

Syllabus: TCORE 101: Introduction to Academic Writing: “Writing with Place: Placemaking and the Urban-serving University”

Quarter: Winter 2019

Meeting days and times: MW 1:30m – 3:30pm

Instructor: Rubén Casas, Ph.D.

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Office hours: Mondays & Wednesdays 3:40pm – 4:40pm & by appointment

Course description: This course introduces students to practices and conventions typical to academic writing. In particular, students will study the principles of academic writing, practice critical reading and writing, and conduct research. Discussions, assignments, and assessments will be geared towards helping students connect the writing processes they engage in this course to other writing contexts. The intellectual work of this course will focus on the UWT campus itself, and how it impacts students, faculty, and staff in particular, and the residents of Tacoma and the South Sound region in general. The readings, discussions, activities, and writing in the course will center around these two questions:

- What does it mean to study at an urban-serving institution?
- How does the physical/built environment of the UWT campus impact the past, present, and future of the city and the region?

Course design: This course meets twice weekly, on Mondays and Wednesdays. Students are expected to attend each class meeting. In the first third of the quarter (Weeks 1 – 3), we will work to establish a common vocabulary and a common understanding of certain key terms (see Appendix B). We will do this through assigned readings, whole-class and small-group discussions, and writing. Next (Weeks 4 – 6), students will study a specific space or a place on campus through an assignment titled “Rhetorical Ecology.” In the final third of the course (Weeks 7 – 9), students will produce writing that seeks to reveal/revise/recast the writing existing and the narratives in place in various spaces and places on the UWT campus. In the final week of the course (Week 10), students will present their work.

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31 The work of the course: To pass this course, you must maintain regular attendance (which
32 includes arriving on time and staying for the duration of each class meeting); you must
33 complete and submit one summary, one synthesis, the Rhetorical Ecology assignment (which is
34 comprised of three smaller assignments), and a piece of interpretative writing about a specific
35 space or place on campus (the form will vary). Assignment guides for each of these assignments
36 are included as appendices (C, D E, F, G, H). While I won't assign a letter grade or point value to
37 each thing you turn in, I will provide you with actionable feedback. You are encouraged to
38 revise assignments based on this feedback, and you are required to revise assignments based
39 on feedback if I specifically state that an assignment did not meet expectations. To pass this
40 course, you must also complete and submit a final course self-assessment (see Appendix I).

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42 Textbooks and readings: There are no textbooks assigned for this course; however, there are
43 readings, which will be housed on Canvas in the folder labeled "Readings." Readings should be
44 read and annotated by the date they appear on the Schedule (Appendix A).

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46 Student learning goals and outcomes: The work of the course is meant to help you achieve
47 certain desired learning goals and outcomes. If you attend class, do the work of the course in
48 the spirit and manner in which it is assigned, and avail yourself of the resources put before you,
49 you can expect to reach the learning goals, which are:

- 50 • Students will be able to do close, analytical reading, which will allow them to summarize
51 arguments, identify and discuss rhetorical strategies, and relate major ideas to contexts
52 and situations outside of the course
- 53 • Students will be able to conduct primary and secondary research, and they will be able
54 to integrate findings into their writing
- 55 • Students will better understand aspects of their writing process, and they will be able to
56 leverage this understanding to engage in other writing contexts more effectively

57

Student responsibilities: Each member of the class is expected to come attend class regularly, to do the assigned reading before coming to class, and to engage the material and each other in support of everyone's intellectual growth. If you must be absent, it is your responsibility to track down whatever materials are presented in class (often, I make notes and presentations available online after a class meeting). If you must be absent, you are not required to notify me; however, you should know that 1) in-class writing and in-class assignments cannot be made up, and that 2) missing more than 2 class meetings will likely have a detrimental impact on your performance and therefore final course grade.

Earning a grade: To earn a passing grade, students must satisfy each of the following requirements:

1. Attend at least 90% of scheduled class meetings
2. Engage the assigned readings and others during scheduled class meetings (which means students must read and annotate readings before coming to class)
3. Complete and submit a summary of one of the assigned readings
4. Complete and submit a synthesis drawing from at least 3 of the assigned readings and which defines and discusses our shared terms and concepts
5. Complete and submit the Rhetorical Ecology assignment
6. Contribute to the Placemaking at UWT Wiki
7. Complete a self-assessment at the end of the quarter

Course policies:

1. Attend class regularly
 - a. Typically, missing more than 2 class meetings affects your overall performance, which can affect your course grade
 - b. You do not need to notify me of absences
2. Submit all course assignments online, via Canvas
3. Do not submit assignments via e-mail

