

Fall ENGL 298G Interdisciplinary Writing Program Description and Syllabus

Note: This is a linked writing class for students enrolled in SOC 270

Class Theme: **Exploring Perspectives on Contemporary Social Problems**

Instructor: Carol Robertson

Classroom: Anderson Hall, Rm 010, T/Th 3:30-4:50 pm

Office: Padelford B34; however, **office hours will be in the Foster Library**

Office hours: Tuesday, 10:30 am -12:30 pm and by appointment

Class website: <https://canvas.uw.edu/courses>

Email: carolr3@u.washington.edu



The goal of IWP is to launch you into a successful academic experience at UW by preparing you for the rigorous demands of university writing while enhancing your engagement in a specific academic discipline. This course is linked to SOC 270 (Social Problems), and in addition to constructing a solid foundation in writing skills, we will give you opportunity to use the sociological perspectives you learn in your lecture class as a lens whereby you may examine and explain the existence of contemporary social problems; specifically, we will explore social problems emerging in the areas of juvenile and criminal justice, poverty and inequality, and HIV/AIDS.

Our first of three course sequences will focus on building our writing skills. Since reading critically leads to better writing, our sequence will begin by exploring and analyzing the rhetorical strategies of skilled writers and speakers who wrote in different contexts and to different audiences. In our first major paper, we will explore the rhetorical strategies of one of America's greatest social gamechangers as we read Martin Luther King, Jr.'s, *Letter from Birmingham Jail*. Our second sequence will give you an opportunity to explore, in depth, a specific social concern related to one of the broad areas explored in your 270 lecture class. We will introduce research skills, including constructing an annotated bibliography, pursuing a line of inquiry, writing a proposal, and finally, writing a major research paper. In the process, we will practice our skills and test the depth and significance of our arguments in a highly interactive classroom environment. Our final sequence will focus on revision and polishing of our writing and will culminate with an exercise on presenting our research in conference-ready poster form. Prepare for an exciting journey as you grow as a reader, writer, and presenter in the world of ideas!

Sequence One through Three

Short Assignment One	Visual-Analysis Exercise: Select a social-political cartoon, one connected to 270 lecture themes (juvenile and criminal justice, poverty and inequality, or HIV/AIDS) and construct a rhetorical analysis thesis and an argument thesis. Images, like texts, are rhetorical. The imagery in your cartoon was not drawn in a void. It, no doubt, takes a debatable position. If this image were a written text, what do you imagine the argument to be? From what perspective do you imagine the artist's argument emerges? How (by what strategies) does the artist convey his argument? Be prepared to discuss your image and thesis constructions in class and submit on Canvas on Friday evening, 10/4.	Week 2: In-class discussion of cartoon on Tuesday, 10/1. Peer review of thesis constructions on Thursday, 10/3 SA1 due as assignment post on Friday, 10/4, by 11:59 p.m.
MAJOR PAPER ONE	A Rhetorical Analysis of Martin Luther King Jr.'s <i>Letter From Birmingham Jail</i>. Not only is King's letter an excellent model for effective, powerful writing, King was a powerful defender of equal access. Analyze his rhetorical strategies and their effects. Narrow your focus by choosing a <i>specific</i> strategy used throughout his writing or strategies evident in a <i>specific</i> passage or section.	Weeks 2 and 3: MP1 Draft: Due Monday, 10/7, by 10 p.m. MP1 Final Draft: Due Friday, 10/11, by 11:59 p.m.
Short Assignment Two	Annotated Bibliography for Research Major Paper Two.	Weeks 4 and 5 Due Friday, 10/25, by 11:59 p.m.
Short Assignment Three	Proposal/Thesis and Outline for Research Major Paper Two.	Week 6: SA3 Proposal/Outline draft due for in-class review, Thursday, 10/31. SA3 Proposal/Outline due as assignment post Thursday, 10/31, by 10 p.m.
MAJOR PAPER TWO and Short Assignment Four	A Research Paper: Informing the field. Scholars in a field continue to investigate and reinvestigate the effectiveness of current methods of addressing specific problems and search for deeper understanding or new insights, which will enable better methods and new solutions. Choose one of the social problems addressed in your lecture class (juvenile and criminal justice, poverty and inequality, or HIV/AIDS), research existing scholarship, and pursue a specific, narrow line of inquiry. Your research must engage with a minimum of three sources, two of which must be scholarly sources.	Week 7 and 8 MP2 First Draft: Due Monday, 11/4, by 10 p.m. SA4: MP2 Small-Group Class Presentations: Th/F, 11-7 and 11/8. MP2 Final Paper: Due Friday, 11/15 by 11:59 p.m.

