

**ENGLISH 111D: Composition/Literature**  
**“Texts that Teach: Reading the ‘Outsider Within’”**  
**Fall 2015**

Monday/Wednesday, 9:30-11:20 AM  
 MGH 074 (Monday, traditional classroom) and MGH 076 (Wednesday, computer lab)

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**Professor:** Shane McCoy

**Email:** [smccoy3@uw.edu](mailto:smccoy3@uw.edu)

**Office:** Padelford B417

**Office Hours:** Monday and Wednesday, 11:30 AM- 1:00 PM

**Class URL:** <https://canvas.uw.edu/courses/988706>

**Course Description**

Have you ever read a novel, short story, or watched a documentary or film that *taught* you something and maybe even moved you to reconsider your assumptions about a given topic? Put another way, have you ever read a novel, short story, or watched a documentary or film and you *learned* something about history, society, and/or culture? This class situates texts (and by texts I mean anything that can be interpreted, decoded, or *read*) as historical, social, and cultural artifacts. To focus our course, we will journey through narratives that feature the perspective of social and cultural ‘outsiders,’ or what Patricia Hill Collins adequately terms, “outsiders within,” in order to understand how “outsiders within” perceive taken-for-granted topics and ideas. We will read, discuss, intellectually engage and *learn* about immigration, gender, sexuality, class, race, colonialism, and imperialism from the perspectives of “outsiders within.” I invite you to take what is for many an unfamiliar journey into stories that trouble our common, taken-for-granted assumptions, stories that might even make you reconsider your assumptions and where you will (hopefully!) *learn* something from “outsiders within.”

**Course Objectives**

- To learn how to write and engage with texts in order to produce complex claims in written assignments.
- To practice *evidence-based thinking* in written assignments.
- To develop critical awareness of the strategies writers’ use in various contexts
- To learn how to discern between ineffective arguments and arguments that matter in academic contexts.
- To understand the *writing process*, which is the ability to produce, revise, edit, and proofread one’s own writing as well as the rhetorical choices made in one’s own writing.
- To learn *how to write* academic arguments and present *lines of inquiry*.
- To effectively demonstrate course outcomes in critical reflections on writing assignments.

**Primary Texts**

Michelle Cliff, *Abeng* (1984)  
 Jamaica Kincaid, *Lucy* (1990)  
 Jose Antonio Vargas, *Documented* (2014)



Justin Simien, *Dear White People* (2014)

### **Other Required Materials**

*Contexts for Inquiry: A Guide to Research and Writing at the University of Washington* (2013)

### **\*Extra Credit Assignment**

Chimamanda Ngozi Adichie, *Americanah* (2013)

### **Recommended Materials**

Birkenstein, Cathy and Gerald Graff. *They Say, I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009.

### **Student Responsibilities**

As a student in this class, you are responsible for processing and understanding the course material as well as finding out *how* to demonstrate the writing strategies presented in class in your writing assignments. You are responsible for coming to class prepared to engage with your peers and share your thoughts on the course material. In the unlikely event you cannot come to class a particular day, it is your responsibility to ask your peers what occurred in class and whether or not there were any changes to the syllabus/class assignments/daily readings. In addition, you should check your email daily because I will often send you reminder emails, changes to the syllabus, etc. We are only in class two days a week and it is vital that you check your UW account regularly. *Note: I will always give you advance notice of any changes made to the syllabus in class. It is your responsibility to be aware of these changes.*

### **Coursework and Grading**

Because this course is designed to reflect a student's success in the writing process, grades will not be given throughout the course of the quarter. Your grade is contingent upon your ability to demonstrate the outcomes outlined by the Expository Writing Program in your final portfolio. I will provide you with written feedback on short assignments and other writing activities throughout the quarter. **70%** of your grade is based on your final portfolio and the other **30%** is based upon your participation in class.

