

TCORE 101: INTRODUCTION TO ACADEMIC WRITING
Section G

Writing about Education and Empowerment

University of Washington Tacoma
Autumn 2016
T/Th 12:50–2:55 in DOU 280

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Office hours: W 10:00–1:00, or by appointment
MDS 311B

Course Description

TCORE 101 introduces students to useful strategies and practices for academic writing, with particular emphasis on critical reading, the writing process, and working with sources. This course is designed to help you become a more confident and strategic college-level reader and writer, even as you read and write increasingly challenging texts. Academic writing always involves joining and responding to ongoing conversations, so as you learn to articulate your own positions and points of view, you will also begin learning the conventions of academic writing that will help your voice be heard and appreciated by other participants in those conversations.

This section of TCORE 101 focuses on the theme **Writing about Education and Empowerment**. We will read several texts in a variety of genres that will help us understand the potentialities and limits associated with education in the United States. Your written work on this theme will consist of three major assignments. In the **Education Narrative Essay** (4–6 pp.), you will narrate a personal experience of your choice relating in some way to education, and you will reflect on that personal experience to develop some larger point about education and empowerment. Next, in the **Position Paper** (5–7 pp.), you will draw on assigned readings as well as independent research to develop and support an argument connected with our course theme. This assignment will ask you not only to persuasively argue your own position but also to show how that position fits into larger academic conversations about education and empowerment. To conclude your work in this course, you will submit a **Final Portfolio** consisting of a revised version of your Education Narrative Essay, the final draft of your Position Paper, and polished selections from a reading journal that you will work on throughout the quarter. The portfolio will also be introduced by a reflective cover letter in which you take stock of your progress as a writer so far and set writing goals for yourself that you will pursue as you move forward from this course. Writing is a lifelong endeavor, not something that can be mastered in a short 10-week quarter; this course won't teach you everything you need to know as a writer, but it will help you develop skills, strategies, and practices that will equip you to encounter and navigate new writing situations and that will contribute substantially to your ongoing progress as a college-level writer.

The instructor reserves the right to modify this syllabus at his discretion. Changes to course policy will be communicated in class, on Canvas, and via email.

This class will be highly student-driven, and you are expected to contribute regularly to class discussions and to participate actively in all class activities. Class sessions will combine full-class discussion, small-group or one-on-one collaboration, writing workshops, peer reviews, and in-class writing. Thus, it is crucial that you come to class regularly and that you come to class prepared to participate.

Learning Objectives

This course contributes to the following learning goals for First-Year Writing at UWT:

- You will read rhetorically through processes of meaning-making, learning, and communicating purposefully and to various audiences.
- You will revise in recursive processes that continually re-see, rethink, and research ideas, questions, and new information
- You will reflect as a way to understand your own reading practices, and you will produce understanding (or theory) that helps you cultivate flexible and rhetorically based practices for future use.
- You will proofread and edit drafts in self-conscious ways that allow you to consider future proofreading and editing practices as rhetorical in nature and as part of the writing process.
- You will engage in academic research as a process that includes A) recognizing when information is needed to support writing and B) having the ability to locate, evaluate, incorporate, and acknowledge appropriate sources.
- You will problematize your existential writing situation or pose problems that your own language practices may create when they are set next to the dominant academic discourse or when others read and judge your writing.

For further details on these learning goals, see www.tacoma.uw.edu/university-writing-program/fyw-learning-goals.

Required Materials

- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*, 3rd ed. (Norton, 2014), ISBN 978-0-393-93584-4; available at UWT Bookstore
- Diane Hacker and Nancy Sommers, *A Writer's Reference*, 8th ed. (Bedford/St. Martin's, 2015), ISBN 978-1-4576-8649-8; available at UWT Bookstore
- Virtual course packet, available on Canvas
- Regular out-of-class access to Canvas
- In-class access to online readings and your written work
 - You may print and bring to class **hard copies** of online readings, drafts of assignments (both yours and your colleagues'), and your assessments of colleagues' work; or,
 - You may bring to class a **laptop or device** to access those readings and drafts electronically

Grading and Assignments

This section of the syllabus provides details concerning our course grading contract and describes the kinds of work you will do for the course.

Grading Contract

Grades for this course will be determined not by my judgment of the quality of your written work, but by your compliance with the course grading contract. Early in the course, we will discuss a draft of the grading contract, possibly revising it as a group; we will also have opportunities later in the course to discuss and negotiate revisions to the contract. (Note that I will retain veto power during negotiations.) Whatever revisions we make to the grading contract and whatever details we agree on, your grade in the course will be determined according to that contract. We will meet individually during finals week to discuss whether and in what ways you have met the conditions outlined in the final, ratified version of the grading contract.

