

*Office of Undergraduate Education*

**TCORE 101: Identity and Social Change**

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| **Fall 2017****Professor Annie Nguyen**SLN 21941; MWF 8:00-9:20; WCG209 SLN 21938; MWF 9:30-10:50; GWP101  | **Preferred Contact Method:** (Please allow 24 hrs for a response, unless on a weekend or holiday. Then allow 48 hrs.)annien2@uw.edu |
| **Office:**Birmingham Hay Seed (BHS) 105 A | **Office hours:** MWF: 1:00pm-2:30pm and by appt. |

**COURSE EXPECTATIONS**

*This course is about writing. It’s about finding the right words and ways to capture your ideas and bring them together and communicating them clearly to others. It’s about building the foundation you need in writing by analyzing writing techniques and taking risks. It’s also about discovering the resources you need – like the UWT library, the Writing Center, the Teaching and Learning Center (TLC), your classmates and professor – to support your viewpoints and challenge yourself to continually revise and re-imagine your writing. Within all of this, this class is about recognizing that there are many voices in writing, and yours is one of them.*

*Respecting other voices is how we have others respect ours. We learn from reading how others craft their ideas and support their theories. As such, this course involves reading writers of different voices, and developing critical thinking skills to help you develop your writing skills. Students in this class are challenged to keep up with active reading and class discussion, both in class and online. My hope is that you’ll find a piece of writing along the way that you enjoy and remember or come across research that excites you enough for further study.*

*I’m passionate about writing, and I’m also passionate about students. As your instructor, I’m excited to take you on this exploration to grow your academic voice. I will support you as much as I can and will connect you to other resources for support. Should you have questions, concerns, or ideas that you’d like to share regarding this course at any time, I maintain an open door policy and encourage you to discuss your thoughts with me. I look forward to getting to know you and helping you develop your writing and critical thinking to succeed in college and beyond. Welcome to TCORE 101!*

*-Professor Nguyen*

**I. COURSE DESCRIPTION**

1. **T CORE 101** Introduction to Academic Writing (5) C

Introduces principles of argument, critical thinking, and analytical readings, and writing and research skill needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing. Linked to another core curriculum course in the humanities, social sciences, or natural sciences. Writing units:

* Rhetorical Awareness
* Research in Various Contexts
* Using Sources Effectively
* Invention and Finding One’s Position in Conversations
* Reflective Writing Practices
* Problematizing One’s Existential Writing Situation

**II. COURSE MATERIALS\***

1. Ede, Lisa. *The Academic Writer, A Brief Rhetoric.* 4th Edition. ISBN-10: 1-319-03720-8; ISBN-13: 978-1-319-03720-8
2. Course Pack: Please purchase this at the University Copy and Print Center.
3. Additional readings may be posted via the course website. You will be required to print off the articles and bring a hard copy to class.
4. Access to a computer and internet.
* Computers are available in a wide variety of locations across campus. The campus also has a wireless network available for students.
* Resources and some discussions are posted to Canvas. Students are expected to be able to access Canvas.

**III. CORE LEARNING OBJECTIVES**

As part of the first-year CORE experience, **TCORE 101** prepares students for success at the upper division level by focusing on campus-wide learning goals: communication and self-expression, civic engagement, critical inquiry, global perspectives, diverse cultural views and the ability to solve problems, as described below. This course is designed to challenge first-year students to develop critical thinking, writing, research and analytical skills while they engage socially relevant topics.

INQUIRY AND CRITICAL THINKING

* inquiry & problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
* research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.
* synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

COMMUNICATION/SELF-EXPRESSION

* argumentation: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
* analysis: identify, analyze, and summarize/represent the key elements of a text.
* disciplinary awareness: enter/place themselves into an existing dialogue (intellectual, political, etc.).
* expression of ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

GLOBAL PERSPECTIVE-DIVERSITY-CIVIC ENGAGEMENT

* disciplinary perspective: understand events and processes as ‘disciplinarily’ situated.
* global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
* diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
* civic engagement: interact with concepts, ideas, and processes related to civic engagement.

QUANTITATIVE LITERACY

* Use quantitative evidence (including statistics, graphs, etc.) in support of an argument.
* Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.)
* Find quantitative data to support an argument.

**IV. COURSE MODE\***

This course is taught as a seminar with active class participation expected of students. Some classroom time is replaced by content and activities that take place in a managed online eLearning classroom. Successful completion of student responsibilities in this class requires online access to Canvas. Instructions for access to Canvas and student technical support is located at <https://www.tacoma.uw.edu/canvas/support-students>. Whenever class does not meet face to face, either planned or because of campus closure (emergency or not), you are responsible for logging onto Canvas and submitting work that may be due online.

**V. COURSE WORK AND GRADING\***

*Please refer to Reading and Writing Assignments for a detailed schedule of coursework.*

This course is composed of:

* Readings
* Writing
* Revising and the Workshop
* Participation/Student Teacher Conferences
* Final Portfolio

Readings

Readings will be assigned for most days and will help inform your writing. Readings will address research and writing for academic environments as well as the course theme of identity and social change. They will help open discussions that will lead to critical thinking and writing.

Writing

Writing in this class takes on a variety of forms that include:

* **Informal Writing**: Free responses; Journaling exercises; Looping activities; Group Writing projects and Pair Shares; Reflections; Workshop Responses
* **Formal Writing**: Two major essays (4pg; 5-6pg) that are outlined, drafted, workshopped, and revised

Informal writing is intended to help you practice certain types of academic writing without formal evaluation (ie. Grades). These exercises will be used to build to two major writing assignments, and you will get and give feedback in a collaborative writing and reviewing process, called workshops, to improve your work. You will also keep process logs to document the amount of time spent on particular assignments and to reflect on this process when major assignments are submitted.

