

UWP1 Teacher's Guide

Last updated 12/30/2022

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UWP1 Learning Outcomes

The UWP1 learning outcomes are based on the Council of Writing Program Administrators Outcomes Statement for First-Year Composition. The learning outcomes focus on reading and composing knowledge, practices, and attitudes in five areas:

Rhetorical Concepts

Rhetorical concepts involves understanding key reading and composing concepts.

- Students will demonstrate an understanding of key rhetorical concepts such as audience, purpose, context, mode, genre, discourse community, revision, and editing.
- Students will articulate how their understanding of these key concepts has grown and changed as a result of reading and composing in UWP1.

Reading and Writing Processes

Reading and writing processes involve reading and composing as recursive processes that vary among individuals, genres, and contexts.

- Students will practice reading, researching, and composing as social processes and revise and edit multiple drafts based on feedback from peers and the instructor.
- Students will develop critical and creative reading and writing practices to empower them to read and write in a variety of genres.
- Students will learn to navigate academic resources that can support their composing processes and their academic success (tutoring resources, mental health services, disability support, technology support, resources for specific communities, etc.)

Knowledge of Conventions

Conventions involve the expectations of form, language, and format that are shaped by discourse communities, genres, and composers.

- Students will practice conventions across a variety of modes, genres, and discourse communities.
- Students will explore the connections and variations among their home discourse communities and other discourse communities they wish to join (academic, civic, professional, etc.).

Research

Research involves collecting and analyzing data and engaging with prior knowledge on a subject in order to make new meaning.

- Students will use research to evaluate, analyze, and synthesize prior knowledge on a subject related to reading or writing that interests them and create new knowledge through primary research.
- Students will collect, analyze, evaluate, integrate, and ethically cite primary and secondary research.

Metacognition

Metacognition involves the ability to reflect on rhetorical choices and composing and reading processes.

- Students will reflect on their reading and composing processes and the rhetorical choices they made in their compositions (organization, evidence, language, document design, etc.).
- Students will identify their strengths as writers and develop improved writing habits and processes in order to increase their confidence and preparation for future writing in college and beyond.
- Students will be exposed to, reflect on, and draw upon diverse perspectives and experiences through reading and writing.

Common Features of UWP1 Courses

The UWP1 curriculum is designed to encourage program cohesion through shared student learning outcomes, a course readings bank, and a shared portfolio assessment rubric, while also allowing for teacher autonomy in creating course themes, choosing specific readings, designing major composing projects, and creating in-class activities.

All UWP1 courses must:

- *Use the UWP1 learning outcomes*
- *Assign a portfolio that includes a portfolio reflection letter*
- *Draw on the list of composing projects for UWP1 for major assignments.*
- *Use the UWP1 portfolio rubric to assess the portfolio (see appendix D)*
- *Require at least one project that includes primary and secondary research*
- *Require at least one peer response for each major project*
- *Include teacher response to a draft of each major project within one week of submission or via one-on-one conferences*

This response can be written, audio, screencast, or verbal in a conference. Teachers may cancel one class and one week of office hours each time they hold student conferences, with a maximum of two class days cancelled per quarter.

- *Assign readings from the UWP1 course readings bank*

Teachers may supplement these readings with readings of their choosing.

- *Require 6,000 words of writing that counts toward the final grade*

This includes major projects and reading response journals.

Overview of UC Davis Writing Courses and Requirements

Entry-Level Writing Requirement

All UC Davis students must satisfy the Entry-Level Writing Requirement (ELWR) before taking a lower-division writing course. Students can satisfy the ELWR in four ways:

1. taking the UC Davis Writing Placement Survey and receiving a placement into a lower division writing course or
2. taking the UC Davis Writing Placement Survey and receiving a placement into and completing an ELW course or
3. satisfying the ELWR through scores on the SAT, ACT, AP, IB, or AWPE tests or
4. transferring credit from another institution for a course that satisfies the ELWR

*More information about the ELWR requirements can be found at <https://elw.ucdavis.edu/uc-davis>

Students who need to satisfy the ELWR may be placed by the UC Davis Writing Placement survey into one of the following course options:

1. UWP7: A four unit course focused on introducing students to academic writing expectations
2. UWP7Y: The hybrid version of UWP7
3. UWP7V: The fully online version of UWP7
4. UWP7M: A sheltered version of UWP7 designed especially for multilingual students
5. UWP1A: A two unit workshop course that students take while simultaneously taking UWP1
6. ENL3A: A two unit workshop course that students take while simultaneously taking ENL3
7. NAS5A: A two unit workshop course that students take while simultaneously taking NAS5

*More information about each of these ELWR courses can be found at <https://elw.ucdavis.edu/elwr-at-davis>

Lower Division Writing Requirement

All UC Davis students must satisfy the lower division writing requirement. Students can satisfy the lower division writing requirement in three ways:

1. taking the UC Davis Writing Placement Survey and receiving a placement into and completing a lower division writing course or
2. satisfying the lower division writing requirement through a score of 4 or 5 on the AP Language and Composition or Literature and Composition tests or
3. transferring credit from another institution for a course that satisfies the lower division writing requirement

Students who need to satisfy the lower division writing requirement may choose from the following course options:

1. UWP1: A four unit course focused on introducing students to academic writing and researching expectations
2. UWP1Y: The hybrid version of UWP1
3. UWP1V: The fully online version of UWP1
4. ENL3: A four unit course focused on writing about literature
5. NAS5: A four unit course focused on writing about Native American and Indigenous literature
6. COM1-4: A four unit course focused on writing about literature from around the world

Upper Division Writing Requirement

All UC Davis students must complete the upper division writing requirement. Students must complete a lower division writing course with a grade of C- or better to enroll in an upper division writing course. Students may take a challenge exam to satisfy the upper division writing requirement, but it is strongly recommended that students take a course rather than the challenge exam. The UWP offers a variety of courses in writing in the disciplines, writing in the professions, and advanced composition that satisfy the upper division writing requirement. The list of courses and course descriptions can be found at <https://writing.ucdavis.edu/academics/course-descriptions/upper-division>.

*Writing requirements vary by college. More information about the writing requirements for each college can be found at <https://writing.ucdavis.edu/about/university-writing-requirements-college>

Common Syllabus Major Composing Project Options

The UWP1 common syllabus is based on two of the major current movements in writing studies: the Writing About Writing (WAW) approach and the multiliteracies approach. All of the class readings and writing projects are focused on the theme of literacy, and the projects all offer options for teachers to allow students to compose in multiple modalities.

The UWP1 common syllabus has a number of suggested major composing projects with examples of each project. Most instructors assign two major projects (for example, a literacy narrative and a discourse community project) or one large research project with smaller projects as scaffolding (for example, an academic research article with a rhetorical analysis of the target genre, a research proposal, and an annotated bibliography).

