

University of Washington 131

UW in the High School - Lynden Christian School



Mr. Thomas
Fall Semester

UW 131: Course Overview

English 131 (from UW EWP Website)

As gateways to academic reading, research, and writing at the University of Washington, all Expository Writing Program (EWP) courses are designed around a set of shared learning [outcomes](#). These outcomes articulate the need for students to develop and practice the skills and habits that are foundational to academic writing and to recognize how to adapt these skills and habits for the varied demands of university-wide writing that students will encounter.



The most popular Expository Writing Program offering, in English 131, students work closely with their peers and instructor to develop a portfolio of writing that reflects an ability to write papers with complex claims that matter in academic contexts. The readings in this class focus on academic discourse from a variety of disciplines.

The course will be taught in Two Academic Sequences:

Sequence 1 - *Ethics and Decision Making* (Academic and Analytical Writing)

Sequence 2 - *Pop Culture Persuasion* (Persuasion and Argumentation)

English 131 Course Description:

Do you know what you should write, and when? Sometimes a writer has to speak formally, as if they are in an interview; sometimes they get to speak like they are with their friends in a locker room. Sometimes, a writer needs to push, other times they need to invite. Most importantly, the writer needs to understand **context** — the time and place in which you are writing, and the audience to whom you are writing.

Particularly, we will develop the skills that will be useful in both academic and professional settings. This process requires careful **reading**, complex **argumentation** based on solid **evidence**, and thoughtful **revision** and proofreading of your work. Academically, we will write for the sake of **analysis** and **argumentation** as it relates to reading and response of academic issues. As for Professional and Technical Writing, we will focus on **Advertising, Branding, and Campaigning** as a way to emphasize persuasive and argumentative texts.



Over the course of the semester, you will produce **6 Small Papers (SP)** of 2-3 pages and **2 Major Papers (MP)** of 5-7 pages; you will also engage in a drafting process that will culminate in a **Final Writing Portfolio** that will ask you to **reflect** upon how your writing exemplifies the EWP Outcomes (listed below). Throughout the quarter, these outcomes will guide our discussions and focus our writing practice. Achieving proficiency in these outcomes will give you a strong foundation for writing **across disciplines** in your academic work in the next few

years.. Our course readings will explore the ways that writers **use language in different contexts**. We will consider and produce texts for personal, public, and academic purposes based on reading research, data, and feedback and, in doing so, we will watch our voices shape and shift toward their final destination

Required Texts –

- *Acts of Inquiry*
- *Pop Culture*

EWP Outcomes (from UW EWP Website)

All coursework will be evaluated according to University of Washington EWP Outcomes:

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a "conversation" between texts and ideas is created in support of the writer's goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary - for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

3. To produce complex, analytic, persuasive arguments that matter in academic contexts.

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

4. To develop flexible strategies for revising, editing, and proofreading writing.

- The writing demonstrates substantial and successful revision.
- The writing responds to substantive issues raised by the instructor and peers.
- Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.

University of Washington Grading Scale

This course fulfills all requirements for the University of Washington's English 131 course, and uses all required elements such as textbook, assessments, evaluation, and grading. UWHS courses are graded using the UW's numeric grading system. Grades can be assigned from 0.7 to 4.0; 0.7 is the lowest passing grade. For more information the grading system and the numeric equivalent of letter grades please see this link: [UWHS Grading Equivalent Scale](#).

Letter	Number	Note
A	4.0 - 3.9	
A-	3.8 - 3.5	
B+	3.4 - 3.2	
B	3.1 - 2.9	
B-	2.8 - 2.5	
C+	2.4 - 2.2	
C	2.1 - 1.9	Lowest Passing Portfolio Grade
C-	1.8 - 1.5	Lowest grade to remain in class
D+	1.4 - 1.2	
D	1.1 - 0.9	

University of Washington Academic Integrity Statement

From the UW Student Conduct Code:

Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. That responsibility includes, but is not limited to "Practicing the high standards of academic and professional honesty and integrity," and, insofar as the University of Washington has defined it in their academic integrity statement.