Short Assignment Five	<p>Writer's Reflections:</p> <p>Part I: Draft a preliminary list of writing goals. These should reflect your careful consideration of the feedback you have received from instructor, tutors, and peers as well as your own metacognitive reflection on your writing processes.</p> <p>Part II: Construct a minimum of two one-page artifacts, which give evidence to a minimum of <i>two</i> hours spent working toward your writing goals. Include date and time spent at the top of each artifact page, or include date and time spent on each artifact on a separate sheet (in the case of PDF or screenshot artifacts). Time spent on each goal can vary. Submit these one-page artifacts on Canvas by due date and later attach the artifacts to your final reflection.</p> <p>Part III: Writer's Reflections Short Essay: Reflect upon your experience as a writer this quarter. As a result of the feedback you have received—peer/ tutor/ instructor—and your own writer's metacognition, what strengths and weaknesses have you perceived? What strategies for improvement have you implemented? What goals have you set for your continued achievement as an academic writer?</p> <p>Attachments to Writer's Reflections Essay will include:</p> <ol style="list-style-type: none"> 1) MP1 and MP2 Writer Reflections—peer, tutor, and instructor feedback. 2) Writer's Goals' Artifacts 	<p>Week 6-8</p> <p>Writer's Reflections:</p> <p>Part I: Submit writing goals evening before first instructor conference.</p> <p>Part II: Writing goals artifacts-- Artifacts one and two due Friday, 11/22.</p> <p>Part III: Writer's Reflections Short Essay with all attachments due by Monday, 11/25, by 10 p.m.</p>
MAJOR PROJECT THREE	<p>Prepare and present a conference-ready poster which walks us through your MP2 research project: Is the poster reader-friendly? How well does the poster communicate meaning to a broad audience? Is your thesis and the significance of your research as presented on the poster clear and compelling? Care should be taken in the selection of imagery and the layout.</p>	<p>Week 10</p> <p>MP3 Poster Presentations due for in-class presentation, Tuesday and Thursday, 12/3-12/4</p>

INSTRUCTOR/STUDENT CONFERENCES:

Two instructor-student conferences are required: Following your receipt of Major Paper One and Major Paper Two with comments, we will meet to reflect on the success of the paper and suggest future writing strategies. These conferences are mandatory and, if missed, will affect your participation grade. You will be given an opportunity to sign-up for a conference time as well as information on how to prepare for the conference.

USING WRITING RESOURCES:

Tutor visits are highly recommended before submission of the MP1 and MP2. We encourage you to use the wealth of writing resources available to you. *A tutor visits (before the first major paper) is not required, but highly recommended.* Proof of this visit and others may be submitted in a brief paragraph reflection, "Writer Reflections on Peer, Tutor, and Instructor Response," following each major paper—you may earn up to three points extra credit (one point for each visit) by attending a tutor or librarian session. **Keep records!** Include the name of your tutor, date and time of appointment, and the focus of your work.

The Odegaard Writing and Research Center (OWRC) is open Monday-Thursday from 9 a.m. to 9 p.m. and on Sunday from noon to 9 p.m. This writing center provides a research-integrated approach to writing instruction. Make an appointment on the website: www.depts.washington.edu/owrc.

Research Librarians (Odegaard and Suzzallo Libraries): UW's best kept secret! You are required to connect one-on-one with a research librarian at least once as you begin Major Paper Two research. You may make an appointment at the Odegaard Writing and Research Center, the Suzzallo reference desk, or online: <http://www.lib.washington.edu/help/consult/>

The CLUE Writing Center in Mary Gates Hall is open Sunday to Thursday from 7pm to midnight. Clue tutors can help you with your claims, organization, and grammar. This is a drop-in center. Arrive early and be prepared to wait for an available tutor.

Additional English Language Support: If you are a non-native speaker of English, who would like additional English language support, please consider enrolling in English 115—a two-credit English language support course available to any non-native speaker of English who is enrolled in any EWP or IWP course. Only ten students are enrolled per a class. Enroll as soon as possible due to space limitations! Please see me for information about additional services and support available to you.

