**TCORE101E, Introduction to Academic Writing:**

**Social Justice and Community Service**

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**Instructor:** Dr. Nicole Blair

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**Location:** BB104

**Meeting Days:** MW 1:30 – 3:35

**Office Hours:** MW 3:45 – 5:00 and by appointment

**Required Texts:**

Hacker, Sommers: *A Writer’s Reference*, 8th edition

*The Road* by Cormac McCarthy

*Nickel and Dimed* by Barbara Ehrenreich

**Required Technological Access:**

A Canvas Account (<http://www.tacoma.uw.edu/canvas/getting-started>)

A UW email account

**Course Description:** This is a course in academic writing, the theme of which is

*Social Justice and Community Service*

**The subjects of your papers** will come from a variety of resources, such as books, reports, and websites, as well as your own research and service. The books and articles we will reading, along with your own experience in service, will provide a rich context for your writing assignments. We will start our **inquiry into the social concerns of our community** with issues such as homelessness, hunger, lack of access to adequate housing and food, and environmental issues in Tacoma and the surrounding areas.

You will be working on **2 projects this quarter**: 1) an analysis of a community need, based on research and notes from guest lectures during the first 3 and a half weeks of class, and 2) a proposal and argument for a service project that you create, in order to persuade your reader of why this service is needed to better serve the Tacoma community.

I will also ask you to write in class each day. These daily writings will be graded at random, so you must be prepared (read the material before you come to class). In addition, 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. Successful writers have formed a habit of writing**. 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. Focus on the process, not the product.

**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 the quarter. Our community partners will be relying on you: therefore it is vital that you demonstrate motivation, respect, and accountability when you serve.

**Lastly**, understand that a large majority of your learning will take place **outside** of the classroom—in your reading, writing, and work on various activities. 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. I will have a one-on-one conference with you in Week 5 and a group conference with peer reviewers in Week 9. These conferences are required.

**Learning Goals and Objectives**

**Learning objectives specific to Academic Writing:**

* Create and sustain an original, **thesis-driven argument**
* **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, a speech, a presentation, or a poster
* **Revise** papers to improve both content and structure
* **Do research** through UW Tacoma library
* **Give and receive real time feedback** on your work

**TCORE101E 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
* **Connect your service to your writing**, through reading, research, and service experience**.**

**ASSIGNMENTS AND REQUIRED WORK**

**CLASS PARTICIPATION, 10%--**in order to earn points in class participation, you must be in class on time, be prepared for the day’s work, and contribute in a positive manner to class discussion. Texting during class will result in deductions from class participation points, as well as being disruptive (talking while others are talking, making inappropriate comments, etc.).

**DAILY WRITING, 5%--**You must complete every ***daily write*** to earn 100% in this category. If you are absent, you may not make up the assignment.

**CREATIVE PROJECT, 5%--**this project will accompany your final paper and be presented in class the last week, as well as at the UW Tacoma Poster show at the end of this quarter.

**SERVICE, 10%: At least 6 hours of service** at one of the organizations listed below: you may spread out your hours between each of the organizations, or you may choose to do the bulk of your service with one of them. I would ask that before you make a decision, however, that you do the research and reading, and listen to what each of the guest speakers have to say about his or her work. We could also choose to serve somewhere as a class.

**WRITING ASSIGNMENTS FOR THE QUARTER: 70%**

* **Paper 1, 1000 WORDS (3 – 4 PAGES)—Analysis of a Community Need**
	+ **Rough draft: due January 30th at 5:00 p.m. on Canvas**
	+ **Final paper and 1 page Reflective Essay: due February 9th at 5:00 p.m. on Canvas**
* **Paper 2, 2000 WORDS (6 – 7 PAGES)—Proposal and Argument for a Community Service Project (based on your assessment of a community need)**
	+ **Rough draft: due February 27th at 5:00 p.m. on Canvas**
	+ **Final paper and 1 page Reflective essay: due March 13th at 5:00 p.m. on Canvas**

**Community Service Organizations**

Below is a list of service organizations I have contacted to work with us this quarter. You will choose your service among these organizations after listening to their presentations in class and doing your research—this will give you time to get to know the organization(s) before you serve and also enable you to do research for your final paper.

