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Office: Birmingham Hay and Seed Building (BHS) 105C

Hours: MW 2:30PM-3:30PM and by appointment

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**TCORE 10 Introduction to Academic Writing**

**Cultures of Self-Care**

**Course Description:**

Welcome to TCORE 101: Introduction to Academic Writing. The purpose of this course is to develop reading, writing, and critical thinking skills that are vital in an academic context. An exploration of the theme “Cultures of Self-Care” will guide our inquiry over the course of the term through topics ranging from ancient ethics to black feminist politics and contemporary consumer culture. We will consider what practices contribute to self-care, how diverse cultures have defined this concept, and why self-care is important to both the individual and society at large. Our “readings” will draw from a variety of sources including news articles, pop-culture, literature, and academic scholarship. The course culminates with a reflective portfolio that showcases samples of your strongest academic writing from the term.

**Core:**

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

**Learning Goals:**

All first-year writing classes at UWT share the learning goals in common. Throughout the term, we will revisit these goals in order to discuss and determine their role with respect to individual assignments.

* Read rhetorically through processes of meaning-making, learning, and communicating purposefully and to various audiences
* Revise in recursive processes that continually re-see, rethink, and research ideas, questions, and new information
* 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
* 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
* 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
* 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

**Required Texts and Materials:**

* *A Writer's Reference* *with Writing in the Disciplines* (9th edition) by Diane Hacker and Nancy Sommers.
	+ Hard copies of this text are available for purchase at the University Bookstore and elsewhere.
	+ Alternatively, an eTextbook edition is available for rent or purchase through Amazon.
	+ This book will also be available on reserve at the UWT library.
* Other assigned readings will be available to print or download from the Canvas course site.
* You will need access to a computer with a reliable internet connection for writing assignments. If you do not have a personal computer, you may use a campus computer lab or check out a laptop at the UWT library using your student ID card.
* Since I use track changes to provide you with written feedback, I will request that you turn in some assignments as MS Word documents. The entire Microsoft Office 365 ProPlus suite is available for all UWT students to download free of charge here: <https://itconnect.uw.edu/wares/uware/microsoft/microsoft-office-365-proplus/>.
* Please bring paper and a writing utensil to each class meeting.

**Grades and Coursework:**

Grades at UWT are reported on a 4.0 to 1.7 scale in .1 increments. In order to fulfill the composition requirement for graduation, you must receive at least a 2.0 in this course. Your final grade will be determined using the following distribution.

15% Participation and In-class work

Participation includes the following: coming to class with readings and assignments fully prepared, listening attentively to others, engaging in classroom activities, and contributing to group discussion. I will regularly assign and collect in-class work including quizzes, exercises, and short-writing assignments.

25% Journals and Out-of-class work (250-300 words each)

Journals provide an informal way for you to reflect on your progress in the course. Some entries will require you to respond to peer-writing, while others will ask you to pose questions about an assigned reading or to analyze one aspect of your writing process.

15% Précis with Revisions (4-5 pages in length)

This assignment asks you to practice a number of different reading strategies in order to understand and accurately summarize an extended excerpt from Michel Foucault’s *The Care of the Self*. Students will consider the author’s rhetorical purpose, audience, use of evidence, and gain familiarity with MLA citations.

25% Argumentative Essay with Revisions (6-7 pages in length)

This assignment requires students to research and develop an argument about how a particular aspect or practice of self-care impacts members of the UWT campus community. Topics could range from student resources for physical and mental well-being to campus initiatives for equity and inclusion but all papers will include at least three sources of evidence and advance an argument that is relevant and compelling to our class.

20% Reflective Portfolio

The final portfolio asks you to collect 10-12 pages of your best writing and to reflect analytically on your development as a writer over the course of the term. You will be asked to consider how your views of academic writing have changed and to consider how this knowledge can inform your future major and/or profession.

Here is the chart that I use to convert weighted percentages to the 4.0 grade scale at the end of the term:

4.0 100-94

3.9 93

3.8 92

3.7 91

3.6 90

3.5 89

3.4 88

3.3 87

3.2 86

3.1 85

3.0 84

2.9 83

2.8 82

2.7 81

2.6 80

2.5 79

2.4 78

2.3 77

2.2 76

2.1 75

2.0 74

**Course Policies:**

* You are expected to attend all scheduled classes. Much of learning that takes place in class cannot be replicated at home since it depends on your engagement with others.
* Consult the syllabus and online schedule for information about the course and abide by the terms of the grading contract which is posted on Canvas.
* Excused absences will be issued for religious observances, authorized extracurricular activities, and in the event of serious illness or family emergency. In such cases, please notify me prior to missing class.
* Take responsibility for your own learning. This includes coming to class fully prepared, contributing to discussion, participating in group activities, and seeking help when necessary.
* Please take advantage of office hours. I welcome the opportunity to provide individual assistance to students at any point during the semester and at any point in the writing process.

**University Policies and Resources:**

**Student Conduct**

All classes and activities on the UWT campus are about learning, which often involves the exchange of ideas. However, the tone and intention behind that exchange are important.  Civility, politeness, reasonableness, and willingness to listen to others are expected at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

**Plagiarism & Academic Honesty**

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.

**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/>

**Electronic Devices**

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

**Student Health Services**

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women’s health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer’s Hall on Market Street.

