

Office of Undergraduate Education

**TCORE 101 A**

***(Pop) Cultural Mythologies*
*SLN: 20886***

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| **Class Time & Location** | Mon/Wed/Fri8:00—9:20AM | GWP 101 |
| **Instructor** | Caitlin Carle |
| **Contact Information** | Email – Recommended that you use the Canvas inboxOr: ccarle@uw.edu | **Office Hours Info:****Where:** BHS 105**When:** 12:00—1:15 Mon/WedOr by appointment (email me) |

**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 film’s villain, or even debating the merit of TV shows we’re embarrassingly addicted to.  In an era where you can take Buzzfeed quizzes to determine which super hero or Marvel hero 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 advertisements 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?
▪ How do we best create written works? What are some of our major roadblocks?
▪ Who is meant to read our writing? How can we write with an audience in mind?

**Required Materials**

* *A Writer’s Reference* 8th Edition, Hacker & Sommers
* Readings posted to our Canvas Page (located under ”Readings” in “Handouts and Materials”)
* Access to our Canvas site: canvas.uw.edu
* USB drive, or reliable email to send yourself drafts (for days when we do review/homework)
* Writing materials each class period—you don’t *have* to have a journal dedicated to this class. But make sure you don’t lose any in-class writes.

**Core 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)

**First Year Writing Learning Goals**

1. Read rhetorically through processes of meaning-making, learning, and communicating purposefully and to various audiences

▪ entering textual academic and civic conversations/discussions/arguments through reading and engaging with
 texts in meaningful ways
▪ reading rhetorically, or reading with the purpose of understanding the way meaning, understanding, or persuasion
 is produced around a text/artifact (e.g., understanding its purpose, context, audience expectations, etc.)

2. Revise in recursive processes that continually re-see, rethink, and research ideas, questions, and new information

▪ engaging in multiple drafts of a project in ways that deepen the writer’s knowledge and understanding of the
 complexity of initial question or topic

▪ using writing as a way to think through ideas, sources, questions, and assumptions about the subject or text at
 hand

▪ returning to the library and other places of information in order to answer emerging questions that the writing
 and rewriting of a draft brings up

▪ using feedback from peers, the writing center, and teacher to move drafts and thinking forward in significant
 ways, not to find “what the teacher wants to hear” but to develop a deeper understanding of the complexity of the
 topic being written about

3. Reflect as a way to understand one’s own reading practices, and producing understanding (or theory) that helps the writer cultivate flexible and rhetorically-based practices for future use

▪ practicing frequent self-assessment of reading and writing practices so that the writer can make sense of what she
 has read, what questions about learning and her reading develop, and where the potential is for future growth

▪ articulating in some way the writer’s reading practices as practices, not as a single or immediate reading task, in
 order for her to cultivate flexible ways to read for future needs

▪ writing about the student’s own thinking and assumptions as thinking and assumptions, which is a kind of
 theorizing about how the writer thinks and where that thinking may have originated (e.g. cultural, experiential,
 linguistic sources)

4. Proof and edit one’s drafts in self-conscious ways, ways that allow the writer to consider future proofing and editing practices as rhetorical in nature and as a part of the writing process

▪ practicing processes of polishing and editing of one’s drafts according to explicitly discussed SEAE standards, or
 other explicit standards that are appropriate for the rhetorical situation at hand

▪ getting help and assistance from a writing handbook, peers, the writing center, and the teacher at the final stages
 of drafting

▪ thinking about and reflecting upon practices that can help the writer cultivate sustainable ways to polish and proof
 his future writing, knowing that everyone needs such help

5.Engage in academic research as a process that includes recognizing when information is needed to support writing, and having the ability to locate, evaluate, incorporate, and acknowledge appropriate source

▪ practicing methods of looking for and distinguishing what sources are appropriate for the writer’s purpose and
 audience

▪ interrogating sources in ways that reveal the rhetorical aspects that produce meaning from them and suggest their
 significance to the writing project at hand (e.g. Is the article an academic article? What is the purpose or exigency of the article? Where does the author’s position fit within the larger conversation?)

▪ using the library’s resources and experts to help make decisions about where to look for information and what
 kind of information they may find in those places

6. Problematize one’s existential writing situation, or pose problems that the writer’s own language practices may create when they are set next to the dominant academic discourse, or when others read and judge one’s writing

▪ reflecting on the ways one communicates to others and where those linguistic competencies originate, what
 assumptions others have about one’s competencies and why they might hold such beliefs

▪ interrogating the dominant discourse, often academic English or Standard Edited American English (SEAE), as a
 discourse that is used as a standard by which most in the academy and civic marketplace are judge in subtle and
 explicit ways

▪ considering the ways that all languages are dynamic and political in nature, and that their dynamism and politics
 create tensions in diverse communities, or in homogenous communities in which “others” attempt to enter and
 participate

▪ questioning one’s own linguistic and communication decisions as ones that are not simply personal and
 idiosyncratic, but also are a part of larger social or discursive practices in communities outside the dominant one
 (or inside it)

▪ questioning how one’s own language practices are judged in academic, civic, and other communities, and what the
 larger social consequences of those judgments are

**Evaluation**

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| **Coursework** | **30%** |
| **Participation + Quizzes** | **10%** |
| **Essay 1 Project** | **15%** |
| **Essay 2 Project** | **15%** |
| **Portfolio & Reflective Work** | **30%** |

**Grading Scale**
Each of our major assignments will have a rubric to help us establish what the expectations are; grades are based only on the things we have discussed or outlined as part of our assessment and in class discussions.



