TCORE101A, Introduction to Academic Writing:
Service Learning for Social Justice

Instructor: Dr. Nicole Blair
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Office: BB102R (Come through the Academic Advising Center, stop at the front desk and have them call my office: I will come out to meet you and escort you back!)
Telephone: 253-692-4786
Location: JOY114
Meeting Days: MWF 8:00 – 9:20
Office Hours: MW 9:30 – 11:00, and by appointment

Course Description: This is a course in academic writing, the theme of which is Service Learning for Social Justice

The subjects of your papers will come from 1) academic articles, essays, reports, short films and TED talks, websites, and 2) your own research and 3) your own service. The readings, along with your own experience in service, will provide a rich context and audience for your writing assignments. We will start our inquiry into the social concerns of our community with issues such as homelessness, hunger, lack of access to adequate housing and food, and environmental issues in Tacoma and the surrounding areas.

You will be working on 3 projects throughout the quarter, which include 1 photographic essay (3 pictures and a 500 word essay), 1 rhetorical analysis of approximately 3 - 4 pages, and 1 capstone paper, approximately 8 - 9 pages. I will also ask you to write in class at the beginning of each class. These daily writings (which are abbreviated DW on your schedule of assignments) will be graded at random, so you must be prepared (read the material before you come to class). Brief, regular discussions of your work in a series of writing workshops throughout the quarter will help you to articulate your ideas.

It is important to remember that writing is a practice and successful writers have formed a habit of writing. Writing does not happen in a vacuum—getting feedback all along the way while composing a paper is crucial to your process as a writer. Focus on the process, not the product.
Basic Expectations: First, this course will work best if we are all actively engaged. This means that you will need to participate in all class discussions, ask questions that are relevant and move the discussion forward, share all work in progress, and respond thoughtfully to the drafts of other writers. You are, thus, expected to attend class regularly.

Secondly, all assignments must be turned in on time. I do not accept late papers. Coming to class without a draft when one is due results in a zero and an absence for that day.

In addition, it is essential to understand that you will be collaborating with classmates and community partners during the quarter. Our community partners will be relying on you: therefore it is vital that you demonstrate motivation, respect, and accountability when you serve.

Lastly, understand that a large majority of your learning will take place outside of the classroom—in your reading, writing, and work on various activities. I would encourage you to view my office hours as an extension of class time—if you would like to continue discussing an issue with me that we did not have time to cover in class, if you have questions that were not answered, if you have an exploratory draft you want to discuss: this is what office hours are for. I will be having one-on-one conferences with you twice during the quarter, and a conference with peer reviewers at the end of the course. These conferences are required.

Learning Goals and Objectives

Learning objectives specific to Academic Writing:
- Create and sustain an original, thesis-driven argument
- Summarize main arguments in texts
- Synthesize readings in support of an argument
- Analyze key ideas within academic articles and represent those ideas in your papers
- Apply strategies for planning and composing a paper, a speech, a presentation, or a poster
- Revise papers to improve both content and structure
- Do research through UW Tacoma library
- Give and receive real time feedback on your work

TCORE101E Student Learning Objectives
- Develop your academic voice: become part of the conversation!
- Think outside of the box of your own cultural norms and values
- Reflect on your own learning (metacognition): personal, academic, social strengths as well as how to address weaknesses in these areas
- Take the big questions (the problem of homelessness, literacy, hunger) and learn strategies and techniques to break them down into manageable pieces for analysis and argument
- Make meaningful connections between readings, experience and written assignments
- Connect your service to your writing, through reading, research, and service experience.

Required Text:
Readings on Canvas (see the schedule of assignments, pages 5 – 9 of this document)

Required Technological Access:
A Canvas Account (http://www.tacoma.uw.edu/canvas/getting-started)
A UW email account

Other required materials:
- Loose-leaf paper for Daily Writings
- Three colors of highlighters: yellow, and two other colors
ASSIGNMENTS AND REQUIRED WORK

CLASS PARTICIPATION, 10%: includes turning in a portfolio of your writing at the end of the quarter, coming to class on time, being prepared and paying full attention during class (not tweeting, chatting or other online), following directions, being informed, working well with your peers and your instructor.

