

W UNIVERSITY of WASHINGTON | TACOMA
Office of Undergraduate Education

TCORE 101: Fall 2015

**(Un) Learning Lessons: (Re) Reading Tales, Proverbs, and Rhymes:
The Language of (Non)Conformity**

Class Time & Location	Tuesday/Thursday 8:00-10:05am	JOY 106
Instructor	Alison Walker Stromdahl (Ali WS)	
Contact Information & Office Hours	alisonws@uw.edu Canvas Inbox (Best) BHS 105	Tuesday/Thursday 7:00-8:00am 3:00-3:30pm or by appointment

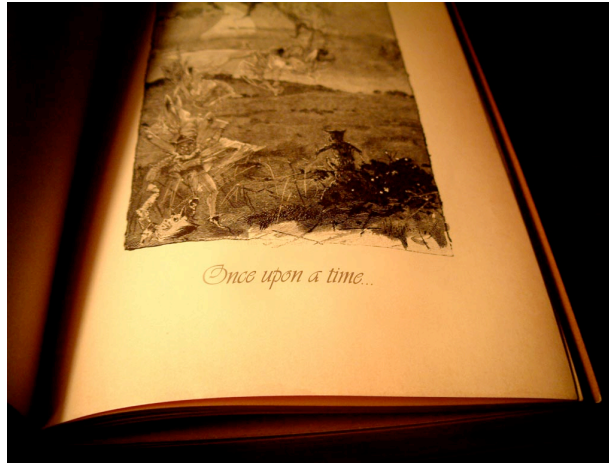


INSTRUCTIONAL METHODS:

The purpose of TCORE 101 is to **help you begin developing** the college-level communicational skills you will need to achieve your academic and professional goals. The key to success in any situation is effective communication, and the focus of this course will be on refining your reading, writing, and critical thinking. During this class, you will engage in informal writing, formal writing, peer critique, revision processes, reflection active reading and group work as means to becoming a successful writer and thinker. This class will teach you how to read, write, and think more competently, more successfully, and more confidently, primarily in disciplinary and interdisciplinary academic settings.

COURSE TEXTS AND MATERIALS:

- Hacker and Sommers. *A Writer's Reference*. 8th Edition. New York: Bedford, 2015.
- Access to online writing text:
 - <http://writingspaces.org/essays>
 - <http://www.gutenberg.org/ebooks/subject/131>
- Canvas, UW email account, and Printer/Paper
- A notebook for notes and a folder to store class notes, handouts, and writing assignments.
- Check email daily!



COURSE THEME:

This quarter, we will evaluate, analyze, and interpret folktales, fairy tales, nursery rhymes, and proverbs using a critical cultural lens. We will be reading, writing, researching, and discussing these works at length. We will first learn about genre: how these works were/are composed (conventions), who they were/are written for (intended audiences), and why they were/are written (purpose). From here, we will consider the many ways history, culture, time, gender, race, sex, and socio-economic power structures influence these works and how these works influence history, culture, time, gender, race, sex, and socio-economic power structures. Finally, we will take what we have learned and compose our own tales.

Throughout the quarter, we will attempt to come to a fuller, more comprehensive understanding of this genre by exercising rhetorical readings of the texts, mixing and matching modes, like compare and contrast, cause and effect, argumentation, personal narrative, definition, classification, and example (to name a few). These modes will not longer function in isolation, but together to help you learn to compose college level writing. You will demonstrate your learning competencies for this class and for the college through your execution and completion of quizzes, class assignments, homework assignments, essays, and through your attendance and participation.

