**Sections MW 1:30-3:30 TLB 115**

**T CORE 124 Introduction to Humanities (5) VLPA**



**Professor Jacob Martens**

Best way to contact me is email: **jacoma@uw.edu**

Second best way is by text: **253-720-1768.** I aim to respond between 7am and 6 pm Monday-Friday. If you text or email me after 6pm, I may or may not respond depending on its urgency, and if the same info can be found here.

**Office Hours:** 12:00pm-1:20pm MWF and by apt. in BHS 105. Note, some important faculty meetings are inevitably scheduled during this same time. I will do my best to make it known when this is the case.

**General Overview: Course Description:**

**Introduces students to university work by focusing on a core curriculum from multiple and interdisciplinary perspectives. Emphasizes learning in the humanities, including literature, music, art, philosophy, and history. Offered: Sp.**

**Drawing from music and pop culture for this class:**

This class will draw from your favorite songs and videos, and share them with the class. Occasionally, we’ll discuss the music and videos and find ways to think about the messages we view and listen to help us identify current problems, research and discuss alternate views, and write different kinds of arguments about how creativity and the arts and their importance in our lives. Later in the term, we will also expand our playlist to potentially include ideas from urban art, advertising, or other expressions of communication as we think about arguments about the arts in other forms.

**Some big questions we will address in this class:**

* As students seeking a degree that leads to a good job, how do we value the arts in a world that warns us away from the arts with the narrative of “starving artists”?
* As writers, how can research help shape our identities and beliefs about the arts?
* How do we improve writing skills by reading like writers and writing with readers in mind?
* How do images communicate more than words alone, and when should you include images, graphs, tables, etc, in your writing?
* How can multimodal genres present us with a variety of rhetorical choices that more effectively reach a variety of audiences?

**Overview:**

Unit 1: Writing from the playlist: In pursuit of happiness?

* Stage 1 Peer Review
* Stage 2 Peer Review
* Stage 3 Professor’s review of Peer Reviews
* Presentations
* Revision, Process Analysis, and Reflection

Unit 2: Research Paper: The value of the arts, innovation, and creativity in a specific field or artform

* Research proposal and Annotated bibliography (6-8 pages)
* 2 stage Peer Review of Research Proposal and annotated bibliography
* Complete draft of research paper (5-7 pages)
* Stage 1 Peer Review
* Stage 2 Peer Review
* Stage 3 Professor’s review of Peer Reviews
* Presentations
* Revision, Process Analysis, and Reflection

**Required Course Materials:**

CoursePack to pick up from UWT Copy Center in **MAT 053**

A reliable computer and method to save files; regular access to a printer and Internet.

Access to your UW Gmail Google Drive account and Canvas uw.instructure.com

See this page for more help on how to use your Google apps: <http://www.tacoma.washington.edu/teaching-learning-technology/about-google-docs-drive>

Get [Microsoft Word Download at no additional cost](https://itconnect.uw.edu/wares/uware/microsoft/microsoft-office-365-proplus/)—it is part of your Technology Fee

**Course learning goals, methods, and justification**

**Inquiry and Critical Thinking**

* **inquiry & problem solving**: collect, evaluate, and analyze information and resources to solve problems or answer questions.
  + This will be accomplished through connecting course pack readings to students’ lived experiences, as well as research papers related to inquire about creativity, art, and the pursuit of happiness
    - Justification: habits of mind that are driven by insatiable curiosity, analyze ideas, flex critical thinking skills, make connections, solve problems are all valuable skills that help make for successful
* **research methods & application**: approach complex issues by taking a large question and breaking it down into manageable pieces.
  + **This will be accomplished in both units of this class, since bringing together bigger questions, ideas about happiness inspired by songs, and personal creativity interests will be in need of narrowing and focusing to something you care about writing and learning more about**.
    - **Justification**: research and narrowing topics is an important part of any course of study, whether for real life or for an academic setting. The results of writing and researching are ultimately making informed decisions based on evidence.
* **synthesis & context**: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’
  + This will be accomplished through unpacking and focusing on some specific element related to the course theme: Art in the pursuit of happiness.
    - Synthesizing and making context of information, and reassessing it to make sense of information is a valuable skill

