

SYLLABUS
ENGL 111 COMPOSITION: LITERATURE
The Heir of Redclyffe by Charlotte Mary Yonge

INSTRUCTOR: LAURA GRIFFITH

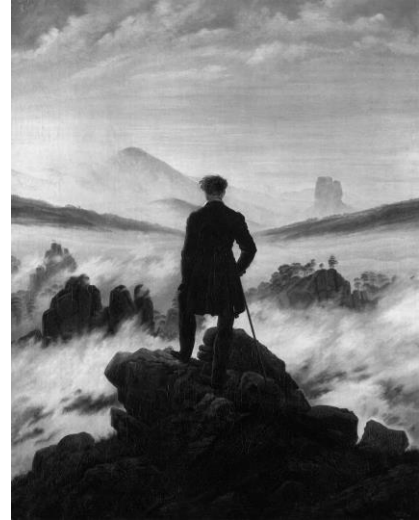
Class days/times: TTh 8:30 – 10:20 am

Class location: RAI 107

Office location: ART 351

Office hours: Tuesdays 10:30-11:20, Wednesdays 8:30-9:20,
and by appointment

Contact: Email: lgriff2@uw.edu | Text: 503-388-6900



COURSE INFORMATION

Course description:

This is a writing course with a focus on literature. Its goal is to prepare you to write effectively in “real life” and in university classes so that you can successfully create and communicate ideas. Be prepared to do a lot of reading and writing.

This entire quarter, we’ll be focusing on one novel, *The Heir of Redclyffe* by Charlotte Yonge. Yonge was one of the most popular British novelists of the Victorian period (1837-1901), and *The Heir of Redclyffe*, which was published in 1853, was her most popular book. Legend has it that one time on board a British ship, when the ship’s copy of *The Heir of Redclyffe* was lost, the men were able to rewrite the book from memory because they had all read it so many times. Today, not many people have read it. Most of you have probably never heard of it.

Why was this novel so popular 150 years ago yet so unknown today? Does it deserve to be popular again? What does it mean for a piece of literature to be timeless? What would it take for a piece of literature to be timeless? How does historical context affect how we understand and appreciate literature? These and many other questions will form the basis for our class discussions and writing assignments throughout the quarter.

Course outcomes:

1. To develop **rhetorical awareness**: an understanding of how different elements of a rhetorical situation affect the development and distribution of texts.
2. To work strategically with complex information: gathering, evaluating, reading, analyzing, synthesizing, and citing a diverse range of primary and secondary **sources** in order to generate and support inquiry.
3. To craft persuasive, complex, inquiry-driven **arguments** that contain the Big 5: central claim, evidence, counterarguments/concessions, stakes, and road map.
4. To develop a sustainable and effective **writing process** based on revision (including both big-picture revisions and sentence-level edits) and collaboration (including both giving and receiving constructive feedback).

TEXTBOOK AND MATERIALS

Required textbooks:

Rai, Candice, AJ Burgin, and Stephanie Hankinson, editors. *Writer/Thinker/Maker: Approaches to Composition, Rhetoric, and Research for the University of Washington Without Readings*.

Yonge, Charlotte. *The Heir of Redclyffe* – **available as an eBook on Canvas**

Other readings will be on Canvas.

Recommended materials:

3x5 white index cards

GRADING AND ASSIGNMENTS

Assignments:

Assignment 1: Context Report	DUE Saturday, January 18 at 11:59 PM
Assignment 2: Close Reading	DUE Saturday, January 25 at 11:59 PM
Assignment 3: Rhetorical Analysis	DUE Saturday, February 1 at 11:59 PM
Assignment 4: Pattern Report	DUE Saturday, February 8 at 11:50 PM
Assignment 5: Draft of Assignment 7	DUE Saturday, February 15 at 11:59 PM
Assignment 6: Annotated Bibliography	DUE Saturday, February 22 at 11:59 PM
Assignment 7: Academic Argument Essay	DUE Saturday, February 29 at 11:59 PM
Portfolio	DUE Saturday, March 14 at 11:59 PM

Each assignment will be accompanied by a 1-paragraph writer’s memo of at least 3 sentences.