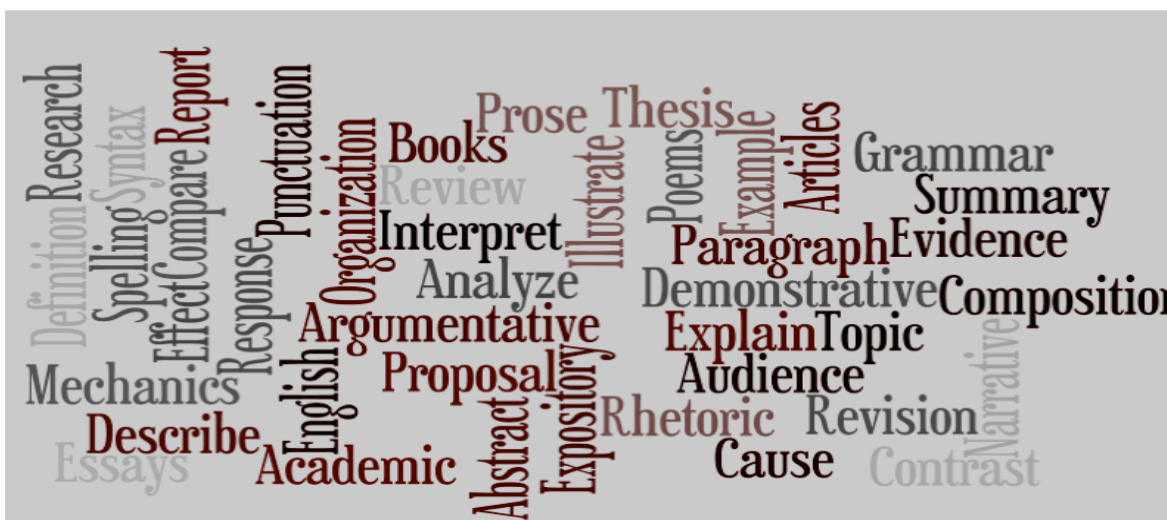
At the end of this class, I hope we will all have a better understanding of why and how reading, writing, and speech is a powerful tool, consciously crafted by individuals to express particular ideas in given situations for particular purposes.

*If you have never read fairy/folk tales or have little exposure to them, DON'T WORRY. You do not have to have much experience with these tales to do well in this class. Just bring with you a readiness to learn ☺

We will blend the course theme of tales, rhymes, and proverbs with exploration and development of our identities as writers to begin our forays into academic writing. We will interrogate, question, and challenge the standards, norms, and traditions related to the production of tales. Then, using these same lines of inquiry we will interrogate, question, and challenge the standards, norms, and traditions related to reading, writing, and learning.

Some composition-based questions we will explore this quarter:

- Who are we, as writers? What does it mean to be an academic writer?
- How does our writing fit within ongoing conversations?
- What rhetorical tools do writers use to make their works more explicit and engaging?
- How do we best create written works? What are some of our major roadblocks?
- Who is meant to read our writing? How can we write with an audience in mind?



LEARNING OBJECTIVES: CORE AND FYW

→ READ RHETORICALLY THROUGH PROCESSES OF MEANING-MAKING, LEARNING, AND COMMUNICATING PURPOSEFULLY AND TO VARIOUS AUDIENCES

- entering textual academic and civic conversations/discussions/arguments through reading and engaging with texts in meaningful ways
- reading rhetorically, or reading with the purpose of understanding the way meaning, understanding, or persuasion is produced around a text/artifact (e.g., understanding its purpose, context, audience expectations, etc.)

→ REVISE IN RECURSIVE PROCESSES THAT CONTINUALLY RE-SEE, RETHINK, AND RESEARCH IDEAS, QUESTIONS, AND NEW INFORMATION

- engaging in multiple drafts of a project in ways that deepen the writer's knowledge and understanding of the complexity of initial question or topic
- using writing as a way to think through ideas, sources, questions, and assumptions about the subject or text at hand
- returning to the library and other places of information in order to answer emerging questions that the writing and rewriting of a draft brings up
- using feedback from peers, the writing center, and teacher to move drafts and thinking forward in significant ways, not to find "what the teacher wants to hear" but to develop a deeper understanding of the complexity of the topic being written about

