**TCORE101 N**

**TTH 3:05-5:10**

**JOY 105**

**Autumn 2015**

Heather Stansbury

hls2@uw.edu

Office: Office hours will be at the Metro café for now.

Office Hours: Tuesdays at 2:00

Course Canvas Page: https://canvas.uw.edu/courses/1028175

**Accommodations:**

Please let me know if you need accommodation of any sort. I can work in conjunction with the University of Washington Tacoma Disability Support Services (DSS) to provide what you require (http://www.washington.edu/students/drs/). I’m also very willing to take suggestions specific to this class to meet your needs.

**TCORE101 N: Introduction to Academic Writing**

**“Food: Identity and Community”**

**Course Description:**

Food is the weak link in our civilization – just as it was for the Sumerians, Mayans, and many other civilizations that have come and gone. They could not separate their fate from that of their food supply. Nor can we.” - Lester Brown, *Full Planet, Empty Plates*

Welcome to TCORE 101!  TCORE 101 This course is designed to introduce you to the principles of argument, critical thinking, and analytical reading. In this introduction to the writing and research skills needed for academic composition, there will be an emphasis on the writing process, thesis, context, purpose, and audience. You will learn to analyze texts, develop complex claims, better adapt what you write to fit your particular audience, participate in group work and peer reviews, and substantially revise your written work in response to peer and instructor feedback. As such, you will examine, make, and refine arguments at the university level, and gain confidence as a writer in a variety of academic and community contexts.

Thematically, this course will explore the intersection of who we are and what we eat, as we read across the disciplines to study the political landscape, cultural significance, and social and economic dynamics of food. Whether we think about food as symbolic or substantive, something that defines us culturally or ideologically, or something without which our populations will collapse, we cannot deny the presence and significance of food in our lives. The topic of food offers so many rich avenues for exploration – from foodie culture to those struggling with hunger and food insecurity. We will first examine how social and cultural factors are embedded in the food industry, and then encourage you to pursue lines of inquiry of interest to you at the local, national, or global level, ranging from organic farming to food policy to obesity. We will be focusing heavily on language and rhetoric as tools you can use to engage with your community.

**Core**

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.

**Learning Objectives**

* formulate an original thesis-driven argument and sustain it in both written and verbal

communication.

* express ideas clearly in writing and speaking in order to synthesize and evaluate   
   information before presenting it.
* enter/place yourself into an existing dialogue (intellectual, political, etc.).
* identify, analyze, and summarize/represent the key elements of a text.
* approach complex issues by taking a large question and breaking it down into   
   manageable pieces.
* make meaningful connections among assignments and readings in order to develop a   
   sense of the “big picture.”
* collect, evaluate, and analyze information and resources to solve problems or answer   
   questions.

**REQUIRED**

1. Readings and videos posted under “Course Readings” on the course website. **You are required to print these off and bring them to class.**
2. *Writing Spaces: Readings on Writing: http://writingspaces.org*
3. *A Writer’s Reference*(custom, 8th ed., 2013), Hacker & Sommers
4. *Internet access* and access to a computer to submit assignments on time, participate in on-line discussions, and check emails/announcements on Canvas. (I may occasionally ask you to bring a laptop, if you own one).
5. *UW NETID and email address*.\*
6. About $10-$15 for occasional printing and/or copies

\*Please check our course page on Canvas and your university email account regularly as I will post or send out announcements and updates. Email is the best way to get in touch with me.

#### Course Assignments

#### This course will consist of two sequences, each of which is designed to help you fulfill the course outcomes. The first sequence requires you to complete 2 shorter assignments and one major assignment , and the second sequence asks you to complete 1-2 shorter assignments leading up to a major assignment. These shorter papers will target one or more of the course outcomes at a time, help you practice these outcomes, and allow you to build toward the major final assignment. Homework assignments and in-class activities are also designed to help you build up to the course writing tasks. Each sequence will ask you to do regular in-class freewrites, overnight writing assignments, and reflective writing. I will not grade and comment on each and every piece of writing (although I read everything), but you will get plenty of feedback throughout the quarter.

**FORMAT REQUIREMENTS** (unless otherwise specified)

You cannot receive full credit in your portfolio for an assignment that does not fulfill these requirements.

* Font: 12 pt. Times New Roman
* Margins: 1 inch
* Spacing: double-spaced
* Header: last name and page numbers in upper right-hand corner
* MLA style heading with name, course, instructor’s name and date in upper left-hand corner
* MLA style in-text citations
* MLA style Works Cited page

#### NOTE: 2 pages means 2 COMPLETE pages, not 1 page and the first few lines of the next.

**Grading**

Your final grade will be determined by the following:

Coursework and participation: 15% -- 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.). Class participation includes online discussions and in-class writings (These assignments cannot be made up).

