

**TCORE 101**  
**“I’m Batman”: Intersections of Pop Culture and Identity**  
**SLN: 21328**

<b>Class Time &amp; Location</b>	Tuesday/Thursday 10:20—12:25	WCG 110
<b>Instructor</b>	Caitlin Carle	
<b>Contact Information</b>	Email – Recommended that you use the Canvas inbox  Or: <a href="mailto:ccarle@uw.edu">ccarle@uw.edu</a>	<b>Office Hours Info:</b> <b>Keystone 206</b> Tuesday: 9:30—10:15 Tuesday/Thursday: 12:30—1:15PM  Or by appointment (email me)

**Librarian:** Justin Wadland

**Academic Adviser:**

**COURSE DESCRIPTION**

As consumers of popular culture, most of us are guilty of defending our favorite TV shows long after they’ve been cancelled, arguing about the likability of a hero in a film, or even debating the merit of trash TV. In an era where you can take Facebook quizzes to determine which super hero or *Sex and the City* character you most resemble, it is important to question why our relationship with such cultural texts *matters*. This course will interrogate the relationship between popular culture, representations of identity, and its consumers. We will examine texts ranging from YouTube memes to award-winning television shows in order to question how and why these texts create meaning for viewers. We will work to bring outside voices and ideas into conversation with our own regarding cultural texts, and by writing about works that we may not easily consider “academic,” we will practice skills of interpretation and reflection in order to ask “Why *do* these texts matter to us?”

**Some composition-based questions we will explore this quarter:**

- How does our writing fit within ongoing conversations?
- What rhetorical tools do writers use to make their works more explicit and engaging?
- What writing processes can help guide me toward a complete work?
- Who is meant to read my writing? How can I write for a specific audience?

**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.

## REQUIRED MATERIALS

- Signs of Life in the USA: Readings on Popular Culture for Writers, 7<sup>th</sup> edition. Editors: Maasik and Solomon. Bedford/St. Martin's, 2012.
- Access to our Canvas site
- USB drive, or reliable email to send yourself drafts (for days when we do review)
- Writing materials each class period—you do NOT have to have a journal dedicated to this class. But make sure you don't lose any in-class writes.

## LEARNING OBJECTIVES

### →Critical Thinking, Reading, and Writing:

- reading and writing for inquiry, learning, thinking, and communicating
- employing skills of summarization, evaluation, analysis , and synthesis of outside ideas
- entering into a conversation with outside ideas in order to make new, original arguments in writing

### → Rhetorical Strategies:

- building a larger understanding of the rhetorical purpose of academic writing
- working to develop a voice of authority in response to uncertainty in writing
- exploring the ideas of those who have dissimilar life experiences or even complicating arguments in order to develop your discussion

### →Self-Assessment

- developing a working vocabulary in regard to the writing process in order to discuss work with others
- exploring the ways in which peer response can positively complicate the writing process
- assessing how one's personal experiences, perspective, and voice can work in response to the discussion at hand (both verbal and written)

## COURSE PRACTICES

All the work in this course will be organized around the interdependent acts of reading, writing, and discussion. The goals of this course culminate in you becoming a better, more conscious language user, so what we do in 101 is designed to be completely inter-connected. I'll work to make these connections explicit but please try to integrate them on your own, as well.

### Writing Projects:

The formal writing assignments in 101 are sequenced to teach you how to generate and develop ideas from academic reading, how to focus and shape those ideas into cohesive and organized papers, and how to write in a style appropriate for the various disciplines in the university. There will be three larger writing projects, each taking ~1/3 of the quarter.

### Coursework:

This is a class where we **use** writing to discover and learn instead of just doing writing to show others what we know. It is also a place where we learn **how writing works** by experimenting inside it. Every day I'll be asking you to write in and out of class. Between formal drafts of class projects, you will complete **smaller writing assignments (journals, etc.)** to apply various techniques for development, focus, and style. This practice work is brief, rarely more than a page or two. It will be up to you to use the feedback on these pieces to revise your whole papers.

### Discussions:

We will discuss nearly everything in this class—seriously. I will, of course, lead larger group discussions many days, but you will be responsible for taking part in small-group discussions at least once a class period. This will require you to be prepared for class and engaged with the ongoing conversation.