All instructors should assign a portfolio reflection letter and a research project that includes primary and secondary research. All instructors should ask student to collect their work in a portfolio.

Major Composing Project Options

In the following projects instructors may take a “multiple literacies” approach and allow students to focus on any context and type of literacy; they may choose an “academic literacies” approach and ask students to focus on academic literacies in each assignment; or they might choose a “civic literacies” approach and ask student to focus on civic forms of literacy in each assignment. There are example assignment prompts that instructors can use as models on the UWP1 Canvas site.

Literacy Narrative Project: Students can write a narrative about 1) past reading and composing experiences that have had an impact on their literacy development, 2) their most important current literacies, or 3) a person or text that has had an impact on their literacy development. Students can write about positive impacts or about barriers to literacy or conflicts connected to literacies. Instructors may wish to have students focus their narrative on a particular literacy context (digital literacy, civic literacy, academic literacy, etc.). Instructors may ask students to write a print essay or to give them the option to compose in a different mode and genre: a graphic comic, a website, a video, an audio essay, etc. 900-1,200 words or the equivalent labor in a different mode than print.

Literacy Inventory: Students fill out an inventory of their reading and composing experiences, processes, beliefs, and habits. The inventory could include multiple choice, Likert scale, and open-ended questions and a final reflection. The inventory can include questions on a variety of literacy contexts (personal, academic, civic, etc.). Students may choose to complement their inventory with composing in other modes and genres such as an infographic, poster, map, etc. 900-1,200 words.

Writing Theory Project: Students will develop their own theory of writing in conversation with readings about key writing studies concepts. This theory might include students’ beliefs about what habits successful writers engage in, why writing is important in school and outside of school, how their experiences as writers have shaped their beliefs about writing, their understanding of key writing studies concepts, etc. Instructors might ask students to revisit their theory of writing in the

portfolio reflection letter. Instructors may ask students to write a print essay or to give them the option to compose in a different mode and genre: a website, a video, an audio essay, etc. 900-1,200 words or the equivalent labor in a different mode than print.

Literacy Resource Project: Students will compose an article giving advice to future UWP1 students about some aspect of academic literacies or review a literacy resource. For example, strategies for reading difficult academic texts, advice for revising and editing college writing, a review of resources for creating websites, an article about the Writing Support Center, etc. Instructors may wish to add a primary and/or secondary research component to this project. Instructors might wish to assign an annotated bibliography as part of this project. Instructors may ask students to write a print essay or to give them the option to compose in a different mode and genre: a blog, a video, a Prezi, a website, etc. 900-1,200 words or the equivalent labor in a different mode than print.

Literacy Self-Study: Students will keep track of all of their reading and composing processes in school and outside of school for one week and analyze and assess their processes in the context of class readings as well as compare their academic literacy processes and their literacy processes for composing outside of school. Students will write up the results of their self-study in the form of a report. 900-1,200 words or the equivalent labor in a different mode than print.

Rhetorical Analysis: Students will rhetorically analyze a composition or compositions, focusing on aspects of rhetorical situation such as purpose, audience, mode, genre, and context. This project can be sequenced with the Discourse Community Project by asking students to analyze a genre or genres from a discourse community that they will later explore further in the Discourse Community Project. 900-1,200 words or the equivalent labor in a different mode than print.

Message in Multiple Genres/Modes: Students will communicate the same message in multiple genres or remix a previous project in a different mode. For example, composing an argument against raising tuition at the University of California through a newspaper editorial, an ad campaign, and Twitter posts, or remixing a research article into a website or podcast or video. This project should include an extensive reflective component that asks students to compare the ways they communicated their message across genres and modes and consider how the change in rhetorical situation for each genre affected the choices they made as composers and the impact of their message. 900-1,200 words or the equivalent labor in a different modes than print.

Discourse Community Project: Students will analyze a discourse community they are a member of or that they are interested in joining or learning more about. Students might make an argument for why this is a discourse community (for example, using Swales' definition) or create a research question(s) related to literacy and the discourse community they investigate. They will study the community as either an observer or a participant observer. They may interview a community member or survey community members, rhetorically analyze the genres of the discourse community, discuss the literacy conventions of the community, etc. (instructors may wish to have students focus on only one of these research methods and/or only one aspect of the discourse community). Another option for this assignment is to ask students to compare and contrast a home/personal or civic discourse community they are a part of with an academic discourse community they wish to join. The Discourse Community Project can be assigned as the only major project for the entire quarter with smaller projects leading

up to it: for example, a project proposal, an annotated bibliography or literature review, an interview transcript, a rhetorical analysis of discourse community genres, etc. Instructors may ask students to report the results of their discourse community analysis in the form of an academic research article or in a different mode and genre such as a video, a website, a podcast, etc. 1,500-1,800 words or the equivalent in a different mode than print.

Literacy Case Study: Students will conduct a case study of a composer. The composer can be a fellow student, a workplace professional, a family member, a local performer, etc. Instructors focusing on academic literacies can ask students to conduct a case study of a fellow student or a professor. The student will interview the composer about his or her literacy processes, rhetorically analyze the composer's texts, and reflect on what they learned about composing from conducting the case study. Instructors may ask students to write a print essay or to give them the option to compose in a different mode and genre such as a video, a website, a podcast, etc. 1,500-1,800 words or the equivalent labor in a different mode than print.

Academic Research Article: Students will write an academic research article focused on a literacy topic. Students will formulate research questions, conduct primary and secondary research, and write up their results in the genre of the academic research article. Students can follow the organizational structure of abstract, introduction, methods, results, and discussion. This project lends itself to students writing for a wider audience of one of the journals or prizes listed on page 26 of this guide. Students can also submit the abstract for this project to the UC Davis Undergraduate Research conference. The Academic Research Article Project can be assigned as the only major project for the entire quarter with smaller projects leading up to it: for example, a research proposal, a rhetorical analysis of an article from the students' target journals, and an annotated bibliography. 1,500-1,800 words.

Portfolio Reflection Letter: All students will include a portfolio reflection letter with their ePortfolios. In the portfolio reflection letter students will address the prompt in the portfolio scoring rubric in appendix D of this guide. 1,000-1,200 words.

Final Exam

For the final exam instructors can create a final exploratory/reflective writing activity or require students to give a brief presentation on a research project in the form of a poster session or conference-style talk. During these presentations students should fill out a form that asks them to reflect on their peers' presentations. For a conference-style presentation, instructors can organize students into 4-5 panels and limit students to three minutes each to allow for five minutes of Q and A after each panel. For a poster session, instructors can have half or a third of the class present their posters at once, with students circulating and asking questions, and then the other half or thirds of the class presenting their posters while students circulate and ask questions.

