Description & Overview
A critical introduction to the concept of “academic writing,” this course offers students a critical perspective on the development of writing instruction in the U.S. Focusing on the research and writing of scholars who’ve sought to expand access to the university by making writing instruction more accessible and equitable, this course will ask students to examine how writing instruction is implicated in structures and negotiations of power.

The course is organized around a set of critical questions, which we’ll seek to answer through discussion (based around the assigned readings) and through informal and formal writing:

1. What is different or special about “academic” writing in comparison to writing I already do or expect to do in life, work, and play?
2. How have I been prepared to write effectively in the university? What if I haven’t been prepared to write effectively in the university?
3. What does it mean to write effectively in a university?
4. Who sets the standards for what effective “academic” writing looks like and does?
5. Is it enough for my writing to be grammatical and “correct” in order for it to be considered “good” academic writing?

We will explore and take up these questions by considering and examining various histories of writing instruction: personal, cultural, and institutional. Our goal is to locate our own experiences with writing instruction within a set of larger forces—ideological, political, economic—in order to understand how we, as individual writers, can continue to write in knowledge and with agency.

To that end, the course is divided in three units, each lasting about 3 weeks:

Unit 1: Writing our Way to the Academy
- In which we ask, How did we get here? Personal and institutional histories of writing.

Unit 2: Writing our Way through the Academy
- In which we ask, How do we get there? Navigating the writing landscape of the modern U.S. university.

Unit 3: Writing our Way beyond the Academy
- In which we ask, What happens next? Making our way with writing

For each unit, you can expect to do assigned reading, which you respond to in writing and/or in discussions with the whole class, in small groups, or in pairs; you can also expect to do at least one formal writing assignment in each unit, which will require multiple drafts and peer review.

Learning Outcomes
If you participate in the course and do the work of the course, you can expect to

- practice doing the types of writing common in academic settings, including summary, synthesis, and analysis
- demonstrate your ability to ethically integrate multiple voices and perspectives in your thesis-driven writing
- situate your own experiences as a student of writing in larger histories of writing instruction
- locate power in historical and current debates about how writing should be taught and assessed in universities

Required Texts & Materials

Materials: Consistent access to the Internet, your UW e-mail account, Google Apps (your UW-enabled account), and Canvas

Readings (all available on Canvas as PDFs)

Course Policies
Earning a passing grade in this course results from 1) doing the work of the course (outlined below), and 2) adhering to these policies:
1. Participate in the course. Participation involves showing up. "Showing up" means coming to class prepared, already engaging with the material; "showing up" also means arriving ready to participate in discussions. It could be that you attend every class, but that you haven't done the reading, or that you spend your time online or looking at your phone—this isn't "showing up."
   a. While you are not graded on the basis of attendance, an attendance record is maintained and you are expected to attend class regularly. In a course such as this, excessive absences result in less effective writing overall, which impacts a student's overall grade. Missing 4 hours of class time or less will likely not impact your performance in this course. Missing more than 4 hours can impact your performance in this course, which will likely be reflected in your overall course grade.

2. Complete assignments and submit them on time. Some assignments will be assigned in class and you'll be asked to submit them before you depart. Other assignments will be completed outside of class and you'll submit them electronically, on Canvas—never via e-mail.

3. **Formal assignments are submitted (at least) twice**: initial submissions carry low stakes for your writing, allowing you to get feedback from me and/or your peers; subsequent submissions offer you the opportunity to revise on the basis of the feedback you receive.

4. If you foresee not being able to submit an assignment on time, please notify me before the submission deadline. When you notify me, also tell when you do plan to submit your assignment. If you do this, then your assignment will be accepted without penalty.

5. Whether you notify me and make arrangements to submit an assignment after the deadline, you should expect a longer turnaround time; this may impact your ability to revise and resubmit your assignment. Assignments which come in late and without warning may earn fewer points.

6. Actively work to create and foster a welcoming and productive learning community. Intellectual disagreement is desirable. Racism, sexism, bigotry, and other forms of antagonism towards others on the basis of their identity or status are antithetical to the creating and fostering a welcoming and productive learning community. They are not permitted. See the University's Standards of Conduct [WAC 478-120-020].

