# TCORE 101 (section H) Introduction to Academic Writing

**Language Diversity and Writing Ourselves**

<http://tinyurl.com/ybna5zcs>

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Class Times: MWF 1100-1220 pm (CP 334A)

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## Course Description

Welcome to TCORE 101, Introduction to Academic Writing. This section’s theme is: “Language Diversity and Writing Ourselves.” We’ll read a number of articles and chapters that discussion language and identity, and how these two things are connected. Since this is also a course about academic writing, or writing that you do in school and academic places, we’ll be thinking consciously about those expectations that are placed on our writing and ourselves next to our own writing practices that we bring to the course.

To help us do this work, we’ll read, write, and do other activities together. Most or all of our labors in our course will involve your colleagues in some way. You’ll save all your work in the class, so that you can put together a final portfolio final portfolio that demonstrates your learning journey at the end of the quarter. Your colleagues, you, and I will assess it in writing. We’ll discuss these assessments in our final conferences during finals week.

## Research on This Course

While I do not always conduct research on each class I teach, I may wish to do so on the work we do in this class. What this means is that I may gather data on you and your progress in this course for research and publication at conferences and in academic journals. **I will only use material that students have given me expressed written permission to do so**, usually by email. I will ask you before I use any of your materials. You DO NOT have to allow me to use your work. I will never use student materials in a harmful or negative way, such as making degrading or derogatory comments about the work or the student. I strive to respect every student’s privacy and work done in all my courses. Your participation in my research will NOT affect your progress or grade in this or any future course at this university. If you have concerns about this policy, please let me know at any time during or after the course is over.

## Learning Goals (Course Goals)

The following are the learning goals for this course, and can be found at the [University Writing Program’s website](https://www.tacoma.uw.edu/university-writing-program/fyw-learning-goals). Upon completion of this course, a successful student will have practiced and demonstrated enough labor in:

* **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;
* **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;
* **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.

## Required Texts and Materials

The following texts are required for this course:

* Looker-Koenigs, Samantha. *Language Diversity and Academic Writing*. Bedford/St. Martin’s, 2018. ISBN: 978-1319055097
* Ede, Lisa, *The Academic Writer: A Brief Guide*, 4th ed. Bedford/St. Martin’s, 2016. ISBN: 978-1319037208

The following are required materials for this class:

* Computer and Internet access each day (preferred that you bring a laptop for class)
* Slack account (free)
* Google drive/docs/sheets account (free)
* Canvas access each day (preferred that you can access in class)

## Course Policies

All students are required by the university to abide by the Student Conduct Code, which can be found at:

<http://www.tacoma.washington.edu/studentaffairs/SI/conduct_code.cfm>

Additionally, while we may adjust these, here are the common policies specific to our class. In order to do well in this class, you should:

* Be familiar with and abide by the course syllabus, [grading contract](https://docs.google.com/document/d/1zCJO7ZEPRafK2X1_7n7Ug8WZs6S3vQYvDAxYCCPyO6A/edit?usp=sharing), and [charter for compassion](https://docs.google.com/document/d/13JghXl4AntsmXTrR58Sv1cc4KNdoEQhAg5IceF5E6JY/edit?usp=sharing);
* Take full and active responsibility for your participation, writing, input in discussions, and progress in this course;
* Give courtesy and respect to everyone;
* Participate daily in all in-class activities and conversations;
* Come to class each day and stay abreast of all assignments’ criteria and follow them (see “Attendance” section below);
* Complete all assignments as directed and in the spirit they are asked of you (see Grading Contract).

A few other important policies you should know (all are strictly enforced):

* In-class work, quizzes, and exercises CAN NOT be made up.
* If you think you will have trouble complying with an assignment’s criteria, please talk to me in class, or email, or call me (leave a voicemail) ASAP, well before the due date. This does not guarantee an extension, but the class may be more understanding if you have given us advance notice.

## Attendance/Participation

As explained in our course grading contract, you must **participate fully in at least 82%** of all activities during our class sessions (that’s at least 26 out of 32 days of instruction), which means that you may not participate in activities in **6 class sessions**, after which you may not pass the course with a “C” course grade (see also the “Course Grade” section below) – **no exceptions**. Please double-check your schedules and other activities this semester. If you cannot meet this participation requirement, you simply will not do well in this course. In order for any appearance in class to count each day, you MUST do the following:

* be fully prepared for class (bring homework, read the selections for each day, etc.),
* participate fully in all activities and discussions, and
* arrive on-time or early to class.