Reading Response Journals

Students will post weekly 200-250 word exploratory responses to class readings to a Canvas discussion or some other digital tool. The purpose of these journal posts is to get students to think critically about the readings and make connections between the readings and their own experiences as readers and composers, so assessment should focus on the quality and depth of thought and not organization or grammar. Each post should be in response to a focused prompt, and these prompts should ask students to show understanding of key concepts in the readings, make connections between the readings and their own reading and composing processes and experiences, and apply the readings to their own composing projects. Instructors may choose to have students respond to each other's posts in order to encourage dialogue and the social construction of knowledge. Instructors may choose to integrate multimodal literacies in reading response journals posts (videos, hyperlinks, blogs, memes, etc.). Instructors are encouraged to bring ideas and writing from these posts into the face-to-face classroom in order to make connections between the posts and class discussions. See the UWP1 course readings modules on the UWP1 Canvas site for reading options. If you have a reading you'd like to add to the UWP1 course readings bank email it to Dan Melzer at dmelzer@ucdavis.edu. Readings should focus explicitly on some aspect of literacy. There are suggested readings in the weekly outlines that follow, but in order to balance reading and composing try to limit readings to 2-3 per week. Instructors are welcomed to supplement the course readings with readings of their own, but the primary source of readings should be from the UWP1 course readings bank.

Example Weekly Lesson Plans Outline

The following lesson plans present ideas for activities each week of the course for a course that focuses on teaching one major academic research project. Instructors might not include all the activities listed each week, and instructors might design other types of activities. The only required activities are at least one peer response workshop for each project, and instructor feedback on a draft of each project. There are suggested readings in the weekly outlines that follow, but in order to balance reading and composing try to limit readings to 2-3 per week. Readings should come primarily from the UWP1 readings bank, but instructors may wish to supplement these readings with readings of their choosing. Suggestions for additional readings to add to the UWP1 readings bank should be sent to Dan Melzer at dmelzer@ucdavis.edu. Example activities are available on the UWP1 Canvas site.

Before the course begins, email students a welcome message using the Announcements function of Canvas and tell them to read over the syllabus and bring a hard or digital copy to the first day of class. Also inform students that the UWP policy is that students who miss the first week of class without a valid reason will be dropped from the class.

Week 1

- Review the syllabus. Consider having students underline key points in the syllabus and come up with questions they have about the course. Students could complete this activity individually, in pairs, or in small groups. Consider discussing the major components of the syllabus over a few days rather than all at once.
- Ask students to review the UWP1 learning outcomes and highlight key terms and concepts, consider questions they have about the outcomes, compare the outcomes to writing expectations in high school, etc. Students could complete this activity individually, in pairs, or in small groups.
- Ask students to share prior reading and composing experiences (you might have them focus on best and worst reading and composing experiences, or high school reading and composing experiences, or most influential reading and composing experiences, or their definition of “good” writing, or writing “rules” they learned in high school, etc.). Students could also work in pairs or small groups to compare their experiences and discuss similarities.
- Ask students to create individual reading and composing goals for the quarter.
- Ask students to explore definitions of the term “literacy” and relate the concept of literacy to their own experiences reading and composing inside and outside of school and to the way literacy is defined in the UWP1 learning outcomes.
- Ask students to complete a Literacy Inventory and share their prior literacy experiences in pairs or small groups (see the UWP1 Canvas site for an example Literacy Inventory).

Instructors should collect the Literacy Inventory to get an early sense of the students as readers and composers.

- Introduce the research project. Consider having students underline key points in the prompt and come up with questions they have about the project. Students could complete this activity individually, in pairs, or in small groups.
- Introduce the UWP1 portfolio rubric and discuss how it connects to the evaluation of the research project. Consider having students underline key features of the rubric and come up with questions they have about the rubric. Students could complete this activity individually, in pairs, or in small groups.
- Discuss reading processes and strategies to prepare students for class readings.
- Ask students to share their reading processes and challenges.
- Ask students to bring difficult texts to class and reflect on their approaches to reading these texts.
- Share brief readings from different genres and ask students how they adjusted their reading purposes and processes for different texts.
- Share your own reading annotations with students.

Suggested readings for Week 1: NCTE Frameworks for 21st Century Literacies; UWP1 learning outcomes; UWP1 portfolio rubric; Foley, "Unteaching the Five Paragraph Essay"; Freire, "The Banking Concept of Education"; Rosenberg "Reading Games"

Week 2

- Ask students to share their prior experiences with research projects and their typical researching and composing processes.
- Share your research writing experiences and processes.
- Discuss academic research discourse communities and the ways conventions can differ in different fields of study and different countries and cultures
- Discuss articles on rhetorical analysis and genre
- Rhetorically analyze and discuss student and/or professional examples of the genre of the research project you are assigning (consider asking students how the examples meet the prompt guidelines for the research project, what they learned from the examples they could use in their own composing, what was most effective about each example, how the mode of

the example affected the composition, etc.).

- Lead students through invention activities for the research project.
- Ask student to share their invention and drafting processes and strategies.

Suggested Readings: Bunn, "How to Read Like a Writer," Irvin, "What is Academic Writing?"; Dirk, "Navigating Genres"; Dilger, "Discourse Community"; Schmidt and Vande Kopple, "Discourse Communities"; Part I of the video Writing Across Borders; Tan, "Mother Tongue"; Frohmen, "Accents"; Anzaldúa, "How to Tame a Wild Tongue" example student research projects from Readings about Writing

Week 3

- Collect and respond to students' rhetorical analyses of examples of the research genre they are composing in.
- Ask students to develop and share their research questions.
- Introduce the concept of primary research.
- Discuss effective interview and survey questions.
- Ask students to develop and share primary research materials (interview questions, survey questions).
- Discuss students' prior experiences with peer response and establish peer response guidelines.
- Ask student to complete a research proposal and give each other peer feedback on the proposals and share their proposals with you.

Suggested Readings: Driscoll, "Introduction to Primary Research"

Week 4

- Discuss articles on finding and evaluating primary and secondary sources.
- Discuss researching strategies for finding secondary sources and introduce students to UC Davis library research databases (ERIC and CompPile are two databases that are especially useful for writing studies research).