Final grade note: Anything at or above 96% = 4.0

**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.

*“OMG. It didn’t hit me until the middle of the quarter that I could have been using all
of my in-class writings and idea work for homework assignments and major essays.”– Fall 14 student (used with permission)*

**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. Our larger writing projects will be produced in and out of class, and each will take a large chunk of the quarter.

**Participation:**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, don’t take part in class writing times, and/or don’t take part in group conversations, this grade will take the heat. If you don’t receive full credit for participation in class, I will note on Canvas why that was, and feel free to discuss it with me. If you miss class and would like to make up some participation points, see the chart below.

**Quizzes**Once a week or so, we’ll have a short, informal “quiz” over a class term, reading, or practice. These may take the place of the participation for that day, or they may be additional points. See Canvas for ways you can partially make these up if missed.

**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** 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.

**Portfolio**
Throughout the quarter, we will build a portfolio that features chosen pieces of your work in this class. This portfolio will be put together as we go, not at the very end of the quarter alone. You will get much more information about this soon. **The most important part: Don’t throw any of your class materials away!**

**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**

**▪** **Before October 14th:** Schedule a time to drop by my office to talk to me for a few minutes about something
 (anything!) related to the class or you.
**▪ Before Paper 1 is due:** take a picture of yourself in the Teaching and Learning Center (TLC)
**▪ Anytime this quarter**: Attend an appointment with a TLC writing tutor and bring me some
 artifact of this work. If you do an online feedback session, email me something to demonstrate this work.

**Class Policies**

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| **Situation** | **What to do…** |
| “I didn’t do my homework.” | Still come to class! Now get your homework done for some points… |
| “I did my homework late.” | Turn it in before it’s a week late, and I will accept it with a few points deducted. |
| “I have a general question about class, homework, or the mysteries of the universe.” | 1. Poke around our Canvas page to see if you can find  the answer. 2. Reread any related assignments or handouts.3. Email me on Canvas. |
| “I’m going to miss class.” | 1. Email me your homework BEFORE class time if you want full credit for it.2. Follow the “I missed class!” directions below. |
| “I missed class!” | 1. Check **Modules** on Canvas for the **Participation**  (date) you can partially make up. 2. Check the homework for the next class period.3. Email me with any questions you have.  |
| “I’m freaking out about \_\_\_\_.” | Just email me or drop by my office. Let me know what’s up! ☺ |

**Late Work**: While late work is annoying for a lot of reasons, it’s not the end of the world. However, it can quickly impact your overall grade. You cannot receive full credit for assignments turned in beyond their due dates/times. 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 beginning of our class period via email or other means.

 🡪If you email me any work, you may have to remind me. Don’t be afraid to do so (politely).

 🡪Major essays that are turned in late will lose 5% each 24 hour period it’s late. After 3 days,
 it will not be accepted.

**Communication:** I am fairly available via email. Because I get a zillion emails a day on my main address (ccarle@uw.edu), ***I recommend that you contact me through the Canvas email system, instead***. If you email me please give me at least 8 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!

**Class Community, Conduct, etc**

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. If I believe any student is infringing upon another student’s right to learn in this class, I will ask to meet with this student in order to make the classroom environment most productive. If you ever feel that your right to learn and explore in our class is disrupted, please shoot me an email, drop me a note, or come by my office hours to chat. I want to make this a space that works for you, individually, and for our class, collectively.

**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 all headphones or 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’re being annoying with your phone, I’ll ask you to leave—it is just extremely distracting, and I’m nosy.

**🡪Laptops**: No laptops open during class discussions unless we talk about it. Feel free to bring it with you
 for writing times, but do not have it open when we’re all chatting. Your peers’ thoughts and
 discussion points will be useful for *your* projects, so I want to help you pay as much attention
 to them as possible.

**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.

Online: <http://www.tacoma.uw.edu/teaching-learning-center/teaching-learning-center>

**Counseling Services:** Located in MAT 354, the Counseling Center is free to students. This is a wonderful place to reach out to if you are feeling uneasy or overwhelmed with personal or academic stresses.

**Library:** The UWT Library provides resources and services to support students at all levels of expertise. They 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>

**Campus and Safety Information**

**Escort Service:** Safety Escorts are available Monday – Thursday 6:00AM - 11:00PM . They can be reached either through the duty officer or by calling 253-692-4416.

**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! ☺