

**ENGLISH 198, “INTERDISCIPLINARY WRITING/SOCIAL SCIENCES: PSYCHOLOGY,”
FALL 2009**

Section P: Mondays & Fridays, 9:30-10:20, MGH 082A (Classroom)
Wednesdays 09:30-10:20, MGH 82 (Computer Lab)

Section Q: Mondays & Fridays, 10:30-11:20, MGH 082A (Classroom)
Wednesdays 10:30-11:20, MGH 82 (Computer Lab)

Instructor: Daniel Griesbach Email: dgries@u.washington.edu Course website: http://staff.washington.edu/dgries/eng1198	Office: Padelford A-506 Office hours: Mondays, Wednesdays 12:30-1:30 and by appointment
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Do animals and humans have similar or different visual perception and how do we know?

Why is Sigmund Freud called the “father” of psychology? Do his ideas of the “unconscious” withstand scientific scrutiny?

Are recent high school grads more self-centered than previous generations? And if they are, so what?

These questions have some things in common: they are debated among psychologists, the evidence is mixed, and one’s answers have to be very qualified. They need to be answered, in other words, with the elements of academic writing, such as: carefully defined terms, identified assumptions, clarified reasoning, and a position established in relation to others’ writings on the topic. Academic writing contributes to solving problems that matter in particular field of study.

Welcome to English 198! This course is a writing class linked to Psychology 101. You will be asked to write papers and to learn skills for successful writing at the university. You will be challenged to practice the writing *process*, submitting drafts and revisions and working closely with me and your peers to develop your papers over several stages and assignments. Get ready to write and rewrite with an intensity and focus that may be new and unfamiliar, but which will prepare you for the kinds of writing you will do as a University of Washington student.

A “writing link” is a writing class “linked” to a lecture class, but separate from the lecture class in terms of its assignments and evaluation. You will be asked to write on a small handful of concepts introduced in Psychology 101, treating those ideas over a much longer period of time. Among other things, the writing in this class allows one to explore psychological topics extensively and from different perspectives. You will take several weeks working up to each paper, developing your work through short writing assignments, group work in class, drafting, peer reviewing, and conferencing one-on-one with the instructor.

Required Materials

- The Psychology 101 textbook
- A portable device for saving documents, preferably a removable USB flash drive (a.k.a. “jump drive” or “USB drive”).
- An active University of Washington e-mail account that you check daily.

- Access to a printer, for printing papers, some readings, and assignments. According to the need, some of the assignments are submitted digitally, some in hard copy.
- Diana Hacker, *A Pocket Style Manual* (available at the University Bookstore).

Grading

You are graded on five components: three papers on topics in psychology, a final portfolio assignment (an online portfolio presenting your quarter's work), and participation.

- Paper 1 (25%)
- Paper 2 (25%)
- Paper 3 (25%)
- Online Portfolio (10%)
- Participation (15%)

Papers will be graded on their overall quality and on the quality of revision from the draft/peer review stage to the final stage.

Participation consists of homework (including writings and responses posted online and short writing assignments for class preparation), in-class work (including participation in peer review, group work, and short written assignments in class), and conference preparation and participation.

Participation assignments receive 1, 3, or 6 total points. For the 3 and 6 point assignments, I will evaluate the completeness and quality of participation assignments with a point system:

- Full points: a completely thorough response to the assignment
- Two-thirds points: a mostly thorough response, but lacking either some specific aspect or general development
- One-third points: a response that significantly lacks care or development

Absences and H1N1

We are hearing particularly bad forecast for the flu season. The University of Washington is encouraging students, faculty, and staff who become ill to stay at home until at least 24 hours after they are fever free, without the aid of fever-reducing medication. Please honor this request if you experience flu symptoms. More information on H1N1 is available at <http://depts.washington.edu/chsweb/h1n1/>

I am happy to work with you in this course to ensure your progress if you need to miss some classes or conferences because you have become ill. *The main point is to contact me right away if you are missing class due to illness and stay in contact by email and the course website.* I can allow make up work if you have contacted me in advance that you sick. But I cannot allow make up work if you are absent without contacting me. If you send me an email, you can be sure to hear back from me.

Revision (vs. Editing)

Part of the grade for each paper will reflect the quality and extent of revision from the peer review version to the final version. We will have the opportunity to discuss strategies for revision. But for now, know that revision means something different than editing. Editing means correcting errors and improving the effectiveness with which the ideas are presented.

Revision, on the other hand, means a conspicuous and meaningful change in the ideas themselves and/or the approach with which the essay engages those ideas.

I strongly encourage visits to the free and immensely helpful campus writing centers, which are staffed by trained writing tutors eager to help make your writing and revision process more successful.

