

TCORE101E, Introduction to Academic Writing:  
Service Learning and Composition: Change the World!



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**Office:** BB102R (Come through the *Academic Advising Center*, stop at the front desk and have them call my office: I will come out to meet you and escort you back!)

**Telephone:** 253-692-4786

**Location:** BB#106

**Meeting Days:** T/TH, 10:20 – 12:25

**Office Hours:** T/Th 9:00 – 10:00 a.m., and by appointment

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MAT103

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**Course Description**

This is a course in **academic writing**, the theme of which is **Service Learning: Change the World**.

**The subjects of your papers** will come from 1) written texts and 2) your own research and fieldwork. The readings, along with your own experience of such service, will provide a rich context and audience for your writing assignments. We will start our **inquiry into the social concerns of our community**, such as illiteracy, elder care, lack of access to adequate housing and food, and environmental issues in Tacoma and the surrounding issues.

You will be writing 2 **formal papers, as well as informal responses to the readings**. These daily writings (which are abbreviated DW on your schedule of assignments) will be graded at random. Brief, regular discussions of your work in a series of writing workshops throughout the quarter will help you to articulate your ideas.

It is important to remember that writing is a **practice**. Writing does not happen in a vacuum—getting feedback all along the way while composing a paper is crucial to your **process** as a writer.

**Basic Expectations: First**, this course will work best if we are all actively engaged. This means that you will need to participate in all class discussions, ask questions that are relevant and move the discussion forward, share all work in progress, and respond thoughtfully to the drafts of other writers. You are, thus, expected to attend class regularly.

**Secondly**, all assignments must be turned in on time. I do not accept late papers. Coming to class without a draft when one is due results in a zero and an absence for that day.

**In addition**, it is essential to understand that you will be collaborating with classmates and community partners during much of the quarter. Others will be relying on you and therefore it is vital that you demonstrate motivation, respect, and accountability during the community projects.

**Lastly**, understand that most of your learning will take place **outside** of the classroom. I would encourage you to view my office hours as an extension of class time—if you would like to continue discussing an issue with me that we did not have time to cover in class, if you have questions that were not answered, if you have an exploratory draft you want to discuss: this is what office hours are for.

### Learning Goals and Objectives

#### Learning objectives specific to Academic Writing:

- Create and sustain an original, **thesis-driven argument**
- **Define** academic writing as an academic **discipline**
- **Summarize** main arguments in texts
- **Synthesize** readings in support of an argument
- **Analyze** key ideas within academic articles and represent those ideas in your papers
- **Apply strategies** for planning and composing a paper
- **Revise** papers to improve both content and structure
- **Do research** through UW Tacoma library
- **Give and receive real time feedback** on your work

## TCORE Student Learning Objectives

- Develop your **academic voice**: become part of the conversation!
- Think **outside of the box** of your own cultural norms and values
- Reflect on your own learning (**metacognition**): personal, academic, social strengths as well as how to address weaknesses in these areas
- Take the **big questions** (the problem of homelessness, literacy, hunger) and learn strategies and techniques to break them down into manageable pieces for analysis and argument
- **Make meaningful connections** between readings, experience and written assignments

### Required Texts:

Deans, Thomas. *Writing and Community Action: A Service Learning Rhetoric with Readings*. New York: Longman, 2003.  
Graff, Gerald. *They Say, I Say*. W. W. Norton & Company, 2<sup>nd</sup>. Ed. 2009.

**Handbook:** <https://owl.english.purdue.edu/owl/section/1/>

On this website, you will find help with all manner of subjects related to writing. You will see that sections of this website have been assigned throughout the quarter on the schedule of reading assignments (pp. 5 – 7 of this syllabus)

### Required Technological Access:

A Canvas Account  
A UW email account

### Other required materials:

- A small notebook for keeping a journal
- Loose-leaf paper for Daily Writings
- Three colors of highlighters: yellow, and two other colors

### Assignments:

**Class Participation:** 5%: includes turning in a portfolio of your writing at the end of the quarter, coming to class on time, being prepared and paying full attention during class, following directions, being informed, working well with your peers.