Assignment Descriptions

Daily work in class will consist of full-class discussions, small-group or one-on-one discussions and activities, individual and collaborative in-class writing, and revision workshops. Out-of-class written work will consist of several drafts of major papers, written assessments of colleagues' drafts-in-progress, two major papers (the Education Narrative Essay and the Position Paper), and a final portfolio.

- **Drafts of major papers:** Most weeks, you will use the feedback you receive during our revision workshops to revise a draft-in-progress over the weekend; you will submit revised drafts to Canvas by 8:00 a.m. Tuesdays in order to allow your colleagues sufficient time to assess your revisions. It is very important that you regularly and substantively revise drafts based on colleagues' feedback and that you submit all required drafts and revisions in order to fulfill the obligations of the grading contract.
- **Written assessments of colleagues' work:** In preparation for our revision workshops, you will compose written assessments of two of your colleagues' drafts-in-progress and post those assessments to Canvas by the start of class whenever a workshop is scheduled (most Thursdays). Although you will be discussing drafts in person during our workshops, your written assessments will serve several important functions: they will give you (as a reader) a chance to collect and organize your thoughts about colleagues' drafts; they will provide a written record of your assessments for your colleagues to consult; and they will provide textual evidence of your engagement with the course and your fulfillment of the grading contract. As you write your assessments, it is crucial that you assess **at least two colleagues' drafts** for each workshop and that you focus your assessment on substantive issues, not superficial errors.
- **Revision workshops:** Most weeks, our Thursday sessions (but also one Tuesday session) will consist of a revision workshop in which you summarize and elaborate on your written assessments of each other's drafts, as well as offer feedback to colleagues whose drafts you haven't assessed in writing. Depending on where we are in the course, your assessments and revision workshops will focus on different aspects of colleagues' drafts. It is crucial that you attend and fully participate in these workshops and that you assess drafts with an eye toward

improving them through revision, not toward summarily judging their quality or editing grammatical errors.

- **Reading journal (two paragraphs or more per entry):** Most weeks, you will use the models discussed and demonstrated in Graff and Birkenstein's *They Say/I Say* to write a two-paragraph entry on either an assigned reading or a source you find through independent research. Each journal entry will **summarize** a reading fairly and accurately in one paragraph and then **respond** to that reading in one or more subsequent paragraphs. Your reading journal will serve several useful purposes: it will give you repeated practice with skills that are necessary for participating in academic discourse; it will provide a record of your evolving thoughts and ideas as we move through the course; it may provide material that you can revise for inclusion in the Position Paper; and it will give you material to select for further polishing and inclusion in your final portfolio. Over our 10-week quarter, you will write seven journal entries, at least two of which must summarize and respond to sources you find through independent research.
- **Education Narrative Essay (4–6 pp.):** In your first major assignment, you will narrate and reflect on a personal experience involving education in some way in order to develop a larger point about the possibilities and/or limitations of education. The specific nature of the experience you write about is wide open; for example, you might write about formal classroom education or some other educational experience, about an educational achievement or an educational failure, about what you learned through your experience or what you didn't learn, about what you were able or unable to do as a result of your experience. Virtually anything is fair game as long as it relates in some way to education and allows you to make a specific point about education and empowerment.
- **Position Paper (5–7 pp.):** In your second major assignment, you will use academic sources—both assigned readings for the course and texts that you find through your own independent research—to develop and support a specific position on an arguable issue related to our course theme. This assignment will ask you not just to persuasively argue your position but also to put your sources in conversation with each other and to put your own argument in conversation with your sources. The work you do for this essay will lay a useful foundation for more-advanced research and writing assignments you will encounter in subsequent classes at UWT.
- **Final portfolio:** For your final project in this course, you will revise your Education Narrative Essay based on the feedback I give you (as well as any relevant feedback from colleagues that you haven't had time yet to address), edit and polish at least two entries from your reading journal, and then assemble a final portfolio. Your portfolio will consist of A) a reflective cover letter discussing how you have developed as a writer and/or how you have responded to feedback as a writer, B) your polished journal entries, C) your revised Education Narrative Essay, and D) the final draft of your Position Paper.

Attendance, Participation, and Late Work

Regular, punctual attendance and active participation in class discussions are absolutely crucial to your success in this class. **I expect everyone to attend all of nearly every class session, with**

minimal absences. You will be graded on your participation in discussions and activities, and *you cannot receive credit for participating in a discussion that you miss*. If you must be absent from class on account of illness, family emergency, or other unforeseeable circumstances, please contact me as soon as you can, preferably in advance of your absence. **If you must leave a session before the end, please notify me in advance;** my expectation is that you will stay for the duration of every session unless you have a legitimate, unavoidable obligation to attend to. After you miss a session, in whole or in part, please ask a classmate to fill you in and let you look at their class notes.

