

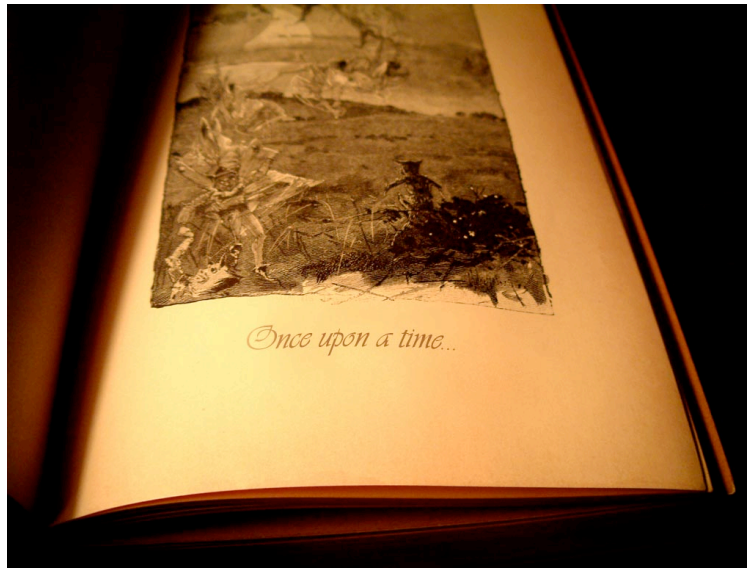
TCORE 101: FALL 2014
Well-Crafted Life Lessons: Tales, Rhymes, and Proverbs

Class Time & Location	Monday/Wednesday/Friday 9:30am-10:50am 11:00am- 12:20pm	JOY 105 PNK 104
Instructor	Alison Walker Stromdahl (Ali WS)	
Contact Information & Office Hours	alisonws@uw.edu Canvas Inbox (Best) 253-698-4937 BHS 105	Monday/Wednesday 8:30-9:30am 12:30-1:30pm or by appointment



INSTRUCTIONAL METHODS:

The purpose of English 101 is to help you develop the college-level communicational skills you will need to achieve your academic and professional goals. The key to success in any situation is effective communication, and the focus of this course will be on refining your reading, writing, and critical thinking abilities. During this class, you will engage in informal writing, formal writing, peer critique, revision processes, active reading and group work as means to becoming a successful writer and thinker. This class will teach you how to read, write, and think more competently, more successfully, and more confidently, primarily in an academic setting.



"Fairy tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten." ~G.K. Chesterton

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales." ~Albert Einstein

"Deeper meaning resides in the fairy tales told to me in my childhood than in the truth that is taught by life." ~Friedrich von Schiller

COURSE THEME:

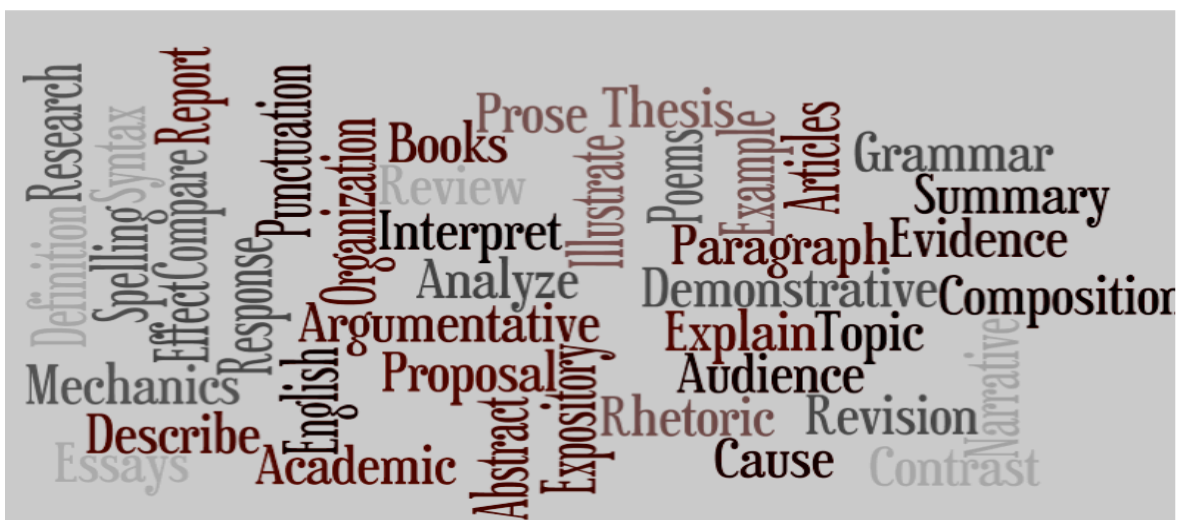
Throughout the course of this quarter, we will be investigating folktales, fairy tales, nursery rhymes, and proverbs. We will be evaluating, analyzing, and interpreting these works of fiction (or what some might call non-fiction in many cases) like through the reading, writing, and discussion of them. In order to do this, we will first learn about literary elements and conventions of tales: plot, theme, setting, character, style, audience, and theme and how to apply these to the texts we encounter. We will also take into consideration the ways in which history, culture, time, gender, race, sex, and socio-economic factors influence these works and how these works were designed to also influence history, culture, time, gender, race, sex, and socio-economic factors. Throughout the quarter, we as a class will attempt to come to a fuller, more comprehensive understanding of this genre by exercising rhetorical readings of the texts using compare and contrast, cause and effect, argumentation, personal narrative, definition, classification, and example (to name a few). You will demonstrate your learning competencies for this class and for the college through your execution and completion of quizzes, class assignments, homework assignments, essays, and through your attendance and participation. At the end of this class, I hope we will all have a better understanding of why and how reading, writing, and speech is a powerful tool, consciously crafted by individuals to express particular ideas in given situations for particular purposes.