* **Write@253:** [**http://write253.wordpress.com/get-involved/**](http://write253.wordpress.com/get-involved/)
* **Green Tacoma Partnership (Many weekend options)** [**http://tacoma.cedar.greencitypartnerships.org/event/map/**](http://tacoma.cedar.greencitypartnerships.org/event/map/)
* **Forterra:** [**http://www.forterra.org/**](http://www.forterra.org/)
* **Habitat for Humanity:** [**http://www.tpc-habitat.org/**](http://www.tpc-habitat.org/)
* **Boys and Girls Club of South Puget Sound:** [**http://www.bgcsps.org/volunteer**](http://www.bgcsps.org/volunteer)
* **Tacoma Community House:** [**http://tacomacommunityhouse.org/what\_you\_can\_do/volunteer**](http://tacomacommunityhouse.org/what_you_can_do/volunteer)

**SCHEDULE OF ASSIGNMENTS AND DUE DATES**

**All readings and assignments are due on the date listed**

**Week One**

***January 5: Introduction to the Course***

<http://www.youtube.com/watch?v=WdHBWL4LK88>: TEDx Social change needs engaged communities, not heroes | Gerardo Calderón

**Guest speaker** for *Habitat for Humanity*, Teresa Regalado

**Daily Write**

**7: Reading Assignments:** Hacker, pages 71 – 83; “Learning and Development in After-School Programs” (Canvas)

**Research Assignment:** Read about the Boys and Girls club on their website; find an article through the UW Tacoma Library about service with youth

**Guest speaker: Guests from the** *Boys and Girls Club*: Sierra Raynor, Area Branch Director, and Reynelda Solitaire, Administrative Assistant

 **Daily Write**

**Week Two**

**Jan. 12: Reading Assignments:** Hacker, pages 3 – 14 and 83 – 88; “The Human Cost of an Illiterate Society” and “What Do You Mean by Service” (Canvas)

 **Research Assignment**: Review Write253’s website and bring in an article or story about literacy and tutoring to report on in class.

**Guest speakers:** Mary Fox from *Write253* and Brendan Nelson from *Peace Community Center* and *McCarver Scholars*.

**Daily Write**

**14: Reading Assignments:** Hacker, pages 89 – 97; Aronson, “The Nurture of Nature”

<http://www.debaronson.com/features/The%20Nurture%20of%20Nature>

**Research Assignment**: Review the websites for both Green for Tacoma and Forterra; also find an article from a UW Tacoma database about serving the community through environmental organizations to report on in class.

**Guest speaker:** Jennifer Chang from *Green for Tacoma/Forterra*

**Daily Write**

**Week Three**

***Jan 19: MLK, Jr. Day NO CLASS***

**21: Reading Assignments:** Hacker, pages 15 – 20, 43 – 57; “Homeless” (Canvas) and *The Road* (Seminar #1)

What is Seminar? <http://scctv.net/play/?p=scctv&f=seminar.mp4&w=720&h=480>

**Research Assignment:** find a book review on this novel (*NY Times*, etc.) and bring it to class with your typed notes on the novel; also review Tacoma Community House website and bring a question for our guest speaker.

**Guest speaker:** Melissa Winter from *Tacoma Community House*

**Daily Write**

**Week Four**

**Jan. 26: Reading Assignments:** Hacker, pages 22 – 32; “On Compassion” (Canvas) and *The Road* (Seminar #2)

 **Research Assignment:** Find a peer-reviewed article about this novel from the UW Tacoma library and bring it to class, along with your seminar notes

 **Daily Write**

 **28: Reading Assignments:** Hacker, pages 38 – 43;“The Impact of Detaining Immigrants on a Detention Officer: An Autoethnography” by Doug Epps

<https://www.academia.edu/6796915/The_Impact_of_Detaining_Immigrants_on_a_Detention_Officer_An_Autoethnography_Ch._19_>

**Research Assignment:** Find a newspaper article about immigration issues in our local area

[**http://www.youtube.com/watch?v=yvciFjn2v98**](http://www.youtube.com/watch?v=yvciFjn2v98)**: TEDx Talk on Immigration Reform**

**GUEST SPEAKER:** Doug Epps will speak on the *Northwest Immigration Center*

**Daily Write**

***ROUGH DRAFT OF PAPER 1 IS DUE JANUARY 30TH AT 5:00 P.M. ON CANVAS***

**WEEK FIVE (Feb 2 and 4): CONFERENCES FOR PAPER ONE (KEYSTONE #210)**

**Week Six**

**(Service must be completed no later than February 23rd;**

**If you choose to work with Habitat for Humanity,**

**the only build day open is February 21st)**

**Feb. 9: Reading Assignments:** Hacker, pages 98 – 111; excerpt from “Writing with the Community” (Canvas)

**Daily Write**

**FINAL DRAFT OF PAPER 1 IS DUE TODAY at 5:00 P.M. on Canvas**

 **11: Reading Assignments:** Hacker, pages 357 – 369; *2012 Community Data Report* and “Exploring Community Involvement” (Canvas); Root Tree Exercise

**Daily Write**

**Week Seven**

**Feb. 16: Reading Assignments:** Hacker, pages 369 – 375; “Who Stole the American Dream” (Canvas) and*Nickel and Dimed* (Seminar #1)

