

T CORE 101: Introduction to Academic Writing

Time: Mondays, Wednesdays, & Fridays 11:00 am - 12:20 pm

Location: PNK 104

Instructors: Dr. Ariel Wetzel & Dr. Walter Moore

Dr. Wetzel

Email: arielw@uw.edu

Office: MDS 310B (enter through Cherry Parkes)

Office Hours: Mondays & Wednesdays, 12:30 - 1:30 pm, and by appointment

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Dr. Moore

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Office: BHS 105C

Office Hours: Mondays, Wednesdays, & Fridays 12:30 - 1:30 pm, and by appointment

Office Phone:

Course Theme: Higher Education in the 21st Century

Welcome to UW Tacoma!

As young people, you know more than anyone that we live in a changing world, and the meaning and function of a college education is no exception. A college education is a powerful way to begin your adult life, but it does not inherently afford the same benefits granted to previous generations, especially considering the unprecedented expense of a higher education, even at a public institution such as ours. Though our class primarily focuses on academic writing, we will do so by analyzing and reflecting on education. How did you get to this point? What would you like to get out of your time here at UWT? How can a college education best serve your personal and career goals? We hope that you will leave this class not only as a smart and skillful writer, but with an understanding of why you have chosen to pursue a degree in higher education. The readings and discussions are designed to challenge your perspectives, but ultimately help you feel confident and prepared to face the challenges and opportunities of the next four years.

Core Learning Outcomes and First-Year Learning Goals

Critical Thinking, Reading, Writing, and Research:

- reading and writing for inquiry, learning, thinking, and communicating
- employing skills of summarization, evaluation, analysis, and synthesis of outside ideas
- entering into a conversation with outside ideas in order to make new, original arguments in writing
- revise and edit in processes that continually re-see and rethink ideas and questions

- 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

Rhetorical Strategies:

- building a larger understanding of the rhetorical purpose of academic writing
- working to develop a voice of authority in response to uncertainty in writing
- exploring the ideas of those who have dissimilar life experiences or even complicating arguments in order to develop your discussion

Reflection and Self-Assessment:

- developing a working vocabulary in regard to the writing process in order to discuss work with others
- exploring the ways in which peer response can positively complicate the writing process
- assessing how one's personal experiences, perspective, and voice can work in response to the discussion at hand (both verbal and written)
- reflect in a way that assesses one's own reading and writing practices

Required Texts & Materials

- *A Writer's Reference* 8th Edition, Hacker & Sommers
- Access to Canvas & UW email, to be checked daily
- Access to a computer with high speed internet (UWT computer labs and laptops are acceptable)
- Access to a printer

Assignments & Grading

You will write two major essays in this class, a personal essay and a research essay. Both will consist of smaller assignments leading up to them, as well as revision.

Drafts-in-Progress

Throughout the quarter, we will collect drafts of your writing in progress to give you feedback. These drafts will receive full credit so long as they are complete.

Participation

Learning from each other and class discussion is a major component of our class, so we expect you to be an active, engaged class member. You should come to class on time, having done that day's assigned homework (and bring it with you!), and should speak up in large group discussions at least once per class period. You should also be an active participant in small group discussions.

Peer Review

We will conduct peer review for some of your graded essays so that you may get additional feedback on your writing, and see how your classmates make sense of course materials.

Portfolio

Eventually, the time comes to submit your polished work for a grade. You will submit a portfolio with (1) revised final drafts of your two essays, (2) earlier drafts of your essays, and (3) reflection explaining how your writing demonstrates the learning outcomes.

Distribution

- 10% Personal Narrative
- 15% Analysis Paper (with a Research Component)
- 25% Portfolio (With Reflection)
- 50% Participation, peer review, and all other minor in-class and out-of-class assignments

Office Hours

If you are unable to make our scheduled office hours, you may make an appointment with us at a mutually agreeable time. Students who take advantage of office hours tend to write stronger papers. We are also happy to talk about the readings during office hours.

Accommodations

Please contact the DDS to request academic accommodations for a temporary or permanent disability: http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm After you've made arrangements with DDS, please make an appointment with me to discuss how we can best support your learning in this class. I am happy to work with you on accommodations, but I expect self-advocacy and I am unable to retroactively provide accommodations.

Absences and Late Work Policies

When you miss class, you miss learning opportunities that cannot be replicated at home. If you miss class, you are responsible for getting notes from a classmate, and you are still accountable for the learning done that day. Please take care that you do not schedule work or other commitments during our class periods.

