**TCORE101C, Introduction to Academic Writing**

**The Power of Stories to Inspire and Achieve Social Change**

****

**Instructor:** Dr. Nicole Blair

**Email:** [**nblair@uw.edu**](mailto:nblair@uw.edu)

**Office:** MDS #307A

**Telephone:** 253-692-4786

**Location:** WCG #209

**Meeting Days:** TTH 8:00 – 10:05

**Office Hours:** TTH 1:30 – 2:30 and by appointment

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

Articles and Stories on Canvas/Units One – Three

Ashton, Kevin. *How to Fly a Horse*. Doubleday, 2015.

Muth, Marcia. *Writing and Revising*, 4th edition. Bedford/St. Martin’s, 2015.

Purdue Online Writing Lab: [**https://owl.english.purdue.edu/owl/**](https://owl.english.purdue.edu/owl/)

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, such as: 1) reading and writing critically; 3) analysis and synthesis of readings; 4) developing an awareness of rhetorical situations such as audience and purpose; and 5) revising effectively, both individually and with peers.

**Course Theme: The Power of Stories to Inspire 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 determines our readings, 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**

**I have included a book entitled *How to Fly a Horse* by Kevin Ashton.** Although this text does not directly address stories and social change, it does address the importance of creativity and creative thinking about problems. Scattered throughout the quarter, we will have six ½ hour seminar discussions about the key ideas and themes in this book and how they relate to your work in college overall, as well as to the themes in this course.

**You will write three papers:**

* Paper 1enables you to begin workon the skill of academic summary and review;
* In Paper 2, you will develop the skill of comparative analysis;
* In Paper 3, you will synthesize four texts that relate to our course theme.

You will also do some fieldwork by conducting two interviews, asking your subjects to share a particular story with you (we will talk about prompts you can use to elicit the kind of story you want to hear). You will also **write your own story** at the end of quarter in a unique format called ***Story Maps***. This free website application offers you the opportunity to tell your story in words and pictures.

**NOTE: We only have four hours a week of class time together.** Thus,not all of your learning can take place in class: much of it will take place **outside** of the classroom—in your reading, writing, and fieldwork. **In addition, 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.

***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 three 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 assignments within each Unit. When you click on these assignments, you will see a box which contains a hyperlink to Guidelines. Within the Getting Started Unit, you will find an online version of the syllabus. I will make all updates and changes to this online version, as well as alert you to these changes on the Announcements page.

**Learning objectives of Academic Writing:**

* 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 strategies** for planning and composing a paper, a speech, a presentation, or a poster
* **Revise** papers to improve both content and structure
* **Give and receive feedback** on all writing assignment

**TCORE101C 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** (how stories and social change intersect) and learn strategies and techniques to break them down into manageable pieces for analysis
* **Make meaningful connections** between readings and experience in your writing

**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, 750 - 850 words, 15% (approximately 2 – 3 pages typed and double-spaced, 12 point font): Review** of “Artful Leadership for Creating Positive Social Change: Reflections on an Arts-Based Autoethnography” by Heather Forest; see Canvas/Unit 2 for complete description and guidelines.
  + **Draft, October 19—bring a hard copy to share and for peer review**
  + **Revision, October 26 (on Canvas only)**
* **Paper 2, 850 - 950 words, 20% (approximately 3 – 3 and one-half pages typed and double-spaced, 12 point font):**

**Comparative Analysis**--the article by Heather Forest and the TED talk by Sisonke Msimang; see Canvas/Unit 2 for complete description and guidelines.

* + **Draft, November 2—bring a hard copy to share and for peer review**
  + **Revision, November 16 (on Canvas only)**
* **Paper 3, 1475 - 1600 words, 25% (approximately 4 - 5 pages typed and double-spaced, 12-point font): Synthesis of Four Texts**; see Canvas/Unit 3 for a complete description and guidelines.
  + **Draft, November 30—bring a hard copy to share and for peer review**
  + **Revision, December 12 (on Canvas only)**

