

ENGL 199 F (with ENVIRONMENT 100)

Interdisciplinary Writing in the Natural Sciences

CLASS INFORMATION

Quarter: Winter 2020
Days: Monday, Wednesday
Time: 11:30 am – 12:50 pm
Classroom: LOW 219

INSTRUCTOR INFORMATION

Name: Laura De Vos
Email: LMDeVos@uw.edu
Office: Padelford B10
Office Hours: Mo/We 10:30 – 11:20 am

COURSE WEBSITE

<https://canvas.uw.edu/courses/1354626>

COURSE DESCRIPTION AND AIMS

Although the two courses complement each other, they differ in goals, assignments, and grading methods.

Our class has two aims:

1. To help you write effectively in the genres assigned to you in Environment 100.
2. To help you develop critical thinking skills to analyze representations of the environment, engage in conversations about environmental issues, and discuss the history of environmentalism --with a focus on lifting up the role of BIPOC communities.

Throughout the quarter, we will frequently discuss the genres of writing and presentation you are assigned in Environment 100. We will identify the rhetorical conventions that govern those genres and workshop the writing you produce for Environment 100. At the same time, drawing upon a wide range of texts, we will analyze the various ways that environmental issues are represented, debated, and construed historically. We will pay particular attention to how environmental discourse does or does not consider how Black, Indigenous, and communities of Color are affected or have agency. In this class, you will develop the skills necessary to critically think through and participate in a wide range of discourses on the environment.

REQUIRED COURSE TEXTS

All texts that are required for Environment 100 are required for this class. Additionally, I consider the Environment 100 lecture content to be a required “text.” You will not be required to purchase additional texts for this class, but you will be asked to print documents on occasion. Course readings will be provided on the Canvas course website either via web links or PDFs.

COURSE MAJOR ASSIGNMENTS

The course includes two (2) Major Assignments. Detailed prompts will be provided in class.

COURSE GRADING

Participation—20%

You must participate to succeed in this class. Your participation will be graded in a holistic manner, and the following elements will be considered:

- your contributions to class discussions in the form of comments and/or questions
- your engagement in group work
- your overall preparedness in completing reading assignments on time
- your completion of writing assignments on time
- your completion of in-class work when given
- your participation in peer review workshops
- your attendance at conferences with me

In-class activities cannot be completed at another time. If you are unable to participate in class due to illness, family emergency, or a UW-recognized event, email me before class or as soon as possible.

Contributions to Lecture Notes Google Doc—5%

To support your and your peers' success in the ENVIR100 lecture course, we will have a shared class google doc where everyone in ENG199F will contribute notes on the lectures. We will figure out a schedule to decide who will be responsible for the notes on which day. Your total contributions to these shared notes count for 5% of your class grade.

Peer Review and Short Writing Assignments—20%

Short writing assignments include in-class writing and writing assignments to be completed outside class (excluding the Major Assignments). Short writing assignments will be evaluated in terms of their completeness and critical engagement on a 3-mark scale:

- ✓+ (complete, excellent critical engagement)
- ✓ (complete, adequate critical engagement)
- ✓- (incomplete, inadequate critical engagement)

Critical engagement means that you engage with the task—even if only to narrate for me the difficulties you encounter as you work through the assignment.

Your **peer reviews** will be evaluated on the same 3-mark scale as your short writing assignments. If your feedback is thoughtful, complete, and submitted on time, you will receive full credit.

Major Assignments—55%

The two Major Assignments constitute 55% of your final grade (10% for the first draft of MA 1 and 15% for the final MA 1 draft & for the first and final MA 2 drafts). I will use a set of criteria to assess the writing that you do for the class.

Each criterion will be evaluated on a scale of 1-6. These scores will inform what the paper earns on the UW 4-point grading scale. I will share with you how I convert point scores to the 4-point grading scale. While there is no specific conversion, earning a 6 on each criterion will earn a 4.0. Earning a 1 or 2 on any criterion on your first draft indicates that you should make an appointment with me. I will expect you to take the initiative to meet with me. Please note that the drafts of major assignments are the only written assignments that will be graded in this manner.

MAJOR ASSIGNMENT EVALUATION CRITERIA

Each assignment will be evaluated on the basis of 5 – 6 criteria. We will together determine what criteria to use to evaluate each assignment.

