

TCORE 101 (section J) Introduction to Academic Writing
The Rhetoric of Reflection: How Do We Understand our World and Words?

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Course Description

Welcome to TCORE 101, Introduction to Academic Writing. This section's theme is: "The Rhetoric of Reflection: How Do We Understand our World and Words?" In order to introduce you to academic writing, we will study reflection (self-assessment) as a practice that helps intellectuals think about their own thinking, assess their writing and its effectiveness, and assess their thinking itself. What will become obvious is that the practice of reflection is just one way to approach the real topic of this course: *investigating what academic writing is and how to judge it* so that you can navigate future rhetorical situations in which you must either read academic texts or write for academic audiences.

To do this investigation of academic writing, we'll explore a few theories about reflection as a practice (e.g. Dewey, Freire, Schon, Yancey), read and analyze instances of reflection (memes, parody, poems, etc.), examine one particular instance of reflective writing (Wendell Barry), and consider ways that the practices of reflection offer writers important intellectual work that can help them write better, particularly for academic audiences. In the process, we will consider ways that dominant academic discourses promote particular kinds of reflective thought and thinking in writing, promote particular ways of judging and valuing texts, and how other discourses exhibit other kinds of reflection and valuing.

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.

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 permission to do so, usually by email. By staying in this course, and sending me an email (asao@uw.edu), you agree to let me use your work in this class for research and publication purposes. I will never use student materials in a harmful or negative

way, such as making degrading or derogatory comments about it. I strive to respect every student's privacy and work done in all my courses. If you have concerns about this policy, please let me know at any time.

Learning Objectives (Course Goals)

The following are the stated learning objectives that the university has articulated for this all core classes. While we'll determine how we understand and articulate our courses' learning objectives, our conversations will begin with these official ones.

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 following texts are required for this course:

- Berry, Wendell. *The Unsettling of America: Culture and Agriculture*. Revised edition (1996). ISBN: 978-0871568779.
- They Say/I Say: The Moves That Matter in Academic Writing. 3rd edition (2014). ISBN: 978-0393935844.
- Some writing handbook you can reference frequently.
- Packet of articles and book chapters to access online and print for class use.

The following are required materials for this class:

- Computer and Internet access each day (preferred that you have a laptop for class)
- Twitter account (free)
- Canvas access each day (preferred that you access in class)
- Eli Review account (costs \$25/6 months) at www.elireview.com

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:

- 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 voice mail) 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 83.3% of all activities during our class sessions, which means that you may not participate in activities in **three class sessions**, after which you lose a **full letter grade** for this course (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 for specifics). Your portfolio will be assessed (not graded) by several colleagues, you, and me.

IMPORTANT: You MUST participate in at least 83.3% (15 of 18) of the class sessions' activities (you may not participate in **three class sessions' activities** without it affecting your course grade) and participate in a final portfolio conference with me (during finals week) in order

for you to pass this course. Not participating in 4 days of work and activities means an automatic “C” course grade. 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

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.

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. 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), or no credit (i.e., you haven’t met the expectations of the assignment).

2. **Personal Narrative (1):** For the first day of class, you’ll write a personal narrative that does two things. First, it introduces you as a learner and writer to the class and helps us hear who you are in your own words, what you care most about, and what your goals are for this course. Second, it tells us something more specific about you as a reader and thinker. Since much of what we do in this class will be about reading, thinking, and reflection as a practice of reading our own thinking, think of your personal narrative as one that addresses these three aspects of you. Your narrative should try to address: who are you as a reader and writer? What do the acts of reading and writing mean to you? This should be a short, 1-2 page (300-500 words) narrative only, posted on Canvas (in the “narratives” forum) by our class session.

I assess all personal narratives the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), or no credit (i.e., you haven’t met the expectations of the assignment or posted it on time).

3. **Labor Journals (around 14):** 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), we must account for your labor in some tangible way. Once a week, we’ll write for 5 minutes in our labor journals on Canvas (online). I suggest doing these directly into Canvas, but you can use old fashion pen and paper in class, then transcribe and post them immediately after class. Ultimately, you will post your labor journal entries on Canvas so that they are chronologically arranged. This will help you think about and account for your labor as a process over time, which you can use in your final portfolio. We’ll also discuss these each week, as we write them.