- a. If you miss an assignment deadline and the submission window on Canvas has closed, contact the instructor to make alternative arrangements
 - i. Do not include your assignment in this e-mail
4. Demonstrate respect for your peers, the instructor, and whomever you interact with during the Rhetorical Ecology project
5. Use of electronic devices is limited to the work of the course
6. All electronic communication happens via e-mail, using university-assigned e-mail addresses
7. Readings and other course documents are housed in Canvas and/or Google Drive (for which you need to sign in using your UW credentials)
8. When you have a question about attendance, submitting work, or other course-related issues, check the syllabus first
9. Work you submit is not graded, but I do read it and provide you feedback
 - a. You may always revise assignments
 - b. You are expected to revise assignments which don't meet expectations
 - c. Assignments that do not meet expectations, and which are not revised to meet expectations receive partial or no credit
10. Revisions are due two weeks from the day I return the original submission
 - a. Submit revisions, along with a short revision statement (stating what you revised and why), in the designated folder on Google Drive
11. There are no exams, no extra credit, and no required textbooks for this course
12. Writing you produce and submit in this course should be the product of your own labor (i.e., your own research, thoughtful consideration, analysis, and considered reasoning)
 - a. When you engage the ideas of others, credit the writer/author/creator by using signal phrases and, when appropriate and necessary, in-text citation and Works Cited or bibliographies
13. Students requiring accommodations on account of disability can expect that the instructor and other students will strive to create and maintain the necessary conditions for all members of the course to be successful

- 115 a. If you require accommodations, contact me and the Disability Resources for
116 Students office so that we may coordinate these (information can be found at
117 this website: <http://www.tacoma.uw.edu/node/38768>)
- 118 14. Working students, parents and caretakers, and military personnel whose responsibilities
119 outside of school sometimes create conflicts with school work can expect that the
120 instructor and other students will strive to create and maintain the necessary conditions
121 for all members of the course to be successful
- 122 a. If you experience or foresee a conflict, please give the instructor and/or your
123 peers and provide as much advance notice as possible so that the necessary
124 arrangements can be made
- 125 b. If you miss an assignment deadline and the turn-in window has closed, contact
126 the instructor to make arrangements for turning in the assignment
- 127 i. Do not submit late assignments via e-mail (see, also, Policy 3)
- 128 15. Late work is work that is submitted after an assignment deadline with no advance
129 warning
- 130 a. Assignments submitted after the deadline (i.e., “late work”) are worth 20% less
131 than assignments submitted on deadline
- 132 b. If a student gives advance notice and stipulates a new and reasonable deadline,
133 then that work will be received without penalty
- 134 i. A sample interaction (whether in person or via e-mail) about an extension
135 should look like this: “There’s a chance I may [provide reason for why an
136 extension might be needed], which means I may not be able to submit
137 my assignment by the deadline. If this happens, I can have it in by [state
138 reasonable timeline here]. Would it be okay if I submitted it then if I need
139 to?” If (rare) requests for extensions come in like this, requests are highly
140 likely to be honored.
- 141 ii. If a request for an extension comes in at or after the deadline, and/or if
142 the request is simply stated as, “Can I have an extension...?”—if no

reasonable extension deadline is suggested—requests will most likely be denied.

c. Late work will be read, and feedback will be provided

16. All writing but in-class writing should be typed, proofread, and formatted per MLA-style guidelines

University policies: For a list of university policies and resources, click on this link:

<http://www.tacoma.uw.edu/teaching-learning-technology/e-syllabus-campus-information-resources-policies-expectations>

Frequently Asked Questions:

1. Q: I want to or need to miss class—should I e-mail the instructor?

A: No. (see Policy 1)

2. I forgot about an assignment and did not have it ready by the deadline—can I still turn it in?

A: Yes. E-mail the instructor and ask how you can get the assignment turned in. (see Policy 3)

3. Q: Can I just include my assignment in that e-mail?

A: No. (see Policy 3)

4. Q: I've already missed 2 class meetings and need to miss another one—can I have the third one excused if I provide a doctor's note?

5. A: Any absence after the allotted two can result in a lower grade (see Policy 1); if a new or existing situation or condition requires accommodations beyond those already made in this allowance, the student should contact the instructor and the Disability Resources for Students office to coordinate these. (see Policy 13)

6. Q: One of my reading responses got was marked "DM"—what does that mean?

A: It means your assignment did not meet expectations, that is, it fell short of the assignment requirements and expectations. (see Policy 9)

7. Q: What do I do if one of my assignments did not meet expectations—should I revise it?

- 172 A: Yes—you're actually expected to revise it (see Policy 9)
- 173 8. Q: What if I don't revise an assignment that did not meet expectations?
- 174 A: Assignments which do not meet expectations receive no credit (see Policy 9)
- 175 9. Q: Something came up and I don't think I'll be able to submit an assignment by the
- 176 deadline. What should I do?
- 177 A: Contact the instructor and request an extension per the directions given in Policy 15
- 178 10. When is the final exam?
- 179 A: There is no final exam in this course.
- 180 11. Q: I work during the instructor's schedule office hours but I need to meet to discuss an
- 181 assignment—what do I do?
- 182 12. A: E-mail the instructor and ask to make an appointment during those times you are
- 183 available to meet.
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- 185 APPENDICES
- 186 A: Schedules
- 187 B: Commonplace Terms and Concepts
- 188 C: Guidelines for the Connecting at the Urban-serving University Essay
- 189 D: Guidelines for the Summary Assignment
- 190 E: Guidelines for the Synthesis Assignment
- 191 F: Guidelines for the Rhetorical Ecology Assignment
- 192 H: Guidelines for the Collaborative Wiki
- 193 H: Final Self-assessment form
- 194 I: Research Participation addendum