# TCORE 101 (section A) Introduction to Academic Writing

**Reading Culture**

<http://tinyurl.com/gqt3uu5>

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Class Times: MWF 0800-920 (ADMC GWP 101)

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## Course Description

Welcome to TCORE 101, Introduction to Academic Writing. This section’s theme is: “Reading Culture.” This means that we will practice writing by practicing reading culture, reading the things and activities around us, and discussing the representations that make up those cultural things. Stuart Hall, the scholar whom many consider to have founded cultural studies as a discipline, explains that culture is not simply the things arounds us, such as TV shows, T-shirts, memes, logos, movies, music, etc. Culture, he says, is a set of practices and processes that we all engage in and with. It is “concerned with the production and the exchange of meanings . . . between the members of a society or group.” So we’ll read culture by trying to figure out how meaning is created, exchanged, and negotiated in everyday processes and practices.

To help us do this work, we’ll read a few short pieces to help us read culture, then engage in our own writing projects, sharing them with our writing groups. Each of you will research, draft, and revise various documents that lead you to your culminating research project, which might be a research paper, or something else (agreed upon with me, Asao). This project will then be dramatically revised, making it look very different, even arguing or discussing something very different. We’ll keep track of our labor in the course, and reflect upon it and our activities each week. You’ll put together a final portfolio that demonstrates your learning journey at the end of the quarter that your colleagues, you, and I will assess. We’ll discuss these assessments in our final conferences.

## Research on This Course

While I do not always conduct research on each class I teach, I may wish to do so on the work we do in this class. What this means is that I may gather data on you and your progress in this course for research and publication at conferences and in academic journals. I will only use material that students have given me expressed written permission to do so, usually by email. By staying in this course, and sending me an email ([asao@uw.edu](mailto:asao@uw.edu)), you agree to let me use your work in this class for research and publication purposes. I will never use student materials in a harmful or negative way, such as making degrading or derogatory comments about the work or the student. I strive to respect every student’s privacy and work done in all my courses. Your participation in my research will NOT affect your progress or grade in this or any future course at this university. If you have concerns about this policy, please let me know at any time.

## Learning Goals (Course Goals)

The following are the stated learning goals for TCORE 101 that the university has articulated. While we’ll determine how we understand and articulate our courses’ learning goals, our conversations will begin with these official ones.

* **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 sources, which may include:
  + 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
* **Read rhetorically** through processes of meaning-making, learning, and communicating purposefully and to various audiences, which includes:
  + 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, which can mean:
  + 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, which can be:
  + 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, which can mean:
  + 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
* **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, which can mean:
  + 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

## Required Texts and Materials

The following texts are required for this course:

* Hacker, Diane, and Nancy Sommers. *A Writer’s Reference*, 8th ed (with WID/WAC section). Bedford / St. Martin’s, 2015. ISBN: 9781319009137.
* Packet of articles and book chapters to access online and print for class use.

The following are required materials for this class:

* Computer and Internet access each day (preferred that you have a laptop for class)
* Twitter account (free)
* Google drive/docs/sheets account (free)
* Canvas access each day (preferred that you can access in class)

## Course Policies

All students are required by the university to abide by the Student Conduct Code, which can be found at:

<http://www.tacoma.washington.edu/studentaffairs/SI/conduct_code.cfm>

Additionally, while we may adjust these, here are the common policies specific to our class. In order to do well in this class, you should:

* Be familiar with and abide by the course syllabus, grading contract, and charter for compassion;
* Take full and active responsibility for your participation, writing, input in discussions, and progress in this course;
* Give courtesy and respect to everyone;
* Participate daily in all in-class activities and conversations;
* Come to class each day and stay abreast of all assignments’ criteria and follow them (see “Attendance” section below);
* Complete all assignments as directed and in the spirit they are asked of you (see Grading Contract).

A few other important policies you should know (all are strictly enforced):

* In-class work, quizzes, and exercises CAN NOT be made up.
* If you think you will have trouble complying with an assignment’s criteria, please talk to me in class, or email, or call me (leave a voice mail) ASAP, well before the due date. This does not guarantee an extension, but the class may be more understanding if you have given us advance notice.