**Communication/Self-Expression**

* **argumentation**: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
  + Students will write arguments and present to the class about their research and discoveries.
    - Justification: writing is an excellent way to learn, and presenting is a good way to refine your ideas if you perceive audience feedback as a form of peer review
* **analysis**: identify, analyze, and summarize/represent the key elements of a text.
  + Students will write short responses and discussion questions about the readings as a way to engage with the reading and prepare for class discussion.
    - Justification: writing about and engaging with readings is an important skill in any academic discipline
* **disciplinary awareness**: enter/place themselves into an existing dialogue (intellectual, political, etc.).
  + **Students will explore many elements of the humanities and the value of the humanities across the lifespan, whether in their career or as a citizen in the pursuit of happiness**
    - Justification: There is a dangerous narrative that suggests the arts and humanities are not a viable career choice, but this class strives to critique that idea.
* **expression of ideas**: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
  + **Students will write and present and discuss ideas in a variety of genres and audiences of both small and whole**-class discussions and presentations
    - **Justification**: both spoken and written communication, and provide feedback in both written and spoken form, such as in peer review, is an excellent way to learn and become a valuable contributor to the learning community.

**Global Perspective-Diversity-Civic Engagement**

* **disciplinary perspective**: understand events and processes as ‘disciplinarily’ situated.
  + **Students should be exposed to a diversity of ideas and perspectives that engage the pursuit of happiness from a variety of perspectives, such as from Native Hawaiians and people from a variety of socio**-economic classes, diverse ages, abilities, and perspectives on happiness
    - **Justification**: engaging diversity prepares students for complex arenas of civic engagement.
* **global perspective**: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
  + **Studying happiness from various perspectives engages students on the personal, local, and global** 
    - Justification: Helps prepare students for civic engagement and taking responsibility for the world they want to help create
* **diversity**: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
  + **Students reach these goals through critiquing the sources of happiness for themselves as it relates to the larger social and economic forces at play in the world.**
    - Justification: Students need to decide how they will participate in the world.
* **civic engagement**: interact with concepts, ideas, and processes related to civic engagement.
  + By studying different sources of happiness, students will begin to form or reform their civic roles in their lives.
    - **Justification**: Problems in the world can be addressed only by first naming the problem and then deciding the best solutions based on the best research available. A college education is more than just gaining job skills. It is also thinking about and forming or reforming what kind of person you want to be in this world.

**Quantitative Literacy**

* Use quantitative evidence (including statistics, graphs, etc.) in support of an argument.
  + Students will include visuals in their research papers
    - Writing about visuals is an important skill in finding, analyzing, and interpreting data
* Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.)
  + Students will have multiple opportunities to do this in the class reading, and in preparation for research papers, especially considering how data is represented by visual elements and perhaps artistic renditions
    - Justification: visual rhetoric is an increasingly important form of persuasion, and students should practice interpreting it effectively
* Find quantitative data to support an argument.
  + As explained above

**Writing Process Skills**

* Because writing is an important way to learn, students will practice extensive peer review feedback, r**evise deeply and meaningfully, and reflect deeply on one’s writing processes and practices**
  + As research on threshold concepts show, writing is a social activity, and writing reflectively helps students learn
    - *Justification: Writers in future work places will need to meet the expectations of the assignment and make critical decisions about their writing practice. Thus, meeting deadlines, completing drafts, providing extensive collaborative peer review, and revising extensively are all valued writing skills in both academics and workplace writing. By focusing more heavily on process, students will naturally improve their writing skills and final written products.*

*Through these processes, students are challenged to rethink their mindsets of seeing revision and see it as something more than a “fixing” mindset. The aim is to transform revision into a “re-seeing” or “discovery” mindset, to discover what readers think about your writing, and how you want to most effectively engage with your readers.*

**Brave Space: Creating space conducive to civic engagement and positive learning environment**

At times, you may be out of your comfort zone as we discus complex topics. I expect students to operate in a space of mutual respect regarding differences in class, race, religion, gender identity, sexual orientation, immigration status, national origin, political affiliation, or any other dimension of diversity. Here are a few ground rules to keep in mind:

