**TCORE 101 (J):** **Introduction to Academic Writing – Writing Toward Community Identity**

Winter 2019

Instructor: Dr. Sarah A. Chavez

T/Th: 1:30 – 3:30 p.m. / BHS 103

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Office hours: Wednesdays 11:00 a.m. – 1:00 p.m. and by appointment

“To build community requires vigilant awareness of the work we must continually do to undermine all the socialization that leads us to behave in ways that perpetuate domination.”   
― **bell hooks, *Teaching Community: A Pedagogy of Hope***

The essential dilemma of my life is between my deep desire to belong and my suspicion of belonging.

**–-Jhumpa Lahiri**

**Course Description:**

*From Course Catalogue:* Introduces principles of argument, critical thinking, and analytical readings, and writing and research skill needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing. Linked to another core curriculum course in the humanities, social sciences, or natural sciences.

*Specific to This Section:* Introduction to Academic Writing – Writing Toward Community Identity! This course serves as an introduction to the tools required for successful college writing. We will discuss writing as a process, one completed in stages which utilizes revision strategies.

Throughout the quarter, students will familiarize themselves with various rhetorical elements used to create academic-level writing, and they will sharpen their reading, analytical, and creative skills in order to read and write with a greater sense of richness and depth. And because there must always be something for writers to write about, we are going to focus on the thing a majority of humans spend the most time thinking about – ourselves! By choosing to examine and analyze a community to which we belong, we not only gain a deeper understanding of our own social/political/cultural standing, but we also discover context and greater connection to our community and in the process, learn about the communities of our class peers. This topic also allows for freedom to choose a topic which is meaningful to you.

Credit Hours: 5

**FYW Learning Goals/ Course Outcomes:**

All first-year writing classes at UWT share these learning goals in common. Throughout the term, we will revisit these goals in order to discuss and determine their role with respect to individual assignments.

* Read rhetorically through processes of meaning-making, learning, and communicating purposefully and to various audiences
* Revise in recursive processes that continually re-see, rethink, and research ideas, questions, and new information
* 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
* 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
* 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 sources
* 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

**Core Learning Goals:**

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

**INQUIRY AND CRITICAL THINKING**

* inquiry & problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
* research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.
* synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

**COMMUNICATION/SELF-EXPRESSION**

* argumentation: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
* analysis: identify, analyze, and summarize/represent the key elements of a text.
* disciplinary awareness: enter/place themselves into an existing dialogue (intellectual, political, etc.).
* expression of ideas: express ideas clearly in writing and speaking in order to
* synthesize and evaluate information before presenting it.

**GLOBAL PERSPECTIVE-DIVERSITY-CIVIC ENGAGEMENT**

* disciplinary perspective: understand events and processes as ‘disciplinarily’ situated.
* global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
* diversity: think outside of cultural norms and values, including their own
* perspectives, to critically engage the larger world.
* civic engagement: interact with concepts, ideas, and processes related to civic
* engagement.

**Required Texts & Supplies:**

* *The Academic Writer: A Brief Guide* (Bedford 4E, 2017) by Lisa Ede
  + Hard copies of this text are available for purchase at the University Bookstore and elsewhere. E-textbook editions are available for rent or purchase through Amazon. You are eligible for a free Amazon Prime account if you register with your uw.edu email address.
  + The textbook is also available on reserve at the UWT library. Copies on Reserve may not be removed from the premises and are only available on a first-come, first-serve basis for two hours.
* Readings provided on Canvas – all readings must be brought to class whether printed out or viewed on an e-reader or laptop – **cell phones will NOT be allowed** as a viewing device for readings in class
* Notebook and writing utensil(s) (Required EVERY class period) for notetaking and in-class writing exercises (exercises will primarily be done on paper, not an electronic device)
* Consistent access to the internet and Canvas for access to readings, response posts, syllabus and turning in most homework
* Access to printing the equivalent of a minimum of 75 typed pages (this includes drafts of your work, writing assignments/homework, and posted readings on Canvas)

**Course Requirements:**

Attendance is required in this class. You must attend and participate in class (i.e. be present both physically and mentally/mindfully). In addition to the readings, assignments for this class will include weekly reading responses, possible in-class quizzes, in-class writing exercises, the creation of original arguments/essay content, peer workshops, draft writing, and revision.