**Daily writings (DW):** 15%

**Two essays** with revisions: 55% (Essay #1, 25%, Essay #2, 30%)

**Annotated Bibliography:** 5%

(Draft of each essay count 10%; the finals count 15 and 20% respectively)

**Individual Writing conferences**, weeks 4 and 9: 10% (5% each)

**8 hours of service** at one of the following (or a combination of) organizations: 10%

You will provide a log of your hours at the end of the quarter, along with a reflective paper about the experiences you've had. We will accomplish 6 hours of this service together as a class, so you will need to find an organization with which to serve the remaining two hours with a partner.

**NOTE: Do not go alone to volunteer. It is important for a couple of reasons: safety, as well as the learning experience—you want someone else in this class to experience a similar event so that you can discuss it and enrich each other's understanding.**

### Community Service Organizations

Below is a list of service organizations I have contacted to work with us this quarter. Some of these organizations will be sending guest speakers in, and others we will be visiting during class hours. You may also schedule time with your partner to accomplish two hours of service with any of these organizations, or you may choose one on your own.

- **Franke Tobey Jones:** <http://www.franketobeyjones.com/make-a-gift/volunteer/>
- **Write@253:** <http://write253.wordpress.com/get-involved/>
- **Green Tacoma Partnership** (Many weekend options)  
<http://tacoma.cedar.greencitypartnerships.org/event/map/>
- **Northwest Harvest** (Note: they are up in Kent, so that may be great for our if you live up north, Saturday opportunities: <http://www.northwestharvest.org/kent-warehouse>)
- **World Vision:** [http://www.worldvisionusprograms.org/pacific\\_northwest\\_volunteer.php](http://www.worldvisionusprograms.org/pacific_northwest_volunteer.php)
- **Habitat for Humanity:** <http://www.tpc-habitat.org/>
- **Boys and Girls Club of South Puget Sound:** <http://www.bgcsp.org/volunteer>
- **Tutoring/mentoring opportunities, Find an Hour:** <http://findanhour.wordpress.com/find-your-hour/>
- **Tacoma Rescue Mission:** <http://www.rescue-mission.org/>

UW Tacoma Grade Scale		
Letter grade	Grade Point Equivalent	Number Grade Equivalent
A	3.9 - 4.0	95 - 100
A-	3.5 - 3.8	90 - 94
B+	3.2 - 3.4	86 - 89
B	2.9 - 3.1	83 - 85
B-	2.5 - 2.8	80 - 82
C+	2.2 - 2.4	76 - 79
C	1.9 - 2.1	73 - 75
C-	1.5 - 1.8	70 - 72
D+	1.2 - 1.4	66 - 69
D	0.9 - 1.1	63 - 65
D-	0.7 - 0.8	Lowest passing grade
E	0.0	Failure or Unofficial Withdrawal
	No credit earned.	

See grading policies at the University of Washington, Tacoma,  
<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

**Academic Standards/Plagiarism:** All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. 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. See the following website for more information <http://www.tacoma.uw.edu/enrollment-services/academic-honesty>

