

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

Class Times	MW 1:30 pm-3:35 pm	Our class meets in CP334A
Office Hours (also by appointment)	Monday 9:00 am-10 am Tuesday 2:30-3:30 pm	My office: BHS 105
Contact	leannelb@uw.edu	

**TCORE 101 Instructor: LeAnne Laux-Bachand**

Librarian: Justin Wadland

Academic Adviser:

**Course Description**

How do people respond in writing, image, and sound to major events such as 9/11, Hurricane Katrina, or more recent events? 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, from essays and television episodes to songs and commercials, 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, 2<sup>nd</sup> 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**

#### ***Coursework and participation:***

We are creating a classroom community of inquiry, learning, and respect, and your presence and contribution are vital. In order to succeed as a class, we need active participation from all members. This means that you should come to class (obviously), do the assigned reading, and engage with the course material, your own learning of that material, your classmates, and me. You will also be required to make and keep two conference appointments with me, in which we will discuss your writing and plans for Essays 1 and 3. Each week, you will have homework assignments that you will turn in online on Canvas (or in hardcopy in class). These assignments will often include summaries and analyses of class readings. You will also have in-class writing assignments, which will include exercises, quizzes, and informal reading responses. These will be worth 1 point each. They will help both you and me understand what you took away from each class.

Here are some ways for you to negatively affect your coursework and participation grade: arrive late or leave early, use electronic devices at inappropriate times (which are most of the time during class meetings), sleep, distract yourself and others by holding side conversations. Try not to do these things! Instead, come to class with purpose (like getting your questions about the reading answered) and get the most out of each class!

#### ***Essays:***

You will write three essays during the course of this quarter, each of which will be longer, more complex, and worth more of the final grade than the last. The first essay will be 3-4 pages and focus on the 9/11 texts, the second essay will be 5-6 pages and in response to the Hurricane Katrina texts, and the third essay will be 7-8 pages, involve library research, and integrate a national event of your choosing with one or more texts used in your first or second essay.

***Presentation:*** At the end of the course, we will devote time to in-class presentations on your third essay, which you will submit during Finals Week. In the presentations, you will share the

major claims, evidence, and highlights of your essay with the class. We will discuss presentation options later in the quarter, but all presentations must be 5 minutes long and involve a spoken and visual component.

### **Grading**

Your final grade will be determined by the following:

Coursework and participation: 25%

Essay 1: 15%

Essay 2: 20 %

Essay 3: 30%

Presentation: 10%

*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 not accept essays (in draft or final form) late. I will accept one homework assignment one class period late for 50% credit, but only if you have a conversation with me about it prior to the date it was originally due. 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. As you will see in the calendar portion of the syllabus, nearly every day you will turn in writing or have in-class writing assignments (worth 1 point each). The assignments are designed to reinforce essential skills and build on one another to help you develop and refine your own writing process. Please submit all assignments to Canvas (or bring a printed copy to class) on the days for which it is listed.

### **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 Coursework and Participation section 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](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](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 not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

**TCORE 101B Schedule – Draft**  
 (subject to change with notice based on class needs)

<b>Date</b>	<b><i>Assignments due the day they are listed (in italics) and in-class writing/discussion topics</i></b>
W Sept 25	Course introduction, first-day writing, and MLA citations
M Sept 30	<i>“What I See When I Look at the Face on a \$20 Dollar Bill” and TSIS 1-14</i> ; summary and opening writing prompt
W Oct 2	<i>Read and summarize TSIS 19-41</i> ; plagiarism, quoting and preview of “Falling Man” articles
M Oct 7	<i>“Falling Man,” “Surviving the Fall,” and summary with quoting</i> ; analysis
W Oct 9	<i>Analysis of one of the “Fall” articles</i> ; claims, evidence, and additional responses to 9/11
M Oct 14	<i>“Ten Years In” and TSIS 68-75</i> ; synthesis and excerpt from the Gaudet film 9/11
W Oct 16	<i>Synthesis with two parts of “Ten Years In,” TSIS 55-67</i> ; selections from the film 11/09/01 and preview of Essay 1
M Oct 21	<i>“Conjuring Trauma” and TSIS 92-100</i> ; revisiting claims and evidence with the “so what?”, preparing for Essay 1 workshop, and conference sign ups
W Oct 23	<i>Essay 1 draft</i> ; essay workshop
M Oct 28	<i>Essay 1</i> ; metacommentary
W Oct 30	<i>“A Moment of Clarity?”</i> , <i>“Introduction: Old and New Media After Katrina”</i> ; agreeing/disagreeing and an excerpt from the film <i>When the Levees Broke: A Requiem in Four Acts</i>
M Nov 4	<i>“In Desperate Need (of a Makeover)” and agreeing/disagreeing with a Katrina text</i> ; anticipating objections, additional responses to Katrina, and an excerpt from the film <i>Trouble the Water</i>
W Nov 6	<i>“Moving Testimonies” and anticipating objections with a Katrina text</i> ; Essay 2 brainstorming and workshop preparation
M Nov 11	Veteran’s Day – no class

W Nov 13	<i>Essay 2 draft; essay workshop</i>
M Nov 18	<i>Essay 2; metacommentary, Chevy Silverado commercial, and reaction writing</i>
W Nov 20	<i>“Post-Katrina Survivor’s Guilt,” “American Tragedies, to Sell Trucks” and TSIS 105-118; library research and reading selections for other national events</i>
M Nov 25	<i>Class-selected readings on other events; reviewing rhetorical moves, brainstorming for Essay 3, and preparing for class presentations</i>
W Nov 27	<i>Essay 3 plans and reading TBA; workshops of Essay 3 plans, Essay 3 outlines, conference sign ups, and closing writing prompt</i>
M Dec 2	<i>Presentations (half the class); Q and A and suggestions for presenters and conferences (half the class)</i>
W Dec 4	<i>Presentations (half the class); Q and A and suggestions for presenters, course evaluations, and conferences (half the class)</i>
M Dec 9 by 3:30 pm	<i>Essay 3 (submit to Canvas only)</i>