## Attendance/Participation

As explained in our course grading contract, you must **participate fully in at least 82%** of all activities during our class sessions (that’s at least 26 out of 32 days of instruction), which means that you may not participate in activities in **6 class sessions**, after which you may not pass the course with a “C” course grade (see also the “Course Grade” section below) – **no exceptions**. Please double-check your schedules and other activities this semester. If you cannot meet this participation requirement, you simply will not do well in this course. In order for any appearance in class to count each day, you MUST do the following:

* be fully prepared for class (bring homework, read the selections for each day, etc.),
* participate fully in all activities and discussions, and
* arrive on-time or early to class.

Additionally, please know the university policies on attending all courses at UWT, which can be found out:

<http://www.tacoma.uw.edu/uwt/enrollment-services/class-attendance>

## Course Grade

Your overall course grade is calculated using a grading contract (see the Grading Contract for specifics). Your portfolio will be assessed (not graded) by several colleagues, you, and me.

**IMPORTANT**: You **MUST participate** in at least **82% (26 of 32)** of the class sessions’ activities (you may not participate in 6 class sessions’ activities without it affecting your course grade). You must participate in a final portfolio conference with me (during finals week) in order for you to pass this course. Not participating in 7 days of work and activities means an automatic “D” (1.1) course grade. No exceptions.

You MUST also complete all of the course portfolio evaluations asked of you in the course in order to fulfill the class participation and portfolio requirements and to pass the class.

For information on the university’s policies about grading, see the following:

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

## Labor of the Course

We may construct more detailed information on each assignment below as we need them. The descriptions below are to give you a clear idea of how much work is expected of you, the general expectations from which we’ll start, and the structure of work in the course.

1. **In-Class Activities, Daily Work, and Participation:** Most in-class work will be unannounced and deal with that day’s readings or homework. We’ll do individual freewrites, more structured writing, out-of-class assignments, group activities, and class discussion. Part of your preparation for each class session will be to come prepared to discuss and think about the day’s assigned readings. If you come in late to class or unprepared, you will not be allowed to make up any work missed. Often our in-class work leads up to or prepares us for the other work. ***Save everything***.

I assess all in-class work the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), orno credit (i.e., you haven’t met the expectations of the assignment).

1. **Personal Narrative (1):** For the first day of class, you’ll write a personal narrative that does two things. First, it introduces you to the class in your own words, and second, it discusses what your goals are for this course. This narrative should focus on details and specifics, showing us a kind of picture of you as a reader and writer or student, or as a cultural citizen. You decide how you wish to introduce yourself to us. Focus on these two questions: Who are you as a reader and writer, as a language user? What do you hope to accomplish in this course this quarter? This should be a short, 1-2 page (300-500 words) narrative only, posted on Canvas (in the “narratives” forum) by our first class session.

I assess all personal narratives the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), orno credit (i.e., you haven’t met the expectations of the assignment or posted it on time).

1. **Précis (5 total; or 8 total for those choosing A-contracts):** Each précis is a special kind of summary that has a pre-determined form or structure. Practicing these as we read each text that we research and find for our projects will help us figure out what each text is saying, consider our own reading practices, and decide what we will focus on most when reading. Additionally, our précises will be rhetorically oriented, asking us to summarize each text in a rhetorical manner. Taken from [Dr. Jon Dorbolo’s Philosophy course at Oregon State University](http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html), each précis is structured with five sentences (no more, no less):

* A single sentence that states:
  + name of the author, title of the work, date in parenthesis;
  + a rhetorically accurate verb (such as "assert," "argue," "deny," "refute," "prove," disprove," "explain," etc.);
  + a that clause containing the major claim (thesis statement) of the work.
* A single sentence that gives an explanation of how the author develops and supports the major claim (thesis statement).
* A single sentence that gives a statement of the author's purpose, followed by an "in order" phrase.
* A single coherent sentence that gives a description of the intended audience and/or the relationship the author establishes with the audience.
* A final, single sentence that identifies that ideas, theories, details, or other information in the article that you believe you’ll use in your project.

