# English 198 E: Course Basics

Instructor: Dr. Tyler Babbie

Time: Monday, Wednesday and Friday, 1:30-2:20

Room: Savery Hall 136

Office: Padelford 405A

Office hours: 1:00-2:00 Tuesday, 10:00-11:00 Wednesday, or appointment/Zoom

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

# Course Description

History brings the past into our present by way of language, and much of that language is written. Working in history will give you a chance to practice your own writing and compositions skills. ENGL 198 is a small, five-credit writing class linked to Professor Jim Gregory’s course, HSTAA 105: The Peoples of the United States.In this course, students will develop academic writing skills both in a broad sense and specifically in the discipline of history. While this course is closely linked to HSTAA 105, the goal is not just to help you perform better in that class, but to develop skills in academic writing that will remain useful in any discipline. Further, understanding how history shapes our own lives allows us take actions that are meaningful to ourselves and to the wider world. Students will practice skills that reflect the historic (in both senses!) values of accuracy, fairness, ethical decision-making, and engaging storytelling. Through individual and collaborative exercises, students will work to refine skills in critical reading, research, writing, and composition. The past will take on new meaning in our present as students examine the history of the United States and cultivate an understanding of their own roots.

# Texts and Resources

Most course texts will be drawn from the public domain and exist as pdfs or websites, which means you need to have a way to read pdfs and access the web in class every day. A laptop is best, and a tablet can work. If you do not own this equipment, you can get access to it through the Student Technology Fund Loan Program.

The syllabus and schedule are provisional. For the most up-to-date information, always refer to Canvas modules and announcements.

# Assessment

Major Paper One: 30%

Major Paper Two: 30%

Short Assignments, Peer Reviews, and Written Discussions: 20%

Participation: 20 %

The major papers are the heart of the course. Dr. Gregory will be giving you two options for the major paper: a family-based history, or a research paper on a social movement. In this class, you’ll do both, but in a shorter form than he requires. I set the course up this way because I want everyone to experience writing in both modes of history offered by the HISTAA class. While I am just as interested in the personal side, we’ll start with the researched version because it is fully applicable to every student. Then, later in the quarter, we’ll switch and do a personal history (not quite a family history, although it can be one). These assignments will be assessed with two goals in mind. First, I will push you to do your personal best by revising your work using feedback from peers and myself. Your first grade will likely not be a 4.0, although it isn’t impossible. You will instead be given unlimited chances to revise until you achieve the final result that reflects your own ambitions and your own growth as a writer—so it will be very possible for everyone to get full credit for the major papers. Let’s talk about the second goal: one of these papers will become your final paper for Dr. Gregory’s class, and I want you to ace it. We need to consider his expectations when they diverge from mine:

The final result should be 8-10 typed pages. It should be logically organized and well written. All quotations and specific references require citations… Be sure to edit your work. There is no excuse for sloppy grammar, spelling, or typing. (Dr. Gregory’s Syllabus)

My *grading* of your work for this class will not focus on grammar, spelling, or typing, but I will try to assess your work by his standards so that you can succeed in both contexts. In particular, we will work collectively to polish the final draft you choose to turn in to the HISTAA lecture.

Along the way, you’ll be required to complete various shorter assignments, course discussions, and the like. These will be assessed at 20% of your final grade on a credit/no credit basis, with partial credit for late submissions.

I will take notes on each student’s participation in class and will record them after each of our meetings. These notes will inform your final participation grade. To get a 4.0 in this class, you should try to make strong contributions every day to advance your participation score (especially after the first remote week). You don’t need to be perfect every day, but I want to see a pattern of engagement emerge. I see a 4.0 in participation as a reward for the students who carry the class on their shoulders, particularly if they are working hard despite language barriers, anxieties, and other factors. Don’t assume that you will get a 4.0 in this class just because I like you and I like your writing. Instead, look around the room and ask yourself, “how many students are contributing much more than I am?” If the answer is high, then you should work to improve your participation. That said, I will be building many discussion-based assignments into the course to give everyone chances to speak without improvising. I hope that this is fair and reasonable: when students participate, the whole class benefits.

# English Department Statement on Diversity, Equity, and Justice

The UW English Department aims to help students become more incisive thinkers, effective communicators, and imaginative writers by acknowledging that language and its use are powerful and hold the potential to empower individuals and communities; to provide the means to engage in meaningful conversation and collaboration across differences and with those with whom we disagree; and to offer methods for exploring, understanding, problem solving, and responding to the many pressing collective issues we face in our world--skills that align with and support the University of Washington’s mission to educate “a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.”

As a department, we begin with the conviction that language and texts play crucial roles in the constitution of cultures and communities, past, present, and future.  Our disciplinary commitments to the study of English (its history, multiplicity, and development; its literary and artistic uses; and its global role in shaping and changing cultures) require of us a willingness to engage openly and critically with questions of power and difference. As such, in our teaching, service, and scholarship we frequently initiate and encourage conversations about topics such as race and racism, immigration, gender, sexuality, class, indigeneity, and colonialisms. These topics are fundamental to the inquiry we pursue.  We are proud of this fact, and we are committed to creating an environment in which our faculty and students can do so confidently and securely, knowing that they have the backing of the department.

Towards that aim, we value the inherent dignity and uniqueness of individuals and communities. We acknowledge that our university is located on the shared lands and waters of the Coast Salish peoples. We aspire to be a place where human rights are respected and where any of us can seek support. This includes people of all ethnicities, faiths, gender identities, national and indigenous origins, political views, and citizenship status; nontheists; LGBQTIA+; those with disabilities; veterans; and anyone who has been targeted, abused, or disenfranchised.