Participation includes both written and oral components: you will participate in the course by engaging in writing activities in class and by contributing to full-class discussions. In addition, you will participate in several workshops, including formal, comprehensive peer reviews, that will help you develop topics and revise and edit drafts of your essays.

Finally, you are expected to complete all assignments for the class and to submit them on time. See the grading contract for details concerning attendance, participation, and late work.

Plagiarism and Academic Integrity

Plagiarism is among the gravest offenses a college student can commit, and it has no place in this class (or anywhere else on this campus). As defined in the University of Washington Tacoma's official course catalog, "[p]lagiarism is using the creations, ideas, or words of someone else without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like." Any major assignment that engages in plagiarism, in part or in whole, will receive a score of **zero credit** (that is, it will count as a missed assignment for purposes of the grading contract). In severe or repeated cases of plagiarism, the instructor reserves the right to pursue whatever official institutional sanctions he deems appropriate, including but not limited to assigning a **final course grade of 0.0**.

If you borrow another writer's wording—even just a short phrase or a small part of a sentence—you must use quotation marks and appropriate citations to indicate when and where you use someone else's text in your own writing; you must also cite sources from which you borrow information or ideas but not wording. Failure to do either of these counts as plagiarism.

When you submit papers on Canvas, your work will be checked for originality using VeriCite, an online tool for detecting plagiarism or possible plagiarism. If you have concerns about plagiarism, academic integrity, and citing your sources, I urge you to turn in your work early so you can access a VeriCite originality report and revise your essay as needed, before I grade it. For instructions on accessing a VeriCite originality report, see tinyurl.com/viewVeriCitereport.

One last tip on plagiarism, academic integrity, and the internet: **avoid the temptation to copy and paste**—make yourself type any passages that you wish to quote. This will decrease the chances not only that you will accidentally plagiarize when you mean to quote, but also that you will quote more than you need instead of using ellipses (...) in place of unnecessary text.

Please review UWT policies on plagiarism and academic integrity at www.tacoma.uw.edu/node/38211.

Formatting, Submitting, and Retaining Written Work

All written work for the course will be submitted via Canvas. You may use whatever word-processing software you prefer, provided that it can save files in one of the following formats: Word document (.doc or .docx), rich-text format (.rtf), or PDF. Be advised, though, that I have virtually no expertise in programs other than Word, so if you need assistance with a technical issue but you use another program, I will be unable to help.

In order to maintain a personal record of your academic progress, I strongly encourage you to retain graded copies of your major assignments for this class. If you would like to receive detailed comments on the final draft of your major paper, please contact me after the end of the course to request feedback. **Please do not contact the School of Interdisciplinary Arts and Sciences or the Division of Culture, Arts, and Communication to retrieve your graded work.**

Teaching and Learning Center

The UWT Teaching and Learning Center offers a wide range of assistance with writing assignments, from the early stages of selecting and narrowing a topic to the final stages of revising and editing drafts, and from global issues of developing and supporting a thesis to finer points such as citing sources, quoting and paraphrasing properly, and avoiding common mistakes in grammar and mechanics. Visit www.tacoma.uw.edu/tlc to read about the services offered or to schedule an appointment; you can also email the TLC at uwteach@uw.edu or call them at 253-692-4417.

UWT Student Counseling Center

The Student 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 or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm.

Disability Support Services

The University of Washington Tacoma is committed to making physical facilities and instructional programs 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 of 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. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 253-692-4522, or visit www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm.

Schedule of Readings and Assignments

Texts in this schedule are abbreviated as follows:

- [CP]: readings from the virtual course packet on Canvas
- *TSIS*: Graff and Birkenstein, *They Say/I Say*
- *WR*: Hacker and Sommers, *A Writer's Reference*

Assignments are listed in this schedule next to the day that they are due. For example, you should read the first draft of our course grading contract and chapter 12 of *TSIS* **before** our class session on 10/4, not after. Writing assignments are marked by **boldface**; parenthetical notes following a writing assignment specify the time of day an assignment is due and the location on Canvas where you should turn it in. Note that some assignments need to be completed and submitted by the start of class, some by the end of the day, and some by 8:00 a.m. (to allow plenty of time for colleagues to read and assess each other's work before our Thursday workshops).

