

TCORE101 A: Introduction to Academic Writing
“Creating an Impact After the Impact: Responding to National Events”

Class Times	MW 8-10:05 am	Our class meets in CP324
Office Hours (also by appointment)	Tuesday 2:30-3:30 pm Wednesday 12:50-1:50 pm	My office: BHS 105
Contact	leannelb@uw.edu	

TCORE 101 Instructor: LeAnne Laux-Bachand
Librarian: Anna Sayler

Course Description

How do people respond in writing, image, and sound to major events such as 9/11? What makes something an “event” that seems to call for a response, and what kinds of texts do people create soon after it happens compared with years later? As we grapple with these and other questions, we’ll look at a variety of texts, including movie reviews, radio interviews, poems, and a Congressional report, and we’ll build our academic reading and writing abilities as we respond to such events ourselves. All the while we’ll ask questions, make academic arguments, explore complications, and revise our thinking – in conversation, through reading, and in writing.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

- formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- enter/place yourself into an existing dialogue (intellectual, political, etc.).
- identify, analyze, and summarize/represent the key elements of a text.
- recognize the value of obtaining a historical perspective of events as being relevant and useful to guide future decision-making.
- approach complex issues by taking a large question and breaking it down into manageable pieces.

- make meaningful connections among assignments and readings in order to develop a sense of the “big picture.”
- collect, evaluate, and analyze information and resources to solve problems or answer questions.

Required Texts and Materials

They Say/I Say: The Moves That Matter in Academic Writing, 2nd Edition by Cathy Birkenstein and Gerald Graff (available at the University bookstore; ISBN 978-0-393-93361-1)

Course packet (available at the Copy Center)

A notebook

Pens or pencils

Access to Canvas and a computer (you may bring a laptop on draft days)

Course Requirements

Genre Discussion Leader

Everyone will have a chance to lead the class discussion about one of our course readings. Your discussion will be informal and will focus on the genre of the reading for that day. For the day you lead the discussion, you’ll also find another two examples in that genre on the topic of 9/11 or on another event of your choosing, and you’ll share these with the class.

Genre Write Ups (6 total)

These write ups will be 1 typed page, single-spaced, mini-rhetorical analyses of 6 genres of your choosing from our coursework (one of the six must be the genre you lead discussion on). Three genres will be from the first half of the quarter and 3 from the second (see calendar for more info).

In-class writing exercises

1 point each. These informal exercises will allow you to practice the skills you learn from *They Say/I Say* and will help both of us see what you understand and what you might be struggling with. If you’re absent, texting, sleeping, talking too much with your classmates, etc., I will speak to you about it after class and then after that, if it continues, you’ll lose a point for each time you’re disruptive. Every two times you’re late, you’ll lose a point. Basically, show up engaged, keep track of your points on Canvas, and talk to me about your concerns, especially if someone else is disrupting your learning – I might not know there’s a problem unless you tell me. Remember, I’m hearing impaired – people who sound loud to you might sound quieter to me ☺.

Annotation notebooks

In addition to the in-class writing exercises, I’ll be asking you to keep a notebook with your reactions to our course readings. This will also be informal, in-class writing at the beginning of most classes. In addition to helping you process the reading, this notebook will give you additional practice quoting, paraphrasing, and citing specific passages – passages you can use later in other assignments, if you choose. I’ll collect these periodically.

Rhetorical analysis

3-4 pages typed, double-spaced. This will be a revision of one of your genre write ups.

Synthesis essay

5-6 pages typed, double-spaced. This paper will synthesize two of the course readings, making an evidence-based argument for how they're in conversation with one another and how their concerns might look different in a different, third genre (one we've discussed in class or a genre of your choosing).

Final project + Rationale + Presentations

The final project for this course will be your response to a post-9/11 national or international event of your choosing, in a course-explored genre of your choosing. You will also submit a written rationale explaining why you chose the genre and how you're revising/re-envisioning your earlier writings/text reactions for this final project. For example, you could perform a monologue, write a profile of someone, make a commercial or write a song. Now, if all of this sounds scary to you/too creative for you, don't worry. You will also have the option to write a more traditional essay. Whatever you choose to do, we'll spend one of the last class meetings sharing works-in-progress; these informal presentations will allow you to get feedback on your project (and to see what your classmates have been doing).

Group readings on new events

In order to prepare for those final projects, near the end of the quarter you'll participate in a group project where you'll select a reading for the whole class on a post-9/11 event of your choosing. Each group will choose an event, a reading, and lead class discussion (for a portion of a normal class time, not the whole class). The discussion should include some information about the reading's genre features and some sort of in-class writing activity.

Two office hour visits or appointments

Finally, last but definitely not least, I'll expect you to visit my office hours or arrange an appointment with me twice. We can conference on an essay draft, review a homework assignment, discuss a reading, brainstorm your final project – the choice is yours. The only requirements are that you visit once in the first half of the quarter and once in the second and that you arrive prepared – with questions, with any materials we'll need for our discussion, etc.

Grading

Your final grade will be determined by the following:

Genre Discussion Leader: 6 %

Genre Write Ups: 6 write ups, 3 % each = 18 % total

In-class writing exercises: 10 %

Annotation notebooks: 10 %

Rhetorical analysis: 10 %

Argument/Synthesis essay: 15 %

Final Project + Rationale + Presentations: 20 %

Group readings: 5 %

Office hour visits: 2 at 3 % each = 6 % total

Note: this course counts as fulfilling the composition requirement for graduation from UWT if the student achieves a 2.0 in the course. If you do not achieve a 2.0, you will need to take TWRT 131.

Late work:

I will accept late work 24 hours after the due date for reduced credit (an A becomes a B, etc.). In-class writing points cannot be made up because of absence. Please also see:

<http://www.tacoma.washington.edu/enrollmentservices/grading.cfm>

Writing Requirements

I'll give you specific instructions for each assignment, but everything you turn in (whether digitally or in hardcopy) should follow MLA formatting guidelines (we'll discuss these in class).

Teaching and Learning Center

The TLC is located in the Snoqualmie building and provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

Please also see: <http://www.tacoma.washington.edu/tlc/>

Academic Honesty

To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. Plagiarism includes taking credit for ideas which are not yours (this includes but is not limited to direct quotes) and even recycling work that you've done for another class without getting permission from both instructors involved.

The penalties for plagiarism can be quite steep, including flunking the class, being put on disciplinary probation, and having a record of the plagiarism in your student file (all things you probably want to avoid). Receiving a late grade or even a zero on an assignment is always better than plagiarizing.

The reason that plagiarism is such a big offense in the college setting is that your ideas and the work that comes from them (for example, your writing) are your currency in academia. Thinking is your job. A salesperson's success is measured by how much she sells, a lawyer's by the cases he wins. As a member of the university, your success is determined by your unique thoughts and approaches to complex issues and how you work to refine and present them. To plagiarize is, essentially, a form of stealing academic currency. For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/issue1/honesty.htm>

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see: <http://www.tacoma.washington.edu/library/>

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. See the In-class writing exercises section under Course Requirements for more information.

E-mail Policy

Email is a good way to reach me. I will respond to all email within 48 hours. I also encourage you to visit office hours or make an appointment if those times do not work for your schedule. Please also see:

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Disability Support Services

The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. To schedule an appointment with a counselor, please call (253) 692-4522. Consult the web page below for a complete description of services:

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Campus Safety Information

http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf

Escort Service

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, check your email. I will send an email if I'm canceling class or postponing assignment due dates.