<http://www.youtube.com/watch?v=gDgFiW2xtf0>: Film clip from *The American Ruling Class*

**Research Assignment:** Find a book review of *Nickel and Dimed* to bring to class, along with your notes on the text

**Daily Write**

**18: Reading Assignments:** Hacker, pages 375 – 385;“Community Service Work” and “Finding a Home for Rick”

**Daily Write**

**Week Eight**

**Feb. 23: Reading Assignments:** Hacker, pages 396 – 412; “Helping, Fixing, Serving” and *Nickel and Dimed* (Seminar #2)

**Research Assignment:** Find a peer reviewed article about *Nickel and Dimed* to bring to class: write an annotation of this article to turn in (Review Hacker, pages 386 – 387 on writing annotations, and see handout on annotations)

**Daily Write**

 **25: Reading Assignment:** “Pieces of a Vision” from *Soul of a Citizen* by Paul Loeb.

 **Research Assignment**: visit the website about this book and bring your notes to class to discuss.

*TED Talk* by Brian Stephenson: <https://www.youtube.com/watch?v=c2tOp7OxyQ8>

**Daily Write**

**ROUGH DRAFT OF PAPER #2 IS DUE FEBRUARY 27TH BY 5:00 P.M. ON CANVAS: EMAIL YOUR PAPER TO YOUR PEER REVIEWER**

**WHO WILL READ THROUGH IT**

**BEFORE COMING TO THE CONFERENCE NEXT WEEK.**

**Week Nine, March 2nd and 4th: Group Conferences (classroom)**

**Week Ten: Presentations**

**March 9: PRESENTATIONS OF PROPOSALS AND CREATIVE COMPONENT**

 **11: PRESENTATIONS OF PROPOSALS AND CREATIVE COMPONENT**

**MARCH 13TH IS THE POSTER SHOW:** YOU ARE EXPECTED TO ATTEND WITH YOUR PROJECT FOR ONE HOUR. THE EVENT IS FROM 12:30 – 2:30 IN PHILLIP HALL.

**FINAL PAPERS ARE DUE ON MARCH 13TH ON CANVAS, BY 1:00 P.M. THERE WILL BE NO FINAL EXAM.**

**COURSE BIBLIOGRAPHY: This is a resource for you as you begin your research into social justice and community service**

**Cho, Seewha. *Critical pedagogy and social change*. New York: Routledge, 2013.**

**City of Tacoma Coalition Website:**

<http://www.cityoftacoma.org/government/city_departments/neighborhood_and_community_services/human_services_division/tacoma_pierce_county_coalition_to_end_homelessness/>

***City of Tacoma 2012 Community Data Report* (May 2012)**

**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>

**Crawford, Matthew***. Shop Class as Soul Craft*. Penguin, 2010

**Freire, Paulo.** *Pedagogy of the Oppressed*. Bloomsbury Academic, 2000.

**Hawken, Paul**. *Blessed Unrest*. Penguin, 2007.

**Helping Hand House: What is Homelessness**

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

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

**Kozol, Jonathan.** “The Human Cost of an Illiterate Society.”

**Loeb, Paul.** *Soul of a Citizen.* “Pieces of a Vision.” St. Martin’s, 2010, 257 - 286.

**MacGillivray, Laurie, et al**. “Supporting the Literacy Development of Children Living in

Homeless Shelters.” *The Reading Teacher*, 2010, 63 (5), 384 – 392.

**'Making the invisible, visible': Haunting pictures of America's most vulnerable people shot by photojournalists against poverty**

<http://www.dailymail.co.uk/news/article-2117997/Making-invisible-visible-Haunting-pictures-Americas-vulnerable-people-shot-photojournalists-poverty.html>

**Mockingbird Times:** <http://www.mockingbirdsociety.org/index.php/what-we-do/mockingbird-times>

**National Alliance to End Homelessness**

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

**National Geographic: Hunger in America**

[**http://www.nationalgeographic.com/foodfeatures/hunger/**](http://www.nationalgeographic.com/foodfeatures/hunger/)

**Pierce County Community Connections**:

[**http://www.co.pierce.wa.us/index.aspx?NID=1986**](http://www.co.pierce.wa.us/index.aspx?NID=1986)

**REAL CHANGE:** [**http://www.realchangenews.org/**](http://www.realchangenews.org/)

**Smith, Hedrik.** *Who Stole the American Dream*. Random House, 2013.

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

<http://www.lifepaths360.com/index.php/principles-of-community-social-change-and-empowerment-supporting-health-24108/>

***Tacoma, Lakewood, Pierce County*** *Continuum of Care: Plan to End Homelessness* (April

2012)

**West, Cornell.** *Race Matters*. Vintage, 2001.