→ REFLECT AS A WAY TO UNDERSTAND ONE'S OWN READING PRACTICES, AND PRODUCING UNDERSTANDING (OR THEORY) THAT HELPS THE WRITER CULTIVATE FLEXIBLE AND RHETORICALLY-BASED PRACTICES FOR FUTURE USE

- practicing frequent self-assessment of reading and writing practices so that the writer can make sense of what she has read, what questions about learning and her reading develop, and where the potential is for future growth
- articulating in some way the writer's reading practices as practices, not as a single or immediate reading task, in order for her to cultivate flexible ways to read for future needs
- writing about the student's own thinking and assumptions as thinking and assumptions, which is a kind of theorizing about how the writer thinks and where that thinking may have originated (e.g. cultural, experiential, linguistic sources)

→ PROOF AND EDIT ONE'S DRAFTS IN SELF-CONSCIOUS WAYS, WAYS THAT ALLOW THE WRITER TO CONSIDER FUTURE PROOFING AND EDITING PRACTICES AS RHETORICAL IN NATURE AND AS A PART OF THE WRITING PROCESS

- practicing processes of polishing and editing of one's drafts according to explicitly discussed SEAE standards, or other explicit standards that are appropriate for the rhetorical situation at hand
- getting help and assistance from a writing handbook, peers, the writing center, and the teacher at the final stages of drafting
- thinking about and reflecting upon practices that can help the writer cultivate sustainable ways to polish and proof his future writing, knowing that everyone needs such help

→ ENGAGE IN ACADEMIC RESEARCH AS A PROCESS THAT INCLUDES RECOGNIZING WHEN INFORMATION IS NEEDED TO SUPPORT WRITING, AND HAVING THE ABILITY TO LOCATE, EVALUATE, INCORPORATE, AND ACKNOWLEDGE APPROPRIATE SOURCE

- practicing methods of looking for and distinguishing what sources are appropriate for the writer's purpose and audience
- interrogating sources in ways that reveal the rhetorical aspects that produce meaning from them and suggest their significance to the writing project at hand (e.g. Is the article an academic article? What is the purpose or exigency of the article? Where does the author's position fit within the larger conversation?)
- using the library's resources and experts to help make decisions about where to look for information and what kind of information they may find in those places

→ PROBLEMATIZE ONE'S EXISTENTIAL WRITING SITUATION, OR POSE PROBLEMS THAT THE WRITER'S OWN LANGUAGE PRACTICES MAY CREATE WHEN THEY ARE SET NEXT TO THE DOMINANT ACADEMIC DISCOURSE, OR WHEN OTHERS READ AND JUDGE ONE'S WRITING

- reflecting on the ways one communicates to others and where those linguistic competencies originate, what assumptions others have about one's competencies and why they might hold such beliefs
- interrogating the dominant discourse, often academic English or Standard Edited American English (SEAE), as a discourse that is used as a standard by which most in the academy and civic marketplace are judge in subtle and explicit ways
- considering the ways that all languages are dynamic and political in nature, and that their dynamism and politics create tensions in diverse communities, or in homogenous communities in which "others" attempt to enter and participate
- questioning one's own linguistic and communication decisions as ones that are not simply personal and idiosyncratic, but also are a part of larger social or discursive practices in communities outside the dominant one (or inside it)
- questioning how one's own language practices are judged in academic, civic, and other communities, and what the larger social consequences of those judgments are

→ Inquiry

- 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."

→ Global Perspective, Diversity, and 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.

GRADE CONVERSION SCALE:

95-100 = 4.0	89 = 3.4	83 = 2.8	77 = 2.2	71 = 1.6	65 = 1.0
94 = 3.9	88 = 3.3	82 = 2.7	76 = 2.1	70 = 1.5	64 = .09
93 = 3.8	87 = 3.2	81 = 2.6	75 = 2.0	69 = 1.4	63 = .08
92 = 3.7	86 = 3.1	80 = 2.5	74 = 1.9	68 = 1.3	62-60 = .07
91 = 3.6	85 = 3.0	79 = 2.4	73 = 1.8	67 = 1.2	
90 = 3.5	84 = 2.9	78 = 2.3	72 = 1.7	66 = 1.1	

While a 60% is passing, you must score a 2.0 in the class to fulfill a number of prerequisites at the college.