I will provide more detailed assignment guidelines for the papers as the due dates draw nearer (assignment guidelines are also on Canvas now). All assignments should be formatted according to MLA format (guidelines and examples are on Canvas). You will submit everything on Canvas. There is no final exam for this course.

Your grade will be based on:

Portfolio (70%) -----	-700 points
Participation (30%) -----	300 points
• submission of assignments (11%)	110 points
• class engagement (10%)	100 points
• quizzes & in-class writing (6%)	60 points
• peer-review (2%)	20 points
• out-of-class workshop (1%)	10 points
TOTAL -----	-1000 points

Portfolio (70%):

The bulk of your course grade will be based on your portfolio, which will be a collection of your best work over the course of the quarter. The portfolio is due at the end of the quarter, allowing you to use all the knowledge and skills you’ve gained from the class to revise your work. The portfolio will include 3-5 showcase pieces (assignments you’ve revised) and a critical reflection (4-6 pages) that

explains how the assignments you chose to include demonstrate the four course outcomes. Finally, you will also include the original versions of all the assignments that you submitted over the course of the quarter, just to show that you did them all; this is called the compendium. **You must include all assignments in your portfolio in order to pass the class.**

Submission of assignments (11%):

Your assignments will not be graded as you submit them; rather, your portfolio will be graded at the end of the quarter. This allows you to take advantage of everything you've learned over the course of the quarter before you are assigned a grade. That said, you will earn points in the participation category as you turn these in. This grade is based on two things: (1) timeliness—turning the assignments in on time, and (2) length—the assignments meeting the length requirements (including the requirements for the writer's memo). Assignments 1-6 are worth 15 points each, and Assignment 7 is worth 20 points.

Class engagement (10%):

The kind of learning we will do in this class can only happen in community. Therefore, class engagement is essential. Class engagement includes group work, paying attention, taking notes, joining in class discussions, and submitting index cards. Attendance alone does not constitute class engagement; nevertheless, it is not possible for you to participate in class if you are not present. If you are not comfortable talking in front of a large group, I would encourage you to do so anyway because your input is valuable to your classmates' learning, but you can also earn engagement points by listening attentively, giving nonverbal responses (e.g. nodding, smiling, frowning, etc.) and taking notes. Your engagement grade can be negatively affected by things like texting, talking, or sleeping during class; failure to submit properly completed index cards can also hurt your engagement grade.

Quizzes and in-class writing (6%):

I will occasionally give in-class pop quizzes over the required reading for that day. If you pass the quiz, you get points in this category; if you fail the quiz, you lose points in this category. Likewise, I will sometimes have you submit in-class writing, which counts for points in this category. Quizzes and in-class writing cannot be made up. Each quiz or in-class writing assignment is worth 5 points.

Peer-review (2%):

Four times this quarter, we will have in-class peer-review workshops, during which you will read one another's drafts and provide feedback. You will earn up to 5 points for each workshop. This grade is based on (1) whether or not you bring a full-length draft and (2) the extent to which you provide helpful feedback on your classmates' papers.

Out-of-class workshops (1%):

I will offer several different workshops on various subject and at various times outside of class. Some workshops will last fifty minutes, and some will last twenty-five minutes. You are required to attend at least fifty minutes of out-of-class workshop, so you could go to one long workshop or two short workshops. Choose a workshop in an area where you would like extra help or practice. I will schedule the workshops at times that work best for the most students, and you will be able to view the schedule and sign up for a workshop on the Out-of-class Workshops page on Canvas.

Circle competition (extra credit):

At the beginning of the term, I will divide the class into three circles: the Hollywell Circle, the Stylehurst Circle, and the Redclyffe Circle (named after three key houses in *The Heir of Redclyffe*).