Sequence One Overview: Ethics and Decision Making

SP 1.1: Form Analysis

Literary Form comes from the literary devices an author uses. In the *Allegory of the Cave*, Plato uses the literary structure of the dialogue (a conversation between a teacher and his students). His goal: to have his students envision how the world works.

Your job, then, is to become his student:

1. Read/Annotate Allegory of the Cave
2. Isolate three symbols that help Plato tell his story
3. Write a Telescope-Correlation Essay
 - a. Thematic Introduction using [UW Introduction Template](#)
 - b. 3-OCI Paragraphs (examining three separate symbols in relation to theme)
 - c. Feature Conclusion (examine Plato's ultimate point)

Keep in Mind:

The cave is not just a story, it's a picture of a worldview. Remember that worldview and start a conversation with it. Do you agree? Do you disagree? Where are you in relationship to this story? Are you a prisoner? Are you a guardian? Even if it is not true as a whole, the story can maintain truths that let us examine ourselves

Focus:

1. **OCI Format**
 - a. Fact - Claim from Text
 - b. Detail/Analysis — Examine Text
 - c. Interpretation— Apply Abstract/Theme/Idea/Feeling
3. **Personalize the Information** — Familiar Correlations
4. **Globalize the Information** — Worldly Correlations
5. **Hooks/Transitions** — keep the paragraphs tied together

SP 1.1 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>OCI Format</i> (Outcome 1)				
<i>Claim from Inquiry</i> (Outcome 3)				
<i>Purposeful Evidence</i> (Outcome 2)				
<i>So What?</i> (Outcome 3)				

SP 1.2 - Argumentative Response

For this assignment, you have watched a documentary and a feature film. You have also encountered different theories related to ethics and truth-telling. Your job, then, is to examine the implications of these theories in relationship to the texts you have encountered and answer the following prompt:

Plato argues that people are prisoners who are kept in bondage by other people's knowledge. In looking at the classroom resources (*Zeitgeist*, *Equilibrium*, Clancy Martin's article), examine what happens to a culture when it stops seeking the truth.

To do so, do the following: Read/Annotate Clancy Martin's *Is it Okay to Tell a Lie?* and construct a **Complex-Claim** (problem and solution). Then write an **Identify-Identify Correlation Essay**:

- d. Establish Problem using Minding the Gap Introduction using [UW Introduction Template](#)
- e. 3 Paragraphs
 - a. Examine problem in Documentary (OCI)
 - b. Examine problem in Film (OCI)
 - c. Discuss Implications in both using voices from class (Deductive Response)
- f. Editorial Conclusion (Why does truth matter — globally speaking?)

Keep in Mind:

This essay will be more involved than your last one — it will integrate more voices, it will use different paragraph structures, and it will include more of your personal voice (it will be more argumentative).Focus:

- 1. **OCI Format**
 - a. **Fact** - Claim from Text
 - b. **Detail/Analysis** — Examine Text
 - c. Interpretation— Apply Abstract/Theme/Idea/Feeling
- 2. **Outcome #2** — Integrating Sources
- 3. **Implications** — *Subtext* = What we do not see in the story
- 4. **Hooks/Transitions** — keep the paragraphs tied to introduction

SP 1.2 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>I-I-C Format</i> (Outcome 1)				
<i>Complex-Claim</i> (Outcome 3)				
<i>Evaluate/Interpret</i> (Outcome 2)				
<i>SP 1.1 Comparison</i> (Outcome 4)				

MP 1.1 - Story of My Life

To this point, you have written for academic situations only. Now, using the skills based on the outcomes below, you will have **8 Writing Scenarios** for which you must do reading, viewing, and writing. Each Scenario will require a different approach. After writing, you will have to evaluate your writing according to the UW Outcomes and assess the difference between the situations to explain your writing strategy.