- Ask students to practice researching strategies for finding secondary sources using their topics.
- Discuss articles on evaluating sources and information literacy.
- Present example sources that relate to students' projects and ask them to evaluate their credibility.
- Ask students to evaluate the credibility and relevance of sources they've been collecting.
- Collect and respond to annotated bibliographies.
- Discuss articles on invention and drafting.
- Discuss strategies for mind mapping and for getting started with first drafts

Suggested Readings: McClure, "Googlepedia"; "Know Your Sources" infographic, "Information Literacy in a Post-Truth World"; Stedman, "Annoying Ways that People Use Sources"; Haller, "Walk, Talk, Cook, Eat"; Lessner and Craig, "Finding Your Way In"; Trim and Isaac, "Reinventing Invention"; Hodges, "Invention Throughout the Writing Process"

Week 5

- Scaffold peer response by workshopping a few student drafts as a whole class.
- Conduct a peer response workshop of an initial draft of one section of the research project.
- Discuss differences between revising and editing.
- Discuss readings on revision strategies.
- Discuss and compare examples of rough and final drafts of texts (texts can come from your own writing, student writing, professional writing, songs or artwork, etc.).
- Ask students to share their strategies for revising and editing.
- Discuss strategies for timed writing.

Suggested Readings: Lamott, "Shitty First Drafts"; Sommers, "Revision Strategies"; Murray, "The Maker's Eye"; Rose, "Rigid Rules, Inflexible Plans"; Straub, "Responding, Really Responding," UWP1 Peer Review Introduction video

Week 6

- Ask students for a mid-term evaluation for feedback on the class.
- Share and discuss examples of good peer response.
- Share and discuss examples of good writing from the peer response workshop (for example, effective introductions, good source integration, effective organization strategies, etc.).
- Conduct peer response for a complete or nearly complete rough draft of the research project

Week 7

- Share and discuss examples of good peer response.
- Share and discuss examples of good writing from the peer response workshop (for example, effective introductions, good source integration, effective organization strategies, etc.).
- Respond to a full draft of students' research projects or conduct 30 minute one-on-one conferences (cancel one class period and office hours if you conduct conferences).

Week 8

- Introduce portfolio reflection letter.
- Discuss the value of being a reflective writer and ask students to consider how reflective writing has helped them improve as writers.
- Invention activities for portfolio reflection letter.
- Discuss example student portfolio reflection letters from the UWP1 Instructor Resource Canvas site.

Suggested Readings: Giles, "Reflective Writing"; example student portfolio reflection letters from UWP1 Instructor Resource Canvas site

Week 9

- Discuss editing strategies
- Discuss language diversity and adjusting language and style for different discourse communities

- Conduct an editing peer response workshop focusing on sentence-level editing and writing style issues.
- Share example sentences from student essays to discuss effective writing style and language for the specific genre and discourse community.

Week 10

- Portfolio reflection letter workshop
- Course evaluations
- Discuss the final exam and oral/visual presentation strategies
- Review the portfolio scoring rubric and procedures
- Share Canvas ePortfolio student help pages and video with students

Program Policies for the Course Syllabus

The following policies apply to all sections of UWP1 and 1Y and should be stated clearly in the course syllabus. Example syllabi are available on the UWP1 Canvas site. Instructors must upload a copy of their syllabus to the first module on the UWP1 Canvas site by the end of the first week of classes. Items in **red font** are boilerplate language that should be included in your syllabus.

Your syllabus functions as a contract between you and your students and protects you and the UWP from later complications and complaints. While you may use your discretion in adapting to students' documented illnesses, family emergencies, or other crises, you should generally adhere to the policies that you set.

Your syllabus may be revised during the term. You should not, however, add major assignments, change the weight given to work already submitted, or move deadlines to an earlier point in the quarter. Some instructors make the schedule of reading assignments available in installments.

Before the quarter begins, you should contact students through an Announcement in Canvas to welcome them to the class, ask them to read the syllabus, and inform that the UWP policy is that students who are registered for the class and miss the first week of class will be dropped from the class. Email any registered students who miss the first class and find out why they missed and let them know they need to attend the second class or they will be dropped. If they miss the second class, email their names and student ID numbers to Rodney Alexander at rdalexander@ucdavis.edu and let Rodney know you'd like him to drop the students from your course because they missed the first week of class. If a student is a late add (they get into your class during the second week of classes) you must allow the student to catch up, but you can discourage the student from staying in the course and let them know it is going to be difficult to catch up with the work.

Your syllabus should contain the following information and program policies:

Boilerplate Policy Language

The following boilerplate policies should be included in your syllabus:

Prerequisites Boilerplate Information

“The prerequisite for UWP 1 is completion of the Entry Level Writing Requirement (ELWR). If you take UWP 1 without having met the ELWR, you will receive credit for the course, but it will not fulfill the lower-division writing requirement. You must earn a final grade of C- or higher to fulfill the lower-division writing requirement, even if you've completed all of the work. If you receive a D-range grade, you'll still receive credit for the course, but it will not satisfy the lower-division writing requirement. More information about this requirement is available at <https://elw.ucdavis.edu/>”

Pass/No Pass information Boilerplate Information

“If you intend to take this course P/NP, check with your major advisor first to ensure that you can still meet university writing and college writing requirements if you do not take this course for a grade.”

Adding and Dropping Boilerplate Information

“All of the adding and dropping for UWP 001 is handled automatically by SisWeb, the online registration system. Because UWP 001 is a writing course that involves getting significant feedback from the teacher, all sections have a hard cap of 25 students. Individual teachers cannot add students.”

Contact Information

Include your name, office number, e-mail address, and office hours. Instructors are expected to hold scheduled office hours (a minimum of two office hours for one course) on at least two separate days of the week. You may arrange to have some hours "by appointment" but you must hold the minimum number of scheduled hours. You may hold your office hours on Zoom. If you would like to create an alternative to traditional office hours please consult with the Director of First-Year Composition.

Word Requirement

All UWP writing courses require a minimum of 6,000 words of writing that counts toward the final grade. This word requirement includes formal projects and reading responses. To pass the course, students must complete the major composing projects, the portfolio reflection letter, and the final exam.

Accommodations Statement

You should include an accommodations statement in your syllabus. Below is an example statement:

Your success in this class is important to me. We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or that form barriers to your inclusion, please let me know as soon as possible. Together we'll develop strategies that can enable you to succeed in the course. I encourage you to contact the [Office of Disability Services](#) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met.

UWP1 Learning Outcomes

Instructors should share and discuss the UWP1 learning outcomes and portfolio rubric with students during the first week of classes. The learning outcomes should be included in the syllabus.

Major Assignments Due Dates and Grades Breakdown

The final portfolio must include the major composing projects, one of which must include primary and secondary research, and a portfolio reflection letter.

Grading Scale

In non-contract grading sections, UWP1 uses the following grading scales:

Point-based grading scale

A+=970-1000	C+= 770-799
A= 930-969	C= 730-769
A-= 900-929	C- = 700-729 (lowest passing grade)
B+= 870-899	D+= 670-699
B= 830-869	D = 630-669
B-= 800-829	D-= 600-629
	F = 0-599

Numerical grading scale

- **A+** 4.00
- **A** 4.00
- **A-** 3.70
- **B+** 3.30
- **B** 3.00
- **B-** 2.70
- **C+** 2.30
- **C** 2.00
- **C-** 1.70
- **D+** 1.30
- **D** 1.00
- **D-** 0.70
- **F** 0.00

If you are using percentages instead of points, you can use the Canvas default grading scheme. To enable the Canvas default grading scheme, go to “Settings,” scroll down to “Grading Scheme,” and then click on “enable course grading scheme.” You can also choose “set grading scheme” to create your own Canvas grading scheme.

