



TCORE 101: Introduction to Academic Writing

Theme:
**SHARPER THAN SWORDS:
WORDS THAT CHANGE THE WORLD**
with
Alison Cardinal

Class Times	TTh 10:15-12:20 12:50-2:55 Joy 114	
Office Hours (also by appointment)	GWP 403	T/Th 9:00-10:00 am
Contact	253-692-4389	acardin@uw.edu (best way to reach me)

Course Description:

In a democracy, words are the way political opponents battle each other and attempt to gain power. Instead of battling with swords to determine who will rule, politicians vie for power through a battle waged using rhetoric. Commercials, speeches, and press conferences are the weapons of choice. While you might get tired of the barrage of language and image, there is little doubt that whoever is able to convince the most people that he or she is the best choice will be the one to be elected. The path to power is paved by effective use of rhetoric.

Words do more than just determine elections, though. They define movements for human rights. (Think of Martin Luther King Jr.'s "I Have a Dream" speech.) They encourage a downtrodden nation in a time of war. (Winston Churchill was a master of this.) And words can also be used to support a dictatorship and bolster a totalitarian regime. (Hitler, anyone?) This class will focus on analyzing significant moments in history where words made a difference, where speeches shifted opinion, called for action, and inspired nations. We will be asking what the qualities of a good speech are and doing historical research into speeches to understand on a deeper level the significance of the historical moment in which the speech was delivered. We will examine not only *what* was said but *how* it was said. What is it about Hitler's speeches that stirred a nation to war? How is it that Obama's speeches give some of us that warm, glowy feeling inside? And finally, we will be asking how can we, in our own historical moment, craft a speech that has the potential to change the world.

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 themselves into an existing dialogue (intellectual, political, etc.).
- identify, analyze, and summarize/represent the key elements of a text
- analyze the ethical implications of actions on the part of individuals and institution
- collect, evaluate, and analyze information and resources to solve problems or answer questions.
- make meaningful connections among assignments and readings in order to develop a sense of the "big picture."

Course Specifics

Our class will use your critical thinking as the basis for your improved ability to write analytical and argumentative essays. The course will begin with a rhetorical analysis essay and end with an original written speech written on a contemporary issue that you then analyze. The coursework portion of the class gives you lots of opportunity to write informally to allow you to generate ideas. Your essays will be a series of drafts focused on revision to refine your writing and sharpen your arguments. We will focus on reading deeply throughout the course. Reading deeply comes with effort and practice, and the development of this skill will allow you to write persuasive, truth-seeking arguments.

This course will consist of a mix of instruction, but I ask that you please be active in all of it. You can expect interactive lectures, large-group discussion, partner and small-group work, and silent writing assignments—sometimes all within the same class period. Having you in class, participating, and letting me know what is working (and not) for you will be vital for our class to function.

Required Texts and Materials

The Art of Great Speeches: And Why We Remember Them by Dennis Glover

Great Speeches of the 20th Century Ed. Blaisdell

Sections from *Writing Spaces* (Free textbook. Sections will be posted on Canvas.)

OWL Purdue Online Handbook (Free Online Access)

Access to Canvas

Paper and writing utensils

Course Requirements

Coursework: This portion of the course focuses on informal writing assignments like your reading journal, your participation in small and large groups, peer responses, and other in-class tasks. This portion of the course will be evaluated based on completeness and effort.

Essays: The majority of your grade will be based on the essays that you write. You will be expected to complete several drafts for each of the essays, and for essays 1 and 3, you will conference individually with me for 15 minutes about your work.

Presentation: You will present your speech to the class either in person or as a recording during the final week of class.

Grading

25% Coursework (reading journal, participation, and other small assignments)

15% Essay 1 (4-5 page rhetorical speech analysis)

15% Essay 2 (2-3 page researched speech + presentation)

20% Essay 3 (4-5 page rhetorical analysis of your speech)

25% Final Portfolio (Cover Letter + 10-12 pages of revised work)

Policies and Etiquette:

Late work *Late work will not be accepted.* If you know you are going to be absent, please turn in your work ahead of time. If I do not receive your assignment by the end of our scheduled class time, it will be considered late, and I will not accept it.

Communication The best way to contact me is via e-mail. I will respond within 48 hours. I will only answer e-mails that have proper and professional salutations (Dear Alison), proper closings (Sincerely), and ask a specific question. This is great practice for the working world. I also encourage you to communicate with me frequently, especially if you are having problems with the coursework or are facing other challenges that are keeping you from doing your best

work in the course. I am far more likely to be lenient if you are staying in constant contact with me should an emergency arise than if you show up weeks later asking for an extension without contacting me ahead of time.

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may not be used in the classroom unless you have my permission. 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. Please turn your cell phones off. If you repeatedly use electronic devices in class when I have asked you to put them away, I will ask you to leave the class and you will lose all participation points for the day.

Statement on Diversity I recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, religion and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, I ask everyone to maintain a language and an attitude of respect.

Campus-Wide Resources and Policies:

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/>

Academic Integrity

All student work must adhere to the highest standards of academic integrity.

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. 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. In simple terms, do your own writing, cite the work of others, ask questions if you are unsure. Plagiarism is serious and could result in you failing an assignment, the class, and possibly result in disciplinary action by the university.

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>

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/>

E-mail Policy

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

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.

Counseling Center (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 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Success)

The University of Washington Tacoma is committed to making physical facilities and instructional programs 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 of 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. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

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.

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.