Additionally, please know the university policies on attending all courses at UWT, which can be found out:

<http://www.tacoma.uw.edu/uwt/enrollment-services/class-attendance>

## Course Grade

Your overall course grade is calculated using a grading contract (see the [Grading Contract](https://docs.google.com/document/d/1zCJO7ZEPRafK2X1_7n7Ug8WZs6S3vQYvDAxYCCPyO6A/edit?usp=sharing) for specifics). Your portfolio will be assessed (not graded) by several colleagues, you, and me. Our grading contract can be accessed here: <http://tinyurl.com/y8q36aou>.

**IMPORTANT**: You **MUST participate** in at least **84% (26 of 31)** of the class sessions’ activities (you may not participate in 5 class sessions’ activities without it affecting your course grade). You must participate in a final portfolio conference with me (during finals week) in order for you to pass this course. Not participating in 6 or more days of work and activities means an automatic lower course course grade, which is explained in our [course grading contract](https://docs.google.com/document/d/1zCJO7ZEPRafK2X1_7n7Ug8WZs6S3vQYvDAxYCCPyO6A/edit?usp=sharing). No exceptions.

You MUST also complete all of the course portfolio evaluations asked of you in the course in order to fulfill the class participation and portfolio requirements and to pass the class.

For information on the university’s policies about grading, see the following:

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

## Labor of the Course for Default B-Contracts (3.1)

We may construct more detailed information on each assignment below as we need them. The descriptions below are to give you a clear idea of how much work is expected of you, the general expectations from which we’ll start, and the structure of work in the course. On average, you can expect to do about **12 hour of labor each week**, unless we explicitly change these expectations.

1. **In-Class Activities, Daily Work, and Participation:** Most in-class work will be unannounced and deal with that day’s readings or homework. We’ll do individual freewrites, more structured writing, out-of-class assignments, group activities, and class discussion. Part of your preparation for each class session will be to come prepared to discuss and think about the day’s assigned readings, often I’ll provide labor instructions for this reading and preparation. If you come in late to class or unprepared, you will not be allowed to make up any work missed. Often our in-class work leads up to or prepares us for the other work. ***Save everything***.

I assess all in-class work the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), orno credit (i.e., you haven’t met the expectations of the assignment).

1. **Personal Narrative (1):** For the first day of class, you’ll write a personal narrative that does two things. First, it introduces you to the class in your own words, and second, it discusses what your goals are for this course. This narrative should focus on details and specifics, showing us a kind of picture of you as a reader and writer or student, or as a language user. You decide how you wish to introduce yourself to us. Focus on these two questions: Who are you as a reader and writer, as a language user? What do you hope to accomplish in this course this quarter? This should be a short, 1-2 page (300-500 words) narrative only, posted on Canvas (in the “wk 1 - narratives” forum) by our first class session. As with all labor, there will be labor instructions for this work.

I assess all personal narratives the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), orno credit (i.e., you haven’t met the expectations of the assignment or posted it on time).

1. **Précis-Response (4 total):** Each précis-Response is a special kind of summary-response that has a predetermined form or structure. Practicing these as we read each text that we research and find for our projects will help us figure out what each text is saying, consider our own reading practices, and focus our thinking about the reading. Additionally, our précises will be rhetorically oriented, asking us to summarize each text in a rhetorical manner, then respond to some key idea or quote in it.

I assess all précis the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), orno credit (i.e., you haven’t met the expectations of the assignment or posted it on time).

1. **Reflective Labor Journals (10 entries):** These are short writings we’ll do once a week, over each weekend. Because your success in this class is based on your labor (on what you do each day), not on the quality of your work (although that will improve and be discussed), we must account for your labor in some tangible way. Once a week, we’ll write in our labor journals, which is a G’doc (online). I suggest doing these directly into G’docs, and you’ll post each week’s writing in Canvas as well, so we can all have easy access to your entry each week. This will help you think about and account for your labor as a process over time, which you will use in your final portfolio. We’ll also discuss these each week as we write them.

I’ll assess your labor journals the same as your daily work. You may earn full credit (i.e., you’ve done the journal entry according to its expectations and written for the full allotted time in class), orno credit (i.e., you haven’t met the expectations of the journal entry, or didn’t write for the full time allotted in class).

1. **Labor Log (weekly entries)**: During each week, you’ll keep track of the labor you do for our course (all the reading sessions and writing sessions you do), the nature of each session of labor (i.e. what you were reading or working on), and a quick overall engagement rating (1-5). Each entry will be a simple entry (a row of data) into a G’sheets spreadsheet that I’ve prepared for you (you should have gotten a link to it already). Your personal labor log notes the amount of time spent during each session, what you did or worked on, the day and time of each session, and the engagement rating. This prepares you for your journal entry that week and for midpoint and final reflections on your labor as a quarter-long practice.
2. **Labor Slacks (around 2-3 per week)**: In your labor instructions for various assignments, I’ll ask you to Slack a message to the class. A Slack is like a tweet, only on Slack, not Twitter. It is a private forum for communicating and collaboratively working together in teams. Your Slack message will be a way for us to pause mindfully and notice what and how we are learning things, share that information with others, and perhaps dialogue a bit. Feel free to use Slack as much as you like. It is for our class. This includes being a good place to ask me or your colleagues questions. These are required for you to get credit for all labor.