Class participation also includes the Daily Writing (DW on the schedule of assignments) based on readings for the day (be prepared!)

SERVICE, 15%: 6 hours of service at one of the following (or a combination of) organizations

Writing Assignments for the Quarter: 75%

1. Photo Essay, 15% (rough draft due Saturday, Oct. 11 at 5:00 p.m.; Final due October 20th at 8:00 a.m.)(Writing conference: 5% of 15%)
Basic Guidelines: 3 photographs, 2 original and 1 from another source, that show your understanding of a specific social justice issue. You will also write a 500-word narrative, approximately 1 and ¾ double-spaced, typed pages, that explains how your pictures illustrate social justice and your connection to this issue. These will be presented in class, so please save your pictures to the cloud or to your memory stick.

2. Rhetorical Analysis, 15% (Rough draft due Saturday, November 8th at 5:00 p.m.; final due November 17th at 8:00 a.m.) (Writing conference: 5% of 15%)
Basic guidelines: 1000 words, approximately 3 – 4 pages typed, double-spaced
For this assignment, you have a choice: you may either choose a speech, song, or a 3 minute film clip about a particular social justice issue, and analyze the rhetorical strategies of that piece, OR, you may write an original speech, song, or create an original short film (3 minutes) using the three major rhetorical devices used in persuasive speeches.

3. CAPSTONE paper, 20% (Rough draft due November 26th; Final due in your Final Portfolio, December 8th at 8:00 a.m.) (Writing conference: 5% of 20%)
Basic guidelines: 1500 words, approximately 5 – 6 double-spaced typed pages
In this final paper, you have the opportunity to share your own service experience, both from this class or other service you have done prior to this course. You will be combining a bit of research with your own experience to analyze the benefits to the community, as well as to yourself as a college student, of engaging in service. This paper combines reflection with analysis and persuasion. You will be turning this paper in on the day of the final in your FINAL PORTFOLIO.

4. FINAL PORTFOLIO, 25% (Due December 8th): In your final portfolio, you will want to bring your previous two essays together with your last paper in a large document that is organized by a particular theme regarding your social justice issue. The portfolio should be organized in three parts:
   - Part 1: Resubmission of Revised Photo Essay + reflection (500 words: approximately 1 and ¾ double spaced typed pages)
   - Part 2: Resubmission of Revised Rhetorical Analysis of Speech, Song, or Film Clip/Original Speech, Song, or Film clip + reflection (1000 words: approximately 3 - 4 double-spaced typed pages)
   - Part 3: CAPSTONE PAPER: Analysis and reflection on the benefits, to both students and community partners, of service for social justice + reflection (1500 words: approximately 5 - 6 double-spaced typed pages)
   - Total number of words: approximately 3000 and the total number of pages: approximately 10

Community Service Organizations

Below is a list of service organizations I have contacted to work with us this quarter. You must choose one or two of these organizations at the beginning of the quarter as your focus—this will give you time to get to know the organization(s) before you serve and also enable you to do research for your final paper.

- Franke Tobey Jones: http://www.franketobeyjones.com/make-a-gift/volunteer/
- Write@253: http://write253.wordpress.com/get-involved/
Green Tacoma Partnership (Many weekend options)
http://tacoma.cedar.greencitypartnerships.org/event/map/

Northwest Harvest (Note: they are up in Kent, so that may be great for our if you live up north,
Saturday opportunities: http://www.northwestharvest.org/kent-warehouse


Habitat for Humanity: http://www.tpc-habitat.org/

Boys and Girls Club of South Puget Sound: http://www.bgcsps.org/volunteer

Tacoma Rescue Mission: http://www.rescue-mission.org/

Tacoma Community House: http://tacomacommunityhouse.org/what_you_can_do/volunteer