# Notes on the Pandemic

While the first week will be held remotely, this class is designed to be conducted in person. Students are expected to participate in class to fully benefit from course activities and meet the course’s learning objectives. Students should only register for this class if they are able to attend in person. To protect their fellow students, faculty, and staff, students who feel ill or exhibit possible COVID symptoms should not come to class. When absent, it is the responsibility of the student to inform the instructor in advance (or as close to the class period as possible in the case of an unexpected absence), and to request appropriate make-up work as per policies established in the syllabus. What make-up work is possible, or how assignments or course grading might be modified to accommodate missed work, is the prerogative of the instructor. For chronic absences, the instructor may negotiate an incomplete grade after the 8th week, or recommend the student contact their academic adviser to consider a hardship withdrawal (known as a Registrar Drop).

If individual students request remote accommodation due to COVID concerns, instructors are not expected to engage in a discussion of possible accommodation. If the student requests accommodation due to medical concerns, we are to refer that student to DRS for decision on an official, DRS-sanctioned accommodation. If the student requests accommodation for any other reason, or if DRS rejects their request for a DRS-sanctioned accommodation, please treat the absence request like any other such request as described in the course syllabus. There is no expectation for special accommodations for COVID-related absences or requests for remote learning options.

Students are required to follow the University’s COVID-19 Face Covering Policy at all times when on-site at the University, including any posted requirements in specific buildings or spaces. If a student refuses to comply with the policy, the student can be sent home (to an on or off-campus residence). Student Conduct offices are available for consultations on potential violations of student conduct if needed. University personnel who have concerns that a student or group of students are not complying with this policy should speak with their supervisor, a representative of the academic unit, or report it to the Environmental Health & Safety Department.

Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immune-compromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

# Resources on Campus:

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>

# Policies

Religious Accommodation:

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/).

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 immediately reported to the College of Arts and Sciences for review.

Complaints:

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the following Interdisciplinary Writing Program staff in Padelford A-11: Director Megan Callow, [mcallow@uw.edu](mailto: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, Anis Bawarshi; [bawarshi@uw.edu](mailto:bawarshi@uw.edu), (206) 543-2690.

# 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.

# Winter Quarter 2022 Provisional Schedule

**Winter Quarter 2022: MW schedule**

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| **WEEK 1** | **in-class activities** | **homework** |
| Mon 1/3 | **First Day of Instruction** | Read Wineburg, Post Introduction to Discussion |
| Wed 1/5 | Discussing Wineburg | Respond to Introduction Post |
| Fri 1/7 | Reading Introduction Discussion, more Wineburg if time permits | Write Personal History Post on Discussion  Read Selections from 1921 *Crisis,* “The Propaganda of History” |
| **WEEK 2** |  |  |
| Mon 1/10 | Discussing *The Crisis* | Write Civil Rights/Nativist Movement Draft Prospectus |
| Wed 1/12 | Turn in Draft Prospectuses  Peer Review/Response to Draft Prospectuses | Revise Prospectuses after Peer Review |
| Fri 1/13 | Discussion of Prospectus Options in Class | Finish Prospectuses for Dr. Gregory, Discussion Post, Readings on Civil Rights/Nativist Movements |
| **WEEK 3** |  |  |
| Mon 1/17 | **NO CLASS: MLK Day** |  |
| Wed 1/19 | Working with Primary, Secondary, and Tertiary Sources |  |
| Fri 1/21 | Working with Primary and Secondary Sources | Gather sources for Major Paper 1: Civil Rights/Nativist Movements  Paper Prospectus Due to Dr. Gregory on Sunday 1/23 |
| **WEEK 4** |  |  |
| Mon 1/24 |  |  |
| Wed 1/26 | Class Remote: Group Bibliography Work |  |
| Fri 1/28 | Class Remote: Time for Writing and Research | Draft MP 1: Civil Rights/Nativist Movements |
| **WEEK 5** |  |  |
| Mon 1/31 | Turn in Draft of MP 1  Remote Peer Review | Finish Remote Peer Review |
| Wed 2/2 |  |  |
| Fri 2/4 | *Proud Shoes* Part One |  |
| **WEEK 6** |  |  |
| Mon 2/7 | *Proud Shoes* Part Two |  |
| Wed 2/9 | Family History Research: |  |
| Fri 2/11 | Working on Family History Papers | Draft Major Paper 2: Family History |
| **WEEK 7** |  |  |
| Mon 2/14 | Turn in Draft of MP 2  Class Canceled for Conferences | Depending on HISTAA rules, select paper to extend or to polish. |
| Wed 2/16 | Class Canceled for Conferences |  |
| Fri 2/18 | Class Canceled for Conferences |  |
| **WEEK 8** | *wrap up second sequence* |  |
| Mon 2/21 | **NO CLASS: President’s Day** |  |
| Wed 2/23 | Editing: Making it Perfect |  |
| Fri 2/25 | Editing and *Out of This Furnace* |  |
| **WEEK 9** | *don’t forget to give course evaluations* |  |
| Mon 2/28 | Papers Due to Dr. Gregory |  |
| Wed 3/2 | Presentations |  |
| Fri 3/4 | Presentations | Draft Reflection for Discussion Post |
| **WEEK 10** | *don’t forget to give course evaluations* |  |
| Mon 3/7 | Presentations |  |
| Wed 3/9 | Revision Workshop |  |
| Fri 3/11 | Revision Workshop |  |

**Last Day of Instruction for University**: Fri 3/11

**Finals Week**: Sat 3/12-Fri 3/18

**Grades Due From Me**: 5:00 PM, Tuesday 3/22