I assess all labor Slack messages the same. You may earn full credit (i.e., you’ve posted the correct number of Slack messages as directed in the labor instructions), orno credit (i.e., you haven’t done so, which results in an “incomplete” labor assignment).

1. **Assessments (3 formal and numerous less formal ones):** You’ll respond to and assess various parts and drafts of colleagues’ documents, as well as assess your own and your colleagues’ portfolios at the end of the semester. We’ll discuss the guidelines for each of these assessments in class. Some will be formal, structured, written responses or assessments, a few less formal. Each may have a different goal or focus, so expect guidelines for each assessment to change.

Your assessments will be assessed much like in-class work and homework. You may earn full credit (i.e., you’ve done the response/assessment according to its expectations), or no credit (i.e., you haven’t met expectations).The class will assess your labor and the document you submit. We will assume you have done the appropriate amount of labor, and so the default assessment is full credit (i.e., you’ve done the assignment according to its expectations), unless there is reason to believe otherwise. Your peers are not evaluating or grading you.

1. **Projects (total of 2):** You will research two projects that deal with language, language diversity, and/or academic writing. Each project culminates in a 6-7 page research paper, essay, or other artifact that is most appropriate for the topic explored (e.g., you might feel that a video or audio recording is a better way to explore your topic). Regardless of the form your project takes, it should be of between 1,800-2,100 words in length/depth. It should also explore a single question or problem that you define and explain. The project should incorporate at least 4 appropriate sources you’ve researched that have bearing on the central question or problem. Every draft will have a works cited page (MLA) or page of references (APA). Each project will consist of several smaller documents that help research, invent, and test ideas, such as the precises. The culminating artifact of each project will be your choice. It could be a traditional research paper or something more creative (e.g., Web site, a report, a conference presentation for an academic organization, a YouTube video with a written component, a podcast, etc.). Regardless of the form that each project culminates in, all projects must meet the following requirements:

* Incorporate at least **4 appropriate sources** that you’ve researched and document their use appropriately in your draft/culminating artifact, and include a Works Cited or References page;
* Focus on a **single question** or significant problem or inquiry that has importance to you and our class (or others in the larger Tacoma community) and centers on language, language diversity, and/or identity;
* Have a significant written component, which amounts to an artifact that is **1,800-2,100 words** in length.

The class will assess your labor on projects you present in class. We will assume you have done the appropriate amount of labor, and so the default assessment is full credit (i.e., you’ve done the assignment according to its expectations). Your peers’ assessments will be simple observational responses that provide you with cues for ways to understand how well they see you meeting the labor requirements and what they see your current labor accomplishing in the current draft (quality). Your peers are not evaluating or grading you. It is assumed that you have met the assignment expectations, instead these assessments are to help you improve your labor in future work in the class.

1. **Final Portfolio:** In order for us to focus our final assessment of you as a learner in the class, you’ll put together a final portfolio that demonstrates your journey as a learner in the class or the most important things to you that you’ve learned. This final portfolio will include the following:

* A **letter of reflection** (at least 2 pages, or 600 or more words) that explains what is included in the portfolio, why those documents were included, the significance those documents have to you as a learner in the class, and any other information that readers will need to know in order to best understand the portfolio as a demonstration of your learning journey.
* **9-10 pages** (about 2,700-3,000 words) of revised, polished writing from the entire quarter, which may come from anything you’ve done for our class that demonstrates you as a learner and what you’ve learned.

We’ll use your final portfolio to provide you with a final assessment of you as a learner in the class, which will be discussed in our final conferences (see item #7 above, “Assessments”). If you turn in a portfolio that meets the above criteria in the manner in which it is asked of you and on time, then you’ll get full credit for this assignment.