* Allow room for mistakes. Sometimes people learn from speaking and reflecting on what they say.
* Pause, listen, and reflect. Restate what you think you’ve heard. Ask clarifying questions.
* Share time and space. There should be only one speaker at a time, but everyone should have the opportunity to speak. Sometimes, you may not be called on if you are always the one with something to say. Invite quiet people to join the discussion.
* Be aware of intent and impact. Consider one of the impacts as how people perceive you.
* Replace judgment with curiosity. For example, rather than call someone a derogatory name that show disagreement with their views, have a friendly conversation to find out why they hold those views
* Engage from a place of compassion. Learning about new cultures and beliefs can be for the sake of learning to be compassionate with different people with different world views. This is a classroom, a place for learning to interact with difference. Look for opportunities to learn and grow.
* Challenge ideas not people. Sit with discomfort when people are expressing ideas you disagree with, knowing that discomfort is the root of growth and learning.

**Participation norms**

**What I expect from you**: Because this is a discussion-based class in which learning, preparing for writing, and working with others becomes a way to meet the learning outcomes, I expect you to arrive on time having completed all your homework that is due that day. Bring it to class either printed out on paper or have it available on an electronic device. In either case, it should be submitted into a well-organized Google Folder that you have shared with me. Your file names should be detailed about the contents of the file. **You are expected to be responsible to follow the syllabus schedule without needing electronic reminders in Canvas. However, grades will be posted in Canvas.** You should be ready to engage in and participate in lively small and large class discussions, as well as Google doc conversations with your peers about your writing. On peer review days, you must bring a completed draft to class for peer review. Being prepared also means that you have brought with you the textbook from which the homework reading was assigned.

I expect that you are only using phones or laptops for activities related to this class. I can tell when you are engaged in side conversations or distracted by other online activities, which is disruptive to me because it takes you away from being included in the conversation. YOU are an important part of the conversations we will have in class, and I want you to participate fully. Students not wholly present or otherwise meeting these expectations will be called upon relentlessly as a reminder that you belong here.

**What you should expect from me:** You can expect me to arrive to class on time prepared to facilitate class for the entire class period. I will organize class activities to meet course learning goals, and I will attempt to engage all students to make inclusive learning spaces.

As far as feedback on papers and homework goes, Sometimes I will access and assess your work through the shared Google Drive folder (a tool available with your UW gmail account) and at other times I will track your ability to keep up by sharing the link to your Google doc in Canvas. Your shared folder must contain all your work for this course; the shared folder is the principal mechanism for submitting all assignments. It should be well-organized such as in chronological order or subfolders (organization being another prized skill in academics and your careers). I will comment briefly and randomly on homework, during and at the end of the term, I will randomly grade four homework assignments to justify your self-assessment grade (see rubric at the end of the syllabus). As far as major papers go, I have a goal to grade your papers within one to two weeks of submission. Because this class will be process rather than product focused, I will respond to your peer’s comments on your papers with the intent to support critical thinking and revising skills, since the course goals are best assessed by your ability to write thoughtful papers. Both you and your peers will be the audience of my comments, thus expanding the sense of our learning community.

You should also expect me to be available to answer questions about this class and your grade. Please keep me updated about any out-of-class life concerns you have that may be affecting your work in this class. Your success is important to me, and I may be able to refer you to additional support services at UWT. I have office hours and contact information at the top of this syllabus, and I will always try to reply to text messages or emails as soon as possible, or within 24 hours at most, Monday through Friday from 7am-6pm. If you don’t hear from me by then, please resend your message in case I didn’t receive it the first time.

**Grading policy:** This class uses the following grading scale:

A 4.0 = 95% +

3.9 = 94%

A- 3.8 = 93%

3.7 = 92%

3.6 = 91%

3.5 = 90%

B+ 3.4 = 89%

3.3 = 88%

3.2 = 87%

B 3.1 = 86%

3.0 = 85%

2.9 = 84%

B- 2.8 = 83%

2.7 = 82%

2.6 = 81%

2.5 = 80%

C+ 2.4 = 79%

2.3 = 78%

2.2 = 77%

C 2.1 = 76%

2.0 = 75%

1.9 = 74%

C- 1.8 = 73%

1.7 = 72%

1.6 = 71%

1.5 = 70%

D+ 1.4 = 69%

1.3 = 68%

1.2 = 67%

1.1 = 66%

1.0 = 65%

0.0 =64% and below

Peer Review of first paper 10%

Revision, Process analysis, presentation, and self-reflection of first paper 15%

Peer Review of research proposal, annotated bibliography, and research paper 20%

revision, process analysis, presentation, and self-reflection of research paper 30%