**On the Readings:**

The readings for this course are geared toward instruction and modeling. Our textbook will explain critical aspects of the writing process and types of rhetoric and the supplemental readings provided on Canvas will be geared toward aiding us in the deeper understanding of definitions of community, learning about our own and others’ communities, and modeling successful writing strategies. Together we will work on reading deeply and actively. Much of the quarter’s reading will require note-taking and demonstrations of understanding.

That being said, while my hope is that some (most?) of the readings will be enjoyable or enlightening, not all will be. The goal for our reading is not to “like” it. If you find yourself not “liking” parts (or all) of any given reading, that is completely fine, but that does not mean that you can disengage from it. Even though you may not “like” a reading, I do ask that you try to be generous and think critically about each text. If you read a section you don’t like or agree with, try to read the section again when you’re in a better frame of mind. Give it (and yourself) a second chance. Work hard to organize your time so you are not reading at the last minute or late into the night when your mind is tired and/or preoccupied. If you still don’t “like” a reading, articulate for yourself specifically why so you can critically share that impression.

**Reading Response Discussion Board Posts (RRDP):**

For this class, you will complete weekly reading response discussion posts. The purpose of this writing is to articulate your reactions/responses to the readings, answer specific assigned discussion questions, reflect on your reactions, and evaluate how author’s use rhetorical devices to build successful prose. This assignment serves as a place to keep and revisit your ideas about the texts, thoughts about what you learn as we progress through class and conduct critical thinking. Each Reading Response Discussion Question will be laid out specifically in that week’s module. If the reading response does not match the assigned questions, no points will be received.

To receive full credit for RRDPs, the post must:

* + have **no less than 250 words** (you can either write the post in a Microsoft Word document, then cut and paste into the Discussion Board text box or you can use the word count in the Canvas text box. Sometimes writing in Word and saving that document can be helpful though, especially if something goes awry with Canvas)
  + address all aspects of that week's question(s) in a way that shows thoughtful consideration
  + provide examples/evidence from the reading(s) to support your opinion/analysis
  + be posted no later than 8:30 a.m. on the due date specified in Canvas (due dates can be found on the Weekly Schedule and in the Modules)
  + **comment on at least two other classmates’ posts** using the Reply function. Comments should show engagement with the post. For example, a comment like "Interesting post!" would not receive credit as it does not show any true indication of having read the peer's post. Comments should be posted before the start of class on the day the post is due.

These posts will not be graded on the grammar or craft of the writing, but whether the entries meet the minimum criteria and are completed in a thorough and thoughtful way. The emphasis for assessment on the RRDPs will be the quality and critical nature of the work done, and clear specific engagement with the texts and questions.

**Paper Format:**

All typed prose (with the exception of the RRDPs) must be formatted within MLA standards. That means:

* 1” margins on all sides
* Double-spaced
* 12-point font
* Times New Roman
* Page numbers and last name in the header on the top right-hand side
* Name, Instructor’s Name, Class, and Date in the top left-hand corner (does not go in the header & is only on the first page)
* Title (centered, no underline or bold)
* And STAPLED before class (if more than one double-sided page and turned in hardcopy – most prose will be turned in over Canvas)

**Grading criteria:**

Grades: While I will return most of your graded work via Canvas or in class, I don’t use Canvas as an official gradebook, so it isn’t necessarily an accurate representation of your course grade.

See me during office hours for questions about your course grade. I will not discuss grades via email. I use the standard UW grade scale provided below.

