**TCORE101C, Introduction to Academic Writing**

**Stories, Community, and Social Change**

****

**Instructor:** Dr. Nicole Blair

**Email (the best way to contact me):** **nblair@uw.edu**

**Office:** MDS #307A

**Telephone:** 253-692-4786

**Location:** WCG #209

**Meeting Days:** MWF, 8:00 – 9:15

**Office Hours:** MW, 1:30 – 2:30 and by appointment

**Required Resources: (it is your responsibility to purchase the correct textbooks)**

Bain, Ken. *What the Best College Students Do*. Cambridge: Harvard UP, 2012.

Ede, Lisa. *The Academic Writer: A Brief Rhetoric*, 4th edition. Boston: Bedford/St. Martin’s, 2017.

***This I Believe***:

<https://thisibelieve.org/essays/age/18-30/>

<https://thisibelieve.org/search/> (to search by theme)

***The Moth***: <https://www.themoth.org/>

***Story Corps***: [**https://storycorps.org/**](https://storycorps.org/)

**Required Technology:**

Computer

A Canvas Account

([**http://www.tacoma.uw.edu/canvas/getting-started**](http://www.tacoma.uw.edu/canvas/getting-started))

A UW email account

**Brief Course Description:**

This course in **academic writing** focuses on developing your skills as a writer in some key areas through the theme of Stories, Community, and Social Change. Throughout the quarter, you will be putting into practice skills such as: 1) critical thinking; 3) analysis and synthesis of readings; 4) rhetorical awareness; and 5) strategies for revision.

**Course Theme: Stories, Community, and Social Change**

Everyone has a story about who they are and how they relate to the community in which they live. Not everyone has an equal voice, however—some stories remain untold and unheard. **This is a problem**. Our big question this quarter is “How can stories, that aspect of our lives that we all share and yet we take for granted, be used to generate positive and empowering change in our communities?” This question will drive class discussions, and will provide the starting place for your writing. You will be reading a variety of texts around this theme, including a book about creative thinking (see the next paragraph), as well as several real-life stories that illustrate themes of agency, persistence, and compassion and scholarly articles about the phenomenal power that stories have to create empathy and build community.

**General Description of Assignments and Readings**

**Our textbook is The Academic Writer: A Brief Rhetoric, 4th edition by Lisa Ede.** At the beginning of each week, generally speaking, you will have a reading from this book. This will form the basis for our work that week. Of course, we will be circling back around to many of the topics introduced in the textbook as the quarter goes on, but it is VITAL that you read the chapters that I assign in order to give us a common language to work with as we proceed. This is your handbook for writing!

**I have also included a book entitled *What the Best College Students Do*.** Once a week, we will discuss (seminar-style) a chapter from this book. It is ostensibly about your success as a college student, but the book is full of stories regarding the ways in which building a community of support is vital throughout your life, not just in college. You will be generating your own discussion questions for these discussions.

**You will write three papers; we will discuss ideas for these papers in class and in writing conferences throughout the quarter:**

* **The first paper** will be a **Literacy Narrative**. In this very brief paper (700 words), you will tell a story about your experiences with learning to read or write in a particular context (in school, in a job, at home, etc. For instance, you would tell a story about visiting a foreign country and encountering a challenge with language, or you could describe a situation in which learning a new skill involved learning new words or meanings).
* **In Paper 2** (800 words), a **Rhetorical Analysis**, you will be writing a rhetorical analysis of a talk from TED. You have a choice between two such stories.
* **For Paper 3** (1500 – 1800 words), you will write a brief and focused **Argument** in which you will apply the skills of rhetorical awareness, analysis, and synthesis to an argument regarding the relationship between stories and social change.

**NOTE: We only have approximately four hours a week of class time together.** Thus,not all learning can take place in class: much of it will take place **outside** of the classroom in your own reading and writing. **My office hours are 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.

***IMPORTANT! WHERE TO FIND THINGS ON CANVAS*:** Once you log into our Canvas Course, you will see a menu on the left-hand side of the page. **Go to Modules** where you will see Four Units that correspond to the Units on this printed syllabus. All of the readings that are listed on this syllabus are also listed in these Canvas Units. In addition, you will see all of the course assignments within each Unit. When you click on these assignments, you will see a box which contains guidelines. Within the **Getting Started Unit**, you will find resources that will help you this quarter.

