

**TCORE101 D: Introduction to Academic Writing  
“When You Can Use ‘I’: Introducing College Genres”**

Class Times	MWF 9:30-10:50 am	Our class meets in CP108
Office Hours (also by appointment)	Monday and Wednesday 11 am-12 pm (right after class)	My office: BHS 105 (desk farthest from the door)
Contact	<a href="mailto:leannelb@uw.edu">leannelb@uw.edu</a>	

**TCORE 101D Instructor: LeAnne Laux-Bachand**  
Librarian: Anna Sayler

**Course Description**

“Introduction to Academic Writing” – what does that mean? One of the many ways we could begin to define it is as “the writing you’ll do in college.” Part of what will help make you a stronger writer in college will be learning about your history as a reader, writer, and overall learner, both as an individual and as a member of different groups. After exploring our literacy histories, we’ll look at the types of writing we do, both in and outside of school. Just as there are horror, comedy, and action genres in movies, in college you’ll encounter a variety of genres, too. In this course we’ll practice building strong arguments with solid evidence, and we’ll explore how those arguments and evidence vary between genres, communities, or situations. What makes “good writing” one place “bad” in another? We’ll tackle questions like that, and all the thinking and writing you do will build toward a research paper on a writing-related topic of your choosing.

**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 Texts and Materials**

\**They Say/I Say: The Moves That Matter in Academic Writing, 3<sup>rd</sup> Edition* by Cathy Birkenstein and Gerald Graff (available at the University bookstore and elsewhere; the ISBN # is 978-0-393-93584-4)

\*Essays (on Canvas). Bring each day’s reading to class in print or electronic form (on a laptop or tablet). Laptops and tablets are allowed for class work only; phones are not allowed.

\*A notebook/binder/something to collect your work

\*Pens, pencils, and paper

### **Course Requirements**

#### Participation/In-class Work

When you read the word “participation,” you may think it means that you need to talk a lot. While I do us to have lively, interesting conversations, when I write “participation,” I’m inspired by the late rhetoric-composition scholar Genevieve Critel to broaden the meaning; she believed that participation included all ways of being thoughtfully present, which include taking notes, paying attention through eye contact, nodding your head, and other behaviors, *and* talking. She knew that there are shy or quiet students who shouldn’t be punished just because they’re shy or quiet. In other words, I will expect everyone to talk *sometimes*, but your participation points won’t be earned just by talking a lot.

In addition to Critel’s definition of “participation,” I’m adding any work we do in class. We’ll be writing a lot, sometimes individually and sometimes in groups. All of this falls under the umbrella “Participation/In-class Work” and will be graded on a 1-point scale. In-class work cannot be made up at a later time because it’s unique to that class time, that combination of people and ideas. **Every day there will be 1-3 points you can earn simply by showing up prepared and making an effort.** Every other part of this course will consider effort + product = a grade. But our in-class work? It’s informal; it’s a draft. It’s not supposed to be polished. But you do have to try, and you have to be here (mentally and physically), to earn those points. How do you lose points? Be absent or don’t show up, mentally or physically: text, arrive late, leave early, fall asleep, or don’t read and bring that day’s reading.

Basically, show up engaged, contribute to a respectful classroom, keep track of your points on Canvas, and talk to me about your concerns, especially if someone else is disrupting your learning – I might not know there’s a problem unless you tell me. Remember, I’m hearing impaired – people who sound loud to you might sound quieter to me ☺.

#### Writing Assignments/Out-of-class Work

All non-essay writing assignments that you do outside of class fall under this category. These types of assignments will include reading responses, a peer review letter, and other work that

will help you prepare for the essays. They'll all be graded on a 1-3-point scale, and each assignment will have an explanation for how it will be graded. The only non-written out-of-class work will be a required conference about one of your essay drafts.

### Essays (3)

The major writing projects in this course will be essays. The first will be a 3-4 page literacy narrative about yourself or a classmate; the second will be a 5-6 page rhetorical analysis of a text, genre, or discourse community; and the third will be a 7-8 page research paper on a writing-related topic of your choosing.

### **Grading**

Your final grade will be determined by the following:

Participation/In-class Work: 25 %

Writing Assignments/Out-of-class Work: 25 %

Essay 1 – Literacy Narrative (draft + final): 15 %

Essay 2 – Rhetorical Analysis (draft + final): 15 %

Essay 3 – Research Paper (draft + final): 20 %

*Note: this course counts as fulfilling the composition requirement for graduation from UWT if the student achieves a 2.0 in the course. If you do not achieve a 2.0, you will need to take TWRT 112.*

### **Late work:**

I will not accept late work or offer extra credit, but you can turn in one out-of-class writing assignment up to 48 hours late without penalty, and I will convert two participation/in-class 0s into 1s at the end of the quarter. I have these policies because I know that life happens – people get sick, cars break down, etc. The only thing I ask is that you notify me by the due date if you decide to use your 48-hour extension for an assignment. Please also see:

<http://www.tacoma.washington.edu/enrollmentservices/grading.cfm>

### **Writing Requirements**

I'll give you specific instructions for each assignment, but everything you turn in (whether digitally or in hardcopy) should follow MLA formatting guidelines (we'll discuss these in class).

### **Teaching and Learning Center**

The TLC is located in the Snoqualmie building and 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. Please also see: <http://www.tacoma.washington.edu/tlc/>

### **Academic Honesty**

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. Plagiarism includes taking credit for ideas which are not yours (this includes but is not limited to direct quotes) and even recycling work that you've done for another class without getting permission from both instructors involved.

The penalties for plagiarism can be quite steep, including flunking the class, being put on disciplinary probation, and having a record of the plagiarism in your student file (all things you probably want to avoid). Receiving a late grade or even a zero on an assignment is always better than plagiarizing.

The reason that plagiarism is such a big offense in the college setting is that your ideas and the work that comes from them (for example, your writing) are your currency in academia. Thinking is your job. A salesperson's success is measured by how much he sells, a lawyer's by the cases she wins. As a member of the university, your success is determined by your thoughts and approaches to complex issues and how you work to refine and present them. To plagiarize is, essentially, a form of stealing academic currency. 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>

### **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. See the In-class writing exercises section under Course Requirements for more information.

### **E-mail Policy**

Email is a good way to reach me. I will respond to all email within 48 hours. I also encourage you to visit office hours or make an appointment if those times do not work for your schedule. Please also see:

[http://www.tacoma.washington.edu/policies\\_procedures/E-mail\\_Policy.pdf](http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf)

### **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](http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm)

### **Campus Safety Information**

[http://www.tacoma.washington.edu/safety/emergency/Emergency\\_plan.pdf](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, check your email. I will send an email if I'm canceling class or postponing assignment due dates.