

What Are the Stakes? Writing Social, Cultural, and Political Worlds

Course information:

BCUSP 135 B
SLN# 10800, 5 credits, Composition
Spring 2011
Class meets MW 1:15-3:15
in UW1-061

Instructor Information:

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Office hours MW 12:00-1:00
& by appointment in UW1-343
CUSP: (425) 352-3427

We must use what is important to us to get to the writing.

-Gloria Anzaldúa

Course Description

In his essay “Inventing the University,” David Bartholomae describes how students try to “speak as a person of status or privilege”—in other words, to “sound smart”—in their academic writing. To adopt successfully a scholarly voice is to use what Bartholomae calls “the privileged language of university discourse.” For Bartholomae, to fail to adopt this voice means that a student “is not so much trapped in a private language as...shut out from one of the privileged languages of public life, a language [the student] is aware of but cannot control.” Bartholomae’s discussion of academic writing provides the starting point for our study of academic writing. We will think not only about what is going on for a student when he or she succeeds or fails to “write like a scholar,” but also about the “privileged language of university discourse” itself. Why is it privileged? What kinds of knowledge and experience does the privileged discourse welcome, and what does it marginalize or exclude? What are the broader social, cultural, and political contexts that shape the experience of writing, and in particular, what it means to write in an academically legible language? What are the limitations around what counts as good academic writing, and what would it look like to put pressure on these limitations while still producing meaningful, well-written scholarly work?

In order to engage these questions fully, we will begin our inquiry by reading and responding to pieces written by authors from diverse backgrounds. We will critically examine what the stakes of writing are for them—that is, why and how the act of writing holds meaning in their worlds. We will use these texts as an occasion both for our exploration of “the privileged language of university discourse,” and for the development of specific key skills that you will draw on in your research paper, including writing a summary, performing a close reading, identifying an academic writer’s interlocutors and joining that group through what you write in response, formulating research questions, searching for primary and secondary texts to help you investigate your research questions, and creating an original scholarly argument. For your major research paper, you will be required to select a topic that addresses the broad theme of our course, “What Are the Stakes? Writing Social, Cultural, and Political Worlds.” You will produce an 8-10 page scholarly essay that provides an original, thoroughly researched, carefully written argument on your chosen topic.

Course Learning Goals

The following are some of the goals I hope we can achieve this quarter. Please feel free to add your own course goals to the list.

- READ** assigned texts carefully. “Talk back to the text” as you read, annotating in the margins. Identify the audiences and conversations each piece is geared toward, as well as the author’s main arguments and assumptions. Be attentive to the creative and stylistic elements of texts. Critically analyze what you read, using the reading process as a springboard for the creation of your own unique arguments. Find relevant texts independently using a variety of research strategies. Read your colleagues’ work closely and provide specific, helpful feedback.
- DISCUSS** class material and give both the readings and your colleagues’ ideas thoughtful and fair consideration. Cultivate a classroom community that is intellectually rigorous yet supportive by putting thought into not only *what* you say, but also *how* you engage others in conversation. Contribute to both small group and large group discussion. Provide focused, generous, and helpful feedback on your colleagues’ writing.
- WRITE** with purpose, clarity, strong organization, pleasant and engaging style, and grammatical correctness. Write with patience, building drafts sequentially, and write with openness to feedback from me and from your colleagues. Create an original, well-supported, precisely organized research paper that contributes something new and noteworthy on your chosen topic. Write feedback for your colleagues with clarity and generosity.
- REFLECT** critically on what you read, discuss, and write. Articulate your work’s relevance (the “so what?” question). Track your development as a writer in your Research Writer’s Journal.

Course Materials

Required Texts

For purchase at the UWB Bookstore

- *They Say/I Say: The Moves That Matter in Academic Writing* (Second Edition, 2009). Gerald Graff and Cathy Birkenstein. W. W. Norton & Company. ISBN#: 9780393933611.
- *A Pocket Style Manual* (Fifth Edition, 2009). Diana Hacker. Bedford/St. Martin’s. ISBN#: 978-0312664800.

Handed out in class

- “The Joy of Reading and Writing: Superman and Me.” Sherman Alexie. Handout distributed in class.

Available on E-Reserve (you must print each reading and bring it to class!)

To access these readings, go to <https://eres.bothell.washington.edu/eres/coursepage.aspx?cid=1916> and log in with your UW Net ID.