We do accept late work at a penalty of 10% per day late. We do not give we do not give written feedback on late papers, so you must come to office hours to receive feedback on late work.

Peer review cannot be made up or done outside of class.

Technology Policies

We allow laptops, ebook readers, and tablets to be used during class for note-taking and referencing electronic materials only. Cell phones must stay put away for the duration of class. You may not use your cell phone as an ebook reader or to take pictures of notes.

As misuse of technology detracts from the classroom learning community, use of phones and misuse of computers in class may hurt your participation grade.

Academic Honesty

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. You are encouraged to refer to other people's thoughts and writing, as long as you cite them. Note that plagiarism includes both a failure to cite sources and presenting someone else's words as your own when you do include a citation. This includes copying and pasting portions of another writer's sentence into your essay without including quotation marks and a citation. Most students don't mean to plagiarize, and do so by failing to understand what constitutes plagiarism. We take at least 10% off papers that have minor instances of plagiarism such as forgetting to cite a source. If we suspect you have intentionally plagiarized on a larger scale (such as submitting large portions of an essay you did not write yourself), we will report you to the university for disciplinary review.

Email & Grade Discussion

Please email us from your UW email address rather than your personal email address. We are happy to discuss a grade with you in person during office hours, but we legally cannot discuss grades with you over email because email is not a private communication medium. Note that emails to teachers should be courteous, note which class you are in, and clearly state your purpose for writing.

Paper Format Guidelines

Because you have two teachers, we ask that you turn in your essays in *two* places: a physical print-copy in class *and* a copy uploaded to Canvas. If printing is a hardship for you, please make arrangements with Dr. Wetzell and Dr. Moore prior to the due date.

Essays should be double-spaced and written in size 12 font, with a standard font such as Arial, Courier, or Times New Roman with 1 inch margins. There should be no extra spacing between paragraphs, margins, or headers. If an assignment asks for two pages, you must write at least to the end of the second page for it to be considered complete. When an assignment asks for a Works Cited page, you may choose to use MLA- or APA-style citations.

Save all your pre-writing and drafts!

Teaching and Learning Center

You are encouraged to meet with the Writing Consultants at the Teaching Learning Center for assistance on your essays. See <http://www.tacoma.washington.edu/tlc/>

Library

The library is where you can locate our course reserves, as well as all manner of books, music, DVDs, and academic journals. In addition to Justin Wadland, our popular culture/media

librarian, all library staff can help you with research, quiet study spaces, group study rooms, computers, and printers, etc. <http://www.tacoma.washington.edu/library/>
 Veteran and Military Services Services: <http://www.tacoma.uw.edu/uwt/veteran-military-services>
 Inclement Weather Info: <http://www.tacoma.washington.edu/security/alert/students.cfm>

About Your Instructors

Dr. Wetzel earned her doctoral degree in English literature at University of Washington in 2014, where she specialized science fiction, gender studies, and contemporary American literature. At UW Seattle and other local colleges, she taught writing and literature courses on topics such as cyborgs, working class literature, warrior women, and gender & sexuality in science fiction. At UWT, she has taught courses in writing, American studies, sociology, and women’s studies. When she is not teaching, her hobbies include watching science fiction television, practicing martial arts, and volunteering with a local parrot rescue.

Dr. Moore has a Master of Fine Arts in Creative Writing from Texas State University and a Ph.D. in American Studies, English from Purdue University. He has been teaching at the college level for fourteen years, having taught courses in college writing, creative writing, American literature, film, and American studies. His writing and research interests include creative writing, contemporary U.S. literature & film, and urban studies (particularly how urban neighborhoods are depicted in fiction). Aside from reading/writing, he enjoys tennis, chess, soccer, live music, and being outside (normally just thinking about nothing at all).

Calendar

This calendar is subject to revision and will be updated as we progress through the quarter. Readings are due on the date listed. You are responsible for accessing these texts on Canvas and in the course textbook. That said, please do tell me if you have trouble accessing any reading/viewings, and I will do my best to help you. However, I do not excuse missed work because you could not find the reading.

| Date | Topic | Reading | <u>Writing Due</u> |
|-------------------------|---|---------|---|
| Wednesday, September 28 | Course Introduction, Syllabus, Meet and Greet, Diagnostic Essay | | |
| Friday, September 30 | Rhetorical Situation What is Academic Writing? | | <u>Personal Essay Draft Zero Due (upload and bring a physical draft)</u> <u>&</u> <u>Interests Survey (just bring the physical copy)</u> |