**Learning objectives of Academic Writing:**

**In this course, you will**

* Create and sustain an original, **thesis-driven argument**
* **Summarize** main arguments in texts, both visual and written
* **Synthesize** readings in support of an analytical argument
* **Analyze** key ideas within academic articles and represent those ideas in your papers
* **Apply specific strategies** for planning and composing a presentation or a paper.
* **Revise** papers to maximize the impact of both content and structure
* **Give and receive feedback** on all writing assignment

**TCORE101C Student Learning Objectives**

**In addition to learning and applying specific skills of reading and writing, you will:**

* 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
* Apply the **course theme** (how stories, community, and social change intersect) in all assignments, making meaningful connections for yourself and your readers.

**ASSESSMENT—making the connection** between learning objectives and specific assignments: Not every assignment will call for the same strategies, such as summary or synthesis. I do expect you to apply the strategies where they are applicable. That said, most of the writing in this class calls for some level of analysis. I will also encourage you to be creative, to avoid falling into old patterns of thought. Reflecting on your own work is also a part of the writing process. We will have time in class to reflect, as well as in individual conferences. At the end of the course, I will ask you to complete a written reflection in which you choose key moments from the pieces you create this quarter. Guidelines for the reflection will be on Canvas. For each assignment in the course, I have created a rubric. This enables me to give you feedback in specific areas and enables you to track your progress. The rubrics accompany each of the writing assignments on Canvas.

**ASSIGNMENTS AND GRADES**

**Three Papers: 60%**

*Note that all papers are due on Canvas at 8:00 a.m. on the assigned day.*

* **Paper #1, Literacy Narrative: 700 words, 15% (approximately 2 pages typed and double-spaced, 12-point font). See Canvas/Unit 3 for complete guidelines. We will be partnering with a class from Mexico on this assignment.** You will be sharing your stories with these students and they will be sharing their stories with you. Part of this assignment, then, requires you to write a reflective response to your Mexican counterpart. In the revised draft of your paper, you will need to refer to their story, relating it to your own in some way—either as a contrast to your own experience, or as a parallel to your experience.
	+ **October 15th, 8:00 a.m., Draft for Peer Review**—Upload your draft to Canvas **AND** bring a hard copy for peer review. Email your draft to your partner in Mexico.
	+ **October 22nd, 8:00 a.m., Revised Draft**—upload to Canvas; after 5:00 p.m. your paper will not be accepted. Email your final draft to your partner in Mexico.
* **Paper #2, Rhetorical Analysis of a Ted Talk about Story: 850 words, 15% (approximately 3 pages typed and double spaced, 12-point font: See Canvas/Unit 3 for complete guidelines):**

**Subject of this analysis:** you will have a choice of writing an analysis of one of these two TED talks:

1. **Ted Talk by Chimamanda Adichie, “The Danger of a Single Story”** <https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story>

**OR**

1. **TED talk by Sisonke Msimang, “If a Story Moves You, Act on It”** <https://www.ted.com/talks/sisonke_msimang_if_a_story_moves_you_act_on_it>
	* **November 5th at 8:00 a.m., Draft for Peer Review**—Upload your draft to Canvas **AND** bring a hard copy for peer review
	* **November 12th at 8:00 a.m., Revised draft**—upload to Canvas. After 5:00 p.m., your paper will not be accepted.
* **Paper #3, Argument: 1200 - 1400 words, 25% (approximately 4 - 5 pages typed and double-spaced, 12-point font; 5 required sources):** see Canvas/Unit 4 for a complete description and guidelines.)
	+ **December 3rd at 8:00 a.m., Draft for Peer Review**—Upload your draft to Canvas **AND** bring a hard copy for peer review
	+ **December 10th at 8:00 a.m., Revised draft**—upload to Canvas. After 5:00 p.m. on December 10th, your paper will not be accepted. **NO EXCEPTIONS**
* **Presentation of Paper #3, 5%**: The last two days of class, December 5th and December 7th, you will be presenting your paper in class. You can choose to make a poster, a video, a StoryMap (<https://storymaps.arcgis.com/en/>) or a Powerpoint. The content of the presentation is a summary of the high points of your argument.