7. An important and crucial component of creating and fostering a welcoming and productive learning community is working to provide and maintain access for those in our class who are affected by disability. We work together to ensure that this course is accessible to all members of the course. Students who require accommodations in order to ensure their equitable access are encouraged to communicate with me at the outset of these. This communication is best had in coordination with the Disability Support Services office. This resource is located in MAT 354. If you have not yet established services through DRS, but have, or think you have a temporary or permanent disability that requires accommodations (this can include mental health, attention-related,
learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 253-692-4508, or at drsuwt@uw.edu.

8. Most communication happens via Canvas. You should make it a habit to check announcements on Canvas regularly—if not daily, then certainly every other day. You can also contact me via Canvas. I usually respond to electronic communication within 24 hours. Please note: online communication is for quick questions. If you want to discuss an assignment, get general assistance with the course, or if you want to discuss your grade, please see me during office hours or make an appointment with me. I do not discuss grades over e-mail.

9. The University of Washington stipulates that e-mails between students and instructors needs to happen using our institutional accounts. If I e-mail you, it will be to your UW e-mail account. You should make a habit of checking it regularly. If you e-mail me, it should be from your UW e-mail account. If you e-mail me from a personal account, I probably won't open the e-mail.

10. I share certain course documents using Google Drive. The University of Washington makes Google Drive and other Google apps available to you through the institution. These UW versions are backed up and carry higher privacy protections. **When I share documents on Google Drive, I set the settings so that only members of UW can access them. To access documents on Google Drive you will need to be signed out of your personal Gmail account and signed into Google with your UW credentials.** If you are presented with a dialog box telling you that you don't have permission to access a document, it's because you are not signed into Google with your UW credentials. While you have the option to click on a button that says, "Request permission," you shouldn't click on this button. Rather, back out of the box and sign out of your personal Google account and sign back in with your UW credentials. Then you will have access to the document. I won't share access to course documents with non-UW accounts.

11. Recording (video or audio) class sessions without the expressed (typically written) consent of everyone in the room is unlawful. Do not do it.

12. Writing you produce and submit in this course should be the product of your own labor (i.e., your own research, thoughtful consideration, analysis, and reasoning).

13. When you engage the ideas of others, credit the writer/author/creator by using signal phrases and, when appropriate and necessary, in-text citation and Works Cited or bibliographies.

   a. Violations of this policy can take a number of forms, including copying, cheating, resubmitting work you’ve submitted in another course, fraud, lying, or aiding someone else’s academic dishonesty. Violations of this policy carry significant consequences for the assignment, the course grade, and the student’s academic standing.

The Work of the Course

In addition to adhering to the Course Policies, you are expected to engage in and complete the work of the course, which comprises:
1. A syllabus-check in quiz, administered at the end of the first week of class. This quiz is worth 5 points. (5% of the overall course grade)

2. A summary of one of the assigned texts. The summary will be submitted for review, and then you are expected and encouraged to revise it for full credit. This summary is worth 10 points. (10% of the overall course grade)

3. A synthesis which engages three of the assigned texts. The synthesis will be submitted for review, and then you are expected and encouraged to revise for full credit. The synthesis is worth 15 points. (15% of the overall course grade)

4. A personal essay exploring your development as an “academic” writer. You will work on this essay throughout the quarter, and submit it three times for review. The first time you submit the essay, you can earn up to 10 points; the second time you submit the essay you can earn up to 20 points; the third time you submit the essay (for final review), you can earn up to 30 points. This essay is worth 50 points. (50% of the overall course grade)

5. Discussions, of which there will be five. Most will happen in person; some may happen via Canvas. You must be present and engaged to earn points for discussion. Each discussion is worth 2 points, for a total of 10 possible points. (10% of your overall grade)

6. In-class assignments. There will be 10. These are assigned in-class and are submitted at the end of class. Each is worth 1 point, for a total of 10 possible points. (10% of your overall grade)

7. Complete and submit the Final Work Inventory and Self-assessment. Failure to submit this form at the end of the quarter will result in an overall course grade of 1.4 or less (less if the actual number of earned points would result in something lower than a grade of 1.4).

