# English 297: Course Basics

Instructor: Tyler Babbie

Time: MWF 12:30-1:20

Location: Online due to Covid-19

Office Hours: 2:00-3:00 Monday and Wednesday

Email: [babbie@uw.edu](mailto:babbie@uw.edu) and Canvas

# Course Description

Myths about Myths: Writing through Mythological Texts

English 297 B is a linked writing course to Classics 430 B. Students will extend their studies of classical Greek and Roman mythologies through their own writing. We’ll have a mythically great time studying adaptations in many genres and forms, so no matter where your interest in classics may come from, you’ll be able to write about it—whether you’re coming from poetry or film, web comics or video games, from your knowledge of original Greek texts to your love of popular novels! We will also consider mythologies from other cultures in an attempt to situate classical Greco-Roman myth in a broader cultural context. Magic (real and unreal), ghost stories, and other forms of mythically-influenced power will sit alongside the classics as we see just how close we can get to the past (and how ultimately, like the tortoise outrunning Achilles, it will elude us). It will be epic.

English 297 is an intensive writing workshop offered in conjunction with, but entirely distinct from, the CLAS 430 lecture course. It is structured around the idea that writing is an extremely effective means of promoting depth and retention in learning. As such, in this course we will use the writing process, as well as informed, active discussion, peer critique, and focused revision to explore the question of what it means to read, think, and write as students and scholars of classical mythology. The writing we will do in English 297 is aimed at helping you become more effective and argumentative readers and writers. The goal of English 297 is to give you extended practice in reading, analyzing, and applying disciplinary methods and questions to help you develop your own arguments as writers and thinkers in the field.

In this course we will work through two or three scaffolded assignment sequences, each of which culminates in a longer written assignment. As we focus on writing as a process rather than a finished product, each of these major assignments represents the final step in a series of shorter writing tasks that will help you work up to and complete them. We do this because it’s important to recognize that effective writing does not happen overnight. Strong writing—like the thought that goes into it—is developed slowly and carefully over time. It grows from a simple idea into more complex collection of them and emerges as the careful, deliberate, and organized outcome of a longer process of drafts, feedback, revision, and recreation. To further this goal, we will perform extensive revision of not only our own writing, but also of our thinking.

# Required Resources

I will be building from materials from the main lecture, so be sure to have that textbook. Keep up with the readings. Other texts will be available on Canvas

# Assessment

Portfolios: 70%

Participation: 30%

Portfolios:

In this course, you will complete a variety of shorter assignments (usually posts to the course blog) leading up to several major papers. These shorter assignments will allow you to build towards the major papers. You will have a chance to revise significantly each of the major papers using feedback generated by your instructor, peer review sessions, and writing conferences. Toward the end of the course, having completed all the assigned papers, you will be asked to compile and submit a portfolio of your work. The portfolio will include the following: four assignments that represent your best work, including the major papers, and possibly a critical reflection.

As currently designed, the portfolio will be worth 70% of your final grade. I’m setting the course up in this way to maintain flexibility in the face of the pandemic—if one of you were to fall sick or to find yourself doing a lot of care for an elder, you could finish the work later in the quarter without penalty. However, I highly recommend staying on schedule, as I cannot guarantee prompt feedback for papers turned in after each deadline, regardless of your individual situations. That said, I want to be supremely flexible to help you succeed, no matter what difficult situations the world throws at us this quarter. If you run into a pandemic-related issue, let me know right away. With enough time, we can craft alternative assignments. Don’t let me know that something is wrong at the very end of the quarter.

# Resources on Campus (My usual list, some may not be relevant this quarter)

The **Odegaard Writing and Research Center (OWRC)** offers free, one-to-one, 45-minute tutoring sessions for undergraduate, graduate, and professional writers in all fields at the UW. We will work with writers on any writing or research project, as well as personal projects such as applications or personal statements. Our tutors and librarians collaborate with writers at any stage of the writing and research process, from brainstorming and identifying sources to drafting and making final revisions. For more information or to schedule an appointment, please see our website (<https://depts.washington.edu/owrc>), or come visit us in person on the first floor of Odegaard Undergraduate Library.

The **CLUE Writing Center** offers free one-on-one tutoring and workshops, and is open from 7 p.m. to 11 p.m., Sunday to Thursday in Mary Gates Hall, throughout the regular school year (Fall, Winter, and Spring quarters). It's first come, first served — so arrive early and be prepared to wait if necessary! CLUE also offers tutoring on a range of other subjects, including math, science, and so on. Read more here: [https://webster.uaa.washington.edu/asp/website/get-help/clue/writing-cen...](https://webster.uaa.washington.edu/asp/website/get-help/clue/writing-center/)

**UW Counseling Center** workshops include a wide range of issues including study skills, thinking about coming out, international students and culture shock, and much more. Check out available resources and workshops at: <https://www.washington.edu/counseling/>

**UW Career Center** offers career counseling and planning, workshops and career fairs, a listing of part-time jobs on and off campus, and much more: <http://careers.washington.edu/students>

The University of Washington **Q Center** builds and facilitates queer (gay, lesbian, bisexual, two-spirit, trans, intersex, questioning, same-gender-loving, allies) academic and social community through education, advocacy, and support services to achieve a socially-just campus in which all people are valued. For more information, visit <http://depts.washington.edu/qcenter/>.

The **Any Hungry Husky** program helps mitigate the social and academic effects of campus food insecurity. By providing students, staff, and faculty with access to shelf-stable, non-perishable goods and community resources at no cost, this initiative aims to lessen the financial burden of purchasing food and supplement nutritional needs. This resource is for everyone in the UW community. Learn more here: <http://www.washington.edu/anyhungryhusky/>

**wǝɫǝbʔaltxʷ** – Intellectual House is a longhouse-style facility on the UW Seattle campus. It provides a multi-service learning and gathering space for American Indian and Alaska Native students, faculty and staff, as well as others from various cultures and communities to come together in a welcoming environment to share knowledge.

**ASUW Bike Shop:** My favorite spot on campus—a place that will teach you how to fix your bike, for free! Highly recommended.

# Policies:

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/).

# Access and 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](mailto:uwdrs@uw.edu) or [disability.uw.edu.](http://depts.washington.edu/uwdrs/)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.

# Video Privacy

**Privacy**

The instructor’s intellectual property rights and the privacy of all course participants must not be violated. Students may not share course materials with non-class members without explicit written permission from the course instructor. Students may not record any part of a class session without the express consent of the instructor, unless approved as a disability accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms authorized by UW.

**Synchronous Instruction Privacy Statement**

This course will occasionally run synchronously at your scheduled class time via Zoom. These Zoom class sessions will sometimes be recorded. The recording will capture the presenter’s audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public.

The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should:

* Change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and
* Not share their computer audio or video during their Zoom sessions.

# Provisional Schedule:

# Get up-to-date info via Canvas Announcements. I plan on splitting the quarter into two equal parts, with the first half focusing on adaptations of classical myth. The second half is currently undefined: I hope to offer either further work on adaptation, creative writing, or analyses of myths from cultures beyond ancient Greece and Rome as options. Each half will involve writing one major paper. The portfolio will be due during exam week.