FORMATTING

Most teachers will have different formatting rules and regulations. Papers must be typed in **Garamond**, **Perpetua**, or **Cambria**, 12-point font, double space, no extra spaces between words and lines, and follow MLA formatting rules and regulations. All assignments must be done using MLA formatting rules.

YOUR NAME	NUMBER YOUR PAGES
TEACHER NAME	
CLASS	
DUE DATE	
TITLE OF ESSAY (INFORMATIVE AND CATCHY)	

ASSIGNMENTS AND EXPECTATION:

Project 1	15%
Project 2	15%
Project 3	10%
Preparation and Preparedness (Homework/Blogs/Discussion Board, Drafts)	15%
Reflections (Formal and Informal)	5%
Participation and Interactions (In-class groups, writes, activities, peer review, conferences)	10%
Final Portfolio (Reflections, Revised Project, and at least one Other Work) <i>You will be working on this as the quarter progresses via revisions and reflections</i>	30%

Essays: We will write and turn in an essay approximately every 3 weeks. During this process, we will learn new writing skills and practice these skills; we will learn new rhetorical concepts and practice engaging with these concepts; and we will write, discuss our writing processes, and bring in drafts for revision. You will revise two of these projects to include in your final portfolio. **I usually offer some form of extra credit on each essay.** Frequently this is additional readings and incorporating supplementary materials, doing a bit of extra research, extra peer reviews with a study group, or visiting the one of the writing services on campus and reflecting upon your experience.

Preparation and Preparedness: This encompasses all of the prep and practice work you will be doing with regard to the class. It includes reading work, reading quizzes when assigned, annotations or questions for texts, essay preparation, proverb entries, and any discussion boards, wiki's, or blogs we may do individually and as a class. No late homework and if you miss class you must email the assignment or post it **by class time**. I do not accept late hw bc we use it to guide class. **Do not skip class if you do not have homework**; come, participate in any way you can! It is okay. Please, just don't form a habit of missing homework and you will be fine. It is a slippery slope.

Participation and Interaction: **Participation** applies to attending class on a regular bases and participation in discussions, group work, and individual in-class assignments throughout the quarter. If you miss class often, your participation grade will suffer because you are not present to join in on class activities. Participation also includes talking (in class discussion, in groups, in partners). **Interaction** applies to your performance during these assignments. I do not expect any interruptions, disruptive talking during lectures and discussion, cell phone or technology use. These will also result in deductions from your grade. **See electronics section.** If there is some issue I find that is impacting this grade, I will send a casual message to you about what issue might begin affecting this grade if you do not adjust your classroom demeanor. We can even discuss how to help you adjust if you need help in doing so.

*Please raise your hand before answering in class. While I love an active classroom that jumps from one idea to the next, if we don't raise hands, often some students get left out of the discussion, a few students dominate discussion, or students talk over each other and we descend into chaos ☺ Just hold your hand up if you want to contribute. Keep it up until I get to you and simply lower it if your comment was made.

Draft Work, Peer Review: throughout the quarter we will be doing peer review. You will consult the ongoing work and drafts of other students. You are not expected to be an expert (no one is) but you are expected to discuss and practice together new and ongoing skills, critical thinking, and processes. These assignments be more points heavy as a part of the Participation and Interactions AND Participation and Preparedness grade (worth 10-15 points opposed to the usual 5 per day).