A note on formatting: you are encouraged to use MLA-style formatting on all writing assignments you submit. In any case, all writing you submit should follow these formatting rules:

1. All text must be size 12 font (this includes the heading, the title, content paragraphs, and bibliographies and works cited)
2. No text should be in bold
3. Margins should be set at 1 inch
4. Double-space everything, but do not double-space between the title and the first paragraph, or between paragraphs

Here’s an example of how I would prefer your formal writing to be formatted: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/images/20090930102808_747.jpg

Finally, please break up the text in your assignments into paragraphs. Here is a resource to help you determine where to end and start paragraphs.
A note on evaluation: as you’ll see in individual assignment guides, I pose questions of particular assignments in order to evaluate them. I use a scale to answer each question, 0 - 1 - 2, where 0 = not at all, 1 = somewhat, but could do better, and 2 = yes, it does this. In order for an assignment to be deemed as “Meets Expectations,” the final tally should be high, i.e., most questions were answered with a 2. The first time you submit a formal assignment, you will only get a mark telling you whether the assignment Meets Expectations or Does Not Meet Expectations. This determination is based on what the assignment scores on the basis of the questions I ask of it, and this scale. In order for an assignment to count towards your final grade, it must, at some point in the quarter, Meet Expectations.

You are encouraged to keep a record of your work and performance using the Work Inventory I provide below (Appendix E). You will be asked to submit a Work Inventory at the end of the quarter in order to assign you a final course grade.
# Appendix A
## Reading and Assignment Schedule

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Reading</th>
<th>Assignment</th>
<th>Assignment due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 1</td>
<td>none</td>
<td>Syllabus quiz</td>
<td>Friday, 4/5, Canvas</td>
</tr>
<tr>
<td>Wednesday, April 3</td>
<td>Syllabus</td>
<td>&quot;Writing My Way&quot; essay</td>
<td>Draft 1, 4/19, hard copy and on Canvas</td>
</tr>
<tr>
<td>Monday, April 8</td>
<td>Williams</td>
<td>&quot;They Say, I Say&quot; template</td>
<td>4/8 at the end of class</td>
</tr>
<tr>
<td>Wednesday, April 10</td>
<td>Reynolds et.al. (Bedford Bibliography)</td>
<td>&quot;They Say, I Say&quot; template</td>
<td>4/10 at the end of class</td>
</tr>
<tr>
<td>Monday, April 15</td>
<td>none</td>
<td>reverse outlining and in-class writing time</td>
<td>4/15 at the end of class</td>
</tr>
<tr>
<td>Wednesday, April 19</td>
<td>Murphy, Chapter 7</td>
<td>Peer Review</td>
<td>4/19 at the end of class</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Reading</th>
<th>Assignment</th>
<th>Assignment due date</th>
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<tbody>
<tr>
<td>Monday, April 22</td>
<td>Murphy, Chapter 8</td>
<td>&quot;Writing My Way&quot; essay 2.0</td>
<td>Draft, 5/1, on Canvas</td>
</tr>
<tr>
<td>Wednesday, April 24</td>
<td>none</td>
<td>Summary</td>
<td>5/8 on Canvas</td>
</tr>
<tr>
<td>Monday, April 29</td>
<td>Villanueva, Chapter I</td>
<td>&quot;They Say, I Say&quot; template</td>
<td>4/29 at the end of class</td>
</tr>
<tr>
<td>Wednesday, May 1</td>
<td>Conferences</td>
<td>Conferences</td>
<td>Conferences</td>
</tr>
<tr>
<td>Monday, May 6</td>
<td>Bartholomae</td>
<td>&quot;They Say, I Say&quot; template</td>
<td>5/6 at the end of class</td>
</tr>
<tr>
<td>Wednesday, May 8</td>
<td>none</td>
<td>Synthesis</td>
<td>5/22 on Canvas</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Reading</th>
<th>Assignment</th>
<th>Assignment due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 13</td>
<td>Rose</td>
<td>&quot;They Say, I Say&quot; template</td>
<td>5/13 at the end of class</td>
</tr>
<tr>
<td>Wednesday, May 15</td>
<td>none</td>
<td>&quot;Writing My Way&quot; essay 3.0</td>
<td>Draft, 6/3, hard copy and on Canvas</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading/Activity</td>
<td>Due</td>
</tr>
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<tr>
<td>Monday, May 20</td>
<td>Kynard</td>
<td>&quot;They Say, I Say&quot; template</td>
<td>5/20 at the end of class</td>
</tr>
<tr>
<td>Wednesday, May 22</td>
<td>none</td>
<td>Online discussion</td>
<td>5/22@5pm</td>
</tr>
<tr>
<td>Monday, April 27</td>
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<td></td>
</tr>
<tr>
<td>Wednesday, May 29</td>
<td>Villanueva, Chapter V</td>
<td>none</td>
<td>5/29 at the end of class</td>
</tr>
<tr>
<td>Monday, June 3</td>
<td>none</td>
<td>Peer Review</td>
<td>6/3 at the end of class</td>
</tr>
<tr>
<td>Wednesday, June 5</td>
<td>Ono, “A Letter/Essay I’ve Been Longing to Write in My Personal/Academic Voice”</td>
<td>none</td>
<td>6/5 at the end of class</td>
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<tr>
<td><strong>Finals Week</strong></td>
<td><strong>Due@3:30pm on Canvas</strong></td>
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<tr>
<td>Monday, June 10</td>
<td>● Final version of “Writing My Way” essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Revisions to Summary and/or Synthesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Final Work Inventory and Self-evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
“Writing my Way” essay Assignment Guide