Self-reflection on Homework portfolio and class participation\* 25%

**Total 100%**

**\*I’ll use the attendance tool in Canvas to track how often you are in class to participate.**

**Late work policy:** Students are expected to keep up with the course schedule and come to class prepared to participate. I will be randomly assessing your Google drive shared folder for your keeping up with the work. It is better to submit HW assignments than not; however, assignments not in your shared Google folder when they are supposed to be will reflect on your final HW portfolio grade.

Your files must be turned into me two ways 1) in your shared Google drive folder by the start of class on the due date, or by the time listed in the calendar—some assignments are due days we do not meet. 2) in Canvas where it will be timestamped. Late submissions in Canvas will receive a B at best. After 7 days late, the submission is unacceptably late and will earn zero points. If you see something in need of minor revision, you are welcome to make edits to your Google doc until it is graded in Canvas.

**Participation in Peer Review:** Because Peer Review depends on your participation, and peer review is a significant portion of your grade, students unprepared to share a complete draft, or students who are not present during peer review risk receiving a zero on the assignment. Only in special circumstances can peer review be made up, and you are responsible for initiating a conversation with your peers and me to ensure you can participate in peer review.

**How Peer Reviews and Process Analyses and self-reflections will be graded:** Find and regularly consult the appropriate rubric for each type of project. You can find these at the end of the syllabus.

**How to turn in homework and papers: Use Google docs in your UW gmail Google Drive folder that you have shared with me at** [jacoma@uw.edu](mailto:jacoma@uw.edu) **with editing permissions so I can comment and edit your documents:** The homework and writing assignments will be compiled into a portfolio and self-assessed at the end of the quarter. You should also have all your papers and peer review letters in this Google folder. Save all your work for your homework portfolio in Google docs folder that you share with me.

**How to organize your Google Folder:**

**File names:** Be descriptive about your file names: For example, HW1 “Keyword of article’s title here” would be an acceptably detailed file name. Having a detailed file name helps me find what I am looking for, and if I cannot find your document in your shared folder, you will lose points for it.

**Subfolders:** Within your shared folder, you may choose to create homework, peer review, and process analysis (final drafts) subfolders.

**Chronological order:** You may alternatively simply list everything in chronological order. The easiest way to do so is to number your files as you go (1, 2, 3, 4, etc). If you click the arrow in your folder, it will arrange items in numerical order. So, it could be 1. HW Keyword 1; 2. DQ Keyword 2

**How to transfer a Word file to your Google Docs folder:** In order to eliminate clutter in your folder, please do NOT Word upload files to your folder. Instead, copy and paste your Word Docs into a Google doc and rename the file appropriately. Justification: To respond to your writing, your peers and I will need to first open a Word file (.docx file) to a Google Doc, which means your folder will fill with duplicate files that may cause reader confusion and you’ll need to clean up your folder.

**How I will use Canvas:** Canvas will house shared Google Doc folders that provide the class agenda and other materials by date. If you miss class or want electronic access to the agenda, you are responsible for finding the folder in Canvas and following along, or asking a classmate for notes to go with the agenda.

Likewise, there will also be a shared Google Doc message board in Canvas where students can coordinate peer review, should you be absent for good reason on a peer review day. I will not regularly monitor this Google doc, but you should check in here if you hope to complete peer review, which also becomes an important part of your process analysis/ self-reflection grade.

Since there is a good chance your Google docs will be shared with your peers, and I want them to see my comments on their comments as well, I will enter your final grades only into Canvas. Grades cannot be shared with your peers due to FERPA regulations, however, comments intending to teach revision and peer reviews skills will be shared with your group.

Finally, in order to eliminate my hunting through your folder for your documents, and to ensure you submit documents on time, you will be uploading a link to your Google docs by the due date in Canvas.