### SCHEDULE OF ASSIGNMENTS AND DUE DATES

WEEKS	Tuesday	Thursday	Papers
J 7, 9	<p><b>Introduction</b> to the course, explanation of texts, assignments</p> <ul style="list-style-type: none"> <li>• <b>Michelle Harper</b>, <i>Associate Director of Student Development</i>, special guest speaker</li> <li>• “On Compassion” (handout provided) and the first in a series of <i>Daily Writing (DW)</i> assignments</li> </ul> <p><b>Homework:</b> review the OWL website:  <a href="https://owl.english.purdue.edu/owl/section/1/">https://owl.english.purdue.edu/owl/section/1/</a></p>	<ul style="list-style-type: none"> <li>• <i>Daily Writing 2</i></li> <li>• Read Chapter 1, <i>Writing as Social Action</i>, pp. 1 – 24, “The Lesson” by Bambara, pp. 193 – 200 and “Nickel-and-Dimed: On (Not) Getting By in America,” by Ehrenreich, pp. 207 – 232; 245 - 248</li> <li>• Read pp. 1 – 15 in <i>They Say, I Say</i></li> <li>• Discussion of the OWL website on writing: be prepared to answer the question “<b>What is academic writing?</b>” based on your reading of the materials on the website.</li> </ul>	DW, Jan. 7 and 9
J 14,16	<ul style="list-style-type: none"> <li>• <i>Daily Writing 3</i></li> <li>• Read Chapter 2, “Writing Your Life,” pp. 25 – 67</li> <li>• Read pp. 19 - 51 in <i>They Say, I Say</i></li> <li>• Read the description of Paper 1, Comparative Analysis on your syllabus (pp. 10 – 12) and be prepared to discuss today!</li> <li>• Guest student speaker from Volunteer Services, UW Tacoma: Be prepared to take notes and ask questions that are relevant to our course theme</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Daily Writing 4</i></li> <li>• Chapter 2, continued, “What is Literacy?” pp. 68 – 93;</li> <li>• Homework for January 21<sup>st</sup>, research WRITE253: what is it, what is its mission, who does it serve, where is it located, who started it, etc.</li> <li>• Stasis theory:  <a href="https://owl.english.purdue.edu/owl/resource/736/1/">https://owl.english.purdue.edu/owl/resource/736/1/</a> <ul style="list-style-type: none"> <li>• Checklist of the writing task:  <a href="https://owl.english.purdue.edu/owl/resource/749/01/">https://owl.english.purdue.edu/owl/resource/749/01/</a></li> </ul> </li> </ul> <p><b>NOTE: Monday, Jan 20<sup>th</sup>, day of</b></p>	DW, Jan. 14

		<b>service for MLK day. Option to fulfill three hours of service on Monday</b>	
J 21,23 <b>Draft of Paper 1 is due the 25<sup>th</sup>!</b>	<b>Site visit to WRITE253 with Mary Fox.</b> We will be meeting Mary at the site: Bring your research and questions about this organization with you, along with a notebook and a camera. (a cell phone camera is fine—you just want to be able to record something of your experience)	<ul style="list-style-type: none"> <li>• <i>Daily Writing 5</i></li> <li>• Read Chapter 3, “Exploring Community,” pp. 94 – 133</li> <li>• Read pp. 55 - 77 in <i>They Say, I Say</i></li> </ul>	DW, Jan. 23 <b>Draft P1, J 25</b>
J 28,30 <b>WC week</b>	<b>Writing Conferences (BB102R)</b> Bring a hard copy of your draft with my comments and the comments of your writing partner	<b>Writing Conferences (BB102R)</b> Bring a hard copy of your draft with my comments and the comments of your writing partner	
F 4,6 <b>Final Paper #1 is due on the 6<sup>th</sup>!</b>	<ul style="list-style-type: none"> <li>• <i>Daily Writing 6</i></li> <li>• Read Chapter 6, “Preparing for Outreach” and Chapter 4, pp. 134 – 140, “What is a Discourse Community”</li> <li>• Read pp. 78 - 101 in <i>They Say, I Say</i></li> </ul> <p><b>Homework for Thursday:</b> read “Three Myths about Affordable Housing” (Canvas) in preparation for our work with Habitat for Humanity.</p>	<ul style="list-style-type: none"> <li>• <i>Daily Writing 7</i></li> <li>• <b>Volunteer Orientation from Habitat for Humanity, 10:20 – 11:00:</b> you must complete this orientation in order to participate on February 13<sup>th</sup>.</li> <li>• Read pp. 105 – 138 in <i>They Say, I Say</i></li> <li>• <b>Bring a hard copy of your final draft to share in class today! NOTE:</b> when you upload your finalized draft, you must also include a reflection of your revision process.</li> </ul>	DW, Feb. 4, 6 <b>Final P1, 6</b>
F 11,13 <b>Proposal for Research due Feb 11!</b>	<ul style="list-style-type: none"> <li>• <i>Daily Writing 8</i></li> <li>• Read “Helping, Fixing, Serving” and “Finding a Home for Rick” (Canvas)</li> <li>• <b>Research proposal due today</b></li> </ul> <p><b>Visit from Erica Coe, our librarian:</b> bring your proposals with my feedback and be prepared to ask questions! You will be doing research and writing annotations: see</p>	<b>Site visit to Habitat for Humanity:</b> We will be meeting at the work site between 10:20 and 10:50. Please come prepared to be outside: wear a coat, gloves and appropriate foot wear (no high heels!). Also, bring a camera!	DW Feb. 11 <b>Proposal for Research due F 11</b>