Purpose: This assignment is meant to give you an opportunity to reflect on how you have been taught writing, and how you’ve used writing to get into college. This assignment is also meant to give me a sense of you as a writer—your style, voice, strengths, and areas in need of improvement.

Instructions: This essay should answer this two-part question: What writing did I do to get into college, and how was I taught to write this way? In this essay, you can reach back to your formative experiences with writing—how you were taught in your early years of schooling or at home, or you can focus on specific writing tasks you completed in preparation for or in your applications for college (i.e., application essays). Other things you could write about in this essay: How do you feel about this writing? Do you think you are good at it? Do you do other writing that you consider different than what you write in or for school? How is it different? Does writing come easy to you, or is it difficult? How do you relate reading to writing? Do you write in languages besides English and, if so, how is writing in that/those languages similar or different? Be specific: describe assignments/tasks, experiences, etc., vividly. You will share this essay with me and with your peers, so if there is anything you’d rather not share, don’t include it in this essay.

You will work on this essay throughout the quarter. A final version will be due in the last week of the course. This final version should be substantially different—because you’ve revised it—than the first version you originally submit.

Specifications: You are writing this to reflect, but also to introduce yourself and some of your ideas about writing instruction to me and your peers. Given these purposes and audience, you should feel free to write less formally than you would in a standard academic essay. The genre that most aligns with the type of writing I’m expecting in this assignment is the personal essay, which is to say, an essay that is exploratory first-and-foremost: it’s goal is to find something out, not necessarily to prove a point. (You might find this resource useful as you plan and draft your essay: https://education.seattlepi.com/difference-between-personal-essay-narrative-essay-2984.html)

In addition to the type of writing you’re expected to do, here are some other expectations:

● 1250 - 1500 words in length
● Double-spaced
● Provide an informative but creative title
● Submit a draft beyond your first draft (i.e., give yourself the opportunity to work through your initial thoughts)
● Proofread and edit your writing—consider how much you’re asking of your reader in order to understand what you are trying to communicate
Evaluation: The success of this assignment will be determined using the following questions, which both a group of your peers and the instructor will have a chance to address:

- Does the essay provide readers with a clear sense of how this writer used writing to get into college?
- Does the essay communicate to readers what was “easy” and what was difficult about learning to write—and does the essay say why?
- Does the essay describe and reflect upon how the writer has been taught to write?
- Does the essay describe and reflect upon other ways the student uses writing in their life, and how these ways compare or contrast to writing they do in school?

