

# 298 G Syllabus

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MWF: 3.30-4.20

## Course Overview

Welcome to English 298, a writing seminar linked to LSJ 200! One underlying assumption of this course is that ‘good’ college writing cannot happen independently of real knowledge, and knowledge at a university usually means inquiry under the rubric of a specific academic discipline or field, in this case an interdisciplinary field that draws particularly from sociology and law, as well as anthropology, geography, and critical race theory. So, our writing in this class will be grounded in what you are learning in LSJ 200, **with a focus on Native American issues inside the context of the topics LSJ 200 addresses.**

## Texts

All texts assigned in LSJ 200. Occasional supplementary texts will be posted to our website, or researched by you.

## Goals:

- 1) To help you develop your abilities to read, think, and write critically about issues of law, justice, and (wait for it) society. By the end of this course, I hope you will have developed your capacity to interrogate ideas and norms through writing, particularly in terms of the violence law and incarceration enacts.
- 2) To provide occasions for you to draw connections between some of the cases, concepts, issues, and arguments raised in LSJ 200 and problems/concerns you care about.
- 3) To guide you in accurately assessing your own and your peers' work in relation to our specific writing criteria.

## 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.

My Role: to engage—to take seriously and read attentively—your work in progress. I will coach your writing, helping you hone your critical reading skills, develop nascent ideas, analyze others' arguments, and push your own arguments further in conversation with your classmates and professional/scholarly texts.

Your Role: to grapple with the ideas in lecture and readings and in your peers' writing and conversation. You should puzzle through the texts we read, not skim them; consistently demonstrate engaged, critical intelligence in your writing; and come to class and conferences prepared. Perhaps most importantly, you will need to think through your own and your peers' writing critically and engage in significant revision of your own thinking and writing. In return, you can expect your classmates and me to read your writing with care and take your reflections seriously.

## **Nuts and Bolts**

Paper Format: Unless an assignment specifies otherwise, please submit all papers in 11- or 12-pt. Times New Roman font, double-spaced, with one-inch margins. Include your name, the date, and a title at the top of the first page: you don't need a title page.

Plagiarism: Don't do it! If you ever have questions about documentation, please come see me—I'm happy to help answer questions and share strategies for avoiding plagiarism. I do

expect your words and the ideas they express to be your own except when you clearly signal and name another source.

## RESOURCES & SUPPORT:

### Accommodations

Please let me know if you need accommodation of any sort. I am happy to work with the UW Disability Resources for Students Office (DRS) to provide what you require, and I am very willing to take suggestions specific to this class to meet your needs. This syllabus is available in large print, as are other class materials—just ask. More information on support at UW may be found on the DRS web site at <http://www.washington.edu/students/drs/>

### Writing Centers

Wherever you fall on the spectrum of writing in this course— whether you are struggling with a writing assignment or seeking to “reach the next level”— take advantage of the UW’s writing centers. You will receive feedback and guidance on your writing from me and from your classmates, but it’s also valuable to get the perspective of someone outside the course (especially someone with expertise in producing academic writing!). UW’s writing centers are **free** for students and provide individual attention from trained readers and writing coaches.

We are lucky that the UW has a **Philosophy Writing Center**. GO THERE (Savery 362): you’ll get expert advice from upperclass philosophy majors. The url is <https://phil.washington.edu/philosophy-writing-center>

The **Odegaard Writing and Research Center (OWRC)** offers free, one-on-one help with all aspects of writing at any stage in the writing process. You can consult with a writing tutor at any stage of the writing process, from the very beginning (when you are planning a paper) to near the end (when you are thinking about how to revise a draft to submit to your instructor). To make the best use of your time there, please bring a copy of your assignment with you and double-space any drafts you want to bring in. While OWRC writing consultants are eager to help you improve your writing, they will not proofread your paper. Available spots are limited, so **book your appointments early!** Reserve appointments online at <http://depts.washington.edu/owrc/>.

You can also try out the **CLUE Writing Center**, open 7 pm until midnight, Sunday through Thursday. CLUE is a first-come, first-served writing center located in the Gateway Center at the south end of the Mary Gates Hall Commons. To learn more, visit [http://depts.washington.edu/clue/dropintutor\\_writing.php](http://depts.washington.edu/clue/dropintutor_writing.php)

wəʔəbʔaltx<sup>w</sup> – Intellectual House

wəfəbʔaltx<sup>w</sup> – 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. It is located at 4249 Whitman Court.

<http://www.washington.edu/diversity/tribal-relations/intellectual-house/>

## **Counseling 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: <http://depts.washington.edu/counsels/>

## **Q Center**

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/>.

## **FIUTS**

Foundation for International Understanding through Students: FIUTS is an example of a campus organization that can bring together your social and academic learning. "FIUTS is an independent non-profit organization which provides cross-cultural leadership and social programming for UW's international and globally minded domestic students. FIUTS is local connections and global community!" FIUTS also offers a free international lunch on the last Wednesday of every month. Consult FIUTS' web site for a detailed calendar of events and links to many resources <http://www.fiuts.washington.edu>.

## **Know your rights**

<https://www.nilc.org/issues/immigration-enforcement/everyone-has-certain-basic-rights/>

“No matter who is president, everyone living in the U.S. has certain basic rights under the U.S. Constitution. Undocumented immigrants have these rights, too. It is important that we all assert and protect our basic rights. If you find you have to deal with Immigration and Customs Enforcement (ICE) or other law enforcement officers at home, on the street, or anywhere else, remember that you have the rights described in this factsheet. The factsheet also provides suggestions for what you should do to assert your rights.”

For more information and support, reach out to Leadership Without Borders, a UW program housed at the Ethnic Cultural Center that supports undocumented students.

<http://depts.washington.edu/ecc/lwb/>