**ENGL 198-A Fall 2019**

**Interdisciplinary Writing Program**

**Loosely Connected to HSTAM 111 – The Ancient World**

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**Office:** Padelford B-10  
**Office hours:** Wednesday 200 – 400 p.m. and by appointment

**Meeting times:**Tuesday and Thursday 3:30 – 4:50 p.m., SIEG 228

**Course website**: <https://canvas.uw.edu/courses/1319996>

**DESCRIPTION**

**Course Overview:**Welcome to ENGL 198. This writing course is for 5-credits. ENGL 198 is loosely connected to a history lecture course, Dr. Mira Green’s HSTAM 111: Ancient World. Although we will analyze the texts 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.” 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 or in the work-force.

**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:**

* 2-3 major writing assignments - 60%
* Participation (+ academic toolbox) - 10%
* Peer Review - 10%
* Writing Exercises - 20%

## Recommended Texts from HSTAM 111 course:

## *The Epic of Gilgamesh*, trans. Stanley Lombardo or Maureen Kovacs.

## Homer, *The Essential Iliad*, trans. Stanley Lombardo (Indianapolis: Hackett Publishing, 2000).

## Plato, *The Trials of Socrates*, ed. C. D. C. Reeve (Indianapolis: Hackett Publishing, 2002).

## Turabian, Kate L. *Student’s Guide to Writing College Papers, 4th Edition*. Chicago: The University of Chicago Press, 2010.

## About $20 on your Husky card for printing up drafts and peer reviews. I have, however, tried to make most of the weekly assignments online where you will submit your work through Canvas course website. 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 devices:** I allow the use of your phone, tablet, or computer *for class readings and writing exercises.* If I think you are texting someone or not paying attention, I may ask you to put your device away for the rest of the class. I may also take up to 48 hours to reply to your emails and will be delayed over weekends or around paper deadlines. We will also have designated “no device at all” activities. 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. The bottom line: Be present in class in body and in mind.

**Essay Format:** All essays should be computer-generated in 12-point Times New Roman, Arial or other standard fonts. Essays should be double-spaced with standard, one-inch margins, page numbers with Last Name and page # in header, footnotes and a Works Cited page in Chicago Manual of Style.

**Essay Length: The lengths will vary according to assignment.** However,4 pages means **4 COMPLETE pages**. If you are struggling with page lengths, 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. 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.

**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: 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

## COURSE CALENDAR FOR SEQUENCE I: “The Academic History Essay”

## WEEKS 1-5

DRAFT Major Essay 1 due on Sunday October 13th by midnight

CONFERENCES AND PEER REVIEWS during Week 4 – No class

FINAL Major Essay 1 due end on Sunday October 27th by midnight

## Week 1: Sept. 24-27

**Writing goals: Introductions, visual analysis**

Thurs. Sept. 26: Introductions, Syllabus

Student survey handout

History versus writing history – Arna’s introduction

2nd half of class

Writing Exercise in-class – Evidence and Analysis

Discussion.

Homework:

* Write up your analysis of the image. Use what you wrote as a first draft. Aim for one to two paragraphs single-spaced. Bring a copy of what you typed to class on Monday for a writing partner. You will exchange copies and discuss drafts.

## Week 2: Oct. 1-5

**Writing goals: Fast versus slow reading, textual evidence and analysis**

**Reading: *The Epic of Gilgamesh***

**Handouts: Strategic reading cheat sheet, *Gilgamesh* cheat sheet**

Tues. Oct. 1: Workshop image analysis paragraphs with partners – 20 m. approximately.

Class discussion about visual analysis versus textual analysis:

What do you know now about the images? (See links on PDFs)

How does visual analysis differ from analyzing a written work?

2nd half of class:

Historical context and how to read historical texts, slowly.

Homework:

* After you read at least 10 pages of the *Epic of Gilgamesh,* pick a section to read closely and analyze
* Write a rough draft analysis of that paragraph or section (not to turn in) but it will become a graded assignment later.

Thurs. Oct. 3: Writing exercise in class (as a group):

Close reading of *The Epic of Gilgamesh*

We will analyze a paragraph or two as a group.

2nd half of class: Academic Toolbox exercise in-class – Strategic reading or "How to get at the gist of the book or 100+ pages quickly". Discussion

Homework:

* Write up your analysis of the paragraph or page from *The Epic of Gilgamesh*. Use what you wrote as a first draft. Aim for one to two paragraphs single-spaced.

## Week 3: Oct. 8-12

**Writing goals: The Thesis or Argument, Analytical Paragraphs**

**Reading: *The Epic of Gilgamesh***

**Handouts: Thesis guidelines, MEAL Plan, Peer review guidelines**

Tues. Oct. 8: Thesis/Argument handout. Practice creating a thesis/argument based on your visual or textual analysis paragraphs.

Sign up for peer review conferences Week 4.

2nd half of class:

Sample essays: how to do peer reviews.

Homework:

* Draft thesis statement in response one of to the prompts. Practice writing a terrible thesis, and then a better one. Submit online through Canvas.

Thurs. Oct. 10: Bad thesis competition.

Analytical Paragraphs (M.E.A.L Plan handout).

2nd half of class:

Writing exercises in class, practice analytical paragraphs using good thesis and textual analysis paragraphs.

Q&A?

Homework:

* Draft essay First draft of major essay #1 due on Sunday 10/13 by midnight. Formatting is 3-5 pages, double spaced, typed, one-inch margin, New Times Roman font. Submit online through Canvas course website.
* All peer reviews are due BEFORE your scheduled conference.

## Week 4: Oct. 13-18

**CONFERENCE WEEK**

Classes replaced by meetings of 4 students + instructor. Each student has 15-20 m. of feedback from peers, which feedback in the form of one “in-depth review” from one classmate, and 3 general reviews from three classmates. Printed copies of all your reviews of all essays is required. Plan for 1.5 -2 hours for each conference. We will use the Suzzallo study rooms (most likely).

Homework:

* Write three (3) general reviews. Plan to spend at least 1 hour writing your comments, or at least 20 minutes for each draft essay
* Write one (1) “in-depth” review. Plan to spend 1 hour at least reading and writing up your comments on the draft essay.

**Week 5: Oct. 21-25**

**Writing goals: Editing and Rewriting, incorporate feedback**

**Readings: TBD**

**Handouts: TBD**

Tues. Oct. 22: Revisions TBD

Thurs. Oct. 24: Revisions TBD

Possibilities for topics & exercises this week include:

* + - * + Body paragraphs
        + Citations or "When and how to cite a source with a footnote"
        + Evidence and Analysis
        + Snippets, full block quotes, and paraphrasing
        + The Conclusion
        + The Introduction
        + The Thesis or Argument
        + Topic Sentences

Homework:

* + Final essay due Sunday 10/24 by midnight. Formatting is 3-5 pages, double spaced, typed, one-inch margin, New Times Roman font. Submit online through Canvas course website.