Metroparks, Tacoma: http://www.metroparkstacoma.org/volunteer

SCHEDULE OF ASSIGNMENTS AND DUE DATES
All readings and assignments are due on the date listed

Week One: Stone Soup and Serving for Social Justice

September 24: Introduction to the Course

Sept. 26: What is Social Justice in our Community? How can you help? Field Trip to Tacoma Rescue Mission: 8:30 – 9:10 (We will walk from our classroom at 8:15 a.m.)
- Read “Homeless” by Anna Quindlen (Canvas)
- Come prepared with at least one question for our tour guide.

Week Two: Academic Writing, Service Learning, and Social Justice
Unit One: What does social justice look like: the power of photography for social change

Sept. 29: What is service learning? What is social justice?
- Before you come to class today, watch this video on YouTube: https://www.youtube.com/watch?v=z754lhcX6qw
- Read “The Stolen Dream” by Hedrik Smith (Canvas)
- Read the excerpt from Nickel and Dimed by Barbara Ehrenreich (entire book is available online through Canvas).
- Choose your organization from the list provided on this syllabus (if you are not serving somewhere already) and start your research!
- DW #1

Oct. 1: What is academic writing? How does academic writing tie into social justice as a theme? Why photography as a starting place?
- In W&R, read Chapter 1, pp. 1 – 10, and Chapter 2, pp. 11 – 25, “Writing Processes” and “Reading Processes”
- Complete the activity on p. 7 and bring it with you to class
- Read “Interview with Reza: Social Change and the Power of Photography” (Canvas)
- DW #2
- In class: we will watch this TED talk on the power of photography for social justice:
  https://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out
Oct. 3: How do photographs work to shape our ideas?
- Read “Thinking Critically about Visual Images” (Canvas)
- Read “On Compassion” (Canvas)
- Bring a photograph, either one that you have taken yourself, or one from the Internet (with proper photo credit), that you think is a powerful picture of a specific social justice issue, such as hunger or homelessness, lack of access to medical care or a good education.
- Using the photograph you brought to class, we will analyze our photographs using the handout entitled Photo Analysis (Canvas).

Week Three: You and Community
Oct. 6: What is your identity and how does that impact your service?
- Read Chapter 4, “Strategies for Generating Ideas,” in W&R, pp. 41 – 59
- Read “The Complexity of Identity” (Canvas)
- Read “Identity, Liberal Learning, Democracy: Reflections” (Canvas)
- Bring a picture of yourself that reflects your identity
- DW #3

Oct. 8: What values do you bring to service?
- Read Chapter 5, in W&R “Strategies for Planning,” pp. 60 - 82
- Ted Talk: Bryan Stevenson: power in identity
  http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice (23:41)
- We will complete an activity entitled “My Core Values.”

Oct. 10: How do you move from “I” to “We”?
- Read Chapter 6, “Strategies for Drafting,” in W&R, pp. 83 - 100
- Read “Becoming Community” (Canvas)
- Also, bring your photographs to class today in preparation for your essay
- DW #4

Week Four: Conferences in preparation for photographic essays: email your paper to me by Saturday, October 11, at 5:00 p.m.
Oct. 13, 15, 17: to your conference, bring a hard copy of your draft and photographs, along with any questions you have about your paper. I will return your draft with my comments at your conference.