I assess all précis the same. You may earn full credit (i.e., you’ve done the assignment according to its expectations), orno credit (i.e., you haven’t met the expectations of the assignment or posted it on time).

1. **Labor Journals (around 9 entries):** These are in-class writing we’ll do once a week. Because your success in this class is based on your labor (on what you do each day), not on the quality of your work (although that will improve), we must account for your labor in some tangible way. Once a week, we’ll write for 5 minutes in our labor journals on G’docs (online). I suggest doing these directly into G’docs, but you can use old fashion pen and paper in class, then transcribe and post them immediately after class. Ultimately, you will post your labor journal entries into one file on G’docs so that they are chronologically arranged and accessible to me (Asao Inoue). This will help you think about and account for your labor as a process over time, which you can use in your final portfolio. We’ll also discuss these each week as we write them.

I’ll assess your labor journals the same as your daily work. You may earn full credit (i.e., you’ve done the journal entry according to its expectations and written for the full allotted time in class), orno credit (i.e., you haven’t met the expectations of the journal entry, or didn’t write for the full time allotted in class).

1. **Labor Log (weekly entries)**: During each week, you’ll keep track of the labor you do for our course (all the reading sessions and writing sessions you do), the nature of each session of labor (i.e. what you were reading or working on), and a quick overall engagement rating (1-5). Each entry will be a simple entry (a row of data) into a G’sheets spreadsheet that I’ve prepared for you. It notes the amount of time spent during each session, what you did or worked on, the day and time of each session, and the engagement rating. This prepares you for your journal entry that week and for midpoint and final reflections on your labor practices.
2. **Labor Tweets (around 2 per week)**: In your labor instructions for various assignments, I’ll ask you to tweet (using Twitter) something from your labor as part of your labor process. To do this, you’ll use our course hashtag (**#TCORE101**). This will help us find it in our Twitter feeds. Feel free to tweet as much as you like to the class about what you’re reading or doing for our class. This includes questions. *By the end of week 1, you’ll need to follow everyone in the class and me* *on Twitter*.
3. **Weekly Reflections (around 9):** By each Saturday by 11:59 pm, you’ll post on our Internet bulletin board (Canvas) a reflection based on a prompt I’ll provide for you. You **should spend at least 20-30 minutes drafting** the reflection, but some prompts may take more time, depending on what they ask of you to do in order to produce the reflection. Each reflection will be about 250-300 words in length (about a page if printed). These reflections will help us rethink our practices, ideas, and readings, revise our work, ask questions to each other, voice confusion or excitement, and theorize as a community of writers/intellectuals. You are also required to **reply to a at least 3 of your colleagues’ postings** each week in some meaningful and substantive way **by our class session on Monday**. These are crucial to our work in this course and a part of this assignment. They give you a real audience and provide a way to dialogue with each other. We’ll usually begin class each week by reading and discussing a few of these.

We’ll assess these documents the same way we do the in-class activities (#1 above). You get full or no credit for each assessment.

1. **Assessments (3 formal and numerous less formal ones):** You’ll respond to and assess various parts and drafts of colleagues’ documents, as well as assess your own and your colleagues’ portfolios at the end of the semester. We’ll discuss the guidelines for each of these assessments in class. Some will be formal, structured, written responses or assessments, a few less formal. Each may have a different goal or focus, so expect guidelines for each assessment to change.

Your assessments will be assessed much like in-class work and homework. You may earn full credit (i.e., you’ve done the response/assessment according to its expectations), or no credit (i.e., you haven’t met expectations).The class will assess your labor and the document you submit. We will assume you have done the appropriate amount of labor, and so the default assessment is full credit (i.e., you’ve done the assignment according to its expectations). Your peers’ assessments will be simple observational responses that provide you with cues for ways to understand how well they see you meeting the labor requirements and what they see your current labor accomplishing in the document (quality, or how helpful is your assessment). Your peers are not evaluating or grading you. It is assumed that you have met the assignment expectations, instead these are to help you improve your labor in future assessments in the class.

