7/24 Intertextual Links Activity continued

**Short Writing Assignment #2 Due**

Th 7/25 Writing Workshop Day (Editing for Grammar and Mechanics)

**Week 6:**

M 7/29 Class Meets Online—Participation in Discussion Board Posts

Read Alastair Pennycook, “Language, Localization, and the Real” (WTM)

T 7/30 Discussion of “Language, Localization, and the Real” continued

W 7/31 Peer Review of Project Reflection Piece Draft

Th 8/1 Oral Presentations

**Week 7:**

M 8/5 Oral Presentations

T 8/6 Oral Presentations

W 8/7 Oral Presentations

Th 8/8 Oral Presentations

**Major Project Due**

**Week 8:**

M 8/12 One-on-one Writing Conferences (meet in Padelford 418A)

T 8/13 One-on-one Writing Conferences (meet in Padelford 418A)

W 8/14 One-on-one Writing Conferences (meet in Padelford 418A)

Th 8/15 One-on-one Writing Conferences (meet in Padelford 418A)

**Week 9:**

M 8/19 Writing Workshop Day (Revision of Portfolio Materials)

T 8/20 Presentations of Final Project

W 8/21 Presentations of Final Project continued

Th 8/22 Last Day of Class--- Course Wrap-Up

Oral Presentations of Final Project continued

**Final Portfolios Due Friday August 23<sup>rd</sup>, 2019 at 10:00 a.m.**

**The instructor reserves the right to make changes to this syllabus in order to address scheduling conflicts and/or class needs.**