Week Five Presentations of Photo Narratives and intro to Unit Two
Oct. 20: Photo Essay due today at 8:00 a.m.: Turn in a hard copy of your paper, and also upload your paper to Canvas.
- Presentations of Photographic Essays (10 presentations today): you will have 5 minutes maximum to present your photographs and explain how they depict a particular social justice issue

Oct. 22: Presentations of Photographic Essays (10 presentations today)

Oct. 24: UNIT TWO: what does social justice sound like? The power of words, music, and film for social change
- In what way are words a powerful medium for social injustice and a call to action?
- The power of words! http://interactioninstitute.org/blog/2011/04/14/the-power-of-words/
• Bono speaks about social justice (before coming to class, find anything you can about Bono’s activism): https://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news
• DW #5

Week Six: Speeches and Songs, unit two continued

Oct. 27: How does speech or song bring people together in a common cause?
• Review the 2008 Community Needs Assessment on hunger and homelessness (Canvas)
• Lunch is a social justice issue: http://www.yesmagazine.org/happiness/school-lunch-is-a-social-justice-issue
• DW #6

Oct. 29: In what way are songs a powerful voice for social justice?
• Read “Rage Against the Regime” (Canvas)
• Before you come to class, please visit these websites and be familiar with the material.
  ○ “We Shall Overcome”—one of the greatest protest songs ever written
  ○ The History: http://www.npr.org/2013/08/28/216482943/the-inspiring-force-of-we-shall-overcome
  ○ The Song: https://www.youtube.com/watch?v=QhnPVP23rzo
• DW #6

Oct. 31: What are your generation’s protest songs?
• Protest Song analysis: http://perryservicelearning.weebly.com/mus3-protest-song-analysis.html
• Bring the lyrics to a contemporary song about a social justice issue, as well as an audio clip so that we can hear it—we will analyze the rhetorical strategies in your songs in terms of their persuasive power.
• DW #7

Week Seven: Films and Social Justice

November 3: In what do films provide a powerful voice for social change?
• Read Chapter 10, “Strategies for Arguing” in W&R, pp. 190 – 203
• DW #8
• Before you come to class today, please see the following:
  ● When the Levees Broke: a powerful film regarding the aftermath of Hurricane Katrina
    https://www.youtube.com/watch?v=12xj1sHvIWA
  ● Website about film and activism: http://www.activevoice.net/
  ● Clip from “Crash”: https://www.youtube.com/watch?v=EbarO9zF81Y
  ● Short Film about social justice: https://www.youtube.com/watch?v=8m32bRi60Pk

Nov. 5: How do you make connections in your community?
• Read “Creating Cultural Connections” (Canvas)
• DW #9

Nov. 7: How do you identify issues for social change?
• Read excerpt from Writing and Community Action, “Charity, Project, and Social Change” (Canvas)
• Ways to Social Change and the Root Change Tree (Canvas)
• Read Chapter 8 in W&R, pp. 137 – 154
• Bring a draft of paper 2 for peer review and writing workshop
Week Eight: Conferences in preparation for Paper 2; email your rough draft to me by Saturday November 8th at 5:00 p.m.

Nov. 10, 12, 14 Bring a hard copy of your draft with you to the conference—I will bring a copy of your draft with my comments.

Week Nine: Unit Three: what does social justice act like?
The power of serving the community for social change

Nov. 17: How do you effectively put your principles into action?
- Paper 2 is due today: turn in a hard copy of your paper, and also upload your paper to Canvas
- Read “Community Service Work” by Robert Coles (Canvas)
- Read “Helping, Fixing, Serving” (Canvas)
- Final, revised Rhetorical Analysis due today


Nov. 21: What does it mean to serve with a purpose?
- Read “Pieces of a Vision” by Paul Loeb (Canvas)
- DW #10

Week Ten: Service and its impact on you and your community

Nov. 24: Final reflections on your service:
- Read “Reflections in Action” (Canvas)
- Bring your first two papers back to class today—you will need them to plan your poster and to consider final reflections about your service.

Nov. 26: Preconference Writing Workshop for the final paper and portfolio
- Bring draft of Final Paper for preconference writing workshop on your final paper

Nov. 28 Thanksgiving Holiday: NO CLASS

Week Eleven: Peer Conferences and Poster Session: Email your draft to me and your peer reviewer on Saturday, November 29th at 5:00 p.m. I will bring your paper with my comments to the conference.