COURSE TEXTS AND MATERIALS:

- Maria Tatar. *The Annotated Classic Fairy Tales*. Norton, 2002. **ISBN:** 978-0-393-05163-6
- Access to Canvas, UW email account, and Printer/Paper
- A notebook for notes and a folder to store class notes, handouts, and writing assignments

- Optional: Gerald Graff, Cathy Birkenstein, and Russel Durst. *"They Say I Say" The Moves that Matter in Academic Writing*. Norton, 2009. **ISBN:** 978-0-393-93361-1

*Both books are on reserve at the library but are available for only 2 hours at a time.



LEARNING OBJECTIVES

→ Critical Thinking, Reading, and Writing:

- disciplinary awareness: enter into an existing dialogue
- reading, writing, and speaking for inquiry, learning, thinking, and communicating
- understanding a writing assignment as a series of tasks, including summarizing, evaluating, analyzing, synthesizing and arguing ideas; integrating their own ideas with those of others.

→ Rhetorical Strategies:

- focusing on a purpose; responding to the needs of different audiences; adopting appropriate voice, diction, tone, and level of formality.
- building a larger understanding of the rhetorical purpose of academic writing
- working to develop a voice of authority in response to uncertainty in writing
- exploring the ideas of those who have dissimilar life experiences or even complicating arguments in order to develop your discussion

→ Writing Process And Self Assessment

- recognizing the need for multiple drafts to create and complete a successful text; developing flexible strategies to generate, revise, edit, and proof-read; understanding writing as a recursive process that enables writers to change their drafts to improve form and content.
- developing a working vocabulary in regard to the writing process in order to discuss work with others
- exploring the ways in which peer response can positively complicate the writing process

→ Inquiry

- 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.'

→ Global Perspective, Diversity, and 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.

COURSE LEARNING COMPETENCIES:

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.

GRADE CONVERSION SCALE:

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

You must score a 2.0 in the class to advance. Otherwise you must retake the course as TWRT 211

FORMATTING

Most teachers will have different formatting rules and regulations. For this course, papers must be typed in **Garamond**, 12-point font, double space, no extra spaces between words and lines, and follow MLA formatting rules and regulations. All assignments must be done using MLA formatting rules.

YOUR NAME	NUMBER YOUR PAGES
TEACHER NAME	
CLASS	
DUE DATE	
TITLE OF ESSAY	

ASSIGNMENTS AND EXPECTATION:

Project 1 (Explication, Analysis, Meaning Making Essay and Terms Sheet)	15%
Project 2 (Research and Synthesis Essay)	20%
Project 3 (Tale and Annotations)	20%
Reflections, Final Cover Letter and Final Reflection	15%
Preparation and Preparedness (Homework/Blogs/Discussion Board/In-class Write/Check-ins)	10%
Participation and Behavior	10%
Drafts, Peer Reviews, Conferences	10%
Bonus	TBD (1-2%)

Essays: We will write and turn in an essay approximately every 3 weeks. During this process, we will learn new writing skills and practice these skills; we will learn new rhetorical concepts and practice engaging with these concepts; and we will write, discuss our writing processes, and bring in drafts for revision.