Throughout the quarter, you may earn circle points by making original contributions to class, going above and beyond expectations, winning Kahoot quizzes, or anything else that I deem worthy of circle points. At the end of the quarter, every member of the circle with the most points will be awarded 20 extra credit points; additionally, the top three individual earners will be awarded 5 (third place), 10 (second place), and 20 (first place) extra credit points.

CLASS POLICIES

Late work policy:

Turning your assignments in on time is part of your participation grade. In addition to earning points for submitting assignments on time, you will also get feedback from me on how you could revise your work, which will help you when you're creating your portfolio. You can submit assignments up to one week late and still get feedback from me, but I will deduct 2 points from the participation grade. If you submit them more than one week late, you will not receive any feedback from me, and I will deduct another 2 points for each week that it is late (in addition to the 2 points for the first week). **The portfolio must be turned in on time; late portfolios will receive 0 points.**

Academic Honesty:

In American universities, it is unacceptable to include the words or ideas of others in your writing without properly indicating where you got them from. This is plagiarism. In your work for this class, you are often encouraged to use the ideas of other authors *as long as you cite them appropriately*. All of the following are examples of plagiarism:

- Finding a pre-written paper on the internet and using it for an assignment
- Having someone else write an assignment for you
- Having someone else translate an assignment for you
- Assembling a paper by copying and pasting paragraphs from various sources
- Borrowing a single paragraph from a source and not citing it
- Incorporating a quotation and forgetting to put it in quotation marks
- Copying and pasting an article's abstract when the assignment is to summarize

A student cannot earn credit for a plagiarized assignment, and if the plagiarism is significant or intentional, the student may be referred to the college administration for disciplinary action. A pattern of plagiarism is grounds for failure in the course.

If you are having trouble completing an assignment, please seek my help before or after class or schedule an appointment. If you are unsure when or how to cite your sources, ask me; I will be more than happy to clarify.

Classroom Conduct:

Please be courteous and respectful to your instructor, peers, and self. Being respectful means being considerate of others' perspectives, listening when others speak, coming to class prepared to learn, and using appropriate language.

Use of Technology:

This classroom is a learning environment. Electronic devices, including laptops, tablets, and cell phones, should only be used for taking notes, completing in-class writing, accessing course readings, or looking up definitions of unfamiliar words. Using electronic devices to text or look at social media during class is distracting to you, your classmates, and to me.

Diversity Statement:

It is my personal mission to practice respect for all of my students and to respond to differences with curiosity rather than judgment. It is important to me that students of all cultures, nationalities, abilities, ages, religious backgrounds, gender identities, and sexual orientations feel welcome in this classroom and supported in their learning. I invite you to let me know if something in your course experience interferes with your progress or participation.

Complaints Clause:

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 Expository Writing Program staff in Padelford A-11: Director Candice Rai, (206) 543-2190 or crai@uw.edu or Associate Director of Writing Programs, Michelle Liu, msmliu@uw.edu. If, after speaking with the Director of the EWP, you are still not satisfied with the response you receive, you may contact English Department Chair, Anis Bawarshi; bawarshi@uw.edu, (206) 543-2690.

Campus safety clause:

Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert.

For more information visit the SafeCampus website at www.washington.edu/safecampus.

RESOURCES

Communication and Support:

If you have an issue or emergency that threatens your achievement in this class, I encourage you to talk to me as soon as possible.

Office Hours:

Office hours are times when you can drop in to see me without an appointment. Throughout this quarter, I will be in my office (ART 351) Tuesdays 10:30-11:20 and Wednesdays 8:30-9:20. You can come during these times if you have questions, want help with anything, including feedback on a

draft, or just want to talk about this class, an assignment, school, or life. I want to provide you with the support you need, so *please* take advantage of my office hours. **I am also available to meet with you at other times if you set up an appointment.** To set up an appointment, send me an email, text, or Canvas message; write it on your index card; or talk to me after class.