December 1: Read and review your partners’ papers before you come to your conference; bring a hard copy of your partner’s paper with all of your comments and ideas for improvement.

Dec. 3: Peer conferences

Dec. 5: Peer conferences
- Poster Session in Phillip Hall: you will need to be in Phillip Hall from 10:00 to 11:00 on Friday to showcase your work.

FINAL EXAM, DECEMBER 8th AT 8:00 AM: final papers due; brief presentations
GRADING POLICY

**Academic Standards/Plagiarism:** All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. 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. See the following website for more information http://www.tacoma.uw.edu/enrollment-services/academic-honesty

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**UW Tacoma Grade Scale**

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**ATTENDANCE AND STUDENT RESPONSIBILITIES**

**Late papers:** I do not take late papers under any circumstances. Papers are due online on Canvas at 8:00 a.m., as well as in hard copy form, on the due date. Any time after that is considered late and will not be accepted.

**Missing class:** If you miss class, you are responsible for getting caught up on any missed information. You may not make up a missed daily writing, however. If we are on site on the day you are absent, you must visit the site on your own, with a partner, to make up that work.

**Classroom Procedure:** When you come to class, expect to write first thing, so have plenty of paper and pencils handy. We will discuss your responses to the writing, followed by a variety of activities: mini-lessons on writing, small group work based on the reading/writing; short film clips followed by writing and discussion, etc. It is vital that you have your textbook and any assigned readings from Canvas with you at each class meeting. **Class participation points are not automatic**—if you come to class late or not prepared for that day’s lesson, I will deduct points from your final score in that category.
THINGS YOU NEED TO KNOW ABOUT YOUR SUCCESS IN THIS COURSE

In order to be successful in this course, you should do the following:

- Come to class every day, on time, ready to go
- Turn in your papers, including all drafts, on time
- Follow directions, and ask for clarification if you don’t understand something
- Attend all conferences with your draft
- Participate fully in classroom conversations
- Be respectful of your instructor as well as your peers
- Promote the learning environment through the kinds of questions you ask and your own attitude towards learning.

Developing an effective process of writing is the focus of our class. You will be writing in class every day. You will also have homework questions that will be assigned from the chapters we read in class. In addition to the daily writings at the beginning of class, we will do more writing during the class in order to continue to hone your skills.

Writing takes practice, and perfection is not the goal. In this course, everything you write—from daily writings to formal papers—will help you address many aspects of writing—details, organization, use of evidence, creating an interesting line of argument, making connections between ideas, both on a sentence level and a paragraph level. I do not teach grammar, but I do comment on grammatical errors in your papers. Once you receive a note about a grammatical error, it is your responsibility to address that error. I would encourage you to see me during office hours, or make an appointment. I also urge you make an appointment with a writing tutor in the Teaching and Learning Center for each paper that you write. As soon as you get an assignment, make an appointment, and take your assignment with you. The tutors there can help you sort out any questions or problems you may have with understanding the assignment and its parameters.

Writing Conferences: These conversations are crucial to your writing process—they are a required piece for this course. When you come to your conference, be prepared to discuss your draft with me and receive feedback that will help you revise for a final paper. You will also have received feedback from one peer in the class. We will be discussing revision strategies and techniques throughout the quarter. On days when conferences are scheduled, I will be meeting with each of you in my office for approximately 20 minutes. The conferences this quarter will occur weeks 4, 8 and 11. You will be given a specific time for your conference 1 week in advance.

Reading: It is crucial that you read the chapters in the textbook, as well as all other readings, before you come to class. Your reflective writing will be based on the reading and may be graded at any time. But more importantly, the readings help you to build information for your papers. Each piece of writing you do will build on the one before, so if you miss class and miss a daily write or any of the in class writings, you will miss an important piece of the puzzle.