Each question will be assessed using the 0-1-2 scale. Final scores between 8 and 10 will be marked as Meets Expectations. Scores of 7 or below will be marked as Does Not Meet Expectations.

Essays which DM should be revised.
Appendix C
Summary Assignment Guide

Purpose: Through the summary assignment you will practice critical reading skills and the purposeful reporting of information.

Instructions: Summarize one of the assigned readings in the course (you will select which reading in Week 1). You will find guidelines for writing effective summaries by clicking on this link: https://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf

Specifications:
- Your summary should be between 500 - 700 words
- Include a heading and a title
- Double-space all text (but only double-space—don’t quadruple space between paragraphs) and use 1-inch margins

Due Dates:
- Your summary is due the day we discuss the reading in class (will vary from person to person)
- If your summary Does Not Meet Expectations, or if you wish to revise even if it did, the revision is due two weeks from when you submitted the original

Evaluation: Summaries will be assessed using these questions:
1. Does this summary identify the source text?
2. Does this summary discuss the text as a whole?
3. Does this summary provide an overview of all the main points?
4. Does this summary refrain from providing too many details and/or from giving a “play-by-play?”
5. Does this summary remain neutral—is it free from opinion or editorializing?

Each question will be assessed using the 0-1-2 scale. Final scores between 8 and 10 will be marked as Meets Expectations. Scores of 7 or below will be marked as Does Not Meet Expectations.
Appendix D
Synthesis Assignment Guide

Purpose: The synthesis assignment offers you an opportunity to put a number of our course readings into conversation with one another in the service of your learning.

Instructions: Draw upon a majority of the assigned readings in each unit to support a claim you wish to make. You will find guidelines for writing effective synthesis essays by clicking on this link:
https://www.bgsu.edu/content/dam/BGSU/learning-commons/documents/writing/synthesis/asked-to-synthesize.pdf

Specifications:
- Your synthesis should be about 700 words
- Include a heading and a title
- Double-space all text (but only double-space—don’t quadruple space between paragraphs) and use 1-inch margins

Evaluation: Synthesis essays will be assessed using these questions:
1. Does this synthesis draw from most of the assigned readings in the unit?
2. Does this synthesis work to support an arguable claim?
3. Does this synthesis introduce sources effectively and efficiently so as to avoid confusing one from another?
4. Does this synthesis relate sources by pointing out where they overlap?
5. Does this synthesis demonstrate careful reading and thinking in and around the issues raised in the unit?

Each question will be assessed using the 0-1-2 scale. Final scores between 8 and 10 will be marked as Meets Expectations. Scores of 7 or below will be marked as Does Not Meet Expectations.
Appendix E
Final Work Inventory and Self-evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Score</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus quiz</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>”Writing my Way” essay</td>
<td>/50</td>
<td>yes</td>
</tr>
<tr>
<td>Summary</td>
<td>/10</td>
<td>yes</td>
</tr>
<tr>
<td>Synthesis</td>
<td>/15</td>
<td>yes</td>
</tr>
<tr>
<td>Discussion</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>In-class assignments</td>
<td>/10</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal               /100

Attendance bonus*       /15

Total                   /100

Reflection questions:
1. How would you rate your ability to write in common academic forms and genres as a result of this course, namely summary, synthesis, and analysis?
   a. 0 - 1 - 2
2. How would you rate your ability to enter into conversation with others in/through your writing, both ethically and critically?
   a. 0 - 1 - 2
3. How well are you able to describe your own experiences learning how to write in connection to the histories of writing instruction in the U.S.?
   a. 0 - 1 - 2
4. How well are you able to describe your own experiences as a student-writer to power and struggles over it?
   a. 0 - 1 - 2

*The attendance bonus applies if and only you missed no more than 4 hours of class time. This is an all-or-nothing bonus, i.e., if you missed 1 - 4 hours of class time, you get the bonus, if you miss 4.5+ hour of class time, you do not.