**Other Graded Assignments: 30%**

* **Writing Conferences, 10%**: I will be meeting with you individually twice during the quarter, once in Week Three and once in Weeks Eight and Nine. I am always available, either during my office hours or by appointment, to assist you with your work.  These two weeks, however, have been set aside for 30-minute meetings and *will take the place of class time*. *These conferences count 25 points apiece and will count 5% of your total grade.***For the first conference, Week Three**, please prepare by reading Chapters One and Six in *Writing and Revising*. Complete Activity 1.1 on page 9 (Chapter One) and bring your notes with you to your conference. **At your second conference in Week Nine (we will begin at the end of Week 8 because of the Thanksgiving holiday)**, we will be discussing your final paper and your presentation.
* **Seminar Sessions, 10%**: 6 thirty-minute sessions of seminar discussion of *What the Best College Students Do.* You are required to bring notes from the reading to turn in, as well as questions for discussion.
* **Discussion Board, 10%:** There will be three discussion board activities this quarter. I will end class at approximately 8:40 on three Fridays; you will then log onto Canvas/Discussion Board and answer the question I have posed (you can also find the question here on the syllabus). In order to receive full points (10) you will need to respond to at least 2 other students. If you respond to one other student, you will receive 7 points. If you do not respond to another students, you will receive 5 points. Once the DB opens, you can sit in class and write your responses, or you may choose to find a different location. That is your choice, but if you do not complete the assignment by 9:20, the assignment will close. No make-ups are allowed. If you are absent from class, of course, you may log in from your home or wherever you are to engage in the discussion. You will have until noon on these days to complete your discussion.

**GRADES (**[**http://www.tacoma.uw.edu/node/37545**](http://www.tacoma.uw.edu/node/37545))

At the undergraduate level, instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The grade 0.0 is assigned for failing work or unofficial withdrawal. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range will be converted by the Registrar to 0.0. Numerical grades may be considered equivalent to letter grades as follows:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Grade Point** | **Numerical Grades** |
| A | 4.0 – 3.9 | 100, 4.0 99, 3.9 |
| A - | 3.8 – 3.5 | 98 – 97, 3.896 – 95, 3.794 – 93, 3.692 – 90, 3.5 |
| B+ | 3.4 – 3.2 | 89, 3.488, 3.387, 3.2 |
| B | 3.1 – 2.9 | 86, 3.185, 3.084, 2.9 |
| B- | 2.8 – 2.5 | 83, 2.882, 2.781, 2.680, 2.5 |
| C+ | 2.4 – 2.2 | 79, 2.478, 2.377, 2.2 |
| C | 2.1 – 1.9 | 76, 2.175, 2.074, 1.9 |
| C- | 1.8 – 1.5 | 73, 1.872, 1.771, 1.670, 1.5 |
| D+ | 1.4 – 1.2 | 69, 1.468, 1.367, 1.2 |
| D | 1.1 – 0.9 | 66, 1.165, 1.064, 0.9 |
| D- | 0.8 – 0.7 (lowest passing grade) | 63, 0.862, 0.7 |
| E | 0.0 | Failure or unofficial withdrawal; no credit earned |

**SCHEDULE OF ASSIGNMENTS AND DUE DATES**

All readings and assignments are due on the date listed

**UNIT ONE: INTRODUCTIONS**

**Week One**

**September 26:** Welcome!

**TED Talk by Angela Duckworth, “GRIT: The Power of Passion and Perseverance”**

<https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?utm_source=facebook.com&utm_medium=social&utm_campaign=tedspread>

**28: Readings:** “Redefining Community” (Canvas/Unit 1); Chapter One in *The Academic Writer*, “Writing Rhetorically,” pp. 1 – 15. In preparation for our **first seminar meeting today**, **read** the handout on Canvas entitled “What is a Seminar”; also **read the review\*** of *What the Best College Students Do*, and **Chapter One**, “The Roots of Success,” pp. 1 – 31. **Bring in two questions to discuss in your group**. **\*Here is the link to the book review**: <https://www.kirkusreviews.com/book-reviews/ken-bain/what-best-college-students-do/>

**UNIT TWO: Investigations—Stories, Community, and Social Change**

**Week Two**

**NOTE: by the end of this week, we will have communicated with our partners in Mexico in preparation for our collaboration on Paper 1, the Literacy Narrative.**

**October 1: Readings:** “The Mountain Disappears” and “Everything I Meant to Say”

(Canvas/Unit 2); Chapter Two in *The Academic Writer*, “Reading Rhetorically,” pp. 16 – 50.

**Watch** the following TED talk with this question in mind: How does listening to others help lead to an improved society?

**Michael Patrick Lynch: “How to see past your own truth”**

[**https://www.ted.com/talks/michael\_patrick\_lynch\_how\_to\_see\_past\_your\_own\_perspective\_and\_find\_truth**](https://www.ted.com/talks/michael_patrick_lynch_how_to_see_past_your_own_perspective_and_find_truth)

**3: Readings:** “The Connection Between Strangers” and “A Place to Call My Own”

(Canvas/Unit 2); continued discussion of Chapter Two in *The Academic Writer*.