**Extra credit**: Students who attend 100% of class meetings start to finish and participate fully will receive a 3% bonus to their final Canvas score, added at the time of final grade submission, which will appear in the transcript, but not on the Canvas grade. (I don’t have a way to change the Canvas gradebook’s formulas to allow for extra credit, so I have to do the math outside of Canvas. If you have perfect attendance, just add 3% to your final score).

**Recommendations:** I’m happy to write a recommendation with at least two weeks of advance notice in most cases. Students should be holding a B or better in the class, communicate effectively, and provide as much information as possible about the program to which you are applying, including but not limited to a link to the website, and anything else you think I should know to help write the recommendation.

**Peer Review days:** On peer review days, you are asked to bring two printed paper copies of your paper, since not everyone will have access to a computer. If you do have access to a laptop, you may bring the device. However, having paper copies also facilitates the trading of papers. **If you do not have a paper (on paper or digitally) to trade, you cannot participate in peer review.** If your paper is incomplete, that will be reflected in your peer review grade. A google doc of your paper must also be posted in your shared folder, and during class you will collect the email addresses with whom you will share the same document before the end of day so that your peer can include comments.

**Peer review will have several phases or stages:**

1) In class trade. Please write your UW email address on your draft to facilitate sharing the Google doc. If you do not have a draft, you will not be allowed to participate, and you will not get points for doing peer review. See Peer review rubric for more information.

2) Reading and discussing revision plans during class

3) Writing a peer review letter making specific suggestions for revision in your peer’s Google document as homework

4) Being a stage 1 reviewer: You are the first reader and peer review letter writer.

5) Being a stage 2 reviewer: You are the second reader, and you review and add on to the first reviewer’s comments, agreeing or disagreeing, or making separate observations altogether, with detailed explanations. You write a second letter explaining your reactions to the first reviewer, along with anything else you have to say to the writer that perhaps the first reviewer did not notice or address.

6) I will finally read your paper and comment on reviewers’ comments, not necessarily your paper directly. The purpose of this high impact practice is to strengthen your independent critical thinking and writing skills by encouraging proper and appropriate feedback skills.

7) After you receive all our feedback, you will need to do two things: Revise your final paper and write a process analysis and reflection memo explaining your writing and revising process, and side-shadowing comments throughout your revised paper to highlight changes (or not and why not) and responses to your reviewer’s letters and comments.

**Plagiarism & Academic Honesty**

<http://www.tacoma.uw.edu/node/38211>

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Initial cases of plagiarism, whether intentional or accidental, will be approached as learning opportunities for re-writing the paper and learning from the mistake. Intentional, deceptive plagiarism such as using an essay off of the Internet, even if you change some of the wording, especially for the final project when we are out of revision time, will result in a 0.0 in the class along with referral to the University for support.

Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

[**Incomplete**](http://www.washington.edu/students/gencat/front/Grading_Sys.html#I)

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of 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. Please see me or contact me immediately at 253-720-1768 if this is the case to arrange for an I rather than a 0.0.

[**Disability Support Services (Office of Student Success)**](http://www.tacoma.uw.edu/studentaffairs/SHW/dss_about.cfm.html) **-** The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at 253-692-4508, email at [dssuwt@uw.edu](mailto:dssuwt@uw.edu), [uwtshaw@uw.edu](mailto:uwtshaw@uw.edu) or visit [tacoma.uw.edu/dss](http://tacoma.uw.edu/dss) or [http://www.tacoma.uw.edu/studentaffairs/SHW/dss\_about.cfm.html for assistance.](http://www.tacoma.uw.edu/studentaffairs/SHW/dss_about.cfm.html%20for%20assistance.)

[Counseling Center (Office of Student Success)](http://www.tacoma.uw.edu/studentaffairs/SHW/scc_about.cfm.html) –Stress due to juggling work, family, friends, and school can get the better of any of us, especially if we feel overwhelmed or face hardships like abuse, loss, or depression. Free, confidential counselors are available to help students. To schedule an appointment, please call 253-692-4522, email [uwtshaw@uw.edu](mailto:uwtshaw@uw.edu), or stop by the Student Counseling Center (SCC), located in MAT 354. For more information, visit [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling).

[**The Pantry**](http://www.tacoma.uw.edu/thepantry) provides supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. For more information, visit [tacoma.uw.edu/thepantry](http://www.tacoma.uw.edu/thepantry)

**Course Schedule**

Always bring the coursepack to class. Items on the calendar are due the day scheduled.