The following grading rubric can be used to score the final portfolio:

- Advanced: 450-500 points
- Proficient: 400-449 points
- Developing: 350-399 points
- Needs Improvement: 0-349 points

If you are using contract grading, you don't need to use the grading scale above, but you should provide students with a clear grading contract (see example grading contracts in Appendix C).

Students must earn a grade of C- or better in order to fulfill the university lower division writing requirement.

Final Exam

Senate Regulation 772 requires that final exams be given in undergraduate courses. Your syllabus should announce the date and time of the final exam. In UWP1 the final exam is typically an oral presentation of the research project along with a written response to students' or panel's presentation (all final exams must include a written component).

Your Revision Policy

UWP1 requires that all instructors require at least one peer response workshop for each project and instructor feedback (either written or oral) on a revised draft of each project. Instructors may choose to cancel one class and one week of office hours to conduct conferences with students in lieu of written feedback, with a maximum of two canceled classes for the quarter for two rounds of conferences.

Your Late Draft Policy

UWP1 uses a portfolio assessment approach, which means students can revise composing projects until the final portfolio deadline and there are no points or final grades assigned to drafts. However, it's still important for students to submit peer response drafts and revised drafts in a timely fashion. Instructors should consider late or missing drafts under the "Processes" criteria of the portfolio rubric when deciding the final portfolio score (and build the process into their contract criteria if they are using contract grading).

Your Attendance Policy

Instructors may wish to set attendance policies (for example, by making attendance one part of the grading contract). Please make these policies explicit in your syllabus. According to UWP policy, instructors can drop students who are registered and do not attend the first week of class by emailing the student's name and ID# to Rodney Alexander at rdalexander@ucdavis.edu. Students who are added by the online registration system in week 2 but have not attended the first week of class should not be dropped, but they should be expected to make up the work.

Course Calendar

The course calendar should include deadlines for major assignments, peer response workshop dates, class readings, and general topics/activities for each day.

Statement about Research and Citation Ethics

Instructors should include a statement about research and citation ethics and plagiarism. The following boilerplate statement is recommended:

“In this course we’ll discuss ethical citation and when and how to cite sources in academic writing. The Council of Writing Program Administrators defines plagiarism as occurring “when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source” (https://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false). Intentionally submitting a paper that’s not your own work (such as a paper purchased from an online paper mill) is a serious offense with serious consequences. Suspected instances of intentional plagiarism on this scale will be reported promptly to OSSJA. The UCD Student Code of Conduct can be found at <http://sja.ucdavis.edu/files/cac.pdf>.”

At UC Davis instructors are not allowed to fail students on assignments or for the course because of plagiarism. Cases of intentional plagiarism need to be handled by the Student Support and Judicial Services (SSJA), which oversees student misconduct. Instructors should consult with the Director of First-Year Composition before reporting an incident of plagiarism to SSJA.

Support services

Instructors should mention on their syllabus or in a separate resource document two of the primary support services for students, the Writing Support Center and the Student Disability Center (SDC). The following boilerplate descriptions of these resources is recommended:

Writing Support Center

The goal of the Writing Support Center in the Academic Assistance and Tutoring Centers is to help you develop as a writer at UC Davis through encouraging peer feedback and guided practice on a variety of writing topics. The team is made up of undergraduate tutors who are UC Davis students as well as specialists who are experienced in teaching writing at the college level and hold advanced graduate degrees. To help students through the writing process, writing tutors and specialists work with students one-on-one as well as in small groups to discuss topics that range from brainstorming to drafting. Tutors and specialists are trained to help students at any point in the writing process.

The writing support team also has a Writing Studio where you can work on your essays with peers, tutors, and specialists. The studio is located in the University House Annex, and it is open from 12pm-7pm Monday through Thursday.

*For more information, please visit the AATC Writing team’s website:
<https://tutoring.ucdavis.edu/writing> or call 530-752-2013*

Our main office is 2205 Dutton Hall.

Student Disability Center (SDC)

The philosophy of the SDC is to promote independence and integrated participation in campus life for students with disabilities. The SDC is staffed by professional disability specialists who specialize in different areas of disability: learning, vision, hearing, medical, psychological, and mobility. More information can be found at <http://sdc.ucdavis.edu/>. If you need any special accommodations to complete this course successfully, please provide me with the information and official written documentation as soon as possible

Instructors may also choose to include the following boilerplate syllabus information from the Center for Advocacy, Resources, and Education (CARE):

Center for Advocacy, Resources and Education (CARE)

You have the right to work toward your educational goals and enjoy the benefits of being a student at UC Davis without being harassed, assaulted or abused. If you or someone you know has experienced sexual harassment, sexual assault, intimate partner violence, or stalking, you have rights, including the right to speak with someone confidentially about the incident and the right to report the incident to the police and/or the University's Title IX Office. To get more information about your rights and options, and to speak with a confidential victim advocate, you can contact the Center for Advocacy, Resources and Education (CARE) at 530-752-3299 or visit <https://care.ucdavis.edu>.

Additional support resources that instructors may choose to include on their syllabus include:

Office for Student Support and Judicial Affairs: 530-752-1128

Student Health and Counseling Services: 530-752-2349

Center for Advocacy, Resources, and Education (CARE): 530-752-3299

UC Davis Student Resources FAQ: <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

The following statements are not required but may be included in syllabi:

First-Year Composition Program Statement on Diversity

The First-Year Composition program is committed to fostering a classroom environment that's safe and intellectually challenging for all students, regardless of race, ethnicity, documentation status, gender identity, sexual orientation, (dis)ability, language, or religion. At UC Davis we're fortunate to find ourselves in diverse classrooms that include a range of linguistic backgrounds and levels of English proficiency. This learning environment reflects the globalized nature of communication in today's world and the language diversity of California and the United States. The First-Year Composition program understands that academic language acquisition takes many years, and that there is not a single, "correct" English but rather language varieties within the U.S as well as different dialects of global Englishes. Like spoken accents, written accents do not represent intelligence, ability, or accomplishment and will not result in lower grades. In UWP1 you're welcome to draft, conduct

research, and cite sources in a language other than English if it's helpful to your process. The First-Year Composition program recognizes that language standardization involves issues of politics and power, and we believe in both providing students access to the dialect of American academic English and a students' right to their own language.