- “Inventing the University.” David Bartholomae. From *Composing Knowledge: Readings for College Writers*. Ed. Rolf Norgaard. Boston, MA: Bedford/St. Martin’s, 2007. 208-213.
- “Speaking in Tongues: A Letter to Third World Women Writers.” Gloria Anzaldúa. From *This Bridge Called My Back*. Eds. Cherrie Moraga and Gloria Anzaldúa. New York, NY: Kitchen Table: Women of Color Press, 1983. 165-173.

- “A Note on the Text and *The Yellow Wallpaper*.” Dale M. Bauer, Charlotte Perkins Gilman. From *The Yellow Wallpaper*. Ed. Dale M. Bauer. Boston, MA: Bedford/St. Martin’s, 1998. 40-59.
- “Introduction: Cultural and Historical Background.” Dale M. Bauer. From *The Yellow Wallpaper*. Ed. Dale M. Bauer. Boston, MA: Bedford/St. Martin’s, 1998. 2-27.
- “The Breakdown.” Charlotte Perkins Gilman. From *The Yellow Wallpaper*. Ed. Dale M. Bauer. Boston, MA: Bedford/St. Martin’s, 1998. 339-344.

Other Required Materials

- Folder in which to keep all papers, handouts, notes, etc. from the class
- Backup copies of everything you write for this class on a flash drive or other device
- Approximately \$25 in photocopying/printing costs for the quarter
- A university email account that you check every day
- College-level dictionary that you can consult while reading (online is acceptable)

Assignments and Assessment

This is the grade breakdown for the course (percentage of total grade is followed by the number of points on a 4.0 scale), followed by a description of each category.

Research Writer’s Journal	20% (.8)
Daily Activities	10% (.4)
Collegial Engagement	10% (.4)
<u>Final Portfolio</u>	<u>60% (2.4)</u>
Total	100% (4.0)

The **Research Writer’s Journal** is comprised of several assignments. You will reflect on your writing process, keeping track of your strengths, difficulties, and goals, in addition to responding to specific readings or class activities. Your journal assignments will be submitted online via Catalyst’s Collect It Dropbox at <https://catalyst.uw.edu/collectit/dropbox/sharleen/15063>.

Daily Activities include homework assignments, quizzes, and in-class activities. Quizzes are unannounced and are meant to motivate you to prepare for class, including doing the reading and paying close attention during lecture and discussion.

Collegial Engagement includes peer reviews, workshops, and writing conferences. You will be assessed by your colleagues on your performance as a peer reviewer and workshop/conference participant and will have the opportunity to improve your collegial engagement skills throughout the quarter.

The **Final Portfolio** includes your final research paper and all of the assignments that build up to it. Because the portfolio is designed to showcase your revision process, the drafts you include *must include my comments*. Most assignments will be submitted to me online via Catalyst’s Collect It Dropbox at <https://catalyst.uw.edu/collectit/dropbox/sharleen/15063>, and to your colleagues for peer review and workshopping in hard copy. Specifically, your portfolio includes the following:

- | | | |
|------------------------------------------------------|----------------------------------------------|----------------------------------------------|
| — proposal preliminary draft with my comments | — paper outline with my comments | — rough draft part 2 with my comments |
| — proposal preliminary draft with colleague comments | — paper outline with colleague comments | — rough draft part 2 with colleague comments |
| — proposal final draft with my comments | — rough draft part 1 with my comments | — descriptive outline |
| — proposal final draft with colleague comments | — rough draft part 1 with colleague comments | — final paper with writer's memo |
| | | — all colleague assessments |

You will receive written feedback only, not a numeral grade, for each of these portfolio assignments leading up to the final paper. *You will only receive a numeral grade on the final paper, which will be graded in light of the entire portfolio.* There are two reasons I use this grading system. First, research shows that grades stifle revision on the next draft. Since you are being graded in part on revision, it is important that you revise your drafts carefully to produce the best work possible. Second, a draft *is a draft*. You should not be penalized for trying out a new idea or writing style; rather, if it doesn't work, you can revise accordingly the next draft. Receiving a numerical grade on only the final paper in light of your revision in the entire portfolio allows me to give you credit for revision over a series of drafts in addition to protecting you from being penalized grade wise for trying out new things. If at any point in the quarter you are concerned about how you are doing in the course, please see me as soon as possible to discuss your work. **NOTE THAT YOUR FINAL PORTFOLIO MUST INCLUDE ALL REQUIRED ITEMS. FAILURE TO INCLUDE ALL ITEMS WILL RESULT IN A PORTFOLIO GRADE OF ZERO.**