**Letter 4.0 Scale Points**

A 4.0-3.9 100-94

A- 3.8-3.5 93-90

B+ 3.4-3.2 89-87

B 3.1-2.9 86-84

B- 2.8-2.5 83-80

C+ 2.4-2.2 79-77

C 2.1-1.9 76-74

C- 1.8-1.5 73-70

D+ 1.4-1.2 69-67

D 1.1-0.9 66-64

D- 0.8-0.7 63-60 (Lowest Passing Grade)

F (E) 0.0 59-0 (Academic Failure. No credit earned.)

UW Grade scale available at: [http://www.washington.edu/students/gencat/front/Grading\_Sys.html (Links to an external site.)](http://www.washington.edu/students/gencat/front/Grading_Sys.html)

**Course Requirements and Grade Distribution**

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| **Below you find the layout of assignments and their point value. To keep things simple, the point scale for the whole semester is 100 points. Each individual point is worth a percentage (i.e. 2 pts. = 2% of overall grade). To receive full credit for assignments, be sure to closely read the instructions listed on the Assignments Description page, the details provided on Canvas, as well as through lectures in class. All students are responsible for information disseminated during scheduled class time.**  12% - Reading Response Posts and Comments  6 RR posts + 2 Peer comments (2 pts. Each)  5% - One-on-one Conference  18% - Paper Project 1: Community Introduction & Origin Story  Rough draft - 2  Workshop w/margin and end notes – 6  Reflection letter – 3  Final draft – 7  20% - Paper Project 2: Visual Rhetoric, Community Artifact  Artifact description – 2  Rough draft – 2  Workshop w/margin and end notes – 6  Reflection letter – 3  Final draft – 7  25% - Paper Project 3: Community Problem (Appeal & Solution)  Argument proposal – 3  Annotated bibliography – 4  Rough draft – 2  Workshop w/margin and end notes – 6  Reflection letter – 3  Final draft – 7  10% Participation  Including verbal, nonverbal, cooperation during group work, and planned & spontaneous in-class writing  10% - Final Revision Portfolio  Revision Reflection (both of quarter and final revision) – 4  Revision of P1 or P2 – 6 |

**Policies and Expectations – As Stated by UW**

* [**Academic Calendar**](http://www.washington.edu/students/reg/calendar.html)- Dates for course drop, withdrawal, and instruction.
* [**Plagiarism & Academic Honesty**](http://www.tacoma.uw.edu/node/38211)**-**A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible. *This statement has been revised by Kelvin Keown and Asao Inoue and submitted to the UW Tacoma Faculty Assembly on 7-28-2014*
* **Classroom Civility***-* All classes and activities on the UWT campus are about learning, which often involves the exchange of ideas. However, the tone and intention behind that exchange are important.  Civility, politeness, reasonableness, and willingness to listen to others are expected at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.
* [**Campus Safety Information**](http://www.tacoma.uw.edu/campus-safety/home)
  + [Escort Service:](http://www.tacoma.uw.edu/node/38891)Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.
  + [In case of a fire alarm:](http://www.tacoma.uw.edu/node/39697) During an emergency evacuation, take your valuables ONLY if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. 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:](http://www.tacoma.uw.edu/node/39696)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.
  + [Campus Safety's "Are You Ready?" website](http://www.tacoma.uw.edu/node/38903)
  + [Emergency Response](http://www.tacoma.uw.edu/campus-safety/emergency-response)
  + [Sign-up for UW Alert: washington.edu/safety/alert/](http://www.washington.edu/safety/alert/)
* [**Safe Campus**](http://www.washington.edu/safecampus/uwt/)- Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website ([washington.edu/safecampus/uwt/](http://www.washington.edu/safecampus/uwt/)) provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.
* [**Inclement Weather**](http://www.tacoma.uw.edu/node/39650)- Always check the UWT Home Page: official campus closures or delays will be announced there first. Course Announcements and Email regarding assignments and expectations during a closure will follow once the severity of the situation is known.
  + "Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. 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(es) 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."
* [**Email Policy**](http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy)*-*"UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington email address. Faculty and staff are not obligated to respond to students using non-UW email accounts.Those who choose to forward their emails to a non-UW email address do so at their own risk**.** The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any email address, and any such problems will not absolve employees and students of their responsibility to know and comply with the content of electronic university communications sent to UW email addresses." *For the complete Policy Statement, follow the link in the heading title.*

