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Office: Birmingham Hay and Seed Building (BHS) 105C

Hours: M 10:00AM-12:00PM and by appointment

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# TCORE 101: Introduction to Academic Writing

## Writing from the Margins

**Section I**: Tuesday and Thursday 10:10am- 12:10pm

Garretson Woodruff & Pratt (GWP) 101

**Section D**: Tuesday and Thursday 1:30am- 3:30pm

Garretson Woodruff & Pratt (GWP) 101

**Section G**: Tuesday and Thursday 3:40pm- 5:40pm

Garretson Woodruff & Pratt (GWP) 101

## Course Description:

Welcome to TCORE 101: Introduction to Academic Writing. The purpose of this course is to develop reading, writing, and critical thinking skills that are vital in an academic context. An exploration of the theme “Writing from the Margins” will guide our consideration of what it means to occupy a perspective outside of the dominant discourse and culture. Readings will draw from a variety of sources including news articles, academic scholarship, and literary works ranging from the exile poetry of Ovid to the prison diary of Lil Wayne. The course culminates with a reflective portfolio that showcases samples of your strongest academic writing from the term.

## FYW Learning Goals:

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 and Materials:

**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. Note that the bookstore will often buy back used textbooks in good condition.
	+ Alternatively, an e-textbook edition is available for rent or purchase through Amazon. Note that 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. Note that these copies may not be removed from the premises and are only available on a first-come, first-serve basis for two hours.
* All other assigned materials will be available on the Canvas course site.
* You will need access to **a computer with a reliable internet connection**. If you do not have a personal computer, you may use a campus computer lab or check out a laptop at the UWT library using your student ID card.
* Since I use track changes to provide you with written feedback, I will request that you turn in assignments as MS Word documents. The entire **Microsoft Office 365 ProPlus suite** is available for all UWT students to download free of charge here: <https://itconnect.uw.edu/wares/uware/microsoft/microsoft-office-365-proplus/>.
* Please bring **paper and a writing utensil** to each class meeting.

## Grade Distribution:

Grades at UWT are reported on a 4.0 to 0.0 scale in .1 increments. In order to fulfill the composition requirement for graduation, you must receive **at least a 2.0** in this course. Your final grade will be determined using the following distribution.

**15% Participation and In-class work**

Participation includes the following: coming to class with readings and assignments fully prepared, listening attentively to others, engaging in classroom activities, and contributing to group discussion. I will regularly assign and collect in-class work including quizzes, exercises, and short-writing assignments.

**25% Writing Process Work**

Writing process work includes brainstorming assignments, journal entries, a research proposal, your annotated bibliography, rough drafts, and peer reviews. Writing process work will receive full credit as long as it is complete and submitted on time.

**15% Précis (4-5 pages in length)**

This assignment asks you to utilize a number of different reading strategies in order to understand and accurately summarize an extended excerpt from bell hook’s *Feminist Theory: From Margin to Center*. Students will consider the author’s rhetorical purpose, audience, use of evidence, and gain familiarity with MLA citations.

**25% Research and Argumentative Essay with Revisions (6-7 pages in length)**

This assignment requires students to develop their own research topic in consultation with the instructor which relates to the course theme of margins and marginality. All papers must include at least three scholarly sources and advance a thesis-driven argument that is compelling to a peer audience.

**20% Reflective Letter and Final Portfolio (10-12 pages in length)**

This final assignment provides students with the opportunity to develop metacognitive awareness and proofreading skills. You will practice self-assessment and reflect on your growth as a writer and engagement in the writing process over the course of the term.

## Grading Scale:

Here is the chart that used to convert weighted percentages to the 4.0 grade scale at the end of the term:

4.0 100-94

3.9 93

3.8 92

3.7 91

3.6 90

3.5 89

3.4 88

3.3 87

3.2 86

3.1 85

3.0 84

2.9 83

2.8 82

2.7 81

2.6 80

2.5 79

2.4 78

2.3 77

2.2 76

2.1 75

2.0 74

**Course Policies:**

* A copy of this **Course Syllabus** is available on Canvas along with a **Campus e-Syllabus** containing a complete list of **university wide policies and resources** (plagiarism, disability accommodations, campus safety, counseling, etc.).
* Please consult Canvas for an up-to-date **Course Schedule**. Be sure to turn on notifications in your user settings since I primarily use Canvas announcements and messaging to communicate important information.
* Please consult the **Grading Contract** appropriate for your section on Canvas for information regarding **attendance,** **late work policies** and **classroom ground rules**.
* While your attendance and participation is expected each day, **excused absences** will be issued for religious observances, authorized extracurricular activities, and in the event of serious illness or family emergency. In such cases, please notify me prior to missing class.
* Take responsibility for your own learning. This includes coming to class fully prepared, contributing to discussion, participating in group activities, and seeking help when necessary.
* **Please take advantage of office hours**. I welcome the opportunity to provide individual assistance to students at any point during the term and at any point in the writing process!!
* The [**Teaching and Learning Center**](http://www.tacoma.uw.edu/teaching-learning-center/teaching-learning-center) offers free academic support for students at all levels. They offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. They also work with students on questions about English grammar & vocabulary, reading, and learning strategies.