**5: Watch: “How the Light Gets In”:**

[**https://www.youtube.com/watch?v=oGY70U1Nr8c**](https://www.youtube.com/watch?v=oGY70U1Nr8c)

We will discuss the rhetorical moves of this story in the first part of class. The second part of class is our first discussion board assignment.You may sit in class and do this assignment, or find another place on campus such as the library. The board opens at 8:45 and closes at 9:20. If you do not log in and respond before the board closes, you will receive a 0 for this assignment. **No make ups are possible**.

**Discussion Board #1:** Of the texts we read/listened to this week, which do you think is most inclusive of the general theme regarding stories and social change?  Provide at least one piece of evidence from the text you choose to support your answer and respond to at least two other students.  EVEN IF YOU AGREE with your classmates, you need to make a new point and carry the discussion forward. **Remember to respond to at least two other students.**

**Week Three, Writing Conferences, MDS #307A,**

**October 8th through October 12th**

**UNIT THREE: Inquiries—CAN Stories Make a Difference in Our Communities?**

**Week Four**

**15: Draft of Paper #1, Literacy Narrative—Peer Review today; upload your paper on**

**Canvas by 8:00 a.m.: ALSO,** print out a copy of your paper to bring to class. In preparation for today, review pages 302 – 303 on peer feedback in *The Academic Writer*. Send your paper to your partner in Mexico! When you receive a paper from your partner, do a peer review and return it to them.

**17: Readings:** “Natural Links in a Long Chain of Being” (Canvas/Unit 3) and Chapter Three in

*The Academic Writer*, “Analyzing Rhetorical Situations,” pp. 51 - 87.

**19: Readings: “I Believe in the World Family”:** [**https://thisibelieve.org/essay/76705/**](https://thisibelieve.org/essay/76705/)

 **Seminar Session 2:** Read chapters 2 and 3, pp. 32 – 98, in *What the Best College Students Do*: come to class with one question from each chapter to explore in your group.

**Week Five**

**22: Readings:** “A Phone Call” (Canvas/Unit 3); Chapter Five in *The Academic Writer*, “Analyzing

And Synthesizing Texts,” pp. 105 – 143.

 **Revision of Paper #1 is due on Canvas today by 8:00 a.m. Include a one-page**

**reflection based on your two peer reviews, one from your UWT partner and the other from your partner in Mexico. When you receive the paper from your COIL partner, you will write a one-page reflection and send it back to them. This will conclude our formal collaboration.**

**24: Reading:** “Mysterious Connections that Link Us Together” (Canvas/Unit 3); continue

Chapter 5 in *The Academic Writer*.

**26: Seminar Session 3**: Read Chapter 4 in *What the Best College Students Do*, pp. 99 – 132

 **Discussion Board #2:** What was the most important point you gained from the

discussion of Chapter 4 in *What the Best College Students Do*? Remember to respond to at least two other students by noon today.

**Week Six**

**29: Readings**: “Stumbling in the Dark” and Chapter Nine in *The Academic Writer*, “Strategies for

Invention, Planning, and Drafting,” pp. 262 – 286.

**31: Readings:** “Leaping Forward” (Canvas/Unit 3); Chapter Nine continued.

**November 2: Reading**: “We Are Each Other’s Business” (Canvas/Unit 3); Chapter Nine continued.

**Seminar Session 4**: Read chapter 5 in *What the Best College Students Do*; bring two

questions for discussion.

**Week Seven**

**5: Draft of Paper #2, Rhetorical Analysis—Peer Review today; upload your draft to Canvas today by 8:00 a.m. and bring a copy of your paper to class.**

**7: Readings:** Chapter Six in *The Academic Writer*, “Making and Supporting Claims,” pp. 144 – 183.

**9: Activity**: “Homelessness” and “Finding a Home for Rick” (Canvas/Unit 3) “Ways to

Social Change,” “Root Cause Trees” and “Individual Social Change Tree” (Canvas/Unit 3)

 **Seminar Session 5:** Read Chapter 6 in *What the Best College Students Do*; bring two questions to share.

**UNIT FOUR: Continuing the Conversation**

**Week Eight**

**12: NO CLASS TODAY: Revision of Paper #2 due at 8:00 a.m. on Canvas.**

**14: Readings:** Chapter Seven in *The Academic Writer*, “Doing Research,” pp. 183 – 233.

**Library Talk—Research:** A librarian will be here today to talk with you about Academic Research. Make sure to read Chapter Seven in your text carefully in preparation for this session.

**Thursday, November 15: Writing Conferences today from 9:00 a.m. to 5:00 p.m.**

**16: Readings:** “Admittance to a Better Life” and “Failure is a Good Thing” (Canvas/Unit 4)

**For Seminar Session 6,** read Chapter 7, “Curiosity and Endless Education.” Bring in two questions to explore with your group.