Assignment Guidelines

Your papers for this class should

- | | | |
|------------------------------|-----------------------------|------------------------------|
| - be typed | - have a title | - include your last name and |
| - be double-spaced | - include parenthetical | the page number on each |
| - use Times New Roman 12- | references whenever you use | page |
| pt font | another scholar's work | - follow MLA format |
| - include a Works Cited page | - be stapled | |
| - have one inch margins | - be printed in black ink | |

Include the following heading in the top left hand corner of the first page of each paper you hand in:

Your Name
Dr. Mondal
BCUSP 135 B
Due Date

CUSP Learning Goals and Curriculum

CUSP Learning Goals (<http://www.uwb.edu/cusp/learninggoals>) include

- | | | |
|---------------------------------|-----------------------------------------|------------------------------------|
| ❖ Critical and Creative Inquiry | ❖ Quantitative and Qualitative Literacy | ❖ Ethics and Social Responsibility |
| ❖ Communication | ❖ Inclusive Practices | |

Discovery Core Sequence: The DC Sequence includes a DC I in the Fall, a DC II in the Winter, and a DC III in the spring. Each course emphasizes student creativity and analysis, interdisciplinarity,

integrated learning, undergraduate research skills, and self-reflection. The sequence is capped by the spring DC III course in which you create a portfolio that is both reflective and projective, looking back at what you have learned and ahead to the directions you'd like to explore. Read more about the Discovery Core and advising issues at <http://www.uwb.edu/cusp/courses/the-discovery-core>.

PLEASE KEEP MATERIAL FROM ALL OF YOUR COURSES archived on the following website in order to have access to them for your Spring DCIII Portfolio project:
<http://www.uwb.edu/learningtech/eportfolio>.

Course Policies

Classroom Etiquette

Because of the high level of respect I have for you and your education, I strive to maintain a warm, inviting, energetic classroom environment. I request your cooperation in this endeavor. Be mindful of how your verbal and non-verbal communication affects our class. Arriving late, holding side conversations while others are trying to speak, appearing bored or "checked out," texting during class, doing other homework, or sleeping not only hurts my feelings, but also negatively affects our overall group dynamic and reflects poorly on you. No one can stay focused 100% of the time; I understand this and will try to help you, incorporating breaks into our class sessions. Feel free to bring non-distracting, non-messy food and drink into our classroom if you need it (please be sure to clean up afterward).

If you engage in disruptive behavior, I will let you know that you are being disruptive and request that you resolve the problem. If it is not resolved after I speak with you the first time, as per the Student Conduct Code, I will have to dismiss you from class in order to preserve the learning environment for all.

Office Hours

Please do not feel shy about coming to office hours if you have questions, want to discuss my feedback or assignments, or just want to chat about the course material and brainstorm ideas. I enjoy these opportunities to work closely with you and get to know you better. If you cannot make my office hours, you can contact me by email or we can try to schedule an appointment for another time.

Technology in the Classroom

While you are welcome to bring laptop computers, iPods, and cell phones into our classroom, you may not use them during class time unless otherwise specified (though you are welcome to use them before class or during breaks). Please silence your cell phone ringer and *keep your phone out of view during class*; this means that it should remain in your backpack, purse, or otherwise stowed and out of reach. You won't need it for any of our classroom activities.

Email Etiquette

Please do not feel shy about emailing me if you have a question or concern. I usually respond within 24 hours, though I might be slower on weekends or if I am traveling. Use BCUSP 135 as your email's subject to ensure a prompt response. Please do not use text message/instant message abbreviations in your email as I might not be able to understand you. Remember that email is professional correspondence; include a proper greeting and write your name at the end of the message.

Attendance

If you miss class, you are responsible for getting the notes and assignments from a colleague in the class. I will not respond to emails with questions such as "I was absent. Did I miss anything?" If you know you will be absent ahead of time, please see me to make arrangements for completing your work. Keep in mind that this class has a heavy discussion/classroom activity component which means that you will miss

out on helpful feedback and conversation if you are absent. This kind of loss cannot be “made up.” In case of a medical or family emergency, contact me as soon as possible.