## Extra Labor of the Course (for Grades Higher than 3.1)

For those of you who wish to get higher grades, as [explained in our grading contract](https://docs.google.com/document/d/1zCJO7ZEPRafK2X1_7n7Ug8WZs6S3vQYvDAxYCCPyO6A/edit?usp=sharing) under the “Improving your Contracted Grade” section, you have to do more labor than the default labor (listed in the above section). You have choices, which are explained in the grading contract. **Each extra labor below is worth .3 course grade points**. Here are your choices:

* **Extra Précis-Responses (2 total extra):** At particular times in the quarter, you can do extra précis-Responses. You must complete a total of two extra ones in order for this extra labor to count as enough extra labor for the .3 course grade bump. Each extra precis-response is due the day we have scheduled to discuss those readings.
* **Labor Journal Essay (2 total):** At week 7 and 10, you may write an essay that looks back at your labor journal entries as a record of your labors toward learning in this class. This essay will be about 3-4 pages long and be written directly to me (Asao), but the class likely will read them too in order to learn from your own discussion of your learning.
* **A Bigger Project:** For each project we do, you can opt to do more labor on it at each phase of invention, research, drafting, and revision. This mostly means more research and sources incorporated into the culminating artifact, and the related documents that help you build your drafts, which we will do before the project is drafted. Regardless of the form that each project culminates in, all bigger projects must meet the following requirements:
* Incorporate at least **6 appropriate sources** that you’ve researched and document their use appropriately in your draft/culminating artifact, and include a Works Cited or References page;
* Focus on a **single question** or significant problem or inquiry that has importance to you and our class (or others in the larger Tacoma community) and centers on language, language diversity, and/or identity;
* Have a significant written component, which amounts to an artifact that is **2,100-2,400 words** in length.
* **Extra Assessments (3 extra formal ones)**: You may do three extra assessments for three different colleagues not in your original writing group. You must do one extra assessment letter for each project (i.e. project 1 and 2), and one extra portfolio assessment at the end of the quarter. So this extra labor must be planned from at the beginning of the quarter. These assessment letters will follow the same labor instructions as the normal ones you’ll do.
* **A lesson/activity/handout**: These handouts are on a topic and material that you research for the class’s benefit and will need at least 2 weeks lead time, working with me (Asao) on the materials. While we’ll determine together the scope your lesson, the main elements of your labor will be to produce: (1) a 1-2 page handout for the class’s benefit in our writing and thinking; (2) some outline for our in-class activity that introduces your handout; and (3) a short reflective essay to me (Asao) of about 1-2 pages (300-600 words) on what you learned in the process of doing this labor and what you feel the class stands to gain from the lesson you offered us.
* **Some other labor that benefits the class** and our mutual learning of rhetoric, language diversity, and academic writing. Do you want to write about and report to us on a cultural event related to the class? Or maybe you would like to read an article for us and summarize some of its findings or ideas that you think will help us do our work in class? If you have an idea, come to me (Asao) early. We will plan it, while making sure the amount of labor is commensurate with the other items above.

## Course Schedule

Our course [schedule of readings and activities](http://tinyurl.com/ycj4gupy) is in a separate document, and may change as the semester develops, since you and I will collaboratively figure out what other readings and activities we must do to explore adequately the questions we pose for ourselves. As stated in the “Labor of the Course” section (above), I try to assign about **12 hours of labor each week**. You may find the schedule here: <http://tinyurl.com/ycj4gupy>.

## Now for Some University Stuff

**Inclement Weather**

Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. 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(es) 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.

**Disability Support Services (Office of 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), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at (253)692-4508 , email at dssuwt@uw.edu , uwtshaw@uw.edu or visit [www.tacoma.uw.edu/dss](http://tacoma.uw.edu/dss) for assistance.

**Teaching and Learning Center**

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located in Snoqualmie 260 and online. Our schedules for appointments and drop-in visits are posted on our website at[www.tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc) . For special needs or subject tutoring requests, please email uwtteach@uw.edu or call (253) 692-4417.

**Campus Safety Information**

**Escort Service**

Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.

**In case of a fire alarm**

During an emergency evacuation, take your valuables **ONLY** if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. 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.

For more information:

* [Campus Safety's "What to do in an emergency" website](http://www.tacoma.uw.edu/uwt/administrative-services/campus-safety) .
* [SafeCampus website](http://www.washington.edu/safecampus/uwt/)

**Plagiarism**

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

*This statement has been revised by Kelvin Keown and Asao Inoue and submitted to the UW Tacoma Faculty Assembly on 7-28-2014.*

For more information, please refer to:

* [Academic Honesty: Cheating and Plagiarism](http://www.tacoma.uw.edu/uwt/enrollment-services/academic-honesty)
* [Student Counseling Center web page](http://www.tacoma.uw.edu/counseling/)

**Counseling Center (Office of 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 253-692-4522, email uwtshaw@uw.edu , or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling) .

**Library**

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website, <http://www.tacoma.uw.edu/uwt/library>.

**Incomplete**

<http://www.washington.edu/students/gencat/front/Grading_Sys.html#I>

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

**Email Policy**

* [Policy on the use of email at UW Tacoma](http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy)

**Electronic Devices**

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