The Revision Process: Revising your papers is a crucial part of the writing process. I will be providing feedback for you to consider as you reshape your draft into a more finalized version. Your peer revision partner will also provide feedback regarding content and organization. Revising a paper is not about grammar, although you will want to edit for grammar and spelling before you turn in the finalized draft. Revision is about re-seeing your paper, about fine tuning the language, the organization, the way in which you have shaped your ideas. Sometimes it means rewriting the thesis to achieve a clearer sense of direction for the reader. Sometimes you will need to redefine the boundaries of your ideas.
**Writing Partners and Revisions:** When you write a draft, you are required to send that draft to me as well as to your writing partner. You will be providing each other with feedback regarding organization and content. I will provide the guidelines for peer review in class.

**HOUSEKEEPING ISSUES**

**Talk to me:** If you have a question, don’t hesitate to ask. You may reach me by email Monday – Friday from 8:30 – 4:30. I don’t check UW email on the weekends. I also do not check UW email after 5:00 p.m. during the week. My office hours are Tuesday/Thursday 1:30 – 3:00. My office phone number is 253-692-4786. If I do not answer, leave a message. When you come to my office for a conference, you must check in to the front desk in the Advising Center. Give them your name, your UW ID and tell them you are there to see me. If we have an appointment, I will come out and get you. If we do not have a scheduled appointment, I may or may not be at my desk. In that case, please leave a note with the front desk person and I will get in touch with you at my earliest convenience.

**The use of laptops and iPads or other tablets:** If you take notes on a laptop or other tablet device, DO NOT cruise Facebook or other websites during class time. Earning class participation points requires that you pay attention and contribute to the discussions and/or activities during class.

**Cell phones in class:** When class is in session, please turn off the ringer and set your phone to vibrate only. Also, I would ask that you keep your phone in your purse or backpack so as not to create a distraction for you and other students.

**CANVAS:** Make sure that you link your Canvas account to your UW email and to any other social media you like. Linking your accounts will enable you to receive notification when I update an assignment, add, or delete a reading.

**Email:** Do not use Google, Yahoo or other email for UW business. You are required to use the University of Washington’s email for all school related business because of privacy issues.

- If you send an email to me using any other account, I will not respond.
- I do not check email from Friday night at 5:00 to Monday morning at 8:00.
- When you send an email after 8:30 on a week night, know that I will not get it until the following morning.
- In addition, a tip on email etiquette when corresponding with a professor: Write your email like a letter, with a greeting, a body, and a closing. Do not send an email that sounds like you are on Twitter or posting a status on Facebook. Keep your audience in mind!

**CAMPUS 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/](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.uw.edu/library](http://www.tacoma.uw.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 following web page for a complete description of services: http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Counseling Center (Student Health and Wellness - SHAW): 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 253. Additional information can also be found by visiting http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Campus Safety Information: For complete information regarding campus safety, please visit the following website: http://www.tacoma.uw.edu/administrative-services/campus-safety

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 risky, 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.

COURSE BIBLIOGRAPHY


City of Tacoma Coalition Website: http://www.cityoftacoma.org/government/city_departments/neighborhood_and_community_services/human_services_division/tacoma_pierce_county_coalition_to_end_homelessness/

City of Tacoma 2012 Community Data Report (May 2012)

CQ Researcher report on Homeless Students:


CQ Researcher report on Service Learning in Schools:


CQ Researcher report on Domestic Poverty


Crawford, Matthew. *Shop Class as Soul Craft*. Penguin, 2010


Helping Hand House: What is Homelessness

http://helpinghandhouse.org/whatwedo/homelessness-facts


'Making the invisible, visible': Haunting pictures of America’s most vulnerable people shot by photojournalists against poverty


Mockingbird Times: http://www.mockingbirdsoociety.org/index.php/what-we-do/mockingbird-times

National Alliance to End Homelessness

http://www.endhomelessness.org/pages/snapshot_of_homelessness

National Geographic: Hunger in America

http://www.nationalgeographic.com/foodfeatures/hunger/


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Tacoma, Lakewood, Pierce County Continuum of Care: Plan to End Homelessness (April 2012)