Revising and the Workshop

The process of moving your ideas from your head to a finalized work of writing can take a substantive amount of time and effort. This course emphasizes the process of revision, not merely the written product, because it is important to your learning as a continuously evolving writer. You will have opportunities throughout the quarter to significantly revise and re-envision your work according to feedback received, in efforts that we’ll term local and global revisions. Local revisions include line-by-line editing and proofreading, whereas global revisions may make larger content changes such as adding in new sources, reorganizing paragraphs, scrapping an introduction and starting over, or changing the course or direction of the writing halfway through.

Both major assignments are workshopped in small groups. Workshop Days are designated on your Reading and Writing Assignments schedule. These days are critical periods when we meet with small groups to help you re-envision your writing. **Full participation in the workshop is required for major assignments to be evaluated.**

For ease of understanding, we’ll employ technological labels for major writing assignments, meaning your first versions will be labelled 1.0. Any revision submitted after that will either be 1.1 or 2.0. A 1.1 might mean that you made grammatical changes (local revisions), whereas a 2.0 might mean that you are experimenting with a different ending. (This syllabus is in version 4.5. I’ve made major revisions for the last four quarters and five rounds of grammatical and formatting edits.) By labelling your assignments appropriately, your reader will have a better sense of what kinds of changes you’ve made and what you want your reader to take notice of during the workshop process. These labels will carry into the Final Portfolio.

Participation

This class is a seminar, not a lecture course, which means you’ll have reading and/or writing homework for every class session and be expected to participate actively in every session. 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.

By enrolling in the course, you agree to arrive on time to our class meetings, to prepare for each class by completing readings and other assignments, and to engage in class without distractions. You must participate fully in at least 80% of our class sessions in order to qualify for a passing grade (C or higher). 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

Final Portfolio

Assignments are collected throughout the quarter, and students will determine which work will be resubmitted in a final portfolio. The final portfolio showcases what you’ve learned throughout the quarter and allows you a space to reflect on the skills you’ve developed as represented by the works you’ve chosen. The final portfolio is in lieu of a final exam for this course.

Grading

Your overall course grade is evaluated based on your efforts to engage in the course and revise your work, as well as the quality of the final written products. Each element of the course lends itself to another element: readings provide the basis of writing and class participation; revising is required for the portfolio.

* Engagement through Informal Writings shared in class: 20%
* Engagement through Revising, Workshops, and Class Participation: 20%
* Final Portfolio showcasing revisions and major work: 60%
	+ Your major essays will involve multiple steps of the writing process and be evaluated during the quarter before submission to the portfolio. In addition to completing those steps, you should revise the work until it meets the evaluated grade you desire.

Late Work

In short, late work is not accepted. Because assignments build upon each other, turning work in late seriously impedes your ability to complete the required work of the course and negatively impacts your ability to contribute to your writing group. It is your responsibility to be aware of deadlines and turn your work in a timely manner. All assignments and essays are due at the beginning of class on scheduled due dates in the required form (be it paper or electronic) and details can always be found on the course website. If you miss class, it is your responsibility to get the assignments from a classmate or from the course website. If personal challenges arise, you should contact me directly to request the possibility of accommodations.

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions. Work previously submitted for evaluation should be free of any citation errors. A major part of your experience in the class will be reading, synthesizing, and creating original ideas. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. 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. For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle: http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf

**VI. ADDITIONAL RESOURCES AND UNIVERSITY POLICIES**

\*\*\* Academic Advising Center (AAC)

The Academic Advising Center serves freshmen and pre-major students. We are here to support your academic success through advising, programs and resources tailored to your needs. We can help you choose a major, discover on and off-campus learning opportunities, investigate pre-professional programs, as well as plan a course of study to meet your educational goals. uwtaac@uw.edu; 253-692-4857; GWP 102; Hours: Mon - Fri, 8 a.m. - 5 p.m.

\*\*\*Teaching and Learning Center (TLC)

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/

\*\*\* DACA Recipients

Students who need help paying for $495 Daca Renewal Fees should apply for assistance. They are promising to cover this need to encourage everyone to file by the Oct. 5th deadline.

https://missionassetfund.org/daca-renewal-scholarships/

The application is located here: <http://www.lc4daca.org/> DACA recipients can obtain legal advice and assistance with the renewal process through Tacoma Community House or Northwest Immigrant Rights Project (NWIRP).

\*\*\*Food Pantry

Students are able utilize The Pantry once a week and are able to take up to **10 food items**. We also have hygiene items available that will not count toward the 10 food items. The Pantry offers non-perishable food and hygiene items for UWT students. Starting autumn quarter, fresh eggs and milks will be available. **UWT Student ID is required.** Location: Dougan 104. Drop-in Shopping Hours Mon-Thu; 9am to 3pm. Online Food Request Form: [www.tacoma.uw.edu/thepantry](http://www.tacoma.uw.edu/thepantry)

For additional resources and information, visit our website or come into our office at WCG 102 and learn more.

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.

E-mail Policy

http://www.tacoma.washington.edu/policies\_procedures/E-mail\_Policy.pdf

Disability Student 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 692-4522

http://www.tacoma.washington.edu/studentaffairs/SHW/dss\_about.cfm/

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/

Campus Safety Information

http://www.tacoma.washington.edu/safety/emergency/Emergency\_plan.pdf

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.

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.