Scenario 1 — *Letter of Recommendation*

Scenario 2 — *Police Report*

Scenario 3 — *Eye-Witness Account*

Scenario 4 — *Book Introduction*

Scenario 5 — *Graphic Novel*

Scenario 6 — *Facebook Fight*

Focus Points:

Language and Decorum — Writing appropriate to the situation

Synthesis of Major Ideas — Integrating Academic Sources we have used within the course of the year

- *Allegory of the Cave*, Plato
- *Moral Decision Making*, Martin
- *Zeitgeist Documentary*
- *Ways We See*, Berger

Citations — demonstrate your understanding of

- **Formal** — *Gladwell, when talking about the success of Joe Flomm, says “. . . “ (44)*
- **Paraphrase** — *Gladwell says Joe Flomm was successful because of his background (44-50)*
- **Embedded** — *Gladwell knows Joe Flomm “saw hard work change” the lives around him (44)*

MP 1.1 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>Decorum and Situation</i> (Outcome 1)				
<i>Synthesis and Texts</i> (Outcome 2)				
<i>Argument & Persuasion</i> (Outcome 3)				

Sequence Two Overview: Marketing, Branding, Campaigning

SP 2.1 - Positioning Statement

The Positioning Statement is your target-market research, marketing personas, emotional triggers, and more; it lays the foundation for the success of your marketing. Developing the actual content of the case study is an exercise in solid research, reporting, and writing. The trick is to develop a coherent narrative that will naturally bring out the points you want to emphasize. Wherever possible, try to tie the narrative into current trends, issues, and ideas so the article is part of what people already are buzzing about in the industry, in business in general, or in society at large.

There are five basic styles in which the case study can be written:

- **Problem-solution**--by far the most common way to structure the case study. The narrative is simple: this customer was wrestling with a particular problem or challenge or opportunity, and this is how the product played a role in the solution. There are some variations within the basic problem-solution model, usually involving implementation or future directions. [See the Case Study Template provided below.]
- **Results first**--starts with results, especially when the results are unusual. Then you jump back to fill in the why and how.
- **Inverted pyramid**--comes straight from journalism. You proceed as if writing a detailed, journalistic news article with a compelling opening followed immediately by the most important information.
- **Anecdotal-feature**--also comes from journalism. Here the customer's story is fleshed out with frequent anecdotes.
- **First person account**--the customer is telling the story directly, in his or her voice. (Your writer will actually write the piece for the customer using the first-person voice.)

Writing Options:

Third-Person or Journalistic: In the third-person style, an unidentified narrator tells the story. This style is particularly appropriate when the case study includes a lot of technical or highly specialized detail. The **journalistic style** is much like the third-person style except it includes direct customer quotes. The quotes give the case study more color and personality and create more emotional involvement. It requires that an individual at the customer organization willing to have quotes attributed to him or her by name. The **first-person voice** provides great believability. However, it requires more effort on the part of the customer, who will probably spend more time with the writer and more time reviewing and revising the results. It also implies a deeper commitment to your product, which the customer may be reluctant to make. After the text is developed, you can proceed with **layout** and **design**. Use a **photo/picture** of the customer or a **metaphorical picture** that captures his dilemma/solution.

SP 2.1 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>Writing Strategy</i> (Outcome 1)				
<i>Rhetorical Strategies</i> (Outcome 3)				
<i>Visual Text</i> (Outcome 2)				

SP 2.2 - Visual Text

Sales is concrete and abstract. With advertising, you have to make your words pictures and your pictures words. You have isolated the needs of your Straw Man, now give him a pacifier -- something that appeases the need. Often, people don't know they need it, but you -- the marketer -- need to convince them. To do so, you will need to integrate your reading and visuals related to Denasi's *Pop Culture (Pop Language, Marketing, Branding, and Advertising)*:

A Slogan - a phrase that summarizes your Straw Man's "dilemma"
A Logo - a picture that captures the essence of the solution.

Consider These Slogans (see if you can place them)

Just Do It
Think Different
Impossible is Nothing
Your World. Delivered.
The Best a Man Can Get
Want to Get Away?
It's in the Game.

Logos tell a picture with words. Consider These Logos (note what they are saying below):



You are the only one with the product to meet this person's needs. You've done the research, you have labelled your market, now how are you going to get the customer to the table? Are you to:

- Sell Negatively** -- Against the Competitor
- Hard Sell** -- Twist the customer's arm
- Soft Sell** -- Leave an impression
- Sell Emotion** -- Fix a Need
- Sell Logically** -- Solve a Problem
- Sell Credibility** - Make a Copycat

SP 2.2 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>Slogan</i> (Outcome 1)				
<i>Logo</i> (Outcome 3)				
<i>Appeals</i> (Outcome 2)				
<i>Message</i> (Outcome 4)				

SP 2.3 - Presidential Vitae

Now you need to become a campaign committee. Using Stimson Bullitt's *How to be a Politician* as a strategy, you need to decide on your strategy for political influence. This vitae should demonstrate that strategy. One of two results will come about:

1. **You're the Committee** — You Set the Agenda (Propaganda)
 - A. Advantage — you control the conversation
 - B. Disadvantage — your opinions may not reflect the people's

2. **Market Research** — Let the People "Talk" (Focus Groups)
 - A. Advantage - using other people's voices to connect
 - B. Disadvantage — you may find yourself out of touch

In the end, you will have to write a one-page **Vitae** (overview of a person's qualifications and experience). This will be done in the form of a **narrative description** — not a sales pitch — that answers the primary question every candidate will have to ask themselves:

Vitae

Define Leadership

Who is this campaign about?

Qualities of a good candidate

What is this campaign about?

Two job duties as a candidate

SP 2.3 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>Argument</i> (Outcome 4)				
<i>Writing Mechanics</i> (Outcome 3)				
<i>Rhetorical Strategy</i> (Outcome 2)				
<i>Integrated Reading</i> (Outcome 3)				

SP 2.4 - Posterizing

You have your vitae. You have your research. You have read *Image-Making in the Post-Modern Age* (Olson, Finnegan, and Hope). Now, you have to create traction. You will need to make a poster that chrysalises your campaign. It should have:

Metaphor/Synecdoche

Representative Object that clarifies the candidate's objectives

Slogan

Phrase that Captures Essence of Campaign/Candidate

Problem/Solution

Both word and picture should clearly identify the candidate's solutions

SP 2.3 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>Visual Appeals</i> (Outcome 3)				
<i>Major Claim</i> (Outcome 3)				
<i>Synthesized Message</i> (Outcome 4)				
<i>Connection to Reading</i> (Outcome 2)				

MP 2.1: Humanize Me

This final paper will examine the difference between advertising, branding, marketing and creating (artistic and literary ventures). Being a Major Paper, you will write a **5-page** (minimum) Classical Argument using personal response, past research, classroom reading, and your own written/visual work **to answer the following prompt:**

What is the difference between brand, market, political texts versus literature — and which gives us a better glimpse into who we are as human beings?

Your primary goal should be to show the difference between the motivations of commercialism versus the motivations of the creative spirit. Before you write the paper, then, write a reflective response related to the questions below (to be handed in). These address the EWP Writing Outcomes, so be mindful of each outcome’s expectation as you answer. Answering these questions will also help you address the proper issues in your paper.

Paper Requirements

Paradoxical Introduction

(reflect on the nature of the different assignments and answer prompt with **Major Claim**)

Topic #1 - Straw Man (Outcome #1 - Audience/Situation)

- How did it feel creating someone?
- Why/How was it easy or hard?
- What was missing from the process?

Topic #2 - Advertising (Outcome #4 - Editing)

- What decisions need to be made to sell something?
- What role do evaluators play in the creation of an Ad?
- What happens to the final product through editorial review?

Topic #3 - Politics (Outcome #3 - Complex Arguments)

- What happens when a person, not an object, needs to be sold?
- What are different demands for media (writing, visual, audio-visual) in a campaign setting?
- What was your reaction to the feedback (to yours specifically and to the other candidates)?

Topic #4 - Literature and Art

- What is the significant difference between these texts?
- What are these people searching for, and do you think their desires are universal?
- What do their creative expression say about the Human Condition?

Conclusion (Outcome #2 - Evidence)

(Comparative OCI Paragraph — why your conclusion works best in comparison to alternatives)

SP 2.3 Rubric	Outstanding	Strong	Adequate	Inadequate
<i>Classical Argument</i> (Outcome 4)				
<i>Writing Mechanics</i> (Outcome 3)				
<i>Persuasion/Reflection</i> (Outcome 2)				
<i>Integrated Reading</i> (Outcome 2)				