	<a href="https://owl.english.purdue.edu/owl/resource/614/1/">https://owl.english.purdue.edu/owl/resource/614/1/</a> for details		
F 18,20 Ann. Bib. Due Feb. 20	<ul style="list-style-type: none"> <li>• <i>Daily Writing</i> 9</li> <li>• Read “Intervention Strategies...” (Canvas)</li> <li>• Read pp. 175 - 192 in <i>They Say, I Say</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography of 5 sources due today:</b> (see <a href="https://owl.english.purdue.edu/owl/resource/614/1/">https://owl.english.purdue.edu/owl/resource/614/1/</a> for details about writing annotations)</li> <li>• Read “Bringing Dementia Patients to Life” (Canvas)</li> </ul>	DW Feb. 18
F 25,27 Draft of Paper 2 is due Mar 1!	<ul style="list-style-type: none"> <li>• <i>Daily Writing</i> 10</li> <li>• Read “The Future of Caring for Elders in Their Homes” (Canvas)</li> </ul> <p><b>Homework for Thursday, Feb 27<sup>th</sup>:</b> research on Frank Tobey Jones (you will use these notes later)</p>	<b>Site visit to Frank Tobey Jones:</b> we will be helping to lead an activity with the elderly population today from 10:30 – 12:00 p.m. Bring a camera!	DW, Feb. 25 <b>Draft of P 2, Mar 1</b>
M 4,6 WC week	<b>Writing Conferences (BB102R)</b> Bring a hard copy of your draft with your questions and my comments	<b>Writing Conferences (BB102R)</b> Bring a hard copy of your draft with your questions and my comments	
M 11,13 Final of Paper 2 and portfolios are due March 13 <sup>th</sup>	<b>Writing workshop:</b> Bring <b>revised drafts</b> based on conferences and feedback from last week and be prepared to share with the class in a “read around.” Have questions ready to go.	<ul style="list-style-type: none"> <li>• <b>Presentations in pairs:</b> with your service partner, prepare a brief presentation to share with the class about your service experience this quarter and how it tied into your writing.</li> <li>• <b>Final Paper #2 is due today:</b> <b>Remember</b> that when you upload your finalized draft, you must also include a reflection of your revision process</li> </ul> <p><b>NOTE: Final papers</b> (including annotated bibliography, reflection on revisions) due today by 10:20 a.m. in a folder or notebook (see Canvas for details)</p>	<b>Final P 2, 13</b>

**Developing an effective process of writing is the focus of our class.** You will be writing in class every day that we meet as a class in BB 106. On the days that we meet at an organization’s site, you will be expected to write about your experience in a journal: your observations, any information that you

learn while on site, and to then make connections to any of the reading that we do as a class from your textbook. You must also write after you finish the two hours of service on your own (with a partner). You must have at least 8 hours of service to pass the course. As stated above, six of those hours will be accomplished as a class, during class hours. The remaining two hours you must arrange on your own, either from our list of community partners or through your own contacts. You will also have homework questions that will be assigned from the chapters we read in class. In addition to the daily writings at the beginning of class, we will do more writing during the class in order to continue to hone your skills.

**Writing takes practice, and perfection is not the goal.** In this course, everything you write—from daily writings to formal papers—will help you address many aspects of writing—details, organization, use of evidence, creating an interesting line of argument, making connections between ideas, both on a sentence level and a paragraph level. I do not teach grammar, but I do comment on grammatical errors in your papers. Once you receive a note about a grammatical error, it is your responsibility to address that error. I would encourage you to see me during office hours, or make an appointment. I also urge you make an appointment with a writing tutor in the Teaching and Learning Center for each paper that you write. As soon as you get an assignment, make an appointment, and take your assignment with you. The tutors there can help you sort out any questions or problems you may have with understanding the assignment and its parameters.

