# English 298 A: Course Basics

Instructor: Dr. Tyler Babbie

Time: Monday, Wednesday 2:30-3:50

Room: Condon Hall 110B

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

Communication is powerful, personal, public, mediated, and never neutral. Writing is, of course, a powerful means of communication. English 298 is a small, five-credit writing class linked to COM 200. Communication allows us to co-construct our social world. When we understand how communication shapes our own lives in ways that matter, we enrich our learning community and amplify our ability to take actions that are meaningful as citizens of the world. In English 298, students will practice applying the values of accuracy, fairness, ethical decision-making, and engaging storytelling. They will sort verifiable facts from disinformation, misinformation, and opinion. Students will write about issues they actually care about, often selecting their own topics. We will work in an environment that fosters inclusion, motivation, participation, interest in each other, and collaboration. The class will increase students’ skill and confidence when they read, research, plan, revise and present written works.

# 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.

# 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. 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. The second goal will take shape as we get to understand Dr. Rahman’s goals for the COM lecture. If you are given significant writing assignments, I will likely make them part of this course, and we’ll use Dr. Rahman’s stated standards to guide assessment of the work so that you can succeed in both contexts.

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

This class is 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, please 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>

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/>.

**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.

# 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** | Post to Intro Canvas Discussion, Read Wineberg |
| Wed 1/5 | Learning to Synthesize Sources in Writing | Post Second Discussion,  Selected Texts on Bias in Media |
| **WEEK 2** |  |  |
| Mon 1/10 | Media Bias |  |
| Wed 1/12 | Examining First Papers in COM | Work on Papers for COM, Read One Study from *New Media and Society* January 2022 |
| **WEEK 3** |  |  |
| Mon 1/17 | **NO CLASS: MLK Day** |  |
| Wed 1/19 | Planning Synthesis Paper with Examples | Post Plans and Introduction for Synthesis Paper, Begin Drafting |
| **WEEK 4** |  |  |
| Mon 1/24 | Technology and Society: Media and COM Research |  |
| Wed 1/26 | Asynchronous Class: Use Time to Work on Papers | Turn in Rough Draft of Synthesis Paper |
| **WEEK 5** |  |  |
| Mon 1/31 | Peer Review: No Lecture; Class Time Available for Asynchronous Review |  |
| Wed 2/2 | How to Plan a Research Paper |  |
| **WEEK 6** |  |  |
| Mon 2/7 | Possible: Library Day |  |
| Wed 2/9 |  | Finalize Plans for Research Paper |
| **WEEK 7** |  |  |
| Mon 2/14 | Class Canceled for Conferences |  |
| Wed 2/16 | Class Canceled for Conferences | Write draft of Research paper |
| **WEEK 8** | *wrap up second sequence* |  |
| Mon 2/21 | **NO CLASS: President’s Day** |  |
| Wed 2/23 | Turn in Draft of Research Paper,  Peer Review | Begin editing via Peer Review |
| **WEEK 9** | *don’t forget to give course evaluations* |  |
| Mon 2/28 |  |  |
| Wed 3/2 |  |  |
| **WEEK 10** | *don’t forget to give course evaluations* |  |
| Mon 3/7 |  |  |
| Wed 3/9 | 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