1. **Project (2 versions):** You will research a project that deals with some bit of U.S. culture and representations within it. Each project culminates in a 4-5 page research paper or essay (about 1,200-1,500 words) that explores a problem or interpretation of the cultural artifact that you see as important and worth our (the class’) time. It will incorporate at least 3 appropriate sources you’ve researched that have bearing on the central cultural artifact. Every draft will have a works cited page (MLA) or page of references (APA). Each project will consist of several smaller documents that help research, invent, and test ideas, such as the precises. The culminating document of each project will be your choice. It could be a traditional research paper or something more creative (e.g., Web site, a report, a conference presentation for an academic organization, a YouTube video with a written component, etc.). At around week 6 or 7, you’ll dramatically rewrite or revise your project’s culminating draft, creating a new and different discussion or argument. Consider this dramatic revision a new project in a sense. I’ll push you to argue or explore a very different thesis or question, but you’ll likely use much of the previous draft, only reshaped for a new purpose. Regardless of the form that each project culminates in, all projects must meet the following requirements:

* Incorporate at least **3 appropriate sources** that you’ve researched and document their use appropriately in your draft, and include a Works Cited or References page;
* Focus on a **single question** or significant problem or inquiry that has importance to you and our class (and others in the larger Tacoma community) that helps interpret or make meaning of the cultural artifact you’ve chosen to center on;
* Have a significant written component, which amounts to 4-5 pages in length, or **1,200-1,500 words**.

I’ll provide responses to your projects throughout the process of drafting and revising. I will not, however, assess each draft or document. Your colleagues will provide most of your feedback, but I will shape their feedback. I will read everything and use drafts and activities to form activities for the class.

For those going for **A-contracts**, each project’s requirements require more labor, and are as follows:

* Incorporate at least **5 appropriate sources** that you’ve researched and document their use appropriately in your draft, and include a Works Cited or References page;
* Focus on a **single question** or significant problem or inquiry that has importance to you and our class (and others in the larger Tacoma community) that helps interpret or make meaning of the cultural artifact you’ve chosen to center on;
* Have a significant written component, which amounts to 6-7 pages in length, or **1,800-2,100 words**.

The class will assess your labor on projects you present in class. We will assume you have done the appropriate amount of labor, and so the default assessment is full credit (i.e., you’ve done the assignment according to its expectations). Your peers’ assessments will be simple observational responses that provide you with cues for ways to understand how well they see you meeting the labor requirements and what they see your current labor accomplishing in the current draft (quality). Your peers are not evaluating or grading you. It is assumed that you have met the assignment expectations, instead these assessments are to help you improve your labor in future work in the class.

1. **Final Portfolio:** In order for us to focus our final assessment of you as a learner in the class, you’ll put together a final portfolio that demonstrates your journey as a learner in the class or the most important things to you that you’ve learned. This final portfolio will include the following:

* A **letter of reflection** (at least 1 page, or 300+ words) that explains what is included in the portfolio, why those documents were included, the significance those documents have to the writer as a learner in the class, and any other information that readers will need to know in order to best understand the portfolio as a demonstration of who the writer is as a learner in the class.
* **9-10 pages** (about 2,700-3,000 words) of revised, polished writing from the entire quarter, which may come from anything you’ve done for our class that demonstrates you as a learner and what you’ve learned.

We’ll use your final portfolio to provide you with a final assessment of you as a learner in the class, which will be discussed in our final conferences. If you turn in a portfolio that meets the above criteria in the manner in which it is asked of you and on time, then you’ll get full credit for this assignment.

1. **End of Semester Assessment Letters:** At the end of the semester in preparation for our final conferences during finals week, you will write several assessment letters for peers and a self-assessment letter. Several will be assessing your peers (via their portfolios) from class, while one will assess yourself. These should be addressed to your colleagues and me, and be letters. I’ll provide more instructions on this when the time comes. These assessment letters will help writers see how you read and judge their portfolio as a demonstration of the writer’s journey, what course goals you see it most reflecting (and how), and what you think the writer can work on most next quarter in TWRT 121.