Late Work

Submit your materials on time. Late policies are strictly enforced as follows.

- 0.2 points are deducted from the assignment’s final grade for each weekday it is late.
- Assignments that are not submitted according to instructions will not be accepted. Online assignments must be submitted online. Assignments required in hard copy must be submitted in hard copy at the next available opportunity.

Incompletes

University rules state that “an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.” We strongly discourage incompletes.

Academic Integrity

Written or other work that you submit must be the product of your own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. See <http://www.uwb.edu/student-services/academic-conduct> for crucial information regarding academic integrity. The library also has an extremely useful website with resources at <http://libguides.uwb.edu/ai>. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not. If you need help citing sources properly or if you are feeling overwhelmed, please remember that plagiarism is not the answer. *I am always on your side* and invite you to meet with me to discuss your concerns and to develop a successful work plan together. For more on plagiarism, see <http://www.bothell.washington.edu/students/policies/integrity.html>.

Accommodations

The University of Washington is committed to providing equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at dss@uwb.edu. See <http://www.uwb.edu/student-services/dss> for more information. Some accommodations I can provide directly; please let me know, for instance, if you would like me to provide classroom handouts for you in large print.

H1N1 and Other Communicable Diseases Action Steps

As part of the campus community’s shared responsibility for minimizing the possible spread of H1N1 virus and other diseases this year, it is critical that all students are familiar with the symptoms of H1N1 Flu described on the UW Bothell website at <http://www.uwb.edu/flu>. Any student or instructor with flu-like symptoms is encouraged to stay at home until at least 24 hours after they no longer have a fever without the use of fever-reducing medications. If you are sick and have an extended absence, please speak with me regarding alternative ways to maintain your progress in your courses. If I am sick and need to cancel class, I will email the class list.

Inclement Weather

Please check if the campus may be closed due to weather. Information about suspension of operations will be made public and available through the media. Students can learn of campus operations status from

the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.

Student Support Services

- Library: <http://library.uwb.edu/>. (425)352-5340.
- Writing Center: www.uwb.edu/WritingCenter/. (425)352-5253.
- Quantitative Skills Center: <http://www.uwb.edu/qsc>. (425)352-3170.
- Student Success and Career Services: <http://www.uwb.edu/student-services/success-services>. (425)352-3776.
- Student Counseling Services: <http://www.uwb.edu/student-services/counseling>. (425)352-3183.

Tentative Schedule

This schedule is *tentative*; you are responsible for attending class regularly to keep up with changes. Numbers in brackets after each reading indicate the number of pages in the reading assignment. An updated tentative schedule with more details beginning week 4 will be distributed early in the quarter after library sessions are finalized with librarians.

WEEK 1 OBJECTIVES:		
<ol style="list-style-type: none"> 1. Share course expectations. 2. Practice key skills for reading as a research writer. 3. Reflect on previous writing experiences, strengths/difficulties, and goals for this course. 		
M 3/28		<u>In class we'll do this:</u> <ul style="list-style-type: none"> • Intro to the course and syllabus. • Read Sherman Alexie, "The Joy of Reading and Writing: Superman and Me" [2] in class. • Introduce annotation and looking for "what's motivating this writer" as well as claim, warrants, evidence, and close reading. • Explain Research Writer's Journal Assignment #1 (Writer's Self-Assessment and Goals) to be submitted on Catalyst by Monday before class.
W 3/30	<u>Come to class having read/done this:</u> <ul style="list-style-type: none"> • "What's Motivating This Writer?": Reading for the Conversation" (<i>TSIS</i> pp. 145-155) [11] • "They Say": Starting with What Others Are Saying" (<i>TSIS</i> pp. 19-28) [10] • "I Take Your Point": Entering Class Discussions" (<i>TSIS</i> pp. 141-144) [4] • David Bartholomae, "Inventing the University" (E-Reserve) [6] 	<u>In class we'll do this:</u> <ul style="list-style-type: none"> • Discuss Self-Assessment and Goals. • Discuss <i>TSIS</i> techniques. • Introduce CATAC method of reading and complete CATAC write-up for Bartholomae's essay in groups. • Discuss Bartholomae's essay.
WEEK 2 OBJECTIVES:		
<ol style="list-style-type: none"> 1. Theorize your position in the university and develop your philosophy toward academic writing. 2. Sharpen your "They Say" skills through the CATAC method. 3. Practice writing a clear, fair, and engaging summary. 4. Develop your professional skills as an academic colleague to fellow writers. 		