*Specific To This Course & Instructor* — In this class, I will often communicate to the entire class through email. Because of this fact, you are responsible for checking your UW email address and Canvas on a consistent basis. The email account I will always contact you at will be the UW account you have registered through MyUW. That is the account that is connected to Canvas. Make sure to check this account often (at least once a day), as you will be responsible for information communicated to you through email. In turn, I pledge to check my email on a consistent basis and respond to emails within 24 hours of receipt, often much sooner. On week days I check email on a regular basis between 9:30 a.m. – 5:30 p.m. If you email me after 5:30 p.m. there is the possibility that I will not respond until the following day.

* **Electronic Devices -**Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session. *Check with your school/program about their electronic devices policy, or to see if it's at the discretion of the instructor.*

*Specific To This Course & Instructor —* Please turn cell phones off (or silence them) while in class. Cell phones or any electronic device other than a laptop, tablet, or e-reader should be hidden away in your bag. If your phone should go off in class, I see you texting or listening to your device during class, you will get one warning. The second time this occurs (and any following times), you will be asked to leave the room for either for a specified amount of time or for the remainder of the class session. Any group work, in-class writing, or other participation based assignments will be in-eligible for make-up.

* [**Infants/Children in Class Policy**](http://www.tacoma.uw.edu/faculty-assembly/actions-legistlation-memos-policies-resolutions) - Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room (GWP 410 and MAT 204A.   However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict an infant, child or children from being present in class. - Approved by the Executive Council on 2/17/17
* [**Incomplete**](http://www.washington.edu/students/gencat/front/Grading_Sys.html#I) - An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

**Academic Support**

*Numerous campus resources are available to support your academic success. Know your options and seek help and resources when needed.*

* [**Disability Resources for Students (Office of Student Success)**](http://www.tacoma.uw.edu/drsuwt)- The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Resources for Students (DRS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DRS at 253-692-4508, or email at [drsuwt@uw.edu](mailto:drsuwt@uw.edu) for assistance.
* [**Library**](http://www.tacoma.uw.edu/library/library) - Library Syllabus Statement For Inclusion in Faculty Syllabi The UW Tacoma Library provides services and tools to support students at all levels of expertise. You can:
  + check out books and videos,
  + [borrow technology](http://www.tacoma.uw.edu/learning-research-commons/equipment-available-students-larc), including laptops, graphing and scientific calculators, cables, phone chargers, headphones, and more,
  + check out many [required textbooks](http://www.tacoma.uw.edu/textbook-support),
  + [book rooms for group study](http://www.tacoma.uw.edu/learning-research-commons/reserve-group-study-room), and
  + do [3D printing](http://www.tacoma.uw.edu/learning-research-commons/reserve-group-study-room), and more.

Librarians help students become more confident about the research process, including developing paper topics, utilizing effective research strategies, and evaluating resources. Scheduled or drop-in help is available. Visit our website at [www.tacoma.washington.edu/library](http://www.tacoma.washington.edu/library/library) or see us in person in the Snoqualmie (SNO) or Tioga Library Buildings (TLB)

* [**Research Support**](http://www.tacoma.uw.edu/node/21865)- Get assistance starting a research project.
* [**Subject Librarians**](http://www.tacoma.uw.edu/library/subject-librarians) - Make an appointment with a subject librarian to talk about library resources, research strategies, focusing a topic, evaluating information and more.
* [**Teaching and Learning Center**](http://www.tacoma.uw.edu/teaching-learning-center/teaching-learning-center)- The Teaching and Learning Center offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located on the 2nd floor of the Snoqualmie building (Snoqualmie 260) and online. Our schedules for appointments and drop-in visits are posted on our website at [tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc). For special needs or subject tutoring requests, please email [uwtteach@uw.edu](mailto:uwtteach@uw.edu) or call 253-692-4417.