Reflections: Throughout the quarter we will often write about our writing processes. You will spend time on reflecting on how you write, read, and think. Most times we just do work automatically without really thinking in-depth about why we wrote or read a certain way. The most successful college students are the ones that can describe why they did a task the way they did. This is a good habit to develop, and is called something educational researchers call *metacognition*. These same researchers say this practice of metacognition is essential for mastering writing – or any skill for that matter. Grades in this section are based largely upon hard work and engagement with the assignment.

Portfolio: Throughout the quarter, you will be working on your portfolio. This will manifest itself as revised essays and assignments, reflections, and a cover letter.

CLASS POLICIES:

Late Policies:

Homework: I do not accept late homework. If you miss class you need to drop off your work or email it me your assignment **before class begins** for credit. Don't freak out if you miss one hw. It's okay. Life happens. It wont affect your grade that much. Just don't let it become a habit.

Essays: I do not accept late essays except under extenuating circumstances that you and I have discussed **before the due date**, and I only permit an extension once. So, if you are struggling in any way before an assignment is due, your computer crashes, a family emergency occurs, or you simply cannot complete the assignment by the due date for a reason, let me know.

Class: If you are late to class or leave early, you cannot make up any work we did while you were not present.

Communication: I am very available via email. I usually get back to you in a few hours. If I do not it means I am very busy and cannot. Give me at least 24 hours. If you do not hear back in this time, feel free to email again. If you email me (alisonws@uw.edu), please give me at least 12 hours to respond. I rarely if ever respond after 9pm but rise very early. When you email me, it would do you well to have a salutation ("Hello Ali or Ms. Walker Stromdahl,") and to sign your email ("Thanks, [your name]"). Believe me, this has more of an impact on my mood when responding than I'd like to admit! If you write a gracious and well thought out email, I will send you back equally gracious and well thought out response. For instance, it is often better to ask than demand. I am kinda crazy about this in that even my friends laugh at how formal my friendly emails are at times. It's a great habit to form for business and life.

*** Email me only from Canvas or your UW email bc I am not permitted to accept outside emails via UW policy; outside email is not considered secure for privacy reasons and often times, email from non UW accounts is tossed into the junk box.**

Electronics: Please do not use cell phones/smart phones, Ipods, or earphones in class. It is a distraction to others and especially to me. **It is also proven students cannot multitask and learn new skills while doing so.** Inconsiderate usage of devices will factor into your final participation grade! If I find you using your cell phone excessively in class and judge it a distraction, I will politely ask you to leave the class for the remainder of the day. If you are not disruptive, but texting continually throughout the class, it will be noted and deducted from your grade (after a warning). Also, no computers/Ipads will be permitted in the classroom unless I allow them on particular days, for particular projects, or under special conditions.

Conduct: This is a college course, and therefore this institution, your classmates, and I have high standards for your behavior during this quarter. Any conduct that makes our learning environment less safe or impedes another student's learning is absolutely unacceptable. There is a zero-tolerance policy in place in this class; if I believe any student is infringing upon another student's right to learn in this class, s/he will be removed from the class period, and his/her place in our class will be up for discussion.

CIVIL DISCOURSE AND RESPONSIBILITY

In class discussions, readings, and writing throughout the quarter, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression: provocative or challenging ideas may arise, but no responses to such ideas should be expressed in an inappropriate manner, either verbally or in writing. One of the goals of a university education is to challenge us to think again about what we know or accept as fact. In order to achieve this goal, we all must share responsibility for creating and maintaining a democratic and civil learning environment in the classroom and the larger university community. This means that each of us should be conscious of how our words and actions may affect others. Furthermore, we will be dealing with mature subject matter at times throughout this course, and I expect every person in the class to approach, engage with, and discuss the material constructively and in a respectful manner. One of my biggest annoyances is when student are not respectful toward one another, experiences, and histories. Let's find a way to interact in ways that cultivates discussion, understanding, and learning and in the most respectful of ways.

SUPPORT 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/>

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/>

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

GENERALLY GOOD TO KNOW:

CAMPUS SAFETY INFORMATION

http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf

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 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.

