**Winter 2019 – TCORE 101D: Introduction to Academic Writing
Words Matter: Writing in College and the “Real World”**

Class meets: T/TH 1:30-3:30 p.m. in GWP 101

Instructor: LeAnne Laux-Bachand (address me in conversation and writing as LeAnne, Ms. L., or Professor)

Office & office hours: MDS 210B – M 1:30-2:30, T 11:30-12:30

Contact info: leannelb@uw.edu, 253-692-5943, or through Canvas email

**Course description (from the 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.

**Course description (expanded):** What is academic writing? One way to answer that is, “The writing you’ll do in college.” In this course, we will explore these types or genres of writing, and you will learn the foundations of rhetoric and how they apply to different situations. You will also read, reflect on, and write in a variety of argument styles on issues of importance to you. We are creating an engaged, respectful rhetorical situation – a classroom where you can take intellectual risks and be brave. We are committed to becoming stronger, more compassionate, more open-minded and more reflective readers and writers.

**Learning Goals (what we're working towards):
CORE:**

* 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.’
* 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.

**University Writing Program:**

* Read rhetorically – to understand writers and be understood as one
* Revise in recursive processes – on the global level, re-see and re-think the information you encounter and produce
* Reflect as a way to understand – to build sustainable reading and writing practices
* Proof and edit one's drafts – on the local level
* Engage in academic research as a process – understand when sources are needed and locate, evaluate, and incorporate them
* Problematize writing situations – question how you judge people's language practices and how others judge yours, especially in relation to Standard English

**Course components and information:**

In-class writing exercises: 15%
Homework: 20 %
Essay 1 (Narrative on rhetoric): 20%
Essay 2 (College rhetoric research paper): 20%
Final project (Portfolio): 25%

 ***In-class writing exercises:***

* We will write almost every day in class, usually between one and three exercises. This work is not meant to be edited and polished; it’s a place to try out new rhetorical choices, explore ideas, or respond to in-class discussions. All in-class writing exercises that are not dependent on in-class group discussion are eligible to be made up late (within 48 hours of when they were assigned) without penalty. All information will be provided on Canvas. If you miss class and have questions, please start by asking a classmate and then ask me.

***Homework assignments:***

* You’ll have homework assignments almost every day. These will be assignments like reading academic articles and writing responses and annotations of peer drafts. You will have the option to upload homework to Canvas or bring a printed copy to class. All homework will be due by the start of class time. All details and requirements will be posted on Canvas.

 ***Major assignments (Essay drafts & final versions; Portfolio final version):***

* There will be two essay projects – a narrative about an experience you’ve had with rhetoric (4-5 pages total), and a research paper about some aspect of college rhetoric that interests you (7-8 pages total) – and the final project of the quarter will be a Portfolio – a re-envisioned selection of your work from the course and a critical reflection letter (10-12 pages of revisited work; 2-3 pages of reflection). All details and requirements will be posted on Canvas.

**Other important information:**

* Most writing instructors strive to be teacher-editors – the kind of editor who helps with your idea development, organization, clarity, other big-picture issues, (and yes, sometimes grammar and punctuation). Just like the work you do outside of class is part of your student identity, the work I do outside of class is part of this teacher-editor identity – and part of the work I do outside of class is commenting on your writing. I won't comment on every assignment you turn in, but when I do make comments, I expect you to read and think about them. **Not reading comments on your work – whether from me or classmate peer reviewers – is like not coming to class**: you miss important information.

Check Canvas at least once daily.

* We will discuss the Expectations for Course Participation document on the first day of class; this can be found on Canvas, and I will also distribute paper copies.
* Late work policies:
	+ You can turn two homework assignments in up to 48 hours late without penalty. Let me know at the start of class on the day the assignment is due if you are using your extension.
	+ There is one makeup opportunity: you can “recapture” points on any one already graded assignment (except the Portfolio) by visiting my office hours (or scheduling an appointment) and discussing what you understand now about what you missed previously. (If you choose a homework assignment, you are eligible to recapture all missed points; if you choose an essay, you can recapture up to 5 missed points). I recognize that cars break down, people get sick, etc. Life happens.
	+ All in-class writing exercises that are not dependent on in-class group discussion are eligible to be made up late (within 48 hours of when they were assigned) without penalty.
* It's winter, so bad weather might impact our classroom time. Check the school website for campus closures and check your Canvas email – if we're not having class, I will let you know!