**Writing Conferences:** These conversations are crucial to your writing process—they are a required piece for this course. When you come to your conference, be prepared to discuss your draft with me and receive feedback that will help you revise for a final paper. You will also have received feedback from one peer in the class. We will be discussing revision strategies and techniques throughout the quarter. On days when conferences are scheduled, I will be meeting with each of you in my office for 20 minutes. I will schedule these conferences 1 week in advance.

**Reading:** It is crucial that you read the chapters in the textbook before you come to class. Your reflective writing will be based on the reading and may be graded at any time. But more importantly, the readings help you to build information for your papers. Each piece of writing you do will build on the one before, so if you miss class and miss a daily write or any of the in class writings, you will miss an important piece of the puzzle.

**Classroom Procedure:** When you come to class, expect to write first thing, so have plenty of paper and pencils handy. We will discuss your responses to the writing, followed by a variety of activities: mini-lessons on writing, small group work based on the reading/writing; short film clips followed by writing and discussion, etc. It is vital that you have your textbook and your Hacker handbook with you at each class meeting. Class participation points are not automatic—if you come to class late or not prepared for that day's lesson, I will deduct points from your final score in that category.

**The Revision Process:** Revising your papers is a crucial part of the writing process. I will be providing feedback for you to consider as you reshape your draft into a more finalized version. Your writing partner will also provide feedback regarding content and organization. Revising a paper is not about grammar, although you will want to edit for grammar and spelling before you turn in the finalized



draft. Revision is about re-seeing your paper, about fine tuning the language, the organization, the way in which you have shaped your ideas. Sometimes it means rewriting the thesis to achieve a clearer sense of direction for the reader. Sometimes you will need to redefine the boundaries of your ideas.

In order to be successful in this course, I must see evidence that you have revised your papers, so that when you turn in your papers on Canvas, I need to see a **reflective paragraph** about what you revised from the original draft and why you made those revisions, as well as what you learned about writing as a result.

**Writing Partners and Revisions:** When you write a draft, you are required to send that draft to me as well as to your writing partner. You will be providing each other with feedback regarding organization and content. I will provide the guidelines for peer review in class.

**PAPER 1: Comparative Analysis of a “The Lesson” and “Nickel and Dimed”**

**Due Dates: Draft due Jan. 25; Revised Final due February 6**

**See p. 232 in your textbook for particular prompts**

**How to Write a Comparative Analysis**

**Adapted from Kerry Walk, for the Writing Center at Harvard University (1998)**

Throughout your academic career, you'll be asked to write papers in which you compare and contrast two things: two texts, two theories, two historical figures, two scientific processes, and so on.

"Classic" compare-and-contrast papers, in which you weight A and B equally, may be about two similar things that have crucial differences (two pesticides with different effects on the environment) or two similar things that have crucial differences, yet turn out to have surprising commonalities (two politicians with vastly different world views who voice unexpectedly similar perspectives on sexual harassment).

In the "lens" (or "keyhole") comparison, in which you weight A less heavily than B, you use A as a lens through which to view B. Just as looking through a pair of glasses changes the way you see an object, using A as a framework for understanding B changes the way you see B. Lens comparisons are useful for illuminating, critiquing, or challenging the stability of a thing that, before the analysis, seemed perfectly understood. Often, lens comparisons take time into account: earlier texts, events, or historical figures may illuminate later ones, and vice versa.

Faced with a daunting list of seemingly unrelated similarities and differences, you may feel confused about how to construct a paper that isn't just a mechanical exercise in which you first state all the features that A and B have in common, and then state all the ways in which A and B are different. Predictably, the thesis of such a paper is usually an assertion that A and B are very similar yet not so similar after all. To write a good compare-and-contrast paper, you must take your raw data—the similarities and differences you've observed—and make them cohere into a meaningful argument. Here are the five elements required.