**Counseling Center (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 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354. <http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/>

**Disability Support Services (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) 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 692-4522. <http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/>

**Safety Escort Program**

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

**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.

**Safe Campus**

Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website ([washington.edu/safecampus/uwt/](http://www.washington.edu/safecampus/uwt/)) provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

**Email Policy**

"UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington email address. Faculty and staff are not obligated to respond to students using non-UW email accounts.Those who choose to forward their emails to a non-UW email address do so at their own risk**.** The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any email address, and any such problems will not absolve employees and students of their responsibility to know and comply with the content of electronic university communications sent to UW email addresses." *For the complete Policy Statement, follow the link in the heading title*

**Infants/Children in Class Policy**

If you find yourself in a situation where you have no choice but to bring a child or children with you to class, you must seek permission from your course instructor prior to class. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict an infant, child or children from being present in class.

If you are breastfeeding an infant or expressing milk regularly, you may bring an infant or breast pump to class for this purpose, and do not require permission from the instructor, though it is best practice to discuss it with the instructor beforehand. Or if you prefer to breastfeed or breast pump outside of class, you may take time out of class to use the lactation room (GWP 410). You do not need permission from the instructor to do so, but it is best practice to let your instructor know ahead of time that you will need to leave class for this period of time.

**Incomplete** - 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.

**Course Schedule**

This schedule outlines what readings and/or assignments are due each class meeting. Since this schedule is subject to change, please be sure to consult the most recent version posted under the module titled “Course Information” on Canvas. All readings are listed by author’s name, title, and page number/location.

**I. The Ethics of Self Care**

**Week I**

W 1/3

Introduction

 Hacker and Sommers. “Assess the writing situation” (section C1-a; pp.3-4)

F 1/5

Marissa Meltzer. “Soak, Steam, Sprit: It’s All Self-Care” (Canvas- The New York Times)

**Week 2**

M 1/8

Plato. *The Apology* (Canvas; pp.1-7)

W 1/10

Plato. *The Apology* (Canvas; pp.8-14)

F 1/12

 Hacker and Sommers, “Experiment with ways to explore your subject” (section C1-b 4-9)

 **Due:** Journal Entry 1; submit via Canvas by 10pm

**Week 3**

M 1/15

University closed for MLK Jr. Day

W 1/17

Michel Foucault. Excerpt from *The Care of the Self* (Canvas; pp.37-53)

 **Due:** Bring hard copy of clustering exercise to class

F 1/19

Michel Foucault. Excerpt from *The Care of the Self* (Canvas; pp.54-68)

 Hacker and Sommers, “Reading and writing critically” (section A1; pp.71-7)

**Week 4**

M 1/22

Hacker and Sommers, “Citing sources; avoiding plagiarism” (section MLA-2; pp.399-403)

W 1/24

 Hacker and Sommers, “Reviewing, revising, and editing” (section C3; pp.22-34)

F 1/26

**Due**: Submit Assignment 1 to Canvas by 8am and bring two hard copies to class for peer review workshop.

**II. Self-Care and Social Justice (Black Feminist and Queer Perspectives)**

**Week 5**

M 1/29

 Audre Lorde. Excerpt from “A Burst of Light” (Canvas)

 **Due**: Revision Goals assignment due to Canvas by 8am

W 1/31

 Audre Lorde. Excerpt from “A Burst of Light” (Canvas)

 Hacker and Sommers, “Pose questions worth exploring” (section R1-b; pp.359-62)

F 2/2

Roxane Gay. Excerpt from *Hunger* (Canvas)

**Due**: Submit final version of Assignment 1 to Canvas by 10pm

**Week 6**

M 2/5

 Hacker and Sommers, “Appropriate language” (section W4; pp.178-85)

 Gloria Anzaldúa. “How to Tame a Wild Tongue (Canvas)

W 2/7

 Bell Hooks. “Language” (Canvas)

 **Due:** Draft two research questions and bring these to class for peer review.

F 2/9

Class cancelled for individual conferences

**Due**: Journal Entry 2; submit via Canvas by 10PM

**Week 7**

M 2/12

Tavi Gevinson. “Solange Knowles in Conversation” (Canvas- W Magazine)

**Due**: Journal Entry 2; submit via Canvas by 10PM

W 2/14

Bloom. “How Treat Yourself Became a Capitalist Command” (Canvas- The Atlantic)

**Due:** Thesis and Annotated Bibliography due to Canvas on Friday, 11/17 by 10PM

F 2/16

Laura Bolin Carroll. “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” (Canvas; pp.45-58)

**III. The Commodification of Self-Care**

**Week 8**

M 2/19

University closed for Presidents Day

W 2/21

Hacker and Sommers, “Writing arguments” (section A4; pp.98-113)

**Due**: Submit Assignment II to Canvas by 8am. Bring 2 hard copies to class for peer review workshop.

F 2/23

Jared Kisner. “The Politics of Conspicuous Displays of Self-Care” (Canvas- The New Yorker)

**Week 9**

M 2/26

Christianna Silva, “The Millennial Obsession with Self-Care” (Canvas- NPR)

W 2/28

In-class Research Presentations

F 3/2

Class cancelled for individual conferences

**Due**: Submit final version of Assignment II to Canvas by 10pm.

**Week 10**

M 3/5

Sandra Giles. “Reflective Writing and the Revision Process: What Were You Thinking” (Canvas)

W 3/7

Hacker and Sommers, “Preparing a portfolio; reflecting on your writing” (section C4; pp.38-43)

**Due:** Journal Entry 3 due to Canvas by 10PM

F 3/9 Portfolio peer review workshop

 **Due:** Bring 2 hard copies of your reflective letter to class

**Finals Week**

W 3/14

No class meeting during finals week.

**Due:** Submit fully revised Final Portfolio and Reflective Letter to Canvas by 10pm.