



TCORE101G, Introduction to Academic Writing:

Change the World: The Hero in the 21st Century

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Course Description: This is a course in **academic writing**, the **theme of which is “Change the World: The Hero in the 21st Century.”** Does it take a person with super-human powers to be an agent of change in our community? Are heroes born or made? How can we change the world?

The subjects of your papers will come from 1) written texts and 2) your own 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** by looking at a classic hero, Beowulf, and his response to the monsters in his small community, namely Grendal and his mother. In our community, the monsters have names like Homelessness, Poverty, Illiteracy, and Hunger. Throughout the quarter, we will explore these and other related issues through texts and through our experiences in the field.

You will be writing **formal papers, keeping a journal of your experiences and activities, and writing reflections in response to the readings.** Brief, regular discussions of your work in a series of writing workshops throughout the quarter will help you to articulate your ideas. At the end of the quarter, you will be presenting your service experience in a campus-wide Poster Showcase.

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. At the end of this syllabus, you will find a bibliography of sources that I’ve started for topics related to our theme. It is my hope that we will add to this list as our knowledge deepens.

Basic Expectations: 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. All assignments must be turned in on time. Late drafts lose half their points. Coming to class without a draft when one is due results in a zero and an absence for that day. Note, in particular, 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. See **Classroom Policies** at the end of this syllabus for more details.

Required Texts: these books are available at the **UW Tacoma Bookstore on Pacific Avenue**

Loeb, Paul. **Soul of a Citizen: Living with Conviction in Challenging Times.** New York: St. Martin’s/Griffin, 2010.

Hacker, Diana, et al. **A Writer’s Reference**, 7th edition. Boston: Bedford/St. Martin’s, 2007

Required Readings on the course website, found on Canvas: These readings appear here and on Canvas in the order in which you will be asked to read them:

- Excerpt from Beowulf
- Hero Cycle
- “Helping, Fixing, or Serving”
- “Finding a Home for Rick”
- “Intervention Strategies with the Homeless Population”

- “Homeless Group’s Tough Tactics”
- “The Complexity of Identity”
- “The Social Construction of Identity”
- “Exploring Community Involvement: Ways to Social Change”
- “The Definition of Community: A Student Perspective”
- “Homeless”
- “Compassion”
- Excerpt from “Who Stole the American Dream?”

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 Assignments:

- **11 hours of service with the Tacoma Rescue Mission, 15%**--The ideal way to fulfill this requirement is to spread out your service hours over the quarter. To that end, after week three, I will begin asking for reports and reflections from each week’s service experience.

- **Class Participation, 10%**

- **Poster Showcase, 5%**

Writing Assignments:

Essay 1: Agency Profile, 20%

Presentation of draft, 5%

Essay 2: Researched Analysis of a Social Concern, 20%

Presentation of draft, 5%

Daily in-class writing, 5%

Double-Entry Journal, 5%

Writing Conferences, 10% (5% each)

Final Portfolio of work, 5%

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.	

For complete information regarding the grading policies at the University of Washington, Tacoma, please visit the following web page:

<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>

Assessment of Assignments and Grading:

1. **Papers:** I will use a rubric to assess your work in four main areas: Content, Organization, Critical Thinking and Mechanics. You will also reflect on your own writing process in your double-entry journal.
2. **The double-entry journal** is about meta-cognition: how you are thinking about your own learning, both the written work and your service at the Tacoma Rescue Mission.
3. **Class Participation** is assessed based on your preparation for class and your engagement in class discussion. NOTE: if you are browsing on Facebook or other Internet sites during class, you are not participating. If you miss class, including group meetings and conferences, you cannot make up the work you miss.
4. **Writing conferences** are assessed based on your preparation for each conference: sending a copy of your paper to each member of your group ahead of time, as well as to me; asking relevant questions about your paper for feedback, listening to what others say about your work, giving relevant and helpful feedback to the other members of your group...

5. **Presentations of the preliminary draft of each paper:** you will be assessed on the organization of ideas, the quality of the content, as well as on the level of your preparation—have your PPT ready to go, along with a set of questions about your work.
6. **Group Presentations at the Showcase:** I will assess you on the basis of attendance, preparation and the level of work you put into the project.
7. **Self-assessment:** At the end of the quarter, you will also assess your own participation in the group, as well as that of your peers.

Schedule of Classes by Week and Day:

NOTE: The Modules on your Canvas site for the course divides the readings into three main sections. These modules are not a substitute for the syllabus: no dates or assignments are included in the modules, so please refer to the syllabus and to the Canvas calendar for assignment due dates.

WEEK ONE: Introductions

September 26: Introduction to the Course and Formation of Working Groups (service choices, group member roles and responsibilities, mission statement, meeting times, etc.)

WEEK TWO:

October 1: Discuss *Introduction* in *Soul of a Citizen*, selection from *Beowulf*, hero cycle; tour Tacoma Rescue Mission, 9:30 – 10:05. **We will leave class at 9:15, planning to meet up at the Rescue Mission at 9:30 where Lindsey will meet us. Bring your journals!**

3: In preparation for today, read “Helping, Fixing or Serving?”, “Finding a Home for Rick,” and “Intervention Strategies with the Homeless Population” by Bruce F. Dykeman (Canvas); discussion of Paper #1 assignment; read “Writing about Texts” section in the Hacker handbook; annotate “Intervention Strategies” using the “Guidelines for active reading” and bring your annotations to class to turn in.

WEEK THREE: Beginning of Service—in this week you need to complete at least 2 hours of your service

8: Discuss Chapters 1 - 4 in *Soul of a Citizen* and “Homeless Group’s Tough Tactics” (Canvas)
Read the Composing and Revising section in Hacker.