Revision: I highly encourage essay revision. While I do not permit essay revisions in the traditional sense (fixing), I do permit students to earn extra points back (between 1-10 points) on the essay 1 and essay 2 if the student writes a metacognitive reflection with regard to the teacher's comments, what they have learned and how they have illustrated this in the revision and then the student goes back and practices these skills in the essay. These are due one week after the essay is handed back. I believe revision is key to learning and so I greatly encourage it. **You may only revise if you did all work (drafts, peer reviews, workshops) leading into the essay and fulfill the basic requirements of the paper (sources, page count, formatting, overall content).**

Reflections, Draft Work, Peer Review, and Conferences: Throughout the quarter we will often write about our writing processes. You will spend time on reflecting on how you write, read, and think. Most times we just do work automatically without really thinking in-depth about why we wrote or read a certain way. The most successful college students are the ones that can describe why they did a task the way they did. This is a good habit to develop, and is called something educational researchers call *metacognition*. These same researchers say this practice of metacognition is essential for mastering writing – or any skill for that matter. Grades in this section are based largely upon hard work and engagement with the assignment. You will also be asked to attend mandatory conferences with the teacher before major writing assignment. Your grade is determined by you being on time to the conference, coming prepared, and being engaged. Finally, throughout the quarter we will be doing peer review. You will consult the ongoing work and drafts of other students. You are not expected to be an expert (no one is) but you are expected to discuss and practice together new and ongoing skills, critical thinking, and process.

Preparation and Preparedness: This encompasses all of the prep and practice work you will be doing with regard to the class. It includes reading work, reading quizzes when assigned, annotations or questions for texts, essay preparation, proverb entries, and any discussion boards, wiki's, or blogs we may do individually and as a class. No late homework and if you miss class you must email the assignment or post it **by class time**. I do not accept late hw bc we use it to guide class. I do, however, **drop your lowest homework grade**, which means if you miss one assignment or have an "off" hw day, that will go away. Use it wisely and still be ready to participate in class despite this miss. Do not skip class if you do not have homework; come, participate in any way you can! It is okay. Please, just don't for a habit of missing homework and you will be fine. It is a slippery slope.

*Canvas will say homework is due by 11:59pm by default; homework is actually due by the beginning of class time unless specifically specified in the direction.

Participation and Behavior: **Participation** applies to attending class on a regular bases and participation in discussions, group work, and individual in-class assignments throughout the quarter. If you miss class often, your participation grade will suffer because you are not present to join in on class activities. Participation also includes talking (in class discussion, in groups, in partners). If you email me before class letting me know you will not be there and submit any work due for that day, I will grant you half credit. **Behavior** applies to your performance during these assignments. I do not expect any interruptions, disruptive talking during lectures and discussion, cell phone or technology use. These will also result in deductions from your grade. **See electronics section.** If there is some issue I find that is impacting this grade, I will send a casual message to you about what issue might begin affecting this grade if you do not adjust your classroom demeanor. We can even discuss how to help you adjust if you need help in doing so.

*Please raise your hand before answering in class. While I love an active classroom that jumps from one idea to the next, if we don't raise hands, often some students get left out of the discussion, a few students dominate discussion, or students talk over each other and we decent into chaos ☺ Just hold your hand up if you want to contribute. Keep it up until I get to you and simply lower it if your comment was made.

Extra Credit: If you come and visit office hours 2 times that are not a part of mandatory conferencing hours, you will earn extra credit. The grade is associated with content, preparedness, and purpose related to the visit. These extra meeting can cover many topics: upcoming papers, class concerns or college concerns, what you have learned lately and find interesting, or successes in class or in college that you want to talk about...Simply send me an email with which office hour you would like to drop in on and what you would like to discuss.

CLASS POLICIES:

Late Policies:

Homework: I do not accept late homework. If you miss class you need to drop off your work or email it me your assignment **before class begins** for credit.

Essays and Revision: I do not accept late essays or revisions except under truly extenuating circumstances that you and I have discussed **before the due date**, and I only permit an extension once. So, if you are struggling in any way before an assignment is due, your computer crashes, a family emergency occurs, or you simply cannot complete the assignment by the due date for any reason, let me know. We will discuss whether or not it warrants an extension and how much of one.