### **Portfolio (70% of your final grade)**

In this course, you will complete two major assignment sequences, each of which is designed to help you fulfill the course outcomes. Each assignment sequence requires you to complete a variety of shorter assignments leading up to a major paper. These shorter assignments will each target one or more of the course outcomes at a time, help you practice these outcomes, and allow you to build toward a major paper at the end of each sequence. You will have a chance to revise significantly each of the major papers using feedback generated by your instructor, peer review sessions, and writing conferences. Toward the end of the course, having completed the two sequences, you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include the following: one of the two major papers, three to five of the shorter assignments, and a critical reflection that explains how the selected portfolio demonstrates the four outcomes for the course. In addition to the materials you select as the basis for your portfolio grade, your portfolio must include all of the sequence-related writing you were assigned in the course (both major papers and all the shorter assignments from both sequences). A portfolio that does not include all the above will be considered "Incomplete" and will earn a grade of 0.0-0.9. The grade for complete portfolios will be based on the extent to which the pieces you select demonstrate the course outcomes. The portfolio will be worth 70% of your final grade.

### **Participation (30% of your final grade)**

30% of your final grade will be based on your participation in class. This includes (but not limited to) coming to class and engaging with your peers, turning in assignments on time, attending conferences (two times a quarter) with me, coming to class on time, going to the writing centers, attending lectures at the Simpson Center, visiting me during office hours, taking notes in class, participating in peer review, etc.

Things that will negatively impact your participation grade include (but not limited to) texting in class, talking in

class when another person is speaking, not taking notes in class, not participating in peer review, not attending conferences with me, not speaking in class and engaging with peers, not attending class, arriving late to class, turning in assignments late, resubmitting assignments due to not conforming to prompt requirements, not attending office hours, etc.

*At any time during the quarter you are worried about your participation grade, I highly encourage you to visit me during office hours.*

### **Submission Guidelines for all Essays**

All short assignments and major papers will be submitted on Canvas. Submission guidelines for short assignments and major papers:

- Times New Roman 12 pt. Font,
- 1” margins
- correct MLA citations (Outcome 2)
- correct MLA formatting (Outcome 2)
- Works Cited page on ALL assignments

Short Assignments are 2-3 pages, which excludes the bibliography. Major assignments are 5-7 pages, which excludes the bibliography. *All assignments must be double-spaced.*

### **Late Paper Policy**

Failure to turn in a paper on time will result in the deduction of participation points from your final grade. Late papers will not receive written feedback. If you have an unforeseen circumstance that arises, please contact me via e-mail no later than 24 hours before an assignment is due. In the unlikely event that your paper is late or incomplete, you will need to visit me during office hours in order to receive verbal feedback.

### **Extra Credit**

The Odegaard Writing and Research Center and the CLUE (Center for Learning and Undergraduate Enrichment) writing center are both available to assist you whenever you need extra help or tutoring for writing. When visiting (or planning to visit) the writing center, please obtain your tutor's signature on the assignment(s) to show proof. OWRC is available by appointment only and the CLUE writing center is on a first-come, first-serve basis. I strongly encourage you to use the tutors at these writings center and please remember that they are not there to proofread your essays and correct grammatical mistakes. They are interested in the “higher order” concerns of your writing rather than your ability to demonstrate correct grammar.

- Odegaard Writing and Research Center: <http://depts.washington.edu/owrc>
- CLUE Writing Center: [http://depts.washington.edu/clue/dropintutor\\_writing.php](http://depts.washington.edu/clue/dropintutor_writing.php)

### **Class Attendance**

This class will move fairly quickly over the course of the quarter. Attendance is necessary in order to participate. I will use class activities (i.e., quizzes, free-writing exercises) to determine attendance. In the event that you must miss class, you are responsible for obtaining the notes for that class and delivering any assignment due that day to me. *Please do not arrive late to class or leave early. Both are considered distractions and will negatively impact your participation grade.*

### **Student Conferences**

You are required to visit me twice for student conferences during the quarter. For your first conference, you should visit me during my office hours (Monday and Wednesday, 11:30-1:00 PM). Your second conference will be held at the end of the quarter. In the event that you cannot attend your scheduled conference time, you must notify me 24 hours in advance to make alternative arrangements. If you are unsure where you stand in the class in terms of your grade, please do not wait until your scheduled conference time to see me. Also, do not wait until the portfolio is due to speak with me (as it will be too late to save your grade). I *highly* encourage you to use my office hours to come speak with me about any concerns you might have about the course.