Th, 9/29 *Introduction to the course*

T, 10/4 *Negotiating the course grading contract*

READING: course grading contract (first draft)

READING: Graff and Birkenstein, chapter 12 (*TSIS* 163–66)

Th, 10/6 *Introduction to the Education Narrative Essay*

READING: Graff and Birkenstein, preface (*TSIS* xvi–xxvi)

READING: Graff and Birkenstein, chapter 2 (*TSIS* 30–41)

READING: Sherman Alexie, “The Joy of Reading and Writing: Superman and Me” [CP]

READING: Hacker and Sommers, sections C3-e and C5 (*WR* 32–38, 43–57)

T, 10/11 *Reading and responding to education narratives*

READING: Graff and Birkenstein, introduction (*TSIS* 1–15)

READING: Graff and Birkenstein, chapter 4 (*TSIS* 55–67)

READING: Frederick Douglass, “Learning to Read and Write” [CP]

READING: Mary Crow Dog, “Civilize Them with a Stick” [CP]

WRITING: using the strategies modeled in chapter 4 of *TSIS*, write a paragraph summarizing Alexie plus a paragraph or more responding to Alexie (12:50 p.m., Assignments)

Th, 10/13 *Understanding and practicing a writing process/WORKSHOP: planning the education narrative*

READING: Hacker and Sommers, section C1 (*WR* 3–15)

READING: X. J. Kennedy, Dorothy M. Kennedy, and Marcia F. Muth, “Writing Processes” [CP]

READING: Anne Lamott, “Shitty First Drafts” [CP]

WRITING: write 1) a paragraph describing the experience you want to write about in your Education Narrative essay and 2) an outline of your Education Narrative essay; submit these as a single document, and **bring a copy to class** (12:50 p.m., Discussions)

F, 10/14 **WRITING:** reading journal entry #1 (11:59 p.m., Assignments)

- T, 10/18 *Reading more education narratives*
 READING: Mike Rose, “I Just Wanna Be Average” [CP]
 READING: David Sedaris, “Me Talk Pretty One Day” [CP]
 READING: Richard Straub, “Responding—Really Responding—to Other Students’ Writing” [CP]
WRITING: write a draft of your Education Narrative essay (8:00 a.m., Discussions)
- Th, 10/20 *Developing significance in the Education Narrative essay/WORKSHOP: revising the Education Narrative essay*
 READING: Graff and Birkenstein, chapter 7 (*TSIS* 92–101)
 READING: read your colleagues’ drafts on the Discussion board; be prepared to offer useful feedback during today’s workshop
 READING: Hacker and Sommers, sections C3-a, C3-b, and C3-e (*WR* 22–29, 32–36)
WRITING: write assessments of **two** of your colleagues’ drafts. Using the Education Narrative statement of purpose, Straub, today’s reading from *WR*, and any other relevant readings as your guides, assess both the ways your colleagues’ drafts fulfill the purpose of the assignment and areas of the drafts that could use further work. (12:50 p.m., Discussions)
- F, 10/21 **WRITING:** reading journal entry #2 (11:59 p.m., Assignments)
- T, 10/25 *Introduction to the Position Paper*
 READING: Lisa Delpit, “Education in a Multicultural Society: Our Future’s Greatest Challenge” [CP]
 READING: Graff and Birkenstein, chapter 1 (*TSIS* 19–29)
 READING: Graff and Birkenstein, chapter 14 (*TSIS* 173–83)
WRITING: based on feedback from last week’s writing workshop, revise your draft of the Education Narrative essay (8:00 a.m., Discussions)
- Th, 10/27 *WORKSHOP: editing and proofreading the Education Narrative essay*
 READING: Hacker and Sommers, sections C3-c and C3-d (*WR* 30–32)
 READING: Graff and Birkenstein, chapter 9 (*TSIS* 121–28)
 READING: read your colleagues’ drafts on the Discussion board; be prepared to offer useful feedback during today’s workshop
WRITING: using the Comment feature in Word (or a similar feature in another program), annotate drafts by **two colleagues**; annotations may discuss big-picture issues that still need attention, but they should deal with editing and proofreading as well (12:50 p.m., Discussions)
- F, 10/28 **WRITING:** reading journal entry #3 (11:59 p.m., Assignments)
- T, 11/1 *Entering conversations about friction in education*
 READING: Richard Rodriguez, “The Achievement of Desire” [CP]
 READING: Herbert Kohl, “I Won’t Learn from You” [CP]