**Self and Family Support**

*Everyone needs a little help sometimes. Here are a few campus resources on campus to help you get through those challenging times.*

* [**Bias Incident Reporting Website -**](http://www.tacoma.uw.edu/reportbias)A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond.
* [**Center for Equity & Inclusion -**](http://www.tacoma.uw.edu/equity/home)(WCG 104) - Resources and support for students regarding diversity, equity, inclusion and social justice issues.
* [**Child Care Assistance**](http://www.tacoma.uw.edu/childcare-family-support-services/childcare-assistance-faqs)**-**(MAT 103) - Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family Friendly Spaces, priority access at the MUSE, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit [https://www.tacoma.uw.edu/childcare-family-support-services/childcare-family-support-services-0](http://www.tacoma.uw.edu/childcare-family-support-services/childcare-family-support-services-0)  or contact the Huskies and Pups RSO: [huskiesandpups@gmail.com](mailto:huskiesandpups@gmail.com) .
* [**Emergency Aid**](http://www.washington.edu/emergencyaid/tacoma/)-Life can be unpredictable. Unexpected costs and needs can cause significant stress and impact student academic success and personal well being. That’s why the three campuses of the University of Washington have Emergency Aid to support currently enrolled UW students.
* [**Student Success Mentoring Program**](http://www.tacoma.uw.edu/equity/student-success-mentoring-program-ssmp) - Connect with a faculty or staff mentor.
* [**Military-Connected Student Statement**](http://www.tacoma.uw.edu/veterans-military/veteran-military-resource-center)- If you are a student who is a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, then stay in contact with your instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress.  It is important to make your instructor aware of any complication, then he/she will work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resource for veterans, service members, and families are located in the Veteran and Military Resource Center, TLB 307A.  The VMRC can be reached at [uwtva@uw.ed](mailto:uwtva@uw.ed), 253-692-4923
* [**Counseling Center (Office of Student Success)**](http://www.tacoma.uw.edu/office-vice-chancellor/student-success) - 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 253-692-4522, email [uwtshaw@uw.edu](mailto:uwtshaw@uw.edu), or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling).
* [**UWT Student Health Center**](http://www.tacoma.uw.edu/studenthealth) - All UW Tacoma students who pay the [Services and Activities Fee](http://www.tacoma.uw.edu/node/41083) (SAF) now receive student health services at six Franciscan Prompt Care clinics: [Bonney Lake](https://www.chifranciscan.org/locations/details.location.3836919d-6fae-4fff-a49e-246aee334f2e.html), [Burien](https://www.chifranciscan.org/locations/details.location.58bd1352-a3d1-4724-9595-8ec596e61b3d.html), [Gig Harbor](https://www.chifranciscan.org/locations/details.location.fd7f31ac-7669-4ecc-896e-f5f35e4146e5.html), [Lakewood](https://www.chifranciscan.org/locations/details.location.11409f6f-5db6-403d-8382-0fb6fdde1aef.html), [Puyallup](https://www.chifranciscan.org/locations/details.location.40eadc6c-300e-492f-9d57-c7658a925a54.html),[Tacoma](https://www.chifranciscan.org/locations/details.location.35a0f6f7-2427-483c-a307-6925a906aff2.html). The “distributive care model” provides students more ways to access health care through six CHI Franciscan Health prompt care facilities throughout the Puget Sound, as well as access to [Franciscan Virtual Urgent Care](https://franciscan.anytime.org/#/home), at no additional cost. The Franciscan Prompt Care clinic located across the street from St. Joseph Medical Center, just up the hill from campus, is designated as the UW Tacoma clinic where students will receive priority treatment. The former Student Health Services clinic located in Laborer’s Hall on Market Street has closed. These changes do no affect which students can utilize Student Health Services. All current SAF-paying UW Tacoma students have access to Student Health Services, even those who have health insurance.  **All appointments are now scheduled by calling 253.428.2200.**
* [**The Pantry**](http://www.tacoma.uw.edu/thepantry) - Providing supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Stop by during weekly drop-in hours (DOUGAN 104) Monday-Friday, 9am-5pm or complete the online Food Request Form at [tacoma.uw.edu/thepantry](http://www.tacoma.uw.edu/thepantry).
* [**Oasis center**](http://www.oasisyouthcenter.org/)- Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders.Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching learning and action! **Office Phone: 253-671-2838**. Emergency Cell Phone: (253) 988-2108
* [**Short-Term, No Interest Loans**](http://www.tacoma.uw.edu/finaid/loans)- The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Funds are generally available within one to four working days, only to students who are currently attending the university (loans cannot be processed between quarters). Repayment is due by the next quarter, or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest on the short-term loans but there is a service charge added to the repayment amount.  Students may apply online through [MyUW](http://myuw.washington.edu/) under "Personal Services." Paper application forms are also available in the Financial Aid Office, but the processing time is longer. [Learn more about short-term loans](https://www.washington.edu/financialaid/types-of-aid/loans/short-term-loans/)
* [**Student Advocacy and Support**](http://www.tacoma.uw.edu/student-engagement/student-advocacy-support) - The Office of Student Advocacy and Support assists students to set goals and find on campus supports to meet life challenges that create barriers to achieving their educational goals.  For more information. [https://www.tacoma.uw.edu/student-engagement/student-advocacy-support](http://www.tacoma.uw.edu/student-engagement/student-advocacy-support)