**Other Graded Assignments: 30%**

* **Fieldwork—Two Interviews, 5% (Interview notes and summaries are due November 14th)**: In order to gain firsthand experience of the power of stories in social change, you will interview two people, one in this class and one other—either another student from a different class or club on campus or a family member or friend, about an experience that relates to our course theme. Use the stories on Story Corps’ website as examples.
* **Writing Conferences, 5%**: I will be meeting with you individually twice during the quarter, once in Week Three and once in Week 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 be discussing your final paper and the related web-based project on Story Maps.  Bring notes, ideas, and questions for discussion.
* **Seminar Sessions, 10%**: 6 thirty-minute sessions of seminar discussion of *How to Fly a Horse*, a text about creativity and creative thinking. You are required to bring notes from the reading to turn in.
* **Creation and Presentation of *Story Map*, 10%**: You will compose your own story using this free website application. You will present this story in class Week Eleven. See Canvas for complete guidelines. Then go to this website to set up your free account: [**https://storymaps.arcgis.com/en/**](https://storymaps.arcgis.com/en/)
* **ACTIVE PARTICIPATION, 10%: In order to be successful in this area,** be in class on time, be prepared for the day’s work, and contribute in a positive manner to class discussion. **A**ll assignments must be turned in on time. **I do not accept late papers.** Coming to class without your assignment will result in a zero and an absence for that day. Texting during class, or other disruptive behaviors (such as talking while others are talking or making inappropriate comments) will result in deductions from class participation points**.**

**GRADING (**[**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** | **Numerical grade** |
| **A** | **4.0 – 3.9** |
| **A-** | **3.8 – 3.5** |
| **B+** | **3.4 – 3.2** |
| **B** | **3.1 – 2.9** |
| **B-** | **2.8 – 2.5** |
| **C+** | **2.4 – 2.2** |
| **C** | **2.1 – 1.9** |
| **C-** | **1.8 – 1.5** |
| **D+** | **1.4 – 1.2** |
| **D** | **1.1 – 0.9** |
| **D-** | **0.8 – 0.7 (Lowest passing grade)** |
| **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

**Week One**

**September 28:** 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>

**UNIT ONE: Investigations—Stories for Social Change**

**Week Two**

**October 3: Readings:** “The Mountain Disappears”and“Redefining Community” (Canvas/Unit One);

Chapter Two in *Writing and Revising*, “Reading Processes.” Do Activity 2.1 and 2.4 before you come to class—bring your notes to turn in.

**We will also watch these two short** TED talks about truth, stories, and community:

1. **How does listening to others help lead to an improved society?**

**Michael Patrick Lynch:**

[**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)

1. **Are stories all we need to make a difference in the world? What are the limitations?**

**Sisonke Msimang:** [**https://www.ted.com/talks/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)

***Before you leave class today, sign up for a conference time for next week!***

**5: Readings:** “The Connection Between Strangers” (Canvas/Unit One) andChapter Three in *Writing and*

*Revising*, “Critical Thinking Processes.” Complete Activity 3.4 before you come to class today; bring your notes to turn in.

**Watch 1 story of your choice on *StoryCorps***and be ready to discuss it in class: [**https://storycorps.org/**](https://storycorps.org/)

**Seminar Session 1:**

* **“What is a Seminar”** (Canvas/Unit One) and **watch this video** [**http://scctv.net/play/?p=scctv&f=seminar.mp4&w=720&h=480**](http://scctv.net/play/?p=scctv&f=seminar.mp4&w=720&h=480)
* **Chapter 1 from *How to Fly a Horse* and this book review from the *Washington Post****:* [**https://tinyurl.com/y7wrpoxs**](https://tinyurl.com/y7wrpoxs)
* Bring in **two questions** to explore from the chapter.

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

**10 and 12**: I will be scheduling 30-minute individual writing conferences with everyone. In preparation for your meeting, read Chapters One and Six in *Writing and Revising*. Do Activity 1.1 on page 9 and bring the completed activity with you to your conference.

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

**Week Four**

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

*and Revising*; **Complete Activity 4.1 and 4.4 before you come to class**. Bring your notes to turn

in. We will work through the other activities as a class.

**Seminar Session 2:** Chapters 2 and 3 from *How to Fly a Horse*; come to class with two questions from each chapter (a total of four) to explore.

**19: Draft of Paper #1, Review of “Artful Leadership for Creating Positive Social Change:**

**Reflections on an Arts-Based Autoethnography” by Heather Forest due today on Canvas:** Bring a hard copy of your paper to share with the class. We will be doing peer review, so be prepared to talk about your paper in detail.