Major Paper 1: 20% 3-4 page critique of a food text

Major Paper 2: 35% 5-7 page research paper

Portfolio: 30% (see below)

*Note: this course counts as fulfilling the composition requirement for the student achieves a 2.0 in the course. If you do not achieve a 2.0, you will need to take TWRT 131.*

*Please note:***You must keep all of your work**,*so that both you and the instructor can review it as a portfolio at the end of the quarter.  At that time, you will write a reflective essay, commenting on your writing and related experience throughout the quarter.*

GRADE CONVERSION SCALE: 96 -100 = 4.0 89 = 3.4 83 = 2.8 77 = 2.2 71 = 1.6 65 = 1.0 95 -94 = 3.9 88 = 3.3 82 = 2.7 76 = 2.1 70 = 1.5 64 = .09 93 = 3.8 87 = 3.2 81 = 2.6 75 = 2.0 69 = 1.4 63 = .08 92 = 3.7 86 = 3.1 80 = 2.5 74 = 1.9 68 = 1.3 62-60 = .07 91 = 3.6 85 = 3.0 79 = 2.4 73 = 1.8 67 = 1.2 90 = 3.5 84 = 2.9 78 = 2.3 72 = 1.7 66 = 1.1

**Late Work:**

I require at least two drafts of all essays; only the final draft receives a grade. Before revising your draft and submitting it for a grade, you will receive feedback from your peers and me. **Papers that do not go through each step of the revision process will not receive a grade.**In order for you to make progress and learn from your peers and instructor, your papers must be turned in on time, which means the beginning of class. For each day a paper (first or final draft) is late, I will deduct .5 from your grade. This penalty is also applied to missed conferences and late or missed peer reviews. Daily in-class work and homework cannot be made up.

**Conferences**:

For major assignments, I will schedule individual or group conferences to talk about your first draft and ideas for revision. You should come to conferences prepared to discuss the responses you have received from peers, your own assessment of your draft, and your plans for revision. **Always bring printed material for any writing you would like to discuss**.

**Attendance:**

Please email me if an emergency arises.  Otherwise, I will expect you to attend each and every class meeting. If you have missed class because of an emergency, a competitive event, or illness, I require documentation (doctor’s note, paperwork from student athletics, etc.) before I will accept work to make up the credit.  Likewise, without documentation, late penalties will be assessed on drafts of papers that are not turned in.

If you must miss class, it is your responsibility to coordinate with your classmates to find out what you missed when you were absent. I will not go over what you missed during office hours, I will not meet with you to cover the same, nor will I respond to inquiries via email about what you missed in class.

Some of you may have a unique situation that will make it difficult for you to work within the above guidelines.  If this is the case, please discuss it with me within the first week of the quarter so that we can anticipate problems and be prepared to make alternate arrangements.

**Portfolio and Reflective Statement**:

At the end of the term, you will turn in a portfolio of selected essays, peer reviews, and homework completed over the course of the quarter. With the portfolio, you will submit a five- to six page reflective statement that explains your selections and evaluates your progress as a writer. You must include 10-12 pages of revised, polished pages from our writing course. **Please note that you must turn in the portfolio and reflective essay in order to pass the course.** In order to have the widest possible range of materials from which to select your portfolio pieces, you should save all homework, in-class writing, peer critiques, essay drafts, and conference preparation materials.

# **Email**

Please check your *UW email account* daily.

* I am available Monday through Friday via email and I will respond to emails within *24 business hours.*
* Unless I am sending you my comments on a draft via email, I do not provide feedback on your writing or discuss grades via email, although I would be more than happy to do so during my office hours or by appointment.
* I do not receive assignments via email.
* Please be sure to email me from your UW email account.
* Please also see:
* <http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf>

**Academic Standards/Plagiarism**

All student work must be free of plagiarism.

Plagiarism is the act of taking someone else’s *words or ideas* without acknowledging their source—essentially representing them as if they were your own. Plagiarism can result in a failed grade, academic probation, a permanent mark on your academic transcript, or dismissal from the University.

*Plagiarism applies not only to borrowing whole documents but also to borrowing parts of another’s work without proper acknowledgement and proper paraphrasing or quotation, including borrowing an author’s terminology or arguments.*This includes:

* a student failing to properly cite sources of ideas
* a student failing to properly cite sources of paraphrased or summarized material
* a student failing to properly cite sources of specific language and/or passages
* a student submitting someone else’s work as their own (this includes work “borrowed” from online sources or other students, or work written for the student by someone else)
* a student submitting their own work that was produced for another class with no changes or revisions

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

If you are ever unsure about how and when to credit a source, please don’t hesitate to ask me or refer to Diana Hacker’s *A Pocket Style Manual*.

**Resources:**

If you have any concerns about the course or me, please see me about these concerns as soon as possible. The following resources may be of help to you:

**Teaching and Learning Center**The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

**Library**

The UWT Library provides resources and services to support students at all levels of expertise. We 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/>

**Electronic Devices**

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

**Student Health Services**

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women’s health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer’s Hall on Market Street.

**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 Safety Information**

<http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf>

**Escort Service**

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

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**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 not, but driving conditions remain problematic, please check your email and Canvas. As I commute from Seattle, it is very unlikely that class will be held if the weather is treacherous (i.e. a foot of snow).

I look forward to a great quarter in this class! ☺