Criteria might include:

- **Central Purpose:** Are the reasons for your writing clear? Does your paper fully respond to the prompt? Does it successfully accomplish its main purpose? If it requires a thesis, does your essay clearly communicate a specific thesis? Is the thesis complex? Is it an argument? In other words, does it make a claim that is arguable? Does the thesis make a claim that your audience would find worthwhile? Is your thesis one that can be supported?
- **Organization:** Can your reader easily follow and understand your paper from beginning to end? Does the paragraph division make sense? Are your paragraphs connected to each other in a logical way? Do they all help to fulfill the central purpose of the paper?
- **Explanation and Definition:** Science writing often contains complex scientific terms and concepts. Do you provide sufficiently clear and concise explanations of these concepts in a way that is appropriate for your intended audience?
- **Evidence:** Do you use appropriate evidence to validate your claims? If writing an essay, do you closely reference the primary research article that is the object of your analysis? Do you quote from it frequently? Is the evidence you select relevant to your central purpose? Do you do something with the evidence you provide? Do you explain how your analysis of the evidence connects back to the central purpose of your paper?
- **Stakes:** The “stakes” of any piece of writing are its claim(s) for significance. Your stakes may be implicit or explicit depending on the genre. In essay writing, identifying stakes can be especially challenging. You will not be penalized for failing to come up with a “right” answer. Yet you should make a reasonable attempt to identify and explain why your writing matters.

On papers for this class you will find a set of five numbers, such as: CP:3 O:2 Ed:1 E:3 S:4

These numbers correspond to each of the criteria (i.e., the first number is the score for criteria item 1, “Central Purpose,” the second number is a score for “Organization,” and so on).

The point of these numbers is to give you a quick mini-grade on each of the criteria I use to score papers. You can get a score from 1 (ineffective) to 6 (excellent) in each category. The numbers represent my judgment about how well your paper meets the criteria, as measured against both my general sense of how well undergraduate students ought to perform, and the performances of other students in the class. As I assign each number, I have in mind the following general sense of what they mean:

1. Not enough sense of this category to be functional in college level work.
2. A sense of what this category asks for, but not much more.
3. Functional success with this category, but not yet showing full control.
4. Functional success with this category, with some lapses and/or inconsistencies.
5. Success with this category but a success not rhetorically integrated throughout the draft.
6. Full success with this category.

Depending on the assignment, certain criteria may be more important than others. For this reason, the criteria will not always be weighted equally.

PEER-BASED SCORING

The criteria will guide peer review. You will assess your peers’ writing based on our communal norms. Peer review will help you see strengths and weaknesses in your writing, and consequently help you focus your revisions.

Peer review coheres our class into a scholarly community. This class is set up more like a writing workshop than a traditional EWP composition class; this means that the workshopping of your and your peers’ writing will be the center of your classroom experience for ENG199 (rather than my, the instructor’s, feedback).

Each of your major assignment first drafts will be read and scored by two of your classmates using the criteria. I will read and evaluate the final drafts.

PEER CONFERENCES

We will conduct peer conferences for each major assignment. Members of small groups will read, assess, and offer each other extensive feedback on drafts. Each group will then meet with me during the week prior to submission of the final draft. Conferences will take the place of scheduled class time.

CLASSROOM ETIQUETTE

It is important that you come to class each day with an open mind, a sense of humor, and a willingness to discuss ideas in polite dialogue with others. By doing so, you ensure that this course remains a forum in which we can learn from one another. Language and behavior that is sexist, racist, homophobic, and so on prevent the exchange of ideas and will not be tolerated.

COURSE POLICIES

- **Plagiarism:** Plagiarism, or academic dishonesty, is presenting someone else’s ideas or writing as your own. When you reference others’ ideas or writing, you must give credit. If you do not, you are committing plagiarism. As a matter of policy, cases of plagiarism are subject to immediate review by the College of Arts and Sciences.
- **Absence:** If you have to miss a class, please notify me ahead of time. When you miss a class, ask one of your classmates for notes and possible additional assignments.
- **Writing Assignment Submission:** Upload a copy of your assignment to Canvas before class on the day that it is due.
- **Late Work:** I do not accept late work or provide feedback on late assignments.
- **Cellphones:** Silence all electronic devices before coming to class. If you need to answer a call or text during class, please notify me ahead of time.
- **Laptops and Tablets:** you are expected to bring a laptop or tablet to class. If you do not have your own, they are available for rent through the UW (in the basement of Kane Hall). If you need help renting a device, get in touch.
- **Email:** Please always use your UW email. Do not use Canvas messaging to contact me. If you contact me via email, please allow 48 hours for my response. Please also understand that I may not be able to respond to email after 5 p.m. or on weekends.