Your labor journal will consist of the following activities that you'll do each week:

- During each week, you'll **keep track of the labor** you do for our course (all the reading sessions and writing sessions you do) and the nature of each session of labor (i.e. what you were reading or working on). This should be a simple list that notes the amount of time spent during each session, what you did or worked on, and the day and time of each session. This prepares you for your journal entry that week.
- At least 2 times a week, you'll **Tweet (using Twitter) something from your labor notes**, preferably as you do that labor, to the class. To do this, you'll use our course hashtag (#TCORE101). This will help us find it in our Twitter feeds. Feel free to tweet as much as you like to the class about what you're reading or doing for our class. This includes questions.
- In class each week, we'll take a few minutes and look over our labor journal notes and then **respond to a prompt**, posting our entry for that week on Canvas. We'll discuss these each week together in order to learn about our labor practices.

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), or no credit (i.e., you haven't met the expectations of the journal entry, or didn't write for the full time allotted in class).

4. **Weekly Reflections (around 10):** By each Saturday you'll post on our Internet bulletin board (Canvas) a reflection based on a prompt I'll provide for you. You **should spend at least 20-30 minutes drafting** the reflection, but some prompts may take more time, depending on what they ask of you to do in order to produce the reflection. Each reflection should be about 250-300 words in length (about a page if printed). These reflections will help us rethink our practices, ideas, and readings, revise our work, ask questions to each other, voice confusion or excitement, and theorize as a community of writers/intellectuals. You are also required to **reply to a at least 3 of your colleagues' postings** each week in some meaningful and substantive way. These are crucial to our work in this course. They give you a real audience and provide a way to dialogue with each other. We'll usually begin class each week by reading and discussing a few of these.

We'll assess these documents the same way we do the in-class activities (#1 above). You get full or no credit for each assessment.

5. **Assessments (around 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.

The 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 reading 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). 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 document (quality, or how helpful

is your assessment). Your peers are not evaluating or grading you. It is assumed that you have met the assignment expectations, instead these are to help you improve your labor in future assessments in the class.

6. **Project (1):** You will do 1 project on reflection as a practice or discourse during the semester in order to fulfill the grading contract for a “B.” It will incorporate at least 3 of the sources (readings) we’ve discussed and focus on one significant question that you come up with. It will have a 5-6 page written component (1,500-1,800 words total), with a works cited page or page of references. If you wish to shoot for an “A” course grade, you’ll need to do a more in-depth project, or an “advanced project.” Each advanced project must be of similar quality as the regular projects, but meet more advanced guidelines, which we’ll discuss in class. Regardless of whether you choose a regular or advanced project, each project will consist of several smaller documents that help research, invent, and test ideas. The culminating document 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, etc.). Regardless of the form that each project culminates in, all projects must meet the following requirements:

- Incorporate at least **3 appropriate academic sources**, and document their use appropriately (or for advanced projects, at least 5 academic sources, with at least 2 outside, academic sources found at the library);
- Focus on a **single question or significant problem** or inquiry that has importance to the academic community of our class (and perhaps others in the larger Tacoma community);
- Have a significant **written component, which amounts to 5-6 pages** in length, or 1,500-1,800 words (or for advanced projects, 9-10 pages, or 2,700-3,000 words).

I’ll provide responses to your projects throughout the process of drafting and revising. I will not, however, assess each draft or document. Your colleagues will provide most of your feedback, but I will shape their feedback. I will read everything and use drafts and activities to form activities for the class.

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.

7. **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 you as a learner, and shows how you have engaged in the course’s goals/objectives (page 2 of this syllabus). This final portfolio will include the following:

- A **letter of reflection** (at least 1 page, or 300+ words) that explains what is included in the portfolio, why those documents were included, the significance those documents have to the writer 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 who the writer is as a learner in the class.

- **12 pages** (about 3,600 words) of revised, polished writing from the entire semester, 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 on you as a learner in the class, which will be discussed in our final conferences. 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.