Land Acknowledgment

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

Community Standards for Online Communication in First-Year Composition Classes

These community standards for online communication in first-year composition classes are meant to help you communicate effectively online with your peers and your teacher.

1. Remember that you're communicating with real people in a college class.

Before sending any communication, ask yourself if you would say the same thing if you were face-to-face. Be respectful to your peers and teacher and expect to be treated with respect. Remember that this is a college class, even when the communication is online.

2. Be realistic about people's time and bandwidth.

Your teacher will always try to reply to your online communication promptly, but don't expect same-day response. Try to avoid attaching large files or images that will take a long time to download unless your teacher asks you to.

3. Adjust your tone and level of formality for your audience and purpose.

Consider how formal or informal the assignment or communication is before writing. Your tone and word choices in a response to a peer on a discussion forum will be different than your tone and word choices in an email to the teacher.

4. Don't participate in bullying or inciting arguments.

It's OK to express compassion about a topic or to disagree strongly with someone. But avoid getting personal or insulting someone. Racist or sexist remarks that would not be tolerated in a face-to-face class are just as inappropriate in online communication.

5. Practice kindness and forgiveness

We all make typos or ask questions that might have already been addressed by the assignment. Be kind to your peers and don't draw attention to mistakes or misunderstandings. Consider your online class a community of learners who help each other.

Syllabus Checklist

- Lists instructor's name, office number, e-mail address, and two office hours on separate days
- Clearly defines course prerequisites using boilerplate language
- Includes the UWP1 learning outcomes
- Defines the portfolio
 - Portfolio rubric is referenced
 - Notes what must be included in the portfolio
 - Includes portfolio reflection letter
 - Includes at least one research project that integrates primary and secondary research
- Clearly explains attendance policies
- Readings are assigned from the UWP1 course readings bank (supplemental readings optional)
- Requires 6,000 words of writing that counts toward the final grade (this includes major projects and reading response journals)
- Defines all major assignments and due dates, with percentage breakdown for determining course grades (unless instructor is using contract grading).
 - Includes Pass/No Pass information
 - Outlines revision policy, including peer response and instructor response and conferences
 - Requires at least one peer response for each major project
- Defines grading scale or grading contract.
 - Notes that students must earn a C- or better to fulfill the writing requirement
- Defines the final exam
 - Explains the content of the final exam
 - Final exam includes a written component
 - Lists the final exam date and time
- Includes course calendar in syllabus or as a separate document
 - No more than two class sessions and two weeks of office hours are cancelled for conferences
 - Include due dates for all major assignments

Designing an Accessible Course

All students need accommodations because they all learn differently. It's important that we design courses that do not form barriers to any student's inclusion. Accessibility is a process and not a checklist. If you have a student with a documented disability or learning difference, you will get some information from the Student Disability Center regarding accommodations. However, you should also stay in good communication with students to ensure that they have equitable access. You may also have students with undocumented disabilities. Creating an accessible class will help all of your students succeed.

The UWP1 Instructor Resource Canvas site has advice and resources for creating an accessible Canvas site, ensuring course documents are accessible, and designing class activities in ways that are informed by Universal Design for Learning.

*All UWP1 teachers should enable SensusAccess on their Canvas sites to ensure that students can convert course files to accessible formats. See the "Accessibility and Universal Design" module of the UWP1 Instructor Resource Site for directions on enabling SensusAccess. Canvas also has a built-in accessibility checker as a tool in the editing mode.



Click on the icon

Advice for Teaching in the Summer

- To adapt to the compressed summer format, consider ways to use informal and exploratory writing as invention for the formal composing projects. For example, by having in-class writing and reading response journals serve as brainstorming for the formal composing projects.
- Give students a more extended overview of all of the major projects and requirements at the start of the quarter than you normally would in a 10 week quarter.
- Be aware that you will have less flexibility for making changes to your lesson plans and calendar in a compressed summer session.
- Consider having fewer assignments but making them more rigorous with higher grading expectations (for example, assign fewer reading response journals but make them longer and higher stakes than you would for a ten-week course).
- Assign fewer readings and shorter readings and less homework.
- Consider doing in class more of the work you would have assigned for homework in a ten-week course.
- Consider assigning one extensive research project with scaffolded smaller projects (such as a rhetorical analysis of the target genre, a research proposal, an annotated bibliography, a literature review) rather than two major projects in addition to the portfolio reflection letter.
- To help students stay on track put up all the readings and online materials students will need for an entire week rather than class-by-class.
- Manage your response workload by making more focused, minimal comments and using rubrics.
- Consider using some of the in-class time to have students draft and help answer questions while they're drafting.
- The final exam is the last day of class in the summer, but if you are asking students to do oral presentation consider having this final activity over two course days.

UWP1 FAQs

What kind of classroom will I be teaching in?

All UWP1 classroom will have an LCD projector. All UWP1Y classes will be in a computer classroom, with desktops for each student and an LCD projector. Some UWP1 classes are scheduled in computer classrooms, so check out your room before the quarter begins. Unfortunately space is at a premium at UC Davis and not all classes will be optimal for a discussion-focused and collaborative learning pedagogy. If you're finding it difficult to teach because of the design of your classroom, please let the Director of First-Year Writing know. We can't guarantee that we can find you a different classroom, but we can attempt to.

What can I do if I need markers or chalk in my classroom?

To notify classroom management that you need supplies, call 752-3333.

What policies do I need to include in my syllabus?

Policies that are required to be included in your syllabus are listed in read on p.p. 14-15 of this guide. There is a syllabus checklist on p. 20 of this guide. All syllabi should include the UWP1 learning outcomes.

Can students take UWP1 pass/no pass?

Some colleges allow students to take UWP1 P/NP and still meet the lower-division and college writing requirements; most do not. Here is suggested boilerplate language for informing students of this: "If you intend to take this course P/NP, check with your major advisor first to ensure that you can still meet university writing and college writing requirements if you do not take this course for a grade."

Is there a prerequisite for UWP1?

The prerequisite for UWP 1 is completion of the Entry Level Writing Requirement (ELWR) with a grade of "C" or higher. If students take UWP 1 without having met the ELWR, they will receive credit for the course, but it will not fulfill the lower-division writing requirement.

What grade do students need in UWP1 in order to fulfill the Lower-Division Writing Requirement?

Students need a C- or higher to fulfill the Lower-Division Writing Requirement. Students taking the course P/NP must get the equivalent of a C- or higher to be awarded a grade of "P."

How many office hours should I hold?

You are required to hold two office hours per week for each section of UWP1 you teach. You should try to hold your office hours over two different days. You're welcome to hold your office hours on Zoom. If you would like to create an alternative to traditional office hours please consult with the Director of First-Year Composition.

Do I need to worry about adding or dropping students?