### Planned Extra Credit Opportunities:

- Halloween (Thursday, 10/31) – If you dress up as any pop culture figure/character/etc and are willing to explain who this costume represents, you can earn a small amount of extra credit. If this opportunity presents a problem for you religiously or personally, please talk to me, as we can devise another option.
- Visiting Speakers to Campus: (To be announced)

### EVALUATION

<b>COURSEWORK</b>	<b>30%</b>
<b>PARTICIPATION</b>	<b>10%</b>
<b>ESSAY 1</b>	<b>20%</b>
<b>ESSAY 2</b>	<b>20%</b>
<b>ESSAY 3 PROJECT</b>	<b>20%</b>

Final grades in the “A” range (4.0) will be reserved strictly for exceptional work. “B” grades (3.0) will be considered for work above the average. “C” grades (2.0) will reflect the typical expectations of college work for a freshman-level class. “D” grades will be for work below assigned expectations. “F” grades will be for work that does not meet any of the assigned standards.

### UWT Grade Scale:

Letter grade	Grade Point Equivalent & % Notes
A	4.0 (94% and above)
A-	3.5 - 3.8 (93%)
B+	3.2 - 3.4
B	2.9 - 3.1
B-	2.5 - 2.8
C+	2.2 - 2.4
C	1.9 - 2.1
C-	1.5 - 1.8
D+	1.2 - 1.4
D	0.9 - 1.1
D-	0.7 - 0.8 Lowest passing grade
E	0.0 Failure or Unofficial Withdrawal.
	No credit earned.

### CLASS POLICIES

**Late Work:** Late work is annoying for a lot of reasons. I generally do not give full credit for any assignments turned in beyond the class period in which they are due. However, I am more likely to be lenient if you **get in touch with me before class** to discuss your situation. Don't skip class just because you didn't do the homework. Most days, you will still be valuable to the class conversation even without your HW. If you miss class and would like to turn an assignment in for full credit, it must be received before the end of our class period via email or other means.

**Communication:** I am fairly available via email. Because I get a zillion emails a day on my main address ([ccarle@uw.edu](mailto:ccarle@uw.edu)), **I recommend that you contact me through the Canvas email system, instead.** If

you email me please give me at least 12 hours to respond. When you email me, it would do you well to have a salutation (“Hi Caitlin,”) and to sign your email (“Thanks, [your name]”). Believe me, this has more of an impact on my mood when responding than I’d like to admit!

**Participation Grade:** Your participation grade for this course relies on two things: your being present for our class activities and your preparedness for class. If you come to a draft day without a draft, regularly come to class without having your reading done, and/or don’t take part in group conversations, this grade will take the heat.

**Conduct:** This is a college course, and therefore this institution, your classmates, and I have high standards for your behavior during this quarter. Any conduct that makes our learning environment less safe or impedes another student’s learning is absolutely unacceptable. There is a zero-tolerance policy in place in this class; if I believe any student is infringing upon another student’s right to learn in this class, s/he will be removed from the class period, and his/her place in our class will be up for discussion.

**Electronics:** While we will have times during writing sessions where you may listen to music, it makes me CRAZY when a student has headphones in/on during class discussions. **Please remove both earbuds when in our classroom.** Please turn your cell phones to silent or vibrate when you enter class. If you are expecting an important call, you must leave the classroom to take it. Be respectful in not disturbing others. If you are texting during class, I will ask you to leave—no hard feelings, it is just extremely distracting, and I’m nosy.

**Plagiarism and Academic Dishonesty:** Plagiarism occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that is dishonest, and robs you of the most important product of education---the actual learning. Plagiarism includes using someone else’s words as your own without noting it in your text, submitting someone else’s work as your own, and submitting papers for this class that you have submitted to others (without the permission of your previous teacher as well as my permission). If I suspect academic dishonesty, I will discuss it with you; plagiarism will result in a failed assignment. **Repeated plagiarism (whether fully intended or not) or cheating will result in your failing this course. Talk to me if you are struggling—plagiarism is much less productive.**

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>

## **SUPPORT SERVICES**

**Teaching and Learning Center:** The TLC is awesome and FREE! It provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. They are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

**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/>

**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](http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm)

### **CAMPUS SAFETY INFORMATION**

[http://www.tacoma.washington.edu/safety/emergency/Emergency\\_plan.pdf](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 there is sketchy weather, check your Canvas email. Even if class is cancelled, I may have you submit assignments online and/or assign work for the next class. It is still your responsibility to check (even if you are making a snowman at the same time).

I look forward to a great quarter in this class! ☺