**Week Nine, Writing Conferences, MDS #307A**

We will continue meeting on Monday and up through

 Wednesday at 5:00 p.m. Please make available 30 minutes to discuss **Paper #3**

**Week Ten**

**26: Draft #1 of Paper #3—First Peer Review today: print out a copy of your paper.**

**Do not upload it to Canvas!**

**28: Reading:** “Pieces of a Vision” from*Soul of a Citizen* by Paul Loeb

(Canvas/Unit 4); visit the website about this book and bring your notes to class to discuss: [**http://www.paulloeb.org/soul.html**](http://www.paulloeb.org/soul.html)

 **Watch:** TED Talk by Bryan Stevenson, “We Need to Talk about an Injustice” [**https://www.youtube.com/watch?v=c2tOp7OxyQ8**](https://www.youtube.com/watch?v=c2tOp7OxyQ8)

**30:** **Readings**: Chapter Eight in The Academic Writer, “Writing in the Disciplines,” pp. 234 –

261, and “Regenerating Community” (Canvas/Unit 4)

**Discussion Board #**3:How can stories help to regenerate a community in need? Remember to respond to at least two other students.

**Week Eleven**

**Draft #2 of Paper #3, December 3rd: Peer review #2** today

***Print out a copy of your paper AND upload it to Canvas.***

**DECEMBER 5 and 7:** Presenting your paper

**Final Revisions of Paper #3, including the Formal Reflection, are due on Canvas/Unit 4 by Monday December 10th at 8:00 a.m.**

**NOTE**: **Do not send me an email asking me about when you will receive your grade**. Final grades go out after December 18th. If you would like to discuss your final grade, **do not email me over the Christmas break**. You may communicate with me the first week of Winter Quarter when I will be happy to talk with you.

**COURSE BIBLIOGRAPHY: a resource for your investigations**

**into the stories and social change**

**Berk, Jim.** “The Five Secrets of Storytelling for Social Change.”

<https://www.forbes.com/sites/skollworldforum/2013/08/01/the-5-secrets-of-storytelling-for-social-change/#57ea7af54859>

**Cho, Seewha.** *Critical pedagogy and social change*. New York: Routledge, 2013.

**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):**

<http://cms.cityoftacoma.org/hrhs/hspc/2012CityofTacomaCommunityDataReport052112.pdf>

**Fender, Diane**. “Five Ways to Empower Young People.”

<http://www.huffingtonpost.com/diane-fender/5-ways-to-empower-young-p_b_8111864.html>

**Get Storied.** “Ten Inspiring Resources to Ignite Social Change Storytelling.”

<https://www.getstoried.com/resources-ignite-social-change-storytelling/>

**Hanamura, Wendy.** “Telling the World’s Stories to Promote Change.”

<http://voices.mckinseyonsociety.com/telling-the-worlds-stories-to-promote-change/>

**Helping Hand House:** <http://helpinghandhouse.org/>

**Hodges, Simon.** “What’s so special about storytelling for social change?”

<https://www.opendemocracy.net/transformation/simon-hodges/what%E2%80%99s-so-special-about-storytelling-for-social-change>

**Institute for a Sustainable Community:**

<http://www.iscvt.org/impact/definition-sustainable-community/>

**Jason, Leonard**. *Principles of Social Change.* **New York: Oxford, 2013.**

**Loeb, Paul.** *Soul of a Citizen.* “Pieces of a Vision.” St. Martin’s, 2010, 257 - 286.

**McKnight, John.** *The Careless Society*.

**Mockingbird Times:** <http://mockingbirdsociety.org/>

**REAL CHANGE:** <http://www.realchangenews.org/>

**Severens, Lori.** “How to Write the Perfect Story for Social Change.”

<http://ascend.aspeninstitute.org/blog/entry/how-to-write-the-perfect-story-for-social-changea-work-in-progress2>

**StoryCorps**: <https://storycorps.org/participate/great-questions/>

**Storytelling and Social Change**: <http://workingnarratives.org/story-guide/>

**Storytelling for Social Change:** <http://innovationforsocialchange.org/storytelling-social-change/?lang=en>

**Transformative Storytelling for Social Change:** <http://www.transformativestory.org/>

**Other resources for inspiration, general knowledge, etc.**

**How does Silence affect the brain?** <https://www.youtube.com/watch?v=lWaZqhxBvgI>

**Ever experience Imposter Syndrome?** <https://ed.ted.com/lessons/what-is-imposter-syndrome-and-how-can-you-combat-it-elizabeth-cox#watch>

**Are you a Genius?** <https://www.cbsnews.com/video/the-very-definition-of-genius/>