TWRT 111:
DISCOURSE FOUNDATIONS

<table>
<thead>
<tr>
<th>Class Times</th>
<th>CP 334</th>
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<td>W 8:00-10:05</td>
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<tr>
<th>Office Hours</th>
<th>GWP 304</th>
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<tr>
<td>(also by appointment)</td>
<td>M,W 12:20-1:20</td>
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| Contact            | acardin@uw.edu |

**Course Description:**
Helps improve academic writing skills. Students must enroll concurrently in another writing course. Teaches reading skills to comprehend and analyze complex texts, review and analyze grammar structures as they appear in academic writing, and build advanced vocabulary skills.  
*Course description: Kelvin Keown*

This course is a 2-credit course designed to be taken with a your TCORE 101 and meets for two hours once a week. The goal of the course is to help you learn writing skills and strategies that you can take with you to any writing situation you face, in school and beyond.

Half of the course will focus on building metacognition. Metacognition is when you are aware of and understand your own thought processes. When you are thinking metacognitively, you are able to talk not just about what you write about how you write and why you chose to write in a certain way. Metacognition helps you to see the bigger picture beyond a single writing assignment so that you can understand on a deeper level what writing is and how it works. Building metacognition will help you better understand writing assignments, and you will better be able to understand what a new writing situation requires. We will also be talking about the
culture of the university and how professors judge writing so that you can successfully navigate your way through college writing situations.

The second part of the class (about one hour of every class period) will be what is called a writing studio. A studio gives you the chance to talk openly about your writing that you can get feedback from me and from classmates throughout the writing process. Every class, you will have the opportunity to bring forth syllabi, writing assignments, drafts, and general questions about writing for the class to discuss as a group. I know it’s scary to share your writing in front of a group, but we will all be generous, kind and supporting; and by the end I hope you will see this class as your own little writing community.

This course will be largely discussion-based and relies heavily on what you bring to the class to make class time worthwhile. If everyone brings in something to share and discuss, the quarter will go great! But ultimately it’s up to you to be engaged and be willing to share for this class to be successful.

**Learning Objectives**

By the end of the course, you should be able to:

- Develop awareness of genre and genre conventions
- Develop metacognitive skills about your learning and writing
- Understand what professors want you to write and how to seek out that information if you don’t understand what the professor wants
- Evaluate your own writing
- Evaluate your peers’ writing and give concrete feedback
- Interpret a professor’s comments and implement them to improve one’s writing
- Become self-sufficient writers
- Seek out resources to address writing challenges
- Evaluate one’s own writing and develop the ability to effectively revise
- Become familiar with the conventions of academic discourse

**Required Texts and Materials**

A notebook devoted to TWRT 111 for your Metacognitive Journal and a pen.

**Course Requirements**

**To get credit for the course, you must do the following:**

Participation (50%): Half your grade will require you to come to each class and actively participate during those class meetings. Getting credit for attending means you, take notes, come prepared to share your work and give meaningful feedback to others.

Genre Taxonomy (15%): The Genre Taxonomy will closely analyze the genres you’ve written in the past and compare them to the new genres you write throughout the quarter. Each genre you write in you will break down into categories to analyze their various features. This genre map will help you see the similarities and differences between the writing you’ve done before and the writing you are doing this quarter. Some of this will be done in class.
Metacognitive Journal (15%): This journal will be a combination of class notes, reflective exercises done in class, and reflective questions you will write about for homework each week. Writing in your journal every week will help strengthen your ability to analyze how writing works, which will help you approach new writing situations with confidence. You will revise some of the parts of this journal to include in your portfolio.

Portfolio (20%): Due at the end of the quarter, the final project of the course will consist of a revised version of much of the work you’ve done so far in the class. You will turn in a revised version of the Genre Taxonomy. You will also analyze two essays you’ve written in light of the terms we’ve discussed in the class, using parts of your metacognition journal to explain the choices you made in your writing. You will also write a forward-looking cover letter that anticipates what kinds of writing you will do in the future, either in school or work, and what you plan to do when you encounter new writing situations.

_All coursework must be completed and meet the minimum requirements in order to pass the course._

Policies:

_Do you accept late work?_  
**Late work will not be accepted.** If you know you are going to be absent, please turn in your work ahead of time. If I do not receive your assignment by the end of our scheduled class time, it will be considered late, and I will not accept it. If you e-mail me a copy of your work, please hand in a hard copy to me the following class period upon your return.

_Can I use my laptop, iPad or cell phone in class?_  
Electronic devices (including, but not limited to, cell phones, pagers, laptops, ipads and personal digital assistants) may not be used in class because they are often a distraction to me, your peers, and you. Please keep cell phones off and put away unless I give express permission to use them (which at times I will.) Unauthorized use of cell phones or other devices will result in one warning. On the second use, you will be marked absent from class, and I will be asked to leave and return the next class period ready to work distraction-free.

_How do I get ahold of you?_  
The best way to contact me is via e-mail. I will respond within 48 hours. I will only answer e-mails that have proper and professional salutations (Dear Alison), proper closings (Sincerely), and ask a specific question. This is great practice for communication not only with professors but also for communication in in the working world.

_Statement on Diversity:_  
I recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, religion and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground.
Differences also sometimes engender conflict. In the midst of that conflict, I ask everyone to maintain a language and an attitude of respect.

**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. The TLC is here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services. I highly recommend visiting the TLC at least once over the quarter.


**Academic Integrity**
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. 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 Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:


**Disability Support Services**
The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. To schedule an appointment with a counselor, please call (253) 692-4522. Consult the web page below for a complete description of services.

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

**Campus Safety Information**
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.

Inclement Weather
Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain difficult, please send me an email and let me know your situation. I will send out an email to the whole class if class is cancelled even if the campus itself is not closed.

HOMEWORK FOR NEXT CLASS (January 15th):
- Bring your timed writing sample from the second day of TCORE 101. Bring TWO COPIES PRINTED OUT.
- Write your first entry in your Metacognitive Journal (300 words or more) to the following prompt:
  Look at the “student learning outcomes” from both your syllabus from TWRT 111 and TCORE 101. Student learning outcomes, in case you aren’t familiar with them, say what you will learn in the class. In your own words, what do you expect to learn in each of those classes? According to these learning outcomes, what is “academic writing”??