**Writing Project 1: Personal Narrative/Intro & Origin Story**

In this first project you will choose one community/subculture you wish to engage with throughout the semester and then write a personal narrative introducing that community to an audience outside the community/subculture.

The goals of this personal narrative are to:

* Explain the community and identify what characteristics make it a community (i.e. shared language, clothing style, location, values/morals, etc.)
* Explain how you came to be part of the community, your role within the community & how you participate in it
  + Optionally: how do you feel about the community and your involvement

Because it is a personal narrative, you will utilize the writing skills that are conventional of storytelling: narrative arc, description, scene setting, “showing” as well as telling, etc.

The key for the first paper is to be self-reflective and work on understanding how to communicate ideas and concepts to an audience outside the scope of your topic (i.e. practicing organization and explanation)

* Minimum # of pages: 4 – 6
* Minimum # of sources: N/A

Due Date: Should be posted in Canvas no later than Friday of Week 4 (time listed on Assignment)

**Writing Project 2: Rhetorical Analysis of Community Advertisement or Artifact**

Now that you’ve established an outline of characteristics that define your community, as well as your own interaction and role within the community, you will take a third person point of view and rhetorically analyze an “advertisement” from or about your community. Our understanding of "advertisement" will be fairly broad. This could mean a billboard, a poster on campus, a Facebook event or organization page, website, commercial, bumper sticker, television show, etc. This advertisement can be made by the community to promote itself (or part of itself) or made against the community by an outside group.

Here is a list of communities and advertisements representing them:

* Yoga community: yoga shirts (with sayings and images on them)
* Gamer community: a game trailer
* Law Enforcement community: Border patrol hiring ad
* Mexican-American community: Speedy Gonzalez cartoon
* Queer community: the rainbow flag or one of the LGBTQ flyers around campus
* Twin Peaks fandom community: website page for the convention
* Female community: ad for a female product
* Sports community: commercial for the Super Bowl
* Heavy metal music community: album cover (or concert poster)

Most of the above advertisement examples are productions from the community (made by and for the community) though you are welcome to use ads made by people outside the community as a representation of the community. Where the ad originates from, who uses it, and when (context) affects the community and perceptions of the community.