OUR COMMITMENT TO YOU

We at the English department are committed to valuing the lived experiences, embodied knowledges, and scholarship produced by people of color and Indigenous peoples; queer, trans, and disabled people; immigrants and refugees, and other targeted identities who have historically been excluded from sites of knowledge production; denied access to wealth, resources and power; and forced to negotiate multiple interlocking forms of structural and institutional oppression and violence. This commitment emerges from and reflects our shared vision for a just and equitable world that actively affirms and values the humanity of every individual and group. It is this vision that informs our pedagogical practices.

ACCOMMODATION FOR ABSENCE FOR REASONS OF FAITH OR CONSCIENCE:

"Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)."

ASSESSMENT:

MP1: 20% (A Rhetorical Analysis of Martin Luther King Jr.'s *Letter From Birmingham Jail*)

SA2: 5% (Annotated Bibliography for MP2)

MP2: 35% (Research Paper)

MP3: 10% (Research Poster Presentation)

SA4 5% (MP2 small-group presentation—**presentation mandatory!**)

SA5 10% (Writer's Reflection Essay and attachments—MP1 / MP2 Writer's Reflections / SA5 artifacts)

15%: **Thoughtful participation** demonstrated in SA1, SA3, and other small assignments; in-class

discussions and activities, group and individual presentations, Canvas discussion board assignments, peer reviews, etc.

Extra credit opportunities: Up to five points! Tutor/librarian visits (one point per visit; up to four visits) and/or SA5 independent work on artifacts (one point per an artifact representing one hour of independent work; up to four points). Total combined points may not exceed five. Extra credit earned for tutor/library visits should be recorded in your specific MP reflections and also mentioned as a note following your SA5 Writing Reflection Essay. Extra credit for additional SA5 artifacts should be presented as additional attachments to SA5 and recorded in an extra credit note following your SA5 Final Writing Reflection Essay (along with any tutor/librarian visits).

Final Portfolio due at end of quarter: Your Final Portfolio should include a revised submission of MP1, MP2; your MP3 poster screen shot; and SA2, SA3, and SA5 with all attachments. Don't forget the extra-credit note following your SA5 Writing Reflection Essay. **All assignments must be completed and submitted in this portfolio in order to receive a passing grade.**

Note: Participation also includes bringing drafts of assignments, in hard copy, for peer review when required! See your homework guide for dates these drafts are required.

MATERIALS:

Printed copies to bring to class: about \$15 dollars.

COURSE HOMEWORK SCHEDULE/CALENDAR—This will be updated throughout the quarter. Be sure to watch for Canvas announcements titled "HOMEWORK SCHEDULE." **Note:** Homework may be added or revised in class or by Canvas announcements. If you are absent, it is your responsibility to consult the course website for updates and/or to ask a member of the class about updated assignments.

ATTENDANCE and ENGAGEMENT

1. **Arrive promptly!** Our class time is limited, and we must hit the ground running; therefore, even a few minutes late will be considered late. Since absence or tardiness impacts your ability to participate in class activities, both will adversely affect your participation grade! Please email me when your specific circumstances keep you from attending a class. Again, should you miss a class, visit the course website for assignment updates and or consult a class member.
2. **Be an active participant!** Do the readings and homework assignments, so you are prepared to contribute to discussion.
3. **No cell phones should be visible in class.**
4. **Laptop is limited to specifically approved group activities.** Individual concerns are considered. Please see me if you feel taking notes on your laptop during lecture is a factor to your success in class.
5. **Group discussion is limited to the assigned topic!**

LATE WORK:

Please email me regarding any special circumstances which require an extension on an assignment due date. **Written feedback may not be possible on assignments that are turned in late, especially if the assignment is more than one day late;** yet, these assignments are required in order for you to receive a passing grade. Unless you have made prior arrangements with me, work more than twelve hours late will result in a deduction in your participation grade. *Consistently turning in late work will make successful completion of the course nearly impossible.* **Late final portfolios will not be accepted without special arrangements!**

ACADEMIC INTEGRITY:

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 reported to the College of Arts and Sciences for review.

ACCOMMODATIONS:

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

STUDENT CONDUCT

The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

UW SAFE CAMPUS:

- Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.
- 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.
- 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.
- For more information visit the Safe Campus website: www.washington.edu/safecampus

CONCERNS:

Please feel free to email or talk to me personally should you be concerned with policy, expectations, or course content. At UW, instructors are your first "go-to." Beyond that, you may contact the Interdisciplinary Writing Program Director Dr. Megan Callow, mcallow@uw.edu. If, after speaking with the Director of the IWP, you are still not satisfied with the response you receive, you may contact English Department Chair Dr. Anis Bawarshi; bawarshi@uw.edu, (206) 543-2690.