### **Email Etiquette**

When emailing me (and other teachers), please include a salutation and your name in the email. Do not email me to discuss your papers and revisions for essays or questions that have already been answered during class and in the syllabus. I am a firm believer in face-to-face interaction as the best type of communication. If you are unable to attend office hours, you should email me a time/times that you are available to meet.

### **Civility in the Classroom**

We will be discussing social, cultural, and political topics that may be uncomfortable for some. The goal of these discussions is not to make everyone think alike; in fact, criticism and dissent are highly encouraged. However, with that said, it is important that respect is exercised in the classroom. Therefore, if you disagree with what someone is saying or a position that is being articulated in discussion, please do so respectfully. Discussing controversial topics in a respectful manner is an important skill to acquire in the university classroom and only civil opinions will matter. I reserve the right to dismiss any student who behaves in an inappropriate or threatening manner. Acts of violence (both physical and verbal) will not be tolerated.

### **Computer-Integrated Classroom Rules (CIC)**

- Do not browse the internet during class. You will have time to research and brainstorm during lab days.
- No eating by computers. Water in resealable bottles is fine.
- No online chat programs.
  - If you are caught doing any of the above, you will lose participation points. The 2<sup>nd</sup> time you are caught, I will dismiss you from class that day.
- Remember to always save your work, either via an external hard drive (USB) or emailing it to yourself.
- Always log off your computer after class and shut down the computer.
- Never unplug any of the cables connected to the computer. If you're having trouble with your computer, notify your professor.

### **Plagiarism**

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

### **Complaints**

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 staff in Padelford A-11:

- Director Candice Rai, (206) 543-2190 or [crai@u.washington.edu](mailto:crai@u.washington.edu)
- Assistant Director AJ Burgin, (206) 543-9126 or [aburgin@u.washington.edu](mailto:aburgin@u.washington.edu)
- Assistant Director Yasmine Romero, (206) 543-9126 or [yromer@uw.edu](mailto:yromer@uw.edu)
- Assistant Director Ann Shivers-McNair, (206) 543-9126 or [asmcnair@u.washington.edu](mailto:asmcnair@u.washington.edu)

If, after speaking with the Director or Assistant Directors of the EWP, you are still not satisfied with the response you receive, you may contact English Department Chair Brian Reed, (206) 543-2690.

### **Accommodations**

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Services Office (DSO) 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/admin/dso/>.

### **UW SafeCampus**

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](http://www.washington.edu/alert)

For more information visit the SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus).

### Counseling Services

The Counseling Center is staffed by psychologists and mental health counselors who provide developmentally-based counseling, assessment, and crisis intervention services to currently-enrolled UW students. The center is open all year, 8 a.m. to 5 p.m., Monday, Wednesday, Thursday and Friday; 9:30 a.m. to 5 p.m. on Tuesdays. To schedule an initial appointment, please call the Counseling Center (206) 543-1240 or stop by the Center at 40 Schmitz Hall.

