

DAY/TIME: M-W 8:30-9:20; Th 8:30-10:20
WEBSITE: <https://canvas.uw.edu/courses/1263713>

INSTRUCTOR: Dr. Curtis Hisayasu EMAIL: curtish@uw.edu OFFICE HOURS: W: 2:30-3:30 (or by appt)
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COURSE GOALS: Welcome to TS English! This fall, we will face down one of the most challenging aspects of your college transition: **writing in an academic context**. No matter which major you chose to pursue, a part of your success at the university will be dependent on your ability to write effectively, persuasively and in a manner that is appropriate to your given audience and situation. In this course, we will demystify what it means to “write at a college level” by opening up conversations about basic **academic standards**. At the same time, we will learn how to approach writing from a **disciplinary perspective**, allowing you to assess the effectiveness of your own writing choices in academic contexts. These concerns can be broken down into six general goals:

- CONTEXT:** To make appropriate writing choices based upon a critical understanding of academic, disciplinary situations.
- ARGUMENT:** To produce complex and persuasive claims that matter in an academic context.
- ANALYSIS:** To build and support your argument through a purposeful analysis of evidence and assumptions.
- CONVERSATION:** To use research and analysis to situate your argument in relation to a larger academic conversation.
- ORGANIZATION:** To organize your analysis logically using a strategic line of inquiry and effective transitions.
- REVISION:** To develop strategies for identifying substantial issues in your writing and revising in order to strengthen the overall argument.

COURSE QUESTIONS: In the service of these goals, we will engage various literary and academic texts on the question of “**monstrous imaginations**.” Fictions about the fantastic, the horrifying, and the strange have always been a popular feature of human culture – a prominent aspect of its collective imagination. *Why do they have the power that they do? What function do they serve? Why are these the stories we like to tell ourselves? What forms does “monstrosity” take and what can it tell us about the culture that it emerges from?*

In our writing, we will investigate these questions, beginning with an extended analysis of Mary Shelley’s novel, *Frankenstein*. We will be aided, as we go, by other scholars who have also looked at the same questions. For literary scholars and historians, monster fictions speak of the underlying social issues, anxieties, and conflicts of their historical moment. In other cases, they show us how conflicts related to cultural, ethnic, or social difference have been understood or processed in public. Always, they connect to both the fears and desires of the culture at large.

As we learn to think about monster fictions, we will also be learning how to understand texts as socio-historical artifacts.

COURSE STRUCTURE/ORGANIZATION:

Sequences – This course is built around two short assignment sequences leading up to a final portfolio. Each sequence is made of assignments that are designed to explore the course goals and to give you the opportunity to apply them to your writing. A sequence will include one or more readings, lectures, some in-class activities, and several small paper assignments all leading up to a longer major paper. Chances to review and revise your work will also be built into our class time and assignment calendar.

Portfolio – The few weeks of our quarter will be devoted to activities and revision exercises that will assist you in assembling the quarter's work into a final portfolio. In it, you will choose a strategic sample of your course writing for extensive review and revision. A complete portfolio consists of the following:

- **All formal paper assignments completed and submitted for response**
 - **A revised version of ONE of the two major papers (including all drafts)**
 - **Revised versions of 2 of the shorter assignments (including drafts)**
 - **A cover letter explaining how the work that you have chosen fulfills the course goals**
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GRADING: The grading scale breaks down as follows:

Portfolio: 60% - The finished portfolio is a large portion of your final grade and will not be turned in until the finals week. **Please note that I will not be issuing any letter/number grades on your written work until this time.** Despite this, the portfolio will **not** be graded purely on general improvement, but upon whether the course goals have been met in an effective manner.

In-Class/Online Assignments: 20% - In each quarter, you will be responsible for various assignments outside of the papers which will apply to your portfolio. These will include class presentations, outlines or small writings due in class, online posts, and other materials related to the course theme and writing goals which must be turned in for credit.

Participation: 20% - Your participation in class discussion, group work and peer review will be greatly appreciated by me and will be an important part of determining your final grade. Do you arrive at class with the reading done, ready to discuss? Do you contribute to discussion and group activities? Are you an effective and responsible peer reviewer? Are you making use of the opportunities for learning in discussion? These questions will be important when I consider your participation for a grade.

Materials: Paper and pens for note-taking/daily activities

Frankenstein, Norton Critical Edition (ISBN: 978-0-393-92793-1)
Course Reader (avail at RAMS Copy Center on University Way)
Everyday Writer Grammar & Style Guide (ISBN: 978-1457600043)
They Say/I Say (ISBN: 978-0393617436)

Respect: Since discussion is so essential to the quality of this class, I expect that we shall work together to create an **atmosphere of respect**. Investigating representations of monsters will require us to interrogate complex histories of gender relations, religious and scientific thought, and other social issues. You need not agree with the arguments in the texts or with what others have to say – in fact, it is one of the course goals to think critically and question all sorts of perspectives (including your own). But academic discourse also requires that these disagreements be made with analytic rigor and respect. Respect for diversity is instrumental in creating a comfortable, safe classroom in which different ideas can be exchanged and differing points of view can be explored. **With that in mind, personal attacks, interruptions, and offensive or derogatory comments will not be tolerated under any circumstance.**

Late Work: Communication is key. Assignments that are not turned in by the beginning of class on the due date are considered late and will reflect poorly on your participation grade. If you cannot turn the paper in on the day in question, please let me know ahead of time, even if it is only a few hours before class. **Email is your best bet.** It will be your job to handle due dates, vacations, and even sudden illnesses in an organized and responsible manner. For planned absences, talk to me well in advance and be prepared to turn the work in early. For illnesses or unplanned absences, let me know your situation as soon as you reasonably can.

Accommodations: Your experience in this class is important to me. If you have already established accommodations with the TS Principal, **please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.** If you have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), we encourage you to communicate with us to design reasonable accommodations. Reasonable accommodations are established through an interactive process between you, the TS Principle, and your instructor(s). It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience,

or for organized religious activities. Students interested in requesting religious accommodations must contact the Transition School Principal in writing with their request within the first two weeks of the course. The written request should include the following information: Student Full Name, Course(s) that will be affected, Requested Accommodation, Date(s) Accommodation Needed.

Plagiarism: Plagiarism of any kind will not be tolerated. Plagiarism, or academic dishonesty, is **presenting someone else's writing or ideas as your own**. In your writing for this class, you are encouraged (in fact, required) to refer to other people's writing and ideas – **but you must cite them**. This means citing direct quotes from the text as well as citing paraphrased ideas or any information that is not general knowledge. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be reported to the TS principle. Also, be aware that web databases and the nature of the class work in this course make it absurdly easy for me to recognize and track down plagiarized work. So don't do it.

Making Appointments/Contacting Me:

I check my email daily and this is the best way to get a hold of me. I will do my best to respond to emails within 24 hours, though this does not necessarily hold over the weekends. I can not assume responsibility for emails that require a quicker response than this. Office hours and scheduled appointments are a good way to address larger concerns. Appointments scheduled outside of office hours should be made via email request.