WRITING RESOURCES

I encourage you to take advantage of the following writing resources available to you at no charge:

- The CLUE Writing Center in the Gateway Center of Mary Gates Hall is open Sunday to Thursday from 7pm to midnight. The graduate tutors are especially adept at helping you develop your claims and improve the structure of your essays. You do not need to make an appointment, so be sure to arrive early in case there is a wait. You may visit their site here: http://depts.washington.edu/clue/dropintutor_writing.php
- The Odegaard Writing and Research Center offers a range of one-on-one appointment times from Sunday to Friday. This writing center provides a research-integrated approach to writing instruction. Make an appointment on the website: www.depts.washington.edu/owrc
- The Purdue Online Writing Lab (OWL) allows you to browse or search any writing related questions. It is also an excellent resource for questions about MLA formatting and citation. You can visit the site here: <http://owl.english.purdue.edu/>
- Ask Betty is a UW-designed grammar resource center for FAQs on common subjects, including how to give and work with instructor feedback on writing. You can find the site here: <http://depts.washington.edu/engl/askbetty/>

ACCOMMODATION

If you need accommodation of any sort, please do not hesitate to talk to me so that I can work with the UW Disability Resource for Students (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at <http://www.washington.edu/students/drs/>

CAMPUS RESOURCES

wəˈlɒb?ɑltx™ – Intellectual House

wəˈlɒb?ɑltx™ – 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/>

Samuel E. Kelly Ethnic Cultural Center

The Kelly ECC is an inclusive and affirming space that cultivates a transformative student experience. We serve and empower historically marginalized and underrepresented students by providing educational and cultural opportunities for holistic development. <http://depts.washington.edu/ecc>.

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/>.

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/>.

Campus Safety

Intervene when you see someone (a friend or a stranger) do something questionable. Do not do anything questionable yourself. Help create a culture of accountability: be accountable for your own actions and hold your friends accountable.

Document and report racist/sexist/queer- antagonistic/... violence.

Talk about **consent**. Respect that **only yes means yes**. If you're not sure, ask.

Recognize other people's experiences of trauma; believe people when they share difficult experiences with you.

Know what resources are available so you can point people to them.

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/>.

CONCERNS

If you have questions or concerns about this course, please come talk with me either during office hours or via email. If you are not comfortable discussing your concerns with me, you can contact the Interdisciplinary Writing Program Director, Megan Callow, at mcallow@uw.edu.

COURSE SCHEDULE

I will distribute a partial course schedule periodically. The schedule is subject to change. Changes will be announced in class or via email.

This preliminary schedule only includes the most important deadlines:

WEE K 1 Mon Jan 6: Wed Jan 8:	Screen "The Rising" doc https://crosscut.com/2019/12/cross-cut-documentaries-presents-rising & discuss + introductions, syllabus	Homework Due: Read: https://wearyourvoicemag.com/news-politics/youth-climate-activists-of-color + https://www.americanprogress.org/issues/race/news/2016/04/25/136361/5-things-to-know-about-communities-of-color-and-environmental-justice/ https://www.momscleanairforce.org/climate-justice-and-black-history-month/ https://earthlingmag.com/2019/01/27/poc-have-a-rich-history-with-the-environment/ + bring laptop/tablet to class!
WEE K 2 Mon Jan 13: Wed Jan 15:		Homework Due: Watch "Ancestral Waters" doc (90 mins): https://www.youtube.com/watch?v=9NFPMnF9hhQ + write response on Canvas discussion board Read sample Op Eds on the Puyallup LNG issue & respond on Canvas Discussion board
WEE K 3 Mon Jan 20: Wed Jan 22:	DAY OFF (MLK) MA 1 presentations	Homework Due: Present your MA 1 issue to the class (2 min in class presentation)
WEE K 4 Mon Jan 27:		Homework Due:

Wed Jan 29:		MAJOR ASSIGNMENT 1 – FIRST DRAFT DUE
WEE K 5 Mon Feb 3: Wed Feb 5:	PEER REVIEW CONFERENCES: NO CLASS	Homework Due: MAJOR ASSIGNMENT 1 – PEER REVIEWS DUE
WEE K 6 Mon Feb 10: Wed Feb 12:		Homework Due: Friday Feb 7 11:59pm MAJOR ASSIGNMENT 1 - FINAL DRAFT DUE
WEE K 7 Mon Feb 17: Wed Feb 19:	DAY OFF MA 2 presentations	Homework Due: Present your MA 2 issue to the class (2 min in class presentation)
WEE K 8 Mon Feb 24: Wed Feb 26:		Homework Due: MAJOR ASSIGNMENT 2 – FIRST DRAFT DUE
WEE K 9 Mon Marc h 2: Wed Marc h 4:	PEER REVIEW CONFERENCES: NO CLASS	Homework Due: MAJOR ASSIGNMENT 2 – PEER REVIEWS DUE
WEE K 10 Mon Marc h 9:	Last class session	Homework Due: Friday March 13 11:59pm

Wed Marc h 11:		MAJOR ASSIGNMENT 2 - FINAL DRAFT DUE
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Last day of class: Wednesday March 11

No class: Monday January 20 (MLK Jr. Day), Monday February 17 (President's Day)

No final exam during finals week3