# Course Schedule

This schedule provides an overview of course content, homework, and due dates for each of our class meetings. Please note that any reading listed needs to be completed **prior** to coming to class on the day it is assigned. Since this schedule is subject to change, be sure to consult the most recent version on Canvas. For more detailed information about each assignment as well as links to readings, quizzes, and other relevant material, consult the unit Modules on Canvas.

## Unit I:

## Margins and Marginalia: Strategies for Reading Rhetorically

**Week 1**

Thursday 9/27

 Introduction

 “Developing Rhetorical Sensitivity” (Ede, *The Academic Writer* 1.9-11)

 “Developing Rhetorical Sensitivity and Kairos” (Ede 1.12-15)

**Week 2**

Tuesday 10/2

 “Applying Rhetorical Sensitivity to Your Reading” (Ede 2.16-27)

 “Developing the Habits of Mind Needed for Academic Reading” (Ede 2.27-31)

 **Due**: Syllabus Quiz due to Canvas by 10PM

Thursday 10/4

 “Developing Critical Reading Skills” (Ede 2.31-40)

**Due**: Bring a hard copy of your Perseverance Page to class.

**Week 3**

Tuesday 10/9

“Analyzing Rhetorical Situations” (Ede 3.51-61)

Excerpt from bell hooks’ *Feminist Theory from Margin to Center* (hooks xvii-17)

**Due:** Please bring your hooks text to class with annotations for credit.

Thursday 10/11

 Excerpt from bell hooks’ *Feminist Theory from Margin to Center* (hooks 68-83; 163- 166)

 **Due:** Please bring a hard copy of your cluster diagram to class.

**Week 4**

Tuesday 10/16

 “Quoting, Paraphrasing, and Summarizing” and “Avoiding Plagiarism” (Ede 7.213-222)

**Due:** Canvas discussion forum due by 10AM

Thursday 10/18

“How to Tame a Wild Tongue” (Anzaldúa 33-45)

 **Due**: Writing Assignment I: Précis due to Canvas by 10AM. Bring two hard copies to class for peer review workshops.

\***Extra credit** opportunity: A Brief History of the Tacoma Buddhist Temple, 6PM-9PM

## Unit II:

## Marginalization: Writing for Social Change

**Week 5**

Tuesday 10/23

Excerpts from Shakespeare’s *The Tempest* (Canvas)

COIL activity with students from Tsinghua University

**Due:** Revision Goals due to Canvas by 10:00 AM

Thursday 10/25

Excerpts from Nelson Mandela on the Robbin Island Shakespeare (Canvas)

COIL activity with students from Tsinghua University

**Due:** Revised version of Writing Assignment I: Précis due to Canvas by 11:59 PM

**Week 6**

Tuesday 10/30

“Mastering the Essential Moves of Academic Writing” (Ede 6.151-161)

Coates’s “The Black Family in the Age of Mass Incarceration” from *The Atlantic* (Canvas)

**Due:** Linguistic identity journal entry due to Canvas by 11:59 PM

Thursday 11/1

“Exploring a Topic and Finding Focus” (Ede 7.184-191)

Excerpts from Ovid’s *Tristia* and Lil’ Wayne’s *Gone Til’ November: A Journal of Rikers Island* (Canvas)

**Due:** Research Proposal due to Canvas by 11:59 PM

**Week 7**

Tuesday 11/6

Class cancelled for small group conferences in The Teaching and Learning Center (see Canvas for appointment schedule)

Thursday 11/8

“Gathering Information and Staying Organized” and “Strategies for Planning” (Ede 7.191-205; 9.273-276)

 Visit from Elaina Bull, First Year Librarian

**Due:** Annotated bibliography due to Canvas by 11:59 PM

**Week 8**

Tuesday 11/13

“Synthesizing, Writing, and Citing” and “Strategies for Drafting” (Ede 7.205-12; 9.277-85)

 “About a Boy: Transgender Surgery at Sixteen” from *The New Yorker* (Canvas)

Thursday 11/15

Peer Review Workshops

“Strategies for Revising” and “Benefiting from Responses to Work in Progress” (Ede 10.288-306)

**Due:** Writing Assignment II: Research and Argument Essay due to Canvas by 10 AM

## Unit III:

## Transforming the Margin: New Technology and Academic Argument

**Week 9**

Tuesday 11/20

“Remembering Tacoma's Nihongo Gakko” (Canvas)

 “Practical Strategies for Editing” (Ede 10.306-318)

**Due:** Revision Goals due to Canvas by 11:59 PM

Thursday 11/22 (Thanksgiving- University Closed)

**Week 10**

Tuesday 11/27

Lisa Hoffman’s “Tacoma's Japanese Language School: An Alternative Path to Citizenship and Belonging in Pre-WWII Urban America” (Canvas)

**Due:** Revised version of Writing Assignment II: Research and Argument Essay due to Canvas by 11:59 PM

Thursday 11/29

**Week 11**

Tuesday 12/4

Final Project Presentations

Thursday 12/6

Final Project Presentations

**Due:** Please bring two copies of your Reflective Letter to class for peer review workshop.

**Finals**

Our class will not meet during finals week!

**Due:** Revised letter and final portfolio with meta-commentary due to Canvas by 10PM on Wednesday, 12/12