### AUTUMN QUARTER 2015 CALENDAR

WEEK 1	IN-CLASS ACTIVITIES	HOMEWORK
Wednesday, 9/30	Welcome to ENGL 111! Introduce Paper 1, "Texts that Teach" Introduction to Syllabus and Grading Rubric	<b>Read:</b> Patricia Hill Collins, "Learning from the 'Outsider Within'" (located on Canvas) <b>Write:</b> Homework for Hill Collins (due hard copy at the beginning of our next class meeting) <b>Recommended:</b> Chapter 1 in <i>Contexts for Inquiry</i> , "Analyzing Rhetorical Situations"
WEEK 2	Begin Sequence 1- Fiction	
Monday, 10/5	Outcome 1- Audience Discuss: Patricia Hill Collins, "Learning from the 'Outsider Within'" Due today: Homework for Hill Collins (only hard copies will be accepted)	<b>Read:</b> <i>Abeng</i> , Part I (pages 1-45) <b>Read:</b> Chapter 10 in <i>Contexts for Inquiry</i> , "Creating a Complex Claim"
Wednesday, 10/7	Discuss: <i>Abeng</i> , Part I Paper #1, "Texts that Teach" Due Friday (10/9) on Canvas by 9:30 AM	<b>Write:</b> Paper 1, "Texts that Teach," due Friday (10/9) on Canvas by 9:30 AM <b>Read:</b> <i>Abeng</i> , Part II (pages 49-107) <b>Recommended:</b> <i>Contexts for Inquiry</i> , Chapter 12, "Making Persuasive Arguments"
WEEK 3		
Monday, 10/12	Outcome 2- Intertextuality Discuss: <i>Abeng</i> , Part II	<b>Read:</b> <i>Abeng</i> , Part III (pages 111 to the end) <b>Recommended:</b> Chapter 6 in <i>Contexts for Inquiry</i> , "Reading Intertextually"
Wednesday, 10/14	Discuss: <i>Abeng</i> , Part III Final Wrap-up with <i>Abeng</i> Lecture on Chapter 6, "Reading Intertextually"	<b>Read:</b> <i>Lucy</i> , Chapters "Poor Visitor," "Mariah," and "The Tongue" (pages 1-83) <b>Recommended:</b> Chapter 9, "Initiating a Line of Inquiry"

<b>WEEK 4</b>		
Monday, 10/19	Discuss: <i>Lucy</i> , “Poor Visitor,” “Mariah,” and “The Tongue” Introduction to Line of Inquiry Guideline (Chapter 9) Introduce Paper 2- Comparative Analysis with Sample	<b>Read:</b> <i>Lucy</i> , Chapters “Cold Heart” and “Lucy” (pages 84-164) <b>Norm:</b> Sample Paper 2 on Canvas (come to class prepared to share you criteria scores) <b>Recommended:</b> <i>Contexts for Inquiry</i> , Chapter 3 “Enhancing Genre Awareness and Reflective Practice”
Wednesday, 10/21	Norming Session for Paper 2 Sample Discuss: <i>Lucy</i> , “Cold Heart” and “Lucy”	<b>Write:</b> Paper 2- Comparative Analysis
<b>WEEK 5</b>		
Monday, 10/26	Final Wrap-Up with <i>Lucy</i>	<b>Write:</b> Paper 2- due for peer review on Wednesday 10/28
Wednesday, 10/28	<b>Library Research Day in Class!</b> Peer Review of Paper 2- Comparative Analysis between <i>Abeng</i> and <i>Lucy</i> Paper 2 is Due on Canvas by 12 PM (noon) Friday, 10/30	<b>Listen:</b> Terry Gross’ interview with Jose Antonio Vargas (on Canvas site) <b>Read:</b> Eduardo Bonilla-Silva, “Rethinking Racism” <b>Write:</b> Homework for Eduardo Bonilla-Silva (due hard copy next class meeting) <b>Recommended:</b> Chapter 11 in <i>Contexts for Inquiry</i> , “Analyzing Evidence and Assumptions”
<b>WEEK 6</b>		
<b>Begin Sequence 2- Film</b>		
Monday, 11/2	In-class viewing of <i>Documented</i> (2014) (110-minute run time)	<b>Read:</b> Lisa Zunshine, “Why Fiction Does It Best” (on Canvas site)
Wednesday, 11/4	Discussion of <i>Documented</i> (2014) and Eduardo Bonilla-Silva, “Rethinking Racism” Introduce Paper 3 assignment	<b>Listen:</b> Terry Gross’ interview with Justin Simien, director of <i>Dear White People</i> (on Canvas) <b>Recommended:</b> <i>Contexts for Inquiry</i> , Chapter 13, “Constructing Effective Organization”
<b>WEEK 7</b>		
Monday, 11/9	In-class viewing of <i>Dear White People</i> (2014)	<b>Begin:</b> Paper 3 assignment
Wednesday, 11/11	<b>No Class Today—University Holiday (Veteran’s Day)</b>	<b>Write:</b> Paper 3 assignment <b>Norm:</b> Paper 3 for Class—be prepared to share criteria scores in your groups
<b>WEEK 8</b>		
Monday, 11/16	In-class viewing and discussion of Chimamanda Adichie’s TEDTalk, “The Danger of a Single Story” In-class Norming Session for Paper 3	<b>Write:</b> Paper 3 Draft for Peer Review
Wednesday, 11/18	<b>Paper 3--</b> The Stakes of “Texts that Teach” Peer Review <b>*Note:</b> this assignment is due on Canvas by Monday, 11/23 at 12 PM (noon)	<b>Write:</b> Paper 3 (due on Canvas by Monday, 11/23 at 9:30 AM) <b>Norm:</b> Sample Portfolio (available on Canvas site) <b>*come to class prepared to share your scores for the</b>