Adding and dropping of UWP1 is done automatically through online registration. UWP policy is that students who are registered for the class and miss the first week of class without a valid reason will be dropped from the class. Email any registered students who miss the first and find out why they missed and let them know they need to attend the second class or they will be dropped. If they miss the second class, email their names and student ID numbers to Rodney Alexander at rdalexander@ucdavis.edu and let Rodney know you'd like him to drop the students from your course because they missed the first week of class. Students who are added by the online registration system in week 2 but have not attended the first week of class cannot be dropped and should be allowed to make up the missed work.

What do I do if a student stops attending or attends sporadically?

Email the student to remind the student of your attendance policy and find out why the student is missing class. You can work with students who have legitimate reasons for attendance problems, but if students are missing too many classes to keep up with the work they may need to seek a late medical withdrawal. Students are often unaware that they can seek a late medical withdrawal, so you can alert them to this option and tell them to speak with their adviser. Students who have completed at least 50% of the class work but have an emergency situation that causes them to miss classes can request a grade of "Incomplete," but this is rare. Students have one year to finish an incomplete course, but we encourage them to finish the following quarter. Consult with the Director of First-Year Composition for help with these types of situations.

What do I do if I believe a student is in distress?

The UC Davis "red folder" has resources for teachers for helping students in distress. You can find the red folder at <http://redfolder.ucdavis.edu>. If you have a student you believe is in distress, consult with the Director of First-Year Composition in addition to reviewing the resources on the red folder website. Students who are not in immediate harm should be directed to SSJA at 530-752-1128. Students who you fear may be having suicidal thoughts should be directed to Student Health and Counseling Services at 530-752-2349. Students who would like confidential counseling for sexual assault issues can contact CARE at 530-752-3299. If a student informs you they have been sexually assaulted, you should let them know that you have the responsibility to report the incident to your supervisor, and let the Director of First-year Composition know of the situation. The FYC Director will report the incident to the UC Davis Title IX Officer. If a student has stopped attending your class and is out of contact, fill out a student of concern report on the SSJA website at <https://ossja.ucdavis.edu/> at the link "Concerned about a student?" SSJA will try to get in touch with the student and check on them.

What do I do if a student discloses an incidence of sexual harassment or sexual assault?

As a "Responsible Employee" you have specific reporting responsibilities, and that means reporting to HDAPP (<https://hdapp.ucdavis.edu/responsible-employee>) if a student has disclosed to you an incidence of sexual assault, sexual harassment, or other forms of harassment or discrimination. Prior

to disclosure you can also inform students of resources available to them if they prefer confidentiality (this [poster](#) has a list of resources for students who wish to remain confidential). If you encounter a situation where you make a report to HDAPP, please reach out to the director of First-Year Composition to keep them in the loop and if you have any questions.

What do I do if I suspect a student of plagiarism?

At UC Davis instructors are not allowed to fail students on assignments or for the course because of plagiarism. Cases of intentional plagiarism need to be handled by Student Support and Judicial Affairs (SSJA), which oversees student misconduct. Instructors should consult with the Director of First-Year Composition before reporting an incident of plagiarism to SSJA

Do I need to teach a specific citation style?

You're not required to teach a specific citation style. Many teachers allow students to choose to practice a citation style they may use in their major.

How do I schedule a workshop with a librarian?

You can schedule a time to have your class visit the library for a workshop on research strategies and using the library. The librarian that assists the UWP is Matt Conner at mconner@ucdavis.edu.

How often do I need to respond to my students writing?

Most instructors respond only after one or more peer responses. You need to respond to at least one draft of each major project, either through written feedback or student conferences. Most instructors provide low-stakes, brief responses to reading journals, often using sampling rather than responding to each journal. Some instructors have peer responses (focused on global issues) for drafts and peer editing (focused on editing sentences) for final drafts.

Can I cancel a class when I hold one-on-one conferences?

You can cancel a class and one week of office hours in order to hold one-on-one conferences (typically 30 minutes with each student), and if you respond to a draft via conferences you don't need to also respond in writing. You can cancel up to two classes and two weeks of office hours for conferences.

How do I decide the labor requirements of non-print projects like podcasts or videos?

In process memos and their portfolio reflection letter, students should describe the processes they engaged in composing non-print projects, and teachers should work individually with students in deciding how extensive non-print projects should be. Often non-print projects may have a written component, such as a script or a reflection on how composing in a non-print mode affected the composing process and the author's rhetorical choices.

How many words of writing are required in UWP1 and for each major writing project?

UWP1 students need to write at least 6,000 words of writing that counts toward the final grade (this includes major projects and reading response journals). This is a university requirement for courses

that meet the lower division writing requirement. It is up to the individual instructor to decide how many words are required for each major composing project and for the portfolio reflection letter. The example prompts on the UWP1 Instructor Resource Canvas site provide suggested word ranges.

How do students create an ePortfolio on Canvas?

Students can create an ePortfolio in Canvas by going to their “Account” link on the main page of Canvas, clicking on the ePortfolios links, and then sharing the link to their ePortfolio with you once they’ve created it. Instructions for students for creating ePortfolio are available on the Canvas Student Guide link on the UWP1 Instructor Resource Site on Canvas.

How do I grade the portfolio?

Portfolios should be assessed using the UWP1 portfolio assessment rubric. Although all UWP1 courses share the same learning outcomes and assess portfolios based on the five categories of the UWP1 learning outcomes (rhetorical knowledge, processes, knowledge of conventions, research, metacognition), individual instructors may adjust this rubric to suit the needs of their students and curriculum.

Should I grade drafts?

We use portfolio assessment in UWP1, which means we do not grade individual drafts or individual projects, but instead provide a holistic assessment of the students’ labor, drafts, and rhetorical awareness in the class as a whole. Instructors can build in accountability for having drafts at workshops and conferences and instructors can use the “Processes” criteria of the UWP1 portfolio assessment rubric to evaluate students drafting and revising efforts.

Are there expectations from the program about my grade distributions?

The First-Year Composition program does not monitor the grades of individual teachers, and we don’t have a grade distribution that we are expecting. However, it might help to keep in mind that the overall average GPA for UWP1 has historically been between 3.3 and 3.5, so if you find yourself giving almost all A’s, you may need to increase the expectations for your course, and if you find yourself giving mostly C’s you may need to reconsider your assessment standards.

How long do I have before I need to submit my grades?

Grades must be submitted within 72 hours of the final exam. Grades can be submitted through my.ucdavis.edu.

Where can students submit their projects for publishing to wider audiences?

There are a number of venues where students can publish their work. See page 29 of this guide for student publication options.

Do I have to follow the common syllabus?

For the sake of a cohesive experience for students taking UWP1, graduate student instructors should choose projects from the common syllabus. However, you may redesign projects in order to meet the

theme of your course. All UWP1 instructors need to follow the basic program requirements listed on page 3 of this guide.