Accommodations clause:

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print upon request, as are other class materials. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

Religious Accommodation Clause

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 Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>

Writing Centers:

You are encouraged to meet with writing tutors throughout this quarter. Tutors can work with you on any stage in the writing process, from brainstorming ideas to polishing syntax. The Odegaard Writing and Research Center offers appointment-based, 45-minute one-on-one meetings. To set up an appointment or for more information, visit their web site: <https://depts.washington.edu/owrc>. The CLUE Study Center is located in Mary Gates Hall, and they offer late-night, drop-in tutoring. For more information, visit their web site: <https://webster.uaa.washington.edu/asp/website/clue/writing-center/>

COURSE CALENDAR

It is your responsibility to check the course calendar regularly to keep track of what readings and assignments are due. I will not always remind you in class. This syllabus is subject to change with notice.

<i>W/T/M = Writer/Thinker/Maker</i>		
	IN-CLASS ACTIVITIES	HOMEWORK DUE
Tue 01/07	introductions; field trip	none
Thu 01/09	syllabus quiz ; assign Assignment 1; outcomes	syllabus; <i>Heir</i> ch. 1-2
Tue 01/14	choose something to trace	<i>Heir</i> ch. 3-10
Thu 01/16	assign Assignment 2; close reading	<i>Heir</i> ch. 11-17
Assignment 1: Context Report DUE Saturday, Jan. 18 at 11:59 PM on Canvas.		
Tue 01/21	context presentations; practice close reading	<i>Heir</i> ch. 18-26
Thu 01/23	assign Assignment 3	<i>Heir</i> ch. 27-34
Assignment 2: Close Reading DUE Saturday, Jan. 25 at 11:59 PM on Canvas.		

	IN-CLASS ACTIVITIES	HOMEWORK DUE
Tue 01/28	NO CLASS – Conferences	Meet me in my office.
Thu 01/30	Peer-review workshop for Assignment 3; assign Assignment 4	Bring a draft of Assignment 3 to class.
Assignment 3: Rhetorical Analysis DUE Saturday, Feb. 1 at 11:59 PM on Canvas.		
Tue 02/04	rhetorical grammar	<i>Heir</i> ch. 35-44; <i>W/T/M</i> ch. 16, pp. 371-382
Thu 02/06	Peer-review workshop for Assignment 4; assign Assignment 5/7	Bring a draft of Assignment 4 to class.
Assignment 4: Pattern Report DUE Saturday, Feb. 8 at 11:59 PM on Canvas.		
Tue 02/11	complex claims; paper structure	<i>W/T/M</i> ch. 12, pp. 275-283; Gardner, “Writing a Literary Research Paper”
Thu 02/13	Peer-review workshop for Assignment 5; assign Assignment 6	Bring a draft of Assignment 5 to class.
Assignment 5: Draft of Assignment 7 DUE Saturday, Feb. 15 at 11:59 PM on Canvas.		
Tue 02/18	research; reading academic journal articles	Colón, “Realism and Parable”
Thu 02/20	Peer-review workshop for Assignment 6	Bring a draft of Assignment 6 to class.
Assignment 6: Annotated Bibliography DUE Saturday, Feb. 22 at 11:59 PM on Canvas.		
Tue 02/25		none
Thu 02/27	assign portfolio	<i>W/T/M</i> ch. 17; portfolio assignment guidelines
Assignment 7: Academic Argument Essay DUE Saturday, Feb. 29 at 11:59 PM on Canvas.		
Tue 03/03	NO CLASS – Conferences	Meet me in my office.
Thu 03/05	in-class workday	none
Tue 03/10	in-class workday	none
Thu 03/12	reflection; course evaluations; potluck (?)	none
Portfolio DUE Saturday, March 14 at 11:59 PM on Canvas.		