- Th, 11/3 *Planning and executing a research agenda*
GUEST SPEAKER: Justin Wadland, UWT Research Librarian
READING: Hacker and Sommers, sections R1-a through R1-d (357–67)
READING: Cynthia Haller, “Walk, Talk, Cook, Eat: A Guide to Using Sources”
[CP]
- F, 11/4 **WRITING: FINAL DRAFT of Education Narrative essay** (11:59 p.m.,
Assignments)
- T, 11/8 *Reflecting on the grading contract and our writers’ groups*
READING: review the ratified version of our course grading contract; consider
what changes, if any, we might make to it
WRITING: using the Position Paper statement of purpose as your guide, write a
prospectus for your Position Paper (8:00 a.m., Discussions)
- Th, 11/10 *Entering conversations about education and social class/WORKSHOP: planning the Position
Paper*
READING: Mike Rose, “Blue-Collar Brilliance” [CP]
READING: Jean Anyon, “Social Class and the Hidden Curriculum of Work”
[CP]
READING: read your colleagues’ prospectuses on the Discussion board; be
prepared to offer useful feedback during today’s workshop
WRITING: write assessments of **two** of your colleagues’ prospectuses. Using
the Position Paper statement of purpose as your guide, assess both the
potential strengths of and possible problems with your colleagues’ ideas for
the Position Paper. (12:50 p.m., Discussions)
- F, 11/11 **WRITING:** reading journal entry #4 (11:59 p.m., Assignments)
- T, 11/15 *Reading academic arguments*
READING: John Swales, “‘Create a Research Space’ (CARS) Model of Research
Introductions” [CP]
READING: C. H. Knoblauch, “Literacy and the Politics of Education” [CP]
READING: Hacker and Sommers, sections MLA-2, MLA-3, and MLA-4a (399–
422); read “General guidelines for the works cited list” (424–25) and **skim**
section MLA-4b (422–61)
WRITING: revise your prospectus based on feedback from colleagues (12:50
p.m., Assignments)
- Th, 11/17 *Entering conversations about education and gender*
READING: Sara Mead, “The Truth about Boys and Girls” [CP]
READING: Graff and Birkenstein, chapter 3 (TSIS 42–51)
WRITING: start a first draft (at least 3 pp.) of the Position Paper (8:00 a.m.,
Discussions)
- F, 11/18 **WRITING:** reading journal entry #5 (11:59 p.m., Assignments)

- T, 11/22 *WORKSHOP: developing the Position Paper*
 READING: read your colleagues' drafts on the Discussion board; be prepared to offer useful feedback during today's workshop
WRITING: write assessments of **two** of your colleagues' drafts. Using the Position Paper statement of purpose and any other relevant readings as your guides, assess both the ways your colleagues' drafts fulfill the purpose of the assignment and areas of the drafts that could use further work. (12:50 p.m., Discussions)
- Th, 11/24 No class—Thanksgiving Day**
- T, 11/29 *Anticipating and responding to objections/ developing coherence*
 READING: Graff and Birkenstein, chapter 6 (*TSIS* 78–91)
 READING: Graff and Birkenstein, chapter 8 (*TSIS* 105–120)
 READING: Graff and Birkenstein, chapter 10 (*TSIS* 129–38)
WRITING: complete your draft of the Position Paper, revising as needed based on last week's workshop (8:00 a.m., Discussions)
- Th, 12/1 *WORKSHOP: revising the Position Paper*
 READING: read your colleagues' drafts on the Discussion board; be prepared to offer useful feedback during today's workshop
WRITING: write assessments of **two** of your colleagues' drafts. Using the Position Paper statement of purpose and any other relevant readings as your guides, assess both the ways your colleagues' drafts fulfill the purpose of the assignment and areas of the drafts that could use further work. (12:50 p.m., Discussions)
- F, 12/2 WRITING:** reading journal entry #6 (11:59 p.m., Assignments)
- T, 12/6 *WORKSHOP: developing the final portfolio*
 READING: Hacker and Sommers, section C4 (*WR* 38–43)
 READING: Graff and Birkenstein, chapter 11 (*TSIS* 139–59)
WRITING: write a draft of the cover letter and assemble a first draft of the final portfolio (you do not need to have any revisions completed, but please do bring all the work you plan on including) (12:50 p.m., Assignments)
- Th, 12/8 *Open session*
- F, 12/9 WRITING:** reading journal entry #7 (11:59 p.m., Assignments)
- M, 12/13 WRITING: FINAL DRAFT of Position Paper due on Canvas (8:00 a.m., Assignments)**
- T, 12/14 *Final grading conferences*
 W, 12/15 Meet me in my office (MDS 311B) at the time you sign up for, and discuss your Position Paper and your development as a writer
- F, 12/10 WRITING: FINAL PORTFOLIO due on Canvas (11:59 p.m., Assignments)**