8. **End of Semester Assessment Letters:** At the end of the semester in preparation for our final conferences during finals week, you will write several assessment letters. Several will be assessing your peers (via their portfolios) from class, while one will assess yourself. These should be addressed to your colleagues and me, and be letters. I'll provide more instructions on this when the time comes.

In your final conference, we'll read these assessment letters together, and use them to help us understand what you've learned, how well you've performed in the class, and see you as a learner from different perspectives. **If you do not do this assignment, you cannot pass this course.**

Course Schedule

Our course schedule of readings and activities will 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. Below is a first draft that should give you a good blueprint of what to expect. After the first week, please refer to any newer versions posted online on Canvas.

Note: Only the major work, readings, and assignments of the course are listed. There will be other work and assignments due, which will be posted in class and on Canvas. This schedule is only to give you a good estimate of the work and flow of the course.

Week	Readings and Activities
1 09/25	Do introductions; discuss syllabus, grading contract, portfolio, and curriculum. Read Graff & Birkenstein, "Introduction: Entering the Conversation" (pp. 1-15). Due: narratives posted on Canvas (in Discussion forum, "narratives") by class session. We will read these to each other in class as a way to introduce one another.
2 09/30 & 10/02	Read from Peter Elbow's <i>Writing Without Teachers</i> (chapters 4 and 5); negotiate curriculum, grading contract, and charter for compassion. Discuss and begin project rubric creation. Due: Find an instance of written reflection in your own lives, and bring to class on 10/02. We'll use these for an activity in class.

Week	Readings and Activities
Investigating Reflection as a Practice	
3 10/07 & 10/09	Read Dewey, Chapter 1, “What is Thought”; Yancey, “On Reflection”; Kroll, “Arguing with Adversaries.” Create project rubric. Due: Post on Canvas by class session on 10/07 a model of academic writing you think we should imitate as writers in our projects. Bring the article/chapter in full, and the write-up.
4 10/14 & 10/16	Read Denton, “Reflection and Learning: Characteristics, Obstacles, and Implications.” Discuss drafts and assessments. Due: Explorative draft due posted on Canvas by 10/14 class session. Assessment documents due posted on Canvas by class session on 10/16.
5 10/21 & 10/23	Read chapters 1-3 of Graff & Birkenstein, “They Say,” “Her Point Is,” and “As He Himself Puts It” (pp. 19-51). Discuss drafts, assessments, and the nature of judgment. Due: Draft 1 (complete) of project due posted on Canvas by class session on 10/21. Assessment documents due posted on Canvas by class session on 10/23.
6 10/28 & 10/30	No Class on Thu, 10/30 (work online). Read chapters 4-7 of Graff & Birkenstein, “Yes/No/Okay, But,” “And Yet,” “Skeptics May Object,” “So What? Who Cares?” (55-101). Due: Draft 2 (revised) of project due posted on Canvas by class session on 10/28. Assessment documents due posted on Canvas by class session on 10/23.
A Particular Instance of Reflection in Writing	
7 11/04 & 11/06	Read Barry, chapters 1-4 (pp 3-50). Midterm reflections and discussions. Revisit the Grading Contract.
8 11/11 & 11/13	No class on Tue 11/11 (Veteran’s Day), or Thu 11/13 (work online). Read Barry, chapters 5-7 (pp. 51-142).
9 11/18 & 11/20	Read Barry, chapters 8-9 (pp. 143-224). Discuss reflection letters for portfolios and expectations of portfolios.
Portfolios and Final Assessments as Learners	
10 11/25 & 11/27	No Class on Thu, 11/27 (Thanksgiving Holiday). Due: Full draft of project posted on Eli by class session on 11/25.

Week	Readings and Activities
11 12/02 & 12/04	Letters of reflection and portfolio reading and assessment activities. Determine our assessment goals. Due: Final Portfolio due posted on Canvas by class session on 12/04 .
Finals Week 12/09	Due: Final letters of assessment of colleagues due by Sun, 12/07 at 5:00 PM on Canvas. Finish conferences with me (30 mins. each) this week (Monday – Wednesday, 12/08-12/10). Final on Wed, 12/09 at 12:50-2:55 PM.

Now for Some University Stuff

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 Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

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. 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.

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/>

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. 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.

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 uwts@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.

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.