**Frame of Reference.** This is the context within which you place the two things you plan to compare and contrast; it is the umbrella under which you have grouped them. The frame of reference may consist of an idea, theme, question, problem, or theory; a group of similar things from which you extract two for special attention; biographical or historical information. The best frames of reference are constructed from specific sources rather than your own thoughts or observations. Thus, in a paper comparing how two writers redefine social norms of masculinity, you would be better off quoting a sociologist on the topic of masculinity than spinning out potentially banal-sounding theories of your own. Most assignments tell you exactly what the frame of reference should be, and most courses supply sources for constructing it. *If you encounter an assignment that fails to provide a frame of reference, you must come up with one on your own.* A paper without such a context would have no angle on the material, no focus or frame for the writer to propose a meaningful argument.

**Grounds for Comparison.** Let's say you're writing a paper on global food distribution, and you've chosen to compare apples and oranges. Why these particular fruits? Why not pears and bananas? The rationale behind your choice, the *grounds for comparison*, lets your reader know why your choice is deliberate and meaningful, not random. For instance, in a paper asking the abortion debate, the grounds for comparison are obvious; the issue has two conflicting sides, pro-choice and pro-life. In a paper comparing the effects of acid rain on two forest sites, your choice of sites is less obvious. A paper focusing on similarly aged forest stands in Maine and the Catskills will be set up differently from one comparing a new forest stand in the White Mountains with an old forest in the same region. You need to indicate the reasoning behind your choice.

**Thesis.** The grounds for comparison anticipates the comparative nature of your thesis. As in any argumentative paper, your thesis statement will convey the gist of your argument, which necessarily follows from your frame of reference. But in a compare-and-contrast, the thesis depends on how the two things you've chosen to compare actually relate to one another. Do they extend, corroborate, complicate, contradict, correct, or debate one another? In the most common compare-and-contrast paper—one focusing on differences—you can indicate the precise relationship between A and B by using the word "whereas" in your thesis:

**Whereas** Bambara perceives poverty as \_\_\_\_\_,  
Ehrenreich reframes this issue as \_\_\_\_\_.

Whether your paper focuses primarily on difference or similarity, you need to make the relationship between A and B clear in your thesis. This relationship is at the heart of any compare-and-contrast paper.

**Organizational Scheme.** Your introduction will include your frame of reference, grounds for comparison, and thesis. There are two basic ways to organize the body of your paper.

- In *text-by-text*, you discuss all of A, then all of B.
- In *point-by-point*, you alternate points about A with comparable points about B.

If you think that B extends A, you'll probably use a text-by-text scheme; if you see A and B engaged in debate, a point-by-point scheme will draw attention to the conflict. Be aware, however, that the point-by-point scheme can come off as a ping-pong game. You can avoid this effect by grouping more than one point together, thereby cutting down on the number of times you alternate from A to B. But no matter which organizational scheme you choose, you need not give equal time to similarities and differences. In fact, your paper will be more interesting if you get to the heart of your argument as quickly as possible. Thus, a paper on different interpretations of specific archaeological findings might have as few as two or three sentences in the introduction on similarities and at most a paragraph or two to set up the contrast between the theorists' positions. The rest of the paper, whether organized text-by-text or point-by-point, will treat the two theorists' differences.

You can organize a classic compare-and-contrast paper either text-by-text or point-by-point. But in a "lens" comparison, in which you spend significantly less time on A (the lens) than on B (the focal text), you almost always organize text-by-text. That's because A and B are not strictly comparable: A is merely a tool for helping you discover whether or not B's nature is actually what expectations have led you to believe it is.

**Linking of A and B.** All argumentative papers require you to link each point in the argument back to the thesis. Without such links, your reader will be unable to see how new sections logically and systematically advance your argument. In a compare-and contrast, you also need to make links between A and B in the body of your essay if you want your paper to hold together. To make these links, use transitional expressions of comparison and contrast (*similarly, moreover, likewise, on the contrary, conversely, on the other hand*) and contrastive vocabulary.

