*spring quarter—2017*

**TCORE 101** : Introduction to Academic Writing

***WRITING YOUR WAY THROUGH CONTEXT:***

\* What are the varied purposes and audiences for your writing? Using the rhetorical situation as a foundation, in order to establish a deeper understanding of the writing process for college/career/ life, this course will explore a variety of academic and non-academic writing genres.

Professor: **DR. MOORE**

**OFFICE HOURS:** Monday/Wednesday/Friday, 9:30-10:30 (and by appointment) in BHS 105C

CONTACT: **wgmoore@uw.edu**

**Course Description:** *Context* includes the time and place for your writing along with the circumstance(s), purpose(s), and audience(s) involved. We will begin the course with an examination of writing you conduct perhaps most frequently—via text messages, Twitter, Facebook, email, et al—and move into other genres of writing you may use for the classroom and workplace (and beyond). There’s a nearly countless amount of writing genres, and though we will investigate a healthy spectrum of them, we of course will not be able to address them all. Instead, you will utilize your enhanced knowledge of the rhetorical situation and the writing process, as they apply to various writing genres, in efforts to improve your critical thinking and reading skills, your understanding and production of arguments, your capability of analyzing different texts, and your ability to conduct research—which will then help you to write, read, and analyze texts in whatever major you choose and in the rest of your non-academic life, too.

**Learning Objectives:**

* establishing a deep understanding of the rhetorical situation: understanding the relevant aspects of text, audience, purpose, message, tone, and context.
* engaging with texts in meaningful ways
* partaking in pre-writing/brainstorming and multiple drafts of a project in ways that deepen the writer’s knowledge and understanding of the complexity of the initial question/issue or topic
* using writing as a way to think through ideas, sources, questions, and assumptions about the subject or text at hand, 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
* 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
* practicing methods of looking for and distinguishing what sources are appropriate for the writer’s purpose and audience
* 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

**Required Texts and Materials:** (bring these to class every day)

*\*A Writer’s Reference, 8th Edition* by Diane Hacker and Nancy Sommers (available at the University bookstore and elsewhere; the ISBN # is 978-1-4576-6676-6)

\*Essays/Readings (*\*Note:* Some readings will be found on Canvas, and other readings I will email to you and/or give you a hard copy of.)

\*A notebook/binder/something to collect your work  
\*Pens, pencils, and paper

**Course Requirements:**

*Participation/In-Class Work*

An ideal student shows up on time and is prepared to participate every class day. An ideal student completes their writing and reading assignments, listens attentively in class, participates in class discussions/exercises on a consistent basis, and respects the ideas and efforts of their classmates and instructor. An ideal student *never* uses their cellphone in class without permission. Please continually strive to be an *ideal student*.

*Writing Assignments*

This is a writing-intensive course comprised of multiple writing assignments, large and small. Your four main writing assignments consist of a **personal narrative**, an **analysis paper**, an **annotated bibliography**, and a **portfolio** (with reflection), but you will also be asked to write reading responses and various short (expressive, reflective, expository, analytical, and argumentative) pieces. The writing ***process*** is also a key component of this course; in a folder or binder, please keep *ALL* of your brainstorming/pre-writing pages, rough drafts, and final drafts. In short, keep *everything* you do for this class in one place. I want to see your process. *A Note on the Portfolio*: The portfolio is the culminating project of the quarter, the place where you can show off your most polished work and reflect on the revisions you made to get there. It will include 10 pages of your revised writing from this course and a letter of reflection that explains what’s in the portfolio, why those assignments/documents were selected, and what readers will see you’ve learned by reading your assembled work. You will be able to select from any of the essays you have written, any in-class writing exercises, and any other written out-of-class work.

**Grading:** For selected assignments, you will receive a rubric and coinciding *evaluative number* (between 0 and 100). The grading scale for this course includes the following.

93-100 = 4.0

90-92 = 3.7

86-89 = 3.3

83-85 = 3.0

80-82 = 2.7

76-79 = 2.3

70-75 = 2.0

65-69 = 1.7

63-64 = 1.5

60-62 = 1.0

0-59 = 0.0

*Assignment/Participation Distribution:*

10 % **Personal Narrative** final draft with all brainstorming/pre-writing and rough drafts clipped together

10 % **Analysis Paper** with all brainstorming/pre-writing and rough drafts clipped together

10 % **Annotated Bibliography** with all rough drafts clipped together.

20 % **Final Portfolio** for the quarter

50 % **Participation** in Class Discussions and Exercises, Peer-Review Sessions, Metacognition/ Post-Writing Sessions, Minor Writing Assignments, Quizzes and all other “small”/miscellaneous in-class and out-of-class work

**\*PLEASE NOTICE** that your major writing assignments comprise 50 % of your final

grade while *everything else* makes up the other 50 %.

**Teaching and Learning Center**

The TLC is located in the Snoqualmie building and 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. Please also see:

http://www.tacoma.washington.edu/tlc

**Academic Honesty**

To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. Plagiarism includes taking credit for ideas which are not yours (this includes but is not limited to direct quotes) and even recycling work that you’ve done for another class without getting permission from both instructors involved.

The penalties for plagiarism can be quite steep, including flunking the class, being put on disciplinary probation, and having a record of the plagiarism in your student file (all things you probably want to avoid). Receiving a late grade or even a zero on an assignment is always better than plagiarizing.

The reason that plagiarism is such a big offense in the college setting is that your ideas and the work that comes from them (for example, your writing) are your currency in academia. Thinking is your job. A salesperson’s success is measured by how much he sells, a lawyer’s by the cases she wins. As a member of the university, your success is determined by your thoughts and approaches to complex issues and how you work to refine and present them. To plagiarize is, essentially, a form of stealing academic currency. For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle: <http://depts.washington.edu/grading/issue1/honesty.htm>

**Library**The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:<http://www.tacoma.washington.edu/library/>

**Disability Support Services**

The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. To schedule an appointment with a counselor, please call (253) 692-4522. Consult the web page below for a complete description of services:

<http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm>

**Campus Safety Information**

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

**Escort Service**

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

**In case of a fire alarm**

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

**In case of an earthquake**

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web‚ or email.

**Inclement Weather**

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, check your email. I will send an email if I’m canceling class or postponing assignment due dates.

***LAST NOTE:***

**Please let me know if you have any questions about this syllabus and/or course at . . . *any time*. I AM HERE TO HELP YOU IN ANY WAY I CAN. Please do not hesitate to contact me, via email or in-person, with any questions/concerns/comments you may have. My main objective is to help you improve your writing alongside your understanding of the writing process, but I also want to make this course as enjoyable and effective as possible for you.**

**COURSE SCHEDULE FROM AFAR:**

**weeks 1-2:** Introduction, Diagnostic Writing, Rhetorical Situation Exercises

**weeks 3-4:** Personal Narrative Unit

**weeks 5-7:** Analysis Paper Unit

**weeks 8-9:** Annotated Bibliography

**weeks 10:** Portfolio Unit

**\*Note:** As we move through the quarter, I will give you a detailed schedule for each major unit along with important due dates for assignments, etc.