Should I only assign readings from the UWP1 readings bank?

For the sake of a cohesive experience for students taking UWP1, you should assign readings primarily from the UWP1 readings bank. You may supplement these readings with additional readings of your own choosing (including videos, websites, podcasts, etc.). If you have a reading(s) you'd like to add to the UWP1 readings bank, please share it with the Director of First-Year Composition.

What if I need to miss a class because of an illness or emergency or if I need to miss a class for a conference presentation or some other professional obligation?

If a class needs to be cancelled at the last minute due to illness or an emergency, notify students via email as soon as possible. It's recommended that you design make-up work online for the missed class—for example, an extra post to a Canvas discussion. If you need to miss a class due to a professional obligation (most commonly an out-of-town academic conference) please arrange an online activity, such as a peer response workshop. Please do not cancel classes due to normal academic obligations, such as studying for exams.

When and where is my final exam?

Your final exam is in your regular classroom, but not at your regular class time. Final exam times can be found in the "Classes You Teach" link to your UWP1 class on my.ucdavis.edu, or at <https://registrar.ucdavis.edu/registration/schedule/finals.cfm>, or on Schedule Builder at <https://my.ucdavis.edu/schedulebuilder/index.cfm>. If you're teaching in a computer classroom, you will need to reserve your room for your posted final exam time slot by contacting Computer Lab Management two weeks before finals week. An email with information about contacting Computer Lab Management will be sent to you when this reservation needs to be made.

What if a student can't attend the final exam or misses the final exam?

If a student has a legitimate reason for not being able to attend the final exam, you can work out an alternative exam. Contact the Director of First-Year Composition to assist with alternative exam arrangements. If a student misses the final exam with a documented issue (such as a medical emergency), the student can be given an "Incomplete" for the final grade and then take a make-up exam and have the grade changed the following quarter. Contact the Director of First-Year Composition in this situation.

How do I migrate my Canvas site so I can use it the following quarter?

To migrate content from one Canvas course to the next one, open your unpublished, new Canvas course and click on "Course Setup Checklist" (upper right corner). Then click on "Import Content." Then, in Content Type, select: "Copy a Canvas Course" and select the course you want to import content from. Then decide if you want to import everything or select what to import.

When can I teach UWP1Y, the hybrid first-year composition course?

Graduate teachers can teach UWP1Y in their second year of teaching. In order to teach 1Y you need to participate in the hybrid learning community, which is offered each Spring quarter. Once you've taught 1Y for three quarters you can teach 1V, the fully online version of UWP1.

Can I teach during the summer?

Summer teaching is available, although there is typically more demand than supply. There will be a call on the UWP1 listserv for letters of interest in teaching in the summer to be submitted to the Director of Composition before the Summer schedule is drafted. This call will also explain the criteria for deciding how to rank summer teaching applicants. Summer pay is approximately \$5,300.

What if I get offered a GSR or the opportunity to teach a different course during my two contract years with the UWP?

Because the UWP is devoting a substantial amount of resources to get you ready to teach UWP1 and to support you as you begin to teach, you are obligated to teach UWP1 all three quarters in the first year of your contract with the UWP. In the second year of your contract with the UWP you can accept other opportunities as long as you notify the First-Year Composition Director prior to students registering for classes in the quarter or quarters you would not be teaching UWP1. Note that students will register for classes prior to you being assigned your specific section of UWP1. We staff the UWP1 sections after students have already registered.

Venues for Publishing Student Writing

Students may choose to circulate their assignments to wider audiences, and there are a number of venues for publishing student writing at UC Davis and nationally:

- UC Davis First-Year Composition journal *Readings about Writing* (see directions for submitting to *Readings about Writing* below)
- UC Davis undergraduate student writing contest *Prized Writing* at <http://prizedwriting.ucdavis.edu>
- UC Davis undergraduate student research journal *Explorations* at <http://explorations.ucdavis.edu/>
- Lang Prize for Undergraduate Information Research at UC Davis at <https://www.library.ucdavis.edu/lang-prize/>
*There is a separate award for a research project written by a first-year student
- Digital Archive of Literacy Narratives (DALN) at <https://www.thedaln.org/>
- *Young Scholars in Writing* at <https://youngscholarsinwriting.org/index.php/ysiw> (this journal has a special section for FYC writing)
- *Queen City Writers* at <https://qc-writers.com/submissions/> (this journal has a special section for FYC writing)
- *RhetTech* at <http://www.jmu.edu/wrtc/students/undergraduate/rhet-tech.shtml> (this journal has a special section for FYC writing)

Submitting Your Students' Work to *Readings about Writing*

Readings about Writing is the online journal of UWP1/1Y student writing. *Readings about Writing* publishes compositions in any mode or genre. The journal has a literacy theme, so all submissions should have some connection to the topic of literacy (any of the projects described in the common syllabus are appropriate to submit). A fall, winter, and spring edition of the journal is published each year. If you teach UWP1/1Y in the summer you are welcome to submit student compositions for the next edition.

Each instructor can submit three student projects each quarter for consideration in *Readings about Writing*. The instructor and not the student must submit the work, but students need to send an email to readingsaboutwriting@ucdavis.edu stating that they give permission to publish their work. Submit student projects via email to readingsaboutwriting@ucdavis.edu. Submission deadlines will be announced on the UWP1 email distribution list.

Submitting to the UC Davis Undergraduate Research Conference

The organizers of the UCD Undergraduate Research Conference have agreed to accept any student poster submissions sponsored by the Director of First-Year Composition. The conference happens every Spring quarter. More information about the conference is available at <https://urc.ucdavis.edu/conference/>

Submitting to the conference will require a 150-200 word abstract. Guidelines for the abstracts can be found at <https://urc.ucdavis.edu/conference/write.html>. Each instructor can submit up to three student abstracts. Send the abstract or abstracts to the Director of First-Year Composition with the student's name and email address by February 1st. The abstracts need to be submitted to the Director of First-Year Composition because they need a faculty sponsor.

Research presented at the conference needs to be based on either research questions or on research argument that takes a position, so if your research project is focused on explaining why a particular community is a discourse community, as opposed to making an argument about a discourse community or exploring a research question about literacy, then it may not be a good fit for this conference.

The deadline for submitting the abstract or abstracts to the Director of First-Year composition is February 1st. If you want to submit for a Winter, Spring, or Summer course for the following year's conference you may do so.

Graduate Instructor Support and Expectations

Equitable Working Conditions for Graduate Instructors

According to the Conference on College Composition and Communication's Statement on Working Conditions for Non-Tenure Track Faculty (<http://cccc.ncte.org/cccc/resources/positions/working-conditions-