In your final conference, we’ll read these assessment letters together, and use them to help us understand what you’ve learned, how well you’ve performed in the class, and see you as a learner from different perspectives . **If you do not do this assignment, you cannot pass this course**.

## Course Schedule

Our course schedule of readings and activities will change as the semester develops, since you and I will collaboratively figure out what other readings and activities we must do to explore adequately the questions we pose for ourselves. Below is a first draft that should give you a good blueprint of what to expect. After the first week, please refer to any newer versions posted online on Canvas.

**Note**: Only the major work, readings, and assignments of the course are listed. There will be other work and assignments due, which will be posted in class and on Canvas’ announcements page each week after every class session. This schedule is only to give you a good estimate of the work and flow of the course.

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| --- | --- |
| **Week** | **Readings and Activities** |
| 1  09/28 & 09/30 | Do introductions; discuss syllabus, grading contract, portfolio, and curriculum.  Read Hall, “Representation, Meaning and Language” (1-10).  **Due: personal narratives** posted on Canvas (in Discussion forum, “personal narratives”) by class session on Wed, 09/28.We will read these to each other in class as a way to introduce one another. |
| 2  10/03, 10/05 & 10/07 | Negotiate curriculum, grading contract, and charter for compassion. Research first article. Discuss precis. Proofing activity on precis #1.  Read Hall, “Theories of Representation” (10-15); Bryson (48-49); Hall, “Saussure’s Legacy” (16-20).  **Due:** **Precis #1** due posted on Canvas in the forum, “Wk 2 - precis #1,” by 10:15 am on Wed, 10/05. |
| 3  10/10, 10/12 & 10/14 | Discuss questions drafts of project. Create project rubric. Research article #2. Discuss precis. Proofing activity on precis #2.  Read Hall, “From Language to Culture” (20-24); Barthes, “The World of Wrestling” (50-51); Hall, “Myth Today” (24-28); Barthes, “Myth Today” (52); Barthes, “Rhetoric of the Image” (53).  **Due**: **Questions draft** due posted on Canvas in the forum, “Wk 3 - Questions Draft,” by 8:00 am on Mon, 10/10. **Precis #2** due posted on Canvas in the forum, “Wk 3 - precis #2,” by 8:00 am on Wed, 10/12. |
| 4  10/17, 10/19 & 10/21 | Finish rubric creation activities. Discuss precis #3. Proofing activity on precis #3.  Read Hall, “Discourse, Power, and the Subject” (26-31); Laclau and Mouffe, “New Reflections on the Revolution of our Time” (54-55); Hall, “Historicizing Discourse” (31-38); Showalter, “The Performance of Hysteria” (56-59).  **No Class on Friday, Oct, 21 (Activities online).**  **Due: Precis #3** due posted on Canvas in the forum, “Wk 4 - precis #3,” by 8:00 am on Wed, 10/19. |
| 5  10/24, 10/26 & 10/28 | Discuss assessments of full drafts of project.  Read Hall, “Where is the Subject” (39-46).  **Due: Complete draft** 1 **of project** due posted on Canvas in forum, “Wk 5 - project draft 1,” by 8:00 am on Mon, 10/24. **Assessment documents** due posted on Canvas as replies to writers’ posts by Fri, 10/28 at 8:00 am. |
| 6  10/31, 11/02 & 11/04 | Proofing Activity on draft 2. Research article #4. Discuss precis. Midterm reflections and discussions.  Read from Peter Elbow’s *Writing Without Teachers* (chapters 4 and 5); Hall, “Heroes and Villains?” (216-228).  **Due:** **Problem posing letters** of project peer assessments due posted on Canvas by Wed, 11/02 at 8:00 am. **Precis #4** due posted on Canvas in the forum, “Wk 6 - precis #4,” by 8:00 am on Fri, 11/04. |
| 7  11/07, 11/09 & 11/11 | Discuss project 1 drafts and problem posing letters. Research article #5.  Read Hall, “Commodity Racism” (229-242); McClintock, “Soap and Commodity Spectacle” (272-275).  **No Class on Friday, Nov 11 (Veteran’s Day).**  **Due**: **Precis #5** due posted on Canvas in the forum, “Wk 7 - precis #5,” by 8:00 am on Wed, 11/09. |
| 8  11/14, 11/16 & 11/18 | Discuss how to do the dramatic revision draft of project.  Read Hall, “Heavenly Bodies” (243-259); Dyer, “Africa” (276-277); Gilman, “The Deep Structure of Stereotypes” (278-279).  **Due**: **Precis #6-8** due posted on Canvas in the forum, “Wk 8 - precis #6-8,” by 8:00 am on Wed, 11/16 (only for those on A-contracts). |
| 9  11/21, 11/23 & 11/25 | Discuss reflection letters for portfolios and expectations of portfolios. Discuss assessments in groups and dramatic revisions.  **No Class on Monday, Nov 21 (online activities); no class on Friday, Nov 25 (Thanksgiving).**  **Due**: **Dramatic Revision of project** due posted on Canvas in forum, “Wk 9 - Dramatic Revision Draft,” by Mon, 11/21 at 8:00 am. **Assessments** due posted on Canvas as replies to writers’ drafts by Fri, 11/25 at 8:00 am. |
| 10  11/28, 11/30 & 12/02 | Determine our assessment goals. Discuss problem posing letters. Proofing activity of dramatic revision draft.  **No Class this week (online activities).**  **Due**: **Problem posing letters** due posted on Canvas in the forum, “Wk 10 - problem posing letters,” by 8:00 am on Mon, 11/28. |
| 11  12/05, 12/07 & 12/09 | Discuss portfolios and letters of reflection. Final assessments.  **Due:** **Final Portfolio** due posted on Canvas by Wed, 12/07 at 8:00 am on Canvas in the forum, “Wk 11 - Final Portfolio.” |
| Finals Week  12/12 | **Due: Final letters of assessment** of colleagues due by Sun, 12/11 at 11:59 PM on Canvas as replies to your colleagues’ final portfolios. Finish **conferences** with me (30 mins. each) this week (Monday – Wednesday, 12/12 - 12/14).  Final on Mon, 12/12 at 8:00 am - 10:05 am. |

