English 298 F

Intermediate Writing: Social Science

**Class Location:**CHL 101

**Class Time:** TTH: 11:30-12:50

**Instructor Contact Information**:

**Name:** Nicole Peters

**Email:** [petersnc@uw.edu](mailto:petersnc@uw.edu)

**Office Hours:** TTH: 1:00-2:00

**Office Location:** Padelford B-428

**Course Description**

English 298 is linked with POL S 202, “Introduction to American Politics” and is intended to expose students to the complexities of reading and writing in the social sciences. Specifically, we will focus on the creation of knowledge through writing while thinking about how writing contributes to our understanding of global processes and how we can write effectively in the social sciences as well as in other disciplines. In this class we will challenge our previous notions about what it means to be a “text” or a piece of “good writing,” and instead learn to evaluate different writing situations, question texts and our own assumptions, and interact with those texts through writing of our own. In this way, writing becomes a conversation between our words and the words of others. We will engage in this conversation by reading actively and analytically with the understanding that our arguments improve through understanding the arguments of others. By becoming aware of the strategies that other writers employ in addressing different contexts, we will develop skills to produce complex and interesting arguments of our own.

Over the course of the quarter, we will build on the knowledge you are acquiring in POL S 202 through three writing sequences. Each sequence will include exploratory prewriting and culminate in a major paper or project that you will rigorously revise with the help of peer feedback and conferences with me. In this sense, the class focuses heavily on building a rich scholarly community in which you can engage more deeply with the issues and conflicts surrounding American Politics.

**Course Goals:**

1. Read and understand texts by academics and professional participants in the discipline, identifying the writer’s purposes and recognizing rhetorical principles that underlie genres in (and outside of) the field.
2. Establish an interactive classroom community that builds knowledge through engaging with and writing about POL S 202 lecture content, course readings, and key concepts and methods used by social scientists.
3. Build skills to assess your own and your peers’ work in relation to our specific writing criteria.

**Texts:**

All required texts in POL S 202

*Student’s Guide to Writing College Papers* (4th Edition), Kate L. Turabian (recommended)

Money to print distributed texts on the course website

**Grading:**

Contract: TBD

**Participation and late work policies:** English 298 is a workshop class for which regular participation and preparation are crucial. Timely attendance, participation in discussion posts, and thorough preparation for class are an important part of participation. Homework must be submitted in hard copy (printed out) in class, and will not be accepted for credit after the class meeting at which it is due (late or incomplete smaller assignments will be deducted from your participation score). Late or incomplete drafts, late final versions of essays, missed peer reviews and missed conferences will each result in a deduction from the final grade for that particular essay. Please note that if you are ill, you should not come to class. However, you should communicate by email to let me know you are ill and to discuss options for late or electronic submission of your work.

**Class Community Norms:** This class is an inclusive learning community that will frequently function as a writing workshop. Because of that—and because we learn from reading others’ writing—I will frequently ask you to post your writing on our class discussion board. If you are puzzled by an assignment, this will allow you to read your classmates’ responses and get a better sense of the task at hand. Please respect the parameters of our learning community and do not share your classmates’ writing with people outside the course unless you have their permission to do so in writing.

Sharing Writing in Class: Much of our class time will be spent reading and responding to one another’s writing in progress. Most of your informal writing will receive peer feedback in class, so you should always bring a hard copy of writing assignments to class.

Respect: Hopefully this goes without saying, but at the risk of redundancy, I’ll say (well, write) it: treat everyone and everyone’s drafts in this class with respect. In particular, when we discuss informal writing or drafts, identify emerging or potential strengths as well as weaknesses. And remember that you’re critiquing the draft in front of you, not the writer.

**Expectations:** This course is designed to lead you through the steps of a developed writing process. You are required to complete every step. This includes:

1) actively participating in class discussions, small group work, and conferences;

2) providing timely, thoughtful, and engaged written feedback on peers’ drafts;

3) completing informal writing/pre-writing assignments on time; and

4) submitting all drafts and revisions of the major essays on the date they are due.

**Important Dates: (To be changed at my discretion)**

MP1 Final Draft Due: T 1/28

MP2 Final Draft Due: T 2/18

MP3 Final Draft Due: T 3/12

**Academic Honesty:** Students in this IWP course must abide by UW policies on Academic Honesty, including avoiding plagiarism. The full policy is available at <http://depts.washington.edu/grading/issue1/honesty.htm>. Plagiarism includes using another writer's words without proper citation, citing your source but reproducing the exact words of a printed source without quotation marks, borrowing the structure of another author's phrases or sentences without crediting the author from whom it came, borrowing all or part of another student's paper, using someone else's outline to write your own paper, using a paper writing "service," or having a friend write the paper for you. The full Student Code for the University of Washington is available at<http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>.

**WRITING CENTERS:**

1. **CLUE writing center,** open 7 pm until midnight, Sunday through Thursday in Mary Gates 141. CLUE is a first-come, first-served drop-in writing center located in Mary Gates Hall. CLUE also offers study sessions and other academic support. <http://depts.washington.edu/aspuw/clue/home/>
2. **The Odegaard Writing and Research Center (OWRC)** offers students, staff, and faculty at UW Seattle 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. OWRC 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!), visit (<https://depts.washington.edu/owrc>) or to to OWRC in person on the first floor of Odegaard Undergraduate Library.

**On Accommodations:** Please let me know if you need accommodations of any sort. I am happy to work with the UW Disability Service Office (DSO) to provide what you require, and I am very willing to take suggestions specific to this class to meet your needs. More information on support at UW may be found on the DSO web site at <http://www.washington.edu/admin/dso/>

**The IWP & Anti-Racist Pedagogy**: The Interdisciplinary Writing Program (IWP) is committed to engaging with anti-racist pedagogies. These pedagogies may take various forms, such as curricular attention to voices, communities, and perspectives that have been historically marginalized inside and beyond academic disciplines; inclusive classroom practices; discussions of racism; and consideration of other forms of prejudice and exclusion. We believe that countering the cultures and practices of racism in an academic institution is fundamental to developing a vibrant intellectual community. The IWP is happy to talk with you about your questions as well as to support student-led initiatives around anti-racist work, and we invite you to contact IWP faculty member Rush Daniel at [daniej9@uw.edu](mailto:daniej9@uw.edu) or IWP Program Director Carrie Matthews at [crmatthe@uw.edu](mailto:crmatthe@uw.edu). If you’re interested in how teachers of English as a professional community have taken up anti-racist work, check out the National Council of Teachers of English Statement on Anti-Racism to Support Teaching and Learning at <http://www.ncte.org/positions/statements/antiracisminteaching>

**Questions or Concerns:** If you have questions or concerns about this course, please do come talk with me during office hours or email me. If you are not comfortable discussing your concerns with me, you may wish to contact Interdisciplinary Writing Program Director Carrie Matthews at crmatthe@uw.edu or Acting Chair of English Anis Bawarshi at bawarshi@uw.edu.