Your goals for this paper is:

* to choose an advertisement or artifact of some kind:
* explain what it is, where it comes from,
* rhetorically analyze it to show how it affects the community and/or perceptions of the community by outsiders.

The above are merely examples, your options are vast. Together as a class we will help each other brainstorm items, and then learn how to effectively use rhetorical analysis.

* Minimum # of pages: 5 – 7
* Minimum # of sources: 2

Due Date: Should be posted in Canvas no later than Tuesday of Week 7

**Writing Project 3: Appeal to the Community**

Now that you have done a little bit of research and a lot of reflection on your chosen community/subculture, you will focus in on a particular aspect of it and make an appeal to the community regarding an issue within it that you feel warrants attention.

This is a very broad topic and leaves you plenty of room to choose something you are interested in. Each community/subculture will have differing issues. Because it is so open, as a class we will brainstorm about how to pick a pertinent issue and then how to research it. You will then write a proposal in which you explain and defend your stance.

Examples of past community issues I’ve seen are:

* Females’ position within the gaming community
* Stereotypes of men and eating disorders
* Women’s roles in rock and roll (as musicians and fans)
* Poverty in Native American reservations
* Class-bias in the poetry writing community
* Exclusion of bisexuals in the queer community
* “Trash talk” in the athletic community

These are only meant as examples to help you begin thinking about the issues within your own community. There are limitless directions for this paper.

Goals of this paper project are:

* Learn (or practice) to use secondary information to support your own analysis
* Learn (practice) to narrow in on a specific topic within a larger one
* Learn (practice) approaching a topic from multiple perspectives and being able to communicate about that topic to different audiences

Minimum # of pages: 6 – 8

Minimum # of sources: 4

Due Date: Should be posted in Canvas no later than Friday of Week 10

**Reflection Cover Letters**

Reflection cover letters (sometimes referred to as Author's notes) are literally a letter from you to me (Dr. Chavez) reflecting on your experience writing the paper and going through the process steps and revision. Below are questions to guide you through your reflection.

Reflection Questions

1. How did you feel about the assignment going in? Did it seem fun? Intimidating? Did it make sense? What did you struggle with?
2. How did you incorporate the comments given to you on your rough draft? What were the revision suggestions made and how did you address them?
3. How did your workshop group go? What did your peers comment on? How did you address their comments in revising for your final draft?
4. How do you feel about your final draft? What changes might you make if you had more time to work on it?

A reflection cover letter is due in Canvas (as a separate document from the paper) the same day and time every final paper draft is due (i.e. there will be three due over the course of the semester to correspond with the three major paper projects).

**Final Reflection Paper**

The Community & Writing Reflection Letter is an extended, more reflexive version of the reflection letters that are turned in with each final paper. Rather than only reflecting on your writing process, troubles, triumphs, and revisions for one paper though; you will be reflecting on the quarter as a whole, both in terms of your writing and your understanding of your community.

Questions to consider:

* What were your concerns about writing papers at the beginning of the quarter? Have those concerns lessened or changed?
* Which paper was most difficult to complete and why? Be specific.
* What do you feel you have improved on the most? Provide examples of something you did better in the last paper, than the first paper. Explain how you addressed that issue or what you did to improve.
* Pick an issue or two that you still find most troubling. Explain why it is and how you will address the writing issue in future papers for other classes?
* Do you feel you know and/or understand your community better? What have you learned about your community this quarter? Have your feelings/thoughts about the community changed or grown? Provide specific examples and explain.

Minimum # of pages: 3 – 5

Minimum # of sources from your own work: 4

Due in Canvas during Finals Week, no later than the official end time of our final

**Final Paper Revision**

You will post a revision of either paper 1 or paper 2 (whichever you would like). Along with this revision, you'll have a new revision letter specifically discussing what revisions you made, why you made them, how you think the paper has improved, and what you would have continued to work on if you had more time or could take the paper in another direction.

**\* Parts of the syllabus and the course, including the weekly schedule, are subject to change to meet the needs of the class.**