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| Monday, October 3 | The Writing Process Planning, Drafting, Revision, Editing, and Proofreading: what's the difference? Personal Essay Prompt Distributed | <i>Write Now</i> , "Understanding the Rhetorical Situation" (PDF); <i>A Writer's Reference</i> Textbook (3-31) "Composing and Revising"; Anne Lamott "Shitty First Drafts" (PDF) | |
| Wednesday, October 5 | Introducing the Personal Narrative/Memoir Planning an Essay Writing Paragraphs | <i>Write Now</i> , "Understanding Genres," "Memoirs" part 1 (PDFs); <i>A Writer's Reference</i> Textbook "Writing paragraphs" (43-56); Maya Angelou "Graduation" (PDF) | |
| Friday, October 7 | Personal Narrative/Memoir Writing Genres Personal Narrative/Memoir Approaching a Text | <i>Norton</i> : "Writing a Literacy Narrative," "Memoirs" part 1, "Analyzing a Text" (PDFs); Frederick Douglass "Learning to Read and Write" (PDF) | |
| Monday, October 10 | Personal Narrative/Memoir Drafting and Revising | | <u>First Rough Draft of Personal Essay Due</u> (Peer-Review) Bring three printed-out copies |
| Wednesday, October 12 | Memoir Drafting | Sedaris "Me Talk Pretty One Day" (PDF); Mike Rose "I Just Wanna Be Average" (PDF) | |

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| Friday, October 14 | (Metacognition and Post-writing) | | <u>Second Rough Draft of Personal Essay Due</u> |
| Monday, October 17 | Education, Issues | <i>A Writer's Reference</i> "Academic Reading" textbook (71-83) Paulo Freire "The Banking System of Education" (PDF) | Education, Issues |
| Wednesday, October 19 | | | <u>Final Personal Essay Due with all brainstorming/pre-writing and rough drafts clipped together</u> |
| Friday, October 21 | Education, Issues (Receive Research Paper Prompt) | bell hooks Teaching to Transgress (PDF) | |
| Monday, October 24 | Education, Issues | Alfie Kohn "From Degrading to De-grading" (online); John Taylor Gatto "Against School" (online) | |
| Wednesday, October 26 | Education, Issues | Jonathan Kozol "Preparing Minds for Markets" (PDF) | |
| Friday, October 28 | Education, Issues | Patrik Jonsson "Edgy First College Writing Assignment" (online) | |
| Monday, October 31 | Education, Issues | Lisa Delpit "Education in a Multicultural Society" (PDF) | |
| Wednesday, November 2 | Paraphrasing & Quoting without Plagiarizing | <i>A Writer's Reference</i> textbook "Thinking like a researcher; gathering sources" (357-375) | |
| Friday, November 4 | Librarian Visits Class | | |

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| Monday, November 7 | Research Skills Finding Sources Planning | <i>A Writer's Reference</i> textbook "Evaluating Sources" (375-386) | |
| Wednesday, November 9 | | <i>A Writer's Reference</i> textbook "Construct an annotated bibliography" (386-389) | |
| Friday, November 11 | | <i>A Writer's Reference</i> MLA and APA | Sources and Citation |
| Monday, November 14 | | TBA | Sources and Citation Planning Research |
| Wednesday, November 16 | | TBA | Evaluating Sources, Citation <u>Annotated Bibliography Due</u> (Mini Peer-Review) |
| Friday, November 18 | | TBA | Revising and Editing Drafts |
| Monday, November 21 | | TBA | <u>Research Paper First Rough Draft (Peer-Review)</u> |
| Wednesday, November 23 | | TBA | <u>Research Paper Second Rough Draft Due</u> (Metacognition and Post-writing) |
| Friday, November 25 | | No class: Holiday | |
| Monday, November 28 | | <i>A Writer's Reference</i> textbook "Preparing a portfolio; reflecting on your writing" (38-42) | <u>Final Research Paper Due</u> Portfolios (<u>Receive Portfolio Prompt</u>) |
| Wednesday, November 30 | | TBA | Portfolio |
| Friday, December 2 | | <i>A Writer's Reference</i> textbook "Writing in the Disciplines" (119-126) | Portfolio |
| Monday, December 5 | | TBA | <u>Portfolio First Rough Draft Due</u> (Peer-Review) |

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| Wednesday, December 7 | | TBA | Portfolio Second Rough Draft Due (Metacognition and Post-writing) |
| Friday, December 9 | | | Final Portfolio Due Exit Writing Assignment/Reflection |
| December 12-16 Finals Week | | | Meet with Dr. Moore for an individual conference to review semester progress. |