## Now for Some University Stuff

**Inclement Weather**

Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. 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(es) 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.

**Disability Support Services (Office of Student Success)**

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at (253)692-4508 , email at dssuwt@uw.edu , uwtshaw@uw.edu or visit [www.tacoma.uw.edu/dss](http://tacoma.uw.edu/dss) for assistance.

**Teaching and Learning Center**

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located in Snoqualmie 260 and online. Our schedules for appointments and drop-in visits are posted on our website at[www.tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc) . For special needs or subject tutoring requests, please email uwtteach@uw.edu or call (253) 692-4417.

**Campus Safety Information**

**Escort Service**

Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.

**In case of a fire alarm**

During an emergency evacuation, take your valuables **ONLY** if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. 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.

For more information:

* [Campus Safety's "What to do in an emergency" website](http://www.tacoma.uw.edu/uwt/administrative-services/campus-safety) .
* [SafeCampus website](http://www.washington.edu/safecampus/uwt/)

**Plagiarism**

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

*This statement has been revised by Kelvin Keown and Asao Inoue and submitted to the UW Tacoma Faculty Assembly on 7-28-2014.*

For more information, please refer to:

* [Academic Honesty: Cheating and Plagiarism](http://www.tacoma.uw.edu/uwt/enrollment-services/academic-honesty)
* [Student Counseling Center web page](http://www.tacoma.uw.edu/counseling/)

**Counseling Center (Office of Student Success)**

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 253-692-4522, email uwtshaw@uw.edu , or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling) .

**Library**

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website, <http://www.tacoma.uw.edu/uwt/library>.

**Incomplete**

<http://www.washington.edu/students/gencat/front/Grading_Sys.html#I>

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

**Email Policy**

* [Policy on the use of email at UW Tacoma](http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy)

**Electronic Devices**

Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session.