10: Discuss “The Complexity of Identity” and “The Social Construction of Difference” (Canvas); Bring a newspaper article about a current social concern in Tacoma

WEEK FOUR: (continue your service, at least two hours this week) Presentations of Rough Drafts

[ALL DRAFT PRESENTATIONS ARE DUE on October 15th, although only ten of you will be presenting, due to time constraints.]

15: Presentation of Drafts for Paper 1

17: Presentation of Drafts continued today

WEEK FIVE (continuing service, at least two hours)

Group Writing Conferences—two days before your group’s writing conference, email your paper to everyone in your group and to me. The group members are responsible for reading the papers ahead of time and making comments, suggestions, asking questions. Also, bring your double-entry

journal with you to the conference. These conferences will take place in our classroom and will last approximately 40 minutes.

22: Groups 1 – 3 (email your paper on the 20th)

24: Groups 4 and 5 (email your paper on the 22nd)

WEEK SIX (continuing service, at least one hour)

29: Discuss Chapters 5 – 8 in *Soul of a Citizen*; summarize a magazine article about a recent social concern for discussion: include the title, author, and title of the publication; Paper #2 assigned today

31: Paper #1 is due today; Review “Exploring Community Involvement: Ways to Social Change” in preparation for an in-class assignment.

WEEK SEVEN (continuing service, at least one hour)

November 5: Discuss Chapters 9 – 12 in *Soul of a Citizen*; “Definition of Community: A Student Perspective” (Canvas): Proposal of Research is due today

7: Bring the Root Causes assignment with you to class (assigned on October 31st); Discussion of “Homeless” and “Compassion” (Canvas)

WEEK EIGHT: (continuing service, at least one hour) [ALL ROUGH DRAFT

PRESENTATIONS ARE DUE November 12th, although only ten of you will be presenting due to time constraints.]

12: Presentations of Draft for Paper 2

14: Presentations of Draft continued

Tonight at 7:00, Hedrick Smith lecture on our campus, “Who Stole the American Dream?”

<http://www.tacoma.uw.edu/clsr/hedrick-smith-lecture-11-14-13>

You may earn 5 points of extra credit: On Nov. 12th, you will receive a brief excerpt from his book to read in preparation for the event. In order to receive the 5 extra credit points, you will need to turn in a one-page reflection, based on the reading and on the lecture, about the connection between our course theme and his commentary.

WEEK NINE (continuing service, at least one hour)

Group Writing Conferences—two days before your group’s writing conference, email your paper to everyone in your group and to me. The group members are responsible for reading the papers ahead of time and making comments, suggestions, asking questions. Bring your double-entry journal as well.

19: Groups 4 and 5 (email your paper on the 17th)

21: Groups 1 – 3 (email your paper on the 19th)

WEEK TEN (continuing service, at least one hour)

26: Paper #2 is due today: everyone will give a 5 minute presentation of their research in class. We will have guests from the Tacoma Rescue Mission present for these presentations.

28: THANKSGIVING

WEEK ELEVEN: Wrap Up

December 3: Individual conferences: Bring your portfolio and be prepared to spend 15 minutes in conversation about your work this quarter.

5: Individual conferences continued

CLASSROOM POLICIES

Late work: I don't accept late work. This applies to rough drafts as well as final drafts, and all other assignments.

Office hours: I keep regular office hours, Tuesdays and Thursdays from 10:30 – 12:30. Even if we do not have a scheduled appointment, I encourage you to come to office hours. It is a chance for you to ask questions that may have come into your mind in class, but that you did not get a chance to ask, or to follow up on a question or discussion during class time. I look forward to these informal discussions, and may, from time to time, schedule my hours at the *Anthem* coffee shop, next to the *Washington State History Museum*.

Absences: Your presence in class is very important to your success. If you miss class for whatever reason, you are responsible for finding out what you missed. Contact a classmate; check Canvas daily and read your UW email. If you come to class on the day a paper is due (rough draft or final) and claim to not know it was due, I will not accept the assignment.

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. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail: 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

Eating and drinking in class: If you must eat, please keep it neat. Use a cup with a cover, or a bottle with a cap.

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

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/

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.

Working Bibliography of Sources (on the Web, in print, and through our library)

Cho, Seewha. *Critical pedagogy and social change : critical analysis on the language of possibility.*

New York: Routledge, 2013.

CQ Researcher report on Homeless Students:

<http://library.cqpress.com.offcampus.lib.washington.edu/cqresearcher/document.php?id=cqresrre2013040500&type=hitlist&num=22>

CQ Researcher report on Service Learning in Schools:

<http://library.cqpress.com.offcampus.lib.washington.edu/cqresearcher/document.php?id=cqresrre2012012700&type=hitlist&num=35>

CQ Researcher report on Domestic Poverty

<http://library.cqpress.com.offcampus.lib.washington.edu/cqresearcher/document.php?id=cqresrre2007090700&type=hitlist&num=17>

Helping Hand House: What is Homelessness

<http://helpinghandhouse.org/whatwedo/homelessness-facts>

Jason, Leonard. *Principles of Social Change*. New York: Oxford, 2013.

National Alliance to End Homelessness

http://www.endhomelessness.org/pages/snapshot_of_homelessness

Story, Lisa. “Principles of community social change and empowerment supporting health promotion”

<http://www.helium.com/items/145283-principles-of-community-social-change-and-empowermentsupporting-health>

Tacoma Rescue Mission

<https://www.rescue-mission.org/>