		portfolio <b>Reminder:</b> use the portfolio grading rubric! (available on Canvas)
<b>WEEK 9</b>	<b>End Sequence 2/ Begin Portfolio Sequence</b>	
Monday, 11/23	Introduce Portfolio Prompt Portfolio PowerPoint Presentation Norm Sample Portfolio <b>*Prepare for Your Conference! Check Schedule on*</b> <b>*Canvas for your time *</b>	<b>Write:</b> revise all assignments for peer review <b>Recommended:</b> Chapter 14 in <i>Contexts for Inquiry</i> , “Developing Strategies for Revision”
Wednesday, 11/25	<b>Writing Workshop:</b> Introductions and Conclusions <b>*Reminder:</b> Check Canvas for Your Conference Time	<b>Revise:</b> Paper 1 and Paper 2 for Peer Review <b>Norm:</b> Sample Portfolio (come to class prepared to share your scores with your group members) <b>Reminder:</b> use the portfolio grading rubric! (available on Canvas)
<b>WEEK 10</b>		
Monday, 11/30	Norm Sample Portfolio Peer Review Paper 1 and Paper 2 <b>*Reminder:</b> Check Canvas for Your Conference Time	<b>Write:</b> Revise Paper 3 and Draft Outcome Reflections for peer review
Wednesday, 12/2	Peer Review Paper 3 and Draft of Outcome Reflections <b>*Reminder:</b> Check Canvas for Your Conference Time	<b>Recommended:</b> Chapter 15 in <i>Contexts for Inquiry</i> , “Editing and Proofreading”
<b>WEEK 11</b>		
Monday, 12/7	<b>Class Cancelled for Conferences</b> Check Canvas for Sign-Up Sheet Conferences will be held in my office, Padelford B417	<b>Write:</b> Portfolio Due Monday, December 14 <sup>th</sup> at 12 PM (noon) PST!
Wednesday, 12/9	Course Evaluations Final Check List for Portfolios Reflection Essay for Course- 1hour in Class Writing <b>*Make-up essays will not be allowed*</b>	<b>Write:</b> Portfolio Due Monday, December 14 <sup>th</sup> at 12 PM (noon) PST!

**Portfolio Due Date:** Monday, December 14<sup>th</sup> at 12 PM (noon, PST)

**\*late portfolios will not be accepted\***

**Holidays:** Veterans Day, November 11; Thanksgiving Holiday, November 26-27

**Last Day of Instruction:** Friday, December 11th

**Finals Week:** Saturday, December 12<sup>th</sup>; Monday, December 14<sup>th</sup> thru Friday, December 18<sup>th</sup>

**Grades Due:** Tuesday, December 22<sup>nd</sup> by 5 PM (PST)