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**PAPER 2: Community-Based Research Paper and Annotated Bibliography**  
**Due Date for the Annotations: February 20**  
**Due Dates for the paper: Draft due March 1; Revised Final due March 13**  
**See p. 274 in your textbook for the description of the paper assignment**  
**See pages 279 – 284 for a student example of this assignment**

**Three sources are required:**

- at least 1 Peer Reviewed article, found through a database at the UW Tacoma library
- two other sources, such as interviews, websites (.orgs, .govs, .edus), magazine articles, newspaper reports, documentary films

**Beginning in Week Five,** you will choose a topic for your research, a social issue within our community that you would like to explore further—this will require an analysis of the way the problem has evolved, as well as some of the solutions that have been tried. Your research should precede any kind of thesis, because as you read further, you will learn more about the parameters of your subject and then be more prepared to make a particular argument. On pages 275 – 279 of your

text, you will find suggestions about ways in which to discover your focus. We will also work towards this discovery through our readings and through service opportunities.

**A Peer-reviewed article comes from a resource within a particular discipline.**

*Peer review* is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field. It is based on the concept that a larger and more diverse group of people will usually find more weaknesses and errors in a work or performance and will be able to make a more impartial evaluation of it than will just the person or group responsible for creating the work or performance.

Peer review utilizes the independence, and in some cases the anonymity, of the reviewers in order to discourage *cronyism* (i.e., favoritism shown to relatives and friends) and obtain an unbiased evaluation. Typically, the reviewers are not selected from among the close colleagues, relatives or friends of the creator or performer of the work, and potential reviewers are required to disclose of any conflicts of interest.

Peer review helps maintain and enhance quality both directly by detecting weaknesses and errors in specific works and performance and indirectly by providing a basis for making decisions about rewards and punishment that can provide a powerful incentive to achieve excellence. These rewards and punishments are related to prestige, publication, research grants, employment, compensation, promotion, tenure and disciplinary action.

Peer review is used extensively in a variety of professional fields, including academic and scientific research, medicine, law, accounting and computer software development. Even trial by jury is a form of peer review.

In the case of *peer reviewed journals*, which are usually academic and scientific periodicals, peer review generally refers to the evaluation of articles prior to publication. But in a broader sense, it could also refer to articles following publication, as such articles often continue to be studied and debated for a longer period and by a much wider audience.

## HOUSEKEEPING ISSUES

**Talk to me:** If you have a question, don't hesitate to ask. You may reach me by email Monday – Friday from 8:30 – 4:30. I don't check UW email on the weekends. I also do not check UW email after 5:00 p.m. during the week. My office hours are Tuesday/Thursday 1:30 – 3:00. My office phone number is 253-692-4786. If I do not answer, leave a message. When you come to my office for a conference, you must check in to the front desk in the Advising Center. Give them your name, your UW ID and tell them you are there to see me. If we have an appointment, I will come out and get you. If we do not have a scheduled appointment, I may or may not be at my desk. In that case, please leave a note with the front desk person and I will get in touch with you at my earliest convenience.

**CANVAS:** Make sure to link your Canvas account to your UW email and to any other social media you like. That way, every time I update something on Canvas, you will receive an automatic notification.

**Email:** Do not use Google, Yahoo or other email for UW business. Read this policy: You are required to use the University of Washington's email for all school related business because of privacy issues. If you send an email to me using any other account, I will not respond. I do not check email from Friday night at 5:00 to Monday morning at 8:00. When you send an email after 8:30 on a week night, know that I will not get it until the following morning. For complete information regarding the email policies of the University of Washington, Tacoma, please visit the following website: [http://www.tacoma.washington.edu/policies\\_procedures/E-mail\\_Policy.pdf](http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf)

## ATTENDANCE AND RESPONSIBILITIES

**Late papers:** I do not take late papers under any circumstances. Papers are due on Canvas at 10:20 on the due date. Any time after that is considered late and will not be accepted.

**Missing class:** if you miss class, you are responsible for getting caught up on any missed information. You may not make up a missed daily writing, however. If we are on site on the day you are absent, you must visit the site on your own, with a partner, to make up that work.

## CAMPUS SERVICES

**Teaching and Learning Center:** The TLC 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:

<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.uw.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 following web page 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)

**Counseling Center (Student Health and Wellness - SHAW):** The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 253. Additional information can also be found by visiting [http://www.tacoma.washington.edu/studentaffairs/SHW/scc\\_about.cfm/](http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/)

**Campus Safety Information:** For complete information regarding campus safety, please visit the following website: <http://www.tacoma.uw.edu/administrative-services/campus-safety>

**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.