**Week 1: Building the Playlist**

**April 1:** Introductions, class overview.

**April 3:** Go over the syllabus, where to get the course pack, etc. Read “How to Mark a Book” and “The Pleasures of Eating” by Wendell Berry in class. Watch and discuss Affluenza

**Week 2: Affluenza**

**April 8:** Assign paper 1 in class. Due: Annotate and read NPR article “How to Make Every Grade More Like Kindergarten” 1, “How to Mark a Book,”7, and “The Pleasures of Eating,” 10, and Gary Pak’s “The Guest”14 and write DQ 1 on one of these readings. See last few pages of Syllabus for how to write a DQ. Bring a copy of your DQ to class.

**April 10:** Due: read Eighner’s “On Dumpster Diving”24, Ginsberg’s poem “Howl”32, and write DQ 2 on either writing.

**Week 3:**

**April 15:** Read and annotate “Capturing Creativity” 41 and “This is Paradise”54. **A complete draft of paper 1 is due for stage 1 peer review- bring 2 copies on paper and post in Canvas & Google folder.**

**April 17:** Read and annotate “Under the Hood of Creativity” 74, and “Chapter Seven of Understanding Comics” 82, and Write DQ3 on either one.

**Stage 1 peer review due, start stage 2 review.**

**\*Friday, April 19: Stage 2 peer review due online**

**Week 4: Re-visioning peer review, the rubric, and revision**

**April 22:** Read and annotate “Whitewashing the Strip”105, “Grand mall Seizure” 113 and “Nickel and Dimed” 124 and write a DQ 4 on either one. **Presentations due**

**April 24:** Read and annotate “Where do Eureka Moments Come From?”140 and “There’s More to Life than Being Happy” 146. Presentations (introduce paper 2) Look for Stage 3 feedback.

**Week 5: Remix: Expanding the playlist**

**April 29:** **Revision and Process Analysis report is due for paper 1 is due by the end of day.**

Add your paper 2 related artifact to the expanded playlist, and come to class prepared to discuss paper 2 options. **Possible field trip**

**May 1:** Read and annotate “What happens to your Brain when you’re having a Brilliant Idea?” 153, ‘Bipolar disorder and the creative mind,”156, “The Therapeutic Power of Writing,” 158

**Week 6: The Annotated Bibliography and the literature review**

**May 6: Read and annotate** “Why Sisterly Chats Make People Happier” 164, and

“Living Small in the city” 167. In class: Academic research and rubric development time: **Meet in computer lab**, location TBA

**May 8:** Read and annotate “Chinaman’s Hat”177 and “The Triumph of the Working Mom”181 “**Research Proposal and Annotated bibliography due for peer review. Meet in computer lab.**

**May 10: Due: Stage 1 and Stage 2 peer review of must be complete by midnight**

**Week 7: Class Cancelled this week for conferences**

May 13: Read and annotate “Julia Cameron on the Path of Creativity”185, and “What the Foucalt?” 194.”Work on paper 2 and attend your conference. See Canvas for link to Google doc sign up.

May 15: Try more “RAT’s” 197 and think about how your brain is working. Work on paper 2 and attend your conference

**Week 8: Turning up the Peer Review Intensity**

**May 20:** Paper due for peer review: Stage 1 peer review due for two peer’s papers, in stereo (you get 4 reviewers total this time). Bring 3 copies!

**May 22:** Stage 2 feedback due for two peer’s papers, in stereo. Introduce the Genre Remix project

**Week 9: Representing your argument in another genre**

**May 27: Memorial Day: No Class. Look for Stage 3 feedback from me this week**

**May 29:** Genre Re-mix Presentations (as a form of peer review)

**Week 10: Celebrating your learning**

**June 3:** Read and annotate “Threshold Concepts” 209. Bring your coursepack with self-evaluation completed. Homework Portfolio due by the end of the day, link in Canvas. Genre Re-mix Presentations