M 4/4	<p><u>Come to class having read/done this:</u></p> <ul style="list-style-type: none"> • Research Writer's Journal Assignment #1 (Writer's Self-Assessment and Goals) must be submitted before class. • “‘Ain't So/Is Not': Academic Writing Doesn't Always Mean Setting Aside Your Own Voice” (<i>TSIS</i> pp. 121-128) [8] • “‘Her Point Is': The Art of Summarizing” (<i>TSIS</i> pp. 30-40) [11] • “‘As He Himself Puts It': The Art of Quoting” (<i>TSIS</i> pp. 42-50) [9] • Gloria Anzaldúa, “Speaking in Tongues: A Letter to 3rd World Women Writers” (E-Reserve) [9] 	<p><u>In class we'll do this:</u></p> <ul style="list-style-type: none"> • Discuss <i>TSIS</i> reading on academic writer's voice. • Complete CATAC write-up for Anzaldúa's piece in groups. • Discuss Anzaldúa's piece. • Discuss <i>TSIS</i> techniques for summarizing and quoting. Discuss plagiarism. • Distribute summary assignment (bring TWO copies to class!). • Introduce Research Writer's Journal Assignment #2 (Re/inventing the University) that should be submitted on Catalyst by next Monday before class.
W 4/6	<p><u>Come to class having read/done this:</u></p> <ul style="list-style-type: none"> • Summary of Anzaldúa's piece due at the beginning of class (1 copy to turn in and 1 to workshop). • Bring a printed copy of Charlotte Perkins Gilman, “The Yellow Wallpaper” (E-Reserve) to class (you do not have to have read it yet—just bring it!) 	<p><u>In class we'll do this:</u></p> <ul style="list-style-type: none"> • Introduce the peer review/writer's workshop. • Workshop summaries. Afterward, complete Colleague Assessment Report. • Introduce writing the research question (the cultural text, writer's motivation, social context, historical context, political context, and finding additional information through primary and secondary texts). • Introduce Three Threads method of keeping track of research questions. • Introduce close reading.
<p>WEEK 3 OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Practice close textual analysis and writing focused, deliberate research questions. 2. Practice locating scholarly and primary sources in order to investigate your research questions. 3. Expand your list of academic writing strategies by analyzing other academic writers' methods. 		
M 4/11	<p><u>Come to class having read/done this:</u></p> <ul style="list-style-type: none"> • Research Writer's Journal Assignment #2 (Re/inventing the University) must be submitted before class. • Charlotte Perkins Gilman, “The Yellow Wallpaper” (E-Reserve) [19] • Charlotte Perkins Gilman, “The Breakdown” (E-Reserve) [6] 	<p><u>In class we'll do this:</u></p> <ul style="list-style-type: none"> • Discuss Gilman piece and begin crafting research questions/Three Threads Chart and practice close reading.
W 4/13	<p><u>Come to class having read/done this:</u></p> <ul style="list-style-type: none"> • Updated Three Threads Chart due. • Dale M. Bauer, “Introduction: Cultural and Historical Background” (E-Reserve) [25] 	<p><u>In class we'll do this:</u></p> <ul style="list-style-type: none"> • Introduce looking for primary and secondary sources to investigate research questions, with focus on scholarly essays and historical context. • Discuss Bauer's introduction and Three Threads Charts. • Form groups based on areas of interest and brainstorm search terms for scholarly essays and/or historical context.

		<ul style="list-style-type: none"> • Introduce the Conventions of Academic Writing assignment (homework for next week). • Introduce Research Writer's Journal Assignment #3 (Selecting a Paper Topic, due next week).
WEEK 4		
Library session #1 Conventions of Academic Writing Assignment		
WEEK 5		
Research Paper Proposal Preliminary Draft assignment due		
WEEK 6		
Library session #2 Research Paper Proposal Final Draft due		
WEEK 7		
Research Paper Detailed Outline due		
WEEK 8		
Research Paper Rough Draft Part 1 due		
Week 9		
Rough Draft Part 2 due Do Descriptive Outline		
WEEK 10 – Last week of classes		
Tie up loose ends. Final Presentations. Course evaluations.		
WEEK 11 – Finals week		
Final portfolios due by Monday 6/6		