**Readings:** Chapter Eight in *Writing and Revising*; pay special attention to pp. 148 – 153 on Peer Review.

**Week Five**

**24: Readings:** “A Phone Call” (Canvas/Unit Two); Chapter Five in *Writing and Revising*; Complete

Activities 5.3 and 5.5 before you come to class; bring your notes to turn in.

**Important:** By today, create your account on ***StoryMaps***: [**https://storymaps.arcgis.com/en/**](https://storymaps.arcgis.com/en/)

We will use class time to explore this site today, so bring a laptop or tablet.

**26: Revision of Paper #1 is due on Canvas today.**

**Readings:** “Mysterious Connections that Link Us Together” (Canvas/Unit Two) and **review** Chapter Six in *Writing and Revising*: Complete Activity 6.4 before you come to class; bring your notes to turn in.

**Seminar Session 3**: Chapters 4 and 5 in *How to Fly a Horse*: Bring two questions for each chapter.

**Week Six**

**31: Readings:** “Leaping Forward” (Canvas/Unit Two) andChapter Seven in *Writing and Revising*; Complete

Activities 7.1, 7.3, and 7.4 before you come to class; bring your notes to turn in.

**Seminar Session 4**: Chapter 6 from *How to Fly a Horse*: bring in two questions to explore.

**November 2: Draft of Paper #2, is due on Canvas today;** bring a hard copy of your paper for peer

review.

**Reading**: “We Are Each Other’s Business” (Canvas/Unit Two)—be prepared to discuss the

theme of this essay and others we’ve read up to this point.

**Week Seven**

**7: Readings:** “Homelessness” and “Finding a Home for Rick” (Canvas/Unit Two)

**Activity**: “Ways to Social Change” and “Root Cause Trees” and “Individual Social Change Tree” (Canvas/Unit Two): print out these three documents and bring them with you to class today

**Seminar Session 5** on Chapters 7 and 8 from *How to Fly a Horse*; bring two questions to share from eachchapter.

**9: Readings:** “Stumbling in the Dark” (Canvas/Unit Two)**;** Chapter Ten in *Writing and Revising*;

bring examples of logos, pathos, and ethos in any of the readings you’ve done this quarter, in this class or in another class. We will also look at examples of logical fallacies (see pages 208 – 209).

**UNIT THREE: Coming to Conclusions**

**Week Eight**

**14: Drafts of interview notes and summaries of these stories are due today on Canvas. Also,**

**bring a hard copy of your notes to class.**

**Reading:** Chapter Eleven in *Writing and Revising***;** we will talk today about how to narrow the topic

for your final paper, how to synthesize and integrate your sources into a cohesive essay.

**Seminar Session 6** on Chapter 9 from *How to Fly a Horse*; bring in two questions.

**16: Revision of Paper #2 due today on Canvas.**

**Readings:** “Regenerating Community” and “Pieces of a Vision” from*Soul of a Citizen* by Paul Loeb (Canvas/Unit Three Module); 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)

**Video: TED Talk by Bryan Stevenson:** [**https://www.youtube.com/watch?v=c2tOp7OxyQ8**](https://www.youtube.com/watch?v=c2tOp7OxyQ8)

**Week Nine: Conferences**

Conferences will begin on Monday and run through Wednesday.

Please make available 30 minutes to talk with me about your work

and your plans for **your story and your last paper.**

**Week Ten**

**28: Workshop day on Story Maps and/or final papers—**bring an outline of your story **OR** preliminary

draft of your final paper. You may work on the project that you choose. Come prepared with any questions you have for me or your classmates as peer reviewers.

**30: Draft of Paper 3, Synthesis of Four Texts, is due today on Canvas:** Bring a hard copy of

your paper to share in class for peer review.

**Reading:** Chapter Nine in *Writing and Revising*; we will use the proofreading checklists today, along with the peer review guidelines in Chapter Eight of *Writing and Revising*.

**Week Eleven: Story Map Presentations**

**DECEMBER 5 and 7:** Presenting your story—**upload the URL of your Story Map to Canvas/UnitThree by December 5th at 8:00 a.m.**

**Revision of Paper 3 is due December 12th at 8:00 a.m.**

**NOTE**: Do not send me an email asking me about when you will receive your grade. In addition, 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 power of stories for 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>

**Freire, Paulo.** *Pedagogy of the Oppressed*. Bloomsbury Academic, 2000.

**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/>

**Hawken, Paul**. *Blessed Unrest*. Penguin, 2007.

**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/>