Class: If you are late to class or leave early, you cannot make up any work we did while you were not present.

Communication: I am very available via email. I usually get back to you in a few hours. If I do not it means I am very busy and cannot. Give me at least 24 hours. If you do not hear back in this time, feel free to email again. If you email me (alisonws@uw.edu), please give me at least 12 hours to respond. I rarely if ever respond after 9pm but rise very early. When you email me, it would do you well to have a salutation ("Hello Ali or Ms. Walker Stromdahl,") and to sign your email ("Thanks, [your name]"). Believe me, this has more of an impact on my mood when responding than I'd like to admit! If you write a gracious and well thought out email, I will send you back equally gracious and well thought out response. For instance, it is often better to ask than demand. I am kinda crazy about this in that even my friends laugh at how formal my friendly emails are at times. It's a great habit to form for business and life.

*** Email me only from Canvas or your UW email bc I am not permitted to accept outside emails via UW policy; outside email is not considered secure for privacy reasons and often times, email from non UW accounts is tossed into the junk box.**

Conduct: This is a college course, and therefore this institution, your classmates, and I have high standards for your behavior during this quarter. Any conduct that makes our learning environment less safe or impedes another student's learning is absolutely unacceptable. There is a zero-tolerance policy in place in this class; if I believe any student is infringing upon another student's right to learn in this class, s/he will be removed from the class period, and his/her place in our class will be up for discussion.

Electronics: Please do not use cell phones/smart phones, Ipods, or earphones in class. It is a distraction to others and especially to me. **It is also proven students cannot multitask and learn new skills while doing so.** Inconsiderate usage of devices will factor into your final participation grade! If I find you using your cell phone excessively in class and judge it a distraction, I will politely ask you to leave the class for the remainder of the day. If you are not disruptive, but texting continually throughout the class, it will be noted and deducted from your grade (after a warning). Also, no computers/Ipads will be permitted in the classroom unless I allow them on particular days, for particular projects, or under special conditions

SUPPORT SERVICES:

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/>

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

PLAGIARISM AND ACADEMIC DISHONESTY

Academic dishonesty in all of its forms will not be tolerated. **Plagiarism** occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that is not only dishonest, but robs original authors of credit where credit is due. If you put as much work into a piece of scholarship as they did, wouldn't you want credit for that work?

Should I suspect that you have plagiarized, I will talk with you one-on-one and ask you to prove that the work in question is your own. If you plagiarize, you will receive a zero for the assignment and will be required to redo the assignment. You will still receive a zero for the assignment, but you redoing the assignment, you will show me you have learned how not to plagiarize. If you are caught plagiarizing again in the same quarter, you will fail the class with a O.O.

Academic dishonesty is defined as:

- Plagiarism—the act of stealing or passing off as one's own (either intentionally or unintentionally) the ideas and/or words of another—even a sentence, a phrase, a statistic, or an inventive word choice. Changing a few words in a sentence does NOT make it your own—you must change the word choice and the sentence structure.
- Submitting the same paper twice or fulfilling the requirements of two subjects with one paper (unless approved beforehand by BOTH instructors).
- Failure to cite the ideas, the research, and/or the words from other sources via footnotes, endnotes, or textnotes (whether intentionally or unintentionally).
- Collaboration with other students without prior permission from the instructor—this includes people in this course as well as people outside of it (parents, friends, siblings).
- The manufacture or deliberate alteration of data submitted in connection with lab reports, term papers, or essays (creating/altering statistics, names, sources, facts; claiming an erroneous source, etc.)

Please check with me, the Teaching and Learning Center or the Writing Center if you believe you might be doing so.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/issue1/honesty.htm>

GENERALLY GOOD TO KNOW:

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.

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, 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 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.

CIVIL DISCOURSE AND RESPONSIBILITY:

In class discussions, readings, and writing throughout the quarter, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression: provocative or challenging ideas may arise, but no responses to such ideas should be expressed in an inappropriate manner, either verbally or in writing. One of the goals of a university education is to challenge us to think again about what we know or accept as fact. In order to achieve this goal, we all must share responsibility for creating and maintaining a democratic and civil learning environment in the classroom and the larger university community. This means that each of us should be conscious of how our words and actions may affect others. Furthermore, we will be dealing with mature subject matter at times throughout this course, and I expect every person in the class to approach, engage with, and discuss the material constructively and in a respectful manner.