PLAGIARISM AND ACADEMIC DISHONESTY

Academic dishonesty in all of its forms will not be tolerated. Plagiarism occurs when you knowingly (or accidentally) submit someone else's ideas, thoughts, or words as your own. Plagiarism is an act of deception that is not only dishonest, but robs original authors of credit where credit is due. If you put as much work into a piece of scholarship as they did, wouldn't you want credit for that work?

Should I suspect that you have plagiarized:

- I will talk with you one-on-one and ask you to prove that the work in question is your own or that you used it ethically.
- If you unintentionally plagiarize, I will often offer you a chance to revise but with a severe point penalty and you will be reported with a "soft" accusations of plagiarisms to the school.
- If you intentionally plagiarize, you will receive a zero for the assignment and **may be** required to redo the assignment (still for no credit) to show me you have learned how not to plagiarize. I will report you to the school, but not to judiciary.
- If you are caught plagiarizing again in the same quarter, you will fail the class with a O.O and be reported to UW judiciary.

Academic dishonesty is defined as:

- **The act of stealing or passing off** (either intentionally or unintentionally) the ideas and/or words of another as one's own. Whether you are summarizing, paraphrasing, or quoting, you must site the source you gleaned this information from. Even if you feel like we have discussed ideas to such an extent that they feel like ours, they came from somewhere (a reading, a source, an authority) and must be cited accordingly.
 - **Failure to cite** the ideas, the research, and/or the words (whether intentionally or unintentionally) from other sources via footnotes, endnotes, contextually, or parentheticals AND in a works cited or works referenced. Also, in terms of summary and paraphrase, changing a few words in a sentence does NOT make it your own. You must change the word choice, style, and sentence structure AND cite it. When you quote, you must do so precisely with a attribution and quotation marks. Do not alter the quotation in any way, shape, or form by adding information or taking it away without documentation.
- Whether you do this accidentally or purposefully**, it is still plagiarism and highly frowned upon. It is up to you to be sure you do not plagiarize and use the support across the college campus to ensure you do not.
- **Submitting the same paper twice** or fulfilling the requirements of two subjects with one paper (unless approved beforehand by BOTH instructors).
 - **The manufacture or deliberate alteration of data** submitted in connection with lab reports, term papers, or essays (creating/altering statistics, names, sources, facts; claiming an erroneous source, etc.) This can also mean taking ideas out of context to suit your own purposes or argument. We see people in the media do this all the time (take information out of context) and they often do so maliciously or with the intent to mislead. This is very wrong despite its popularity and you are better than this ☺ In university, you want to build respected arguments that are ethical and sound.

Please check with me, the Teaching and Learning Center or the Writing Center if you believe you might be doing so.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism
<http://depts.washington.edu/grading/issue1/honesty.htm>

Situation	What to do...
“I didn’t do my homework.”	Still come to class! You can still participate in many ways and earn participation credit.
“I did my homework late.”	It happens. Don’t worry too much about it if it is a one time deal. Don’t make it a habit. You will be fine.
“I have a general question about class, homework, or the mysteries of the universe.”	<ol style="list-style-type: none"> 1. Poke around our Canvas page to see if you can find the answer. 2. Reread the assignment 3. Ask a classmate 4. Maybe Google it ☺ 5. Email me on Canvas.
“I’m going to miss class.”	<ol style="list-style-type: none"> 1. Email me your homework BEFORE class time if you want credit for it. 2. Follow the “I missed class!” directions below.
“I missed class!”	<ol style="list-style-type: none"> 1. Be sure to submit your hw before class for full credit or after that day for a point deduction. 2. Check the homework for the next class period. 3. Email me with any questions you have.
“I’m freaking out about ____.”	Just email me or drop by office hours. Let me know what’s up! ☺ I am always happy to help. Sometimes we just need to work through stuff through talking, making a plan, etc. Breathe! It will be OK.