**June 5:** Genre Re-mix Presentations

**Finals, Week 11:**

**Wednesday, June 12: Revision and Process Analysis report for final paper is due at midnight.**

Grading will be completed by 5pm, June 18th

**Directions for Homework Journal: Discussion Questions for reading responses**

1. Annotate **everything you read for this class**.

**Specific directions for creating discussion questions (DQs)**

Reading isn’t complete without thinking, reflecting, and responding to a text; many responses take the form of a discussion. It should start out introducing the text as you would for writing a summary. Then select a specific section of the text you think would be good for further discussion with your peers. **You must practice working a direct quote or paraphrase into your writing (but I prefer direct quotes).** As a way to transition from your summary-response to your questions, explain why are you asking the questions and what you hope your classmates will get out of the discussion. Finally, write a few open-ended discussion questions. Use the prompts below to help guide your inquiry. I suggest how or why questions that lead to open ended responses or debates rather than yes or no questions that simply recall facts from the article.

Finally, be prepared to share discussion questions in a small group and potentially with the larger group.

**See the prompts on the next page for ideas for the DQ**

**Your entire DQ should be about 2 pages double spaced typed in MLA format**.

**DQ prompts: Use these prompts to help guide your discussion. Note that there are more prompts than DQ assignments, so choose prompts that help you get started.**

🞏 **Prompt 1:** After summarizing the main idea of the reading(s), tell your own story or experience (or of anonymous friends or family) and how it relates. Create discussion questions that explore how others might have different responses or beliefs

🞏 **Prompt 2:** Using the lens of Reading Like a Writer (RLW) (<http://writingspaces.org/sites/default/files/bunn--how-to-read.pdf>), introduce the context of a particular writing choice (RLW) made by the author and create discussion questions for your peers to discuss the argument techniques. For example, you may create questions probing the rhetorical tools or choices the author is using to be persuasive: the author’s reputation or credibility, appeals to emotion, quality of the evidence or logic, or urgency.

🞏 **Prompt 3:** How do the specific ideas in the reading(s) confirm or contradict your studies in another class, or a loved-one’s experience? Create questions to help explore why there might be difference.

🞏**Prompt 4:** Introduce the context of the reading and then create discussion questions you think would be interested in researching.

🞏 **Prompt 5:** Introduce the problem raised by the author and create discussion questions for your peers concerning solutions to the problem, or problems with the solutions.

🞏 **Prompt 6:** Based on your personal experiences or of people you know, create discussion questions that approach the reading from a different or contrary point of view. Feel free to play “devil’s advocate.”

**🞏 Prompt 7: (2 readings)** Find a thread that ties both readings together and analyze the significance of how the texts “speak” to each other in a larger conversation. Create DQs to help explore the further significance.

**Note on MLA Format:** There are many YouTube videos describing how to use Word to set up MLA format. Find them. They may offer slight variations but show how to use the tools in Word. For continuity, use the model in. The top of each page, unless noted, should look like this:

Lastname 1 (Google how to “insert page number” in Google docs)

Your first and last name

Professor Jacob Martens (spell professor’s name correctly)  **}all should be double spaced, 1 inch margins, 12 point font**

Name of Class (TWRT 121)

Day Month Year (3 Jan 2017)

Title Centered

Introduce and summarize briefly the main idea and argument of what you read to help set up a context for more specific quotes or ideas you need to draw from the article to set up your discussion questions.

Remember that not everyone will have read this essay, so be sure you have the main idea of the argument and some key quotes depicted. Write a few ideas about what you would hope your classmates would get out of the discussion, followed by a list of questions you would like to discuss. Three to five is a good range. They can be in a bullet list. You might also rank them as most important since you might need to skip some questions.

Finally, close with your own comments on your discussion questions; perhaps reflecting on how writing (or the discussion you hope to have) helps you come to some understanding about the topic or issue in the reading.

**See canvas for an example. The entire DQ should be about 2 pages including questions and formatting.**

|  |  |  |
| --- | --- | --- |
| **How is the draft successful?** | **Expectations of effective writing in a HW Reading Response or Discussion Question** | **How could the draft improve?** |
|  | **Introduction to the discussion**  1. Title gives the summarized point of the reflection or discussion. Prompt # and text is under the title  2. First sentence introduces the reading being discussed. Assume audience does not know what you read. (Who, What (title and genre), When, Where) |  |
|  | **Summary of thesis**  3. Writing summarizes the main idea, conclusion, or argument of the article (WHY?)  4. Explains how (HOW) essay arrived at or supports its conclusion; in other words, it considers the evidence. **Provides your own thesis/ position.** |  |
|  | **Bringing in key quotes or ideas**  5. Explains context of key quotes or paraphrases  6. Uses signal phrases (writes, according to, etc.) to transition into the quotes. |  |
|  | **Conventions:**  7. Cites the page number of quotes in parentheses.  8. Citation links to the bibliography on the work cited page, which is correctly formatted at the end of the writing. |  |
|  | **Depth of thought**  9. Writing reflects on or argues about the information and provides new ways of thinking  10. Discussion questions raise thoughtful ideas that add to the conversation and inspire further research. |  |

**Use peer review guidelines to ensure discussion questions practice academic writing.Homework Journal Self-Evaluation Sheet (next two pages)**

|  |  |  |  |
| --- | --- | --- | --- |
| An “A” journal | A “B” Journal | A “C” Journal | “D/F” Journal |
| **Commitment 20%**  All HW assignments are completed and submitted on time. Entries may vary a bit in length but regularly go on to two pages or more in order to reflect and accommodate extended thought. | Most HW is on time, but one or two are late but they are still fully developed in length | 1 HW is missing and those submitted are sometimes turned in late. Entries are often less than two pages | 2or more HWs **are missing/ no evidence of completion.**  Entries are brief or in no way follow the guidelines |
| **Ambition 20%**  Discussion questions regularly try to stretch the writer’s understanding and indicate a careful and well-developed attention to observation and analysis of the writing. The writer regularly improves skills. | Some discussion questions try to stretch the writer’s understanding, but the analysis could be more fully developed.  Makes some effort to improve skills. | Homework seems somewhat cursory and are not very well developed or analyzed. | Homework shows little if any attempted improvement in the writing or growth through the practice.  Shows little if any effort to grow or improve writing |
| **Engagement 20%**  Writing shows significant engagement with the texts being read and a real desire to develop the author’s writing and argument skills | Writing sometimes shows engagement with the task, sometimes not. | Homework often feels formulaic and disengaged. The writer seems most interested in just completing the assignment, not growth | Homework has little if any evidence of curiosity or motive to engage with what’s being read |
| **Annotations and Participation 40%**  Is fully prepared for class all the time, having completed the reading as evidence through thorough annotations and DQs, and participates regularly in every class, really interacting with the text, fellow peers, and discussing the ideas with classmates. | Is usually prepared for class (about 85% of the time), having completed the reading and done the annotations and participates regularly in nearly every class, really interacting with the text, fellow peers, and discussing the ideas with classmates | Is sometimes prepared for class (about 75% of the time), having completed some of the reading, and participates sometimes in class, usually needing some invitations to participate, and does so when asked.  Annotations are less often and/or only highlights, no thoughts | Is seldom prepared for class, having partially if at all completed the reading,, or the DQ writing, and usually is needing very strong invitations to participate, to which the student is unable to respond appropriately when asked.  Annotations are sparse. |

Use the form on the next page to submit your self-evaluation with your homework portfolio (25%) in your Google Folder. Title the following page your Homework Self Evaluation in your Google doc folder if you choose to do it electronically rather than by hand in your pack.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please evaluate your homework journal using the following criteria. Give a grade for each item and an explanation in the space provided, as well as an overall grade. (Please note that I reserve the right to check your math and raise or lower the final homework journal grades.) Self evaluations without explanations receive a C at best.

Commitment (20%): \_\_\_\_\_\_\_\_ Explanation:

Ambition (20%): \_\_\_\_\_\_\_\_\_\_ Explanation:

Engagement (20%): \_\_\_\_\_\_\_\_\_ Explanation:

Participation and preparedness (40%) \_\_\_\_\_\_\_\_\_ Explanation:

Overall: \_\_\_\_\_\_\_\_\_ Explanation:

Professor’s grades: Do your randomly graded DQ support your overall self-evaluation grade?

|  |  |  |
| --- | --- | --- |
| DQ #\_\_\_\_\_\_\_ | DQ #\_\_\_\_\_\_\_ | Annotations? |
| Y/N | Y/N |  |