- Odegaard Research and Writing Center: <http://www.depts.washington.edu/owrc>
- Clue Writing Center: <http://depts.washington.edu/clue>

Late Policy

In this class, you will be expected to develop and exercise time management skills in writing and submitting papers. A late paper will have .2 grade points deducted for submission after the time the paper is due and .1 for each following day until it is turned in.

Technology failure is not an excuse for late work: back up your work frequently and use the “double-save” method (which I’ll describe in our first meetings) for bringing digital assignments to and from the lab.

Most participation assignments are for class preparation and therefore will be worth partial credit if turned in late. They are not accepted after the paper sequence to which they correspond is over.

The Computer-Integrated Classroom

You will be using the computers in the lab for group discussions, to draft papers, to comment on the papers of your peers and to keep a record of your written work. You may need to put in time and effort early in the quarter in order to become comfortable with the computer skills necessary for success in this class. Instructions for all the programs we will use and tasks we will perform are described in the *Online CIC Student Guide*:

<http://depts.washington.edu/engl/cic/sgonline/>

Be sure to consult this source as often as you need and come to office hours if you need additional help.

You will need to bring your paper drafts and/or final versions to class on the due dates in various formats, as specified in the particular assignment. Bringing your paper on a disk or USB drive and saving it to your network folder will be your responsibility.

We will be using Microsoft Word as our word processing program. If you choose to use any other word processing program, you are responsible for learning how to convert your assignments into Word format *prior to the due date*. Be sure to consult the online “a quick guide to document conversions” in the *Online CIC Student Guide* (or see me if you have questions about how to do this).

In order to complete assignments for this class, you may need to use the CIC computer classroom outside of class hours. Hours when the lab is open for use by students enrolled in CIC classes are posted in the room. During these times, a lab technician will ask you to sign in and will be there to help with the computers if you need. You *cannot* use the lab during non-posted times, such as during other classes or the breaks scheduled between.

Academic Integrity

Quoting and paraphrasing outside sources and proper documentation of these sources in your writing will be one of the topics in this course and one of the expectations of the papers. According to university and departmental policy, plagiarism – passing someone else’s work off as your own – is cheating and thoroughly unacceptable. If sources are used more or less correctly but there are some problems quoting, paraphrasing, or citing, I will return the paper to you to fix the problem before I grade it. If I find an assignment that is plagiarized to a very large and egregious extent, I am obligated to turn it over to the College of Arts and Sciences review board. They take disciplinary steps, which could include noting the instance on your transcript. If you are having difficulty using sources or completing an assignment, you should come and talk to me – we can work together to overcome any writing difficulty you are experiencing.

Requirement for Passing

Since this is a writing course, you must write all the papers with a revision for each. Not writing all of the papers can be grounds for gaining a zero grade in the class. Every paper that gets a grade must go through draft and revision. No credit in the course is possible if the major paper requirements are not completed.

Conferences and Office Hours

You are required to attend three conferences with me during the quarter. Feel free to come to my office hours or make an appointment to see me at other times during the quarter if you need.

The Big Picture

Now that I’ve enumerated all these details, let me say I look forward to meeting you individually and teaching you to improve your college writing skills!

Reading and Paper Schedule

Because of the nature of a small, intensive writing course, this schedule is subject to change. Due dates for participation assignments will be distributed weekly.

	Monday	Wednesday (lab)	Friday
Week 1 9/30, 10/2		1 st day of class; Working in the Lab,	Jastrow's illustration, Perception/Sensation
Week 2 10/5, 10/7, 10/9	Animal perception: Pepperburg	Paper 1 prompt	Pepperberg, cont.
Week 3 10/12, 10/14, 10/16	Pepperberg, cont.	Paper 1 draft due Peer review	Peer reviews due
Week 4 10/19, 10/21, 10/23	Conferences (no class held)	Conferences (no class held)	Conferences (no class held)
Week 5 10/26, 10/28, 10/30	Paper 1 due Begin Westen	Freud and Psychological Science: Westen	Westen, cont.
Week 6 11/2, 11/4, 11/6	Westen, cont.	Paper 2 draft due	Peer reviews due
Week 7 11/9,11/11,11/13	Conferences (no class held)	Veterans Day	Conferences (no class held)
Week 8 11/16, 11/18, 11/20	Paper 2 due Narcissism intro.	Narcissism among College Students: Twenge	Narcissism among College Students: Trzesniewski
Week 9 11/23, 11/25, 11/27	In-class Debate	Portfolio Assignment	Thanksgiving (11/26-27)
Week 10 11/30,12/2,12/4		Paper 3 Peer review	Peer Reviews Due
Week 11 12/7, 12/9, 12/11	Conferences (no class held)	Conferences (no class held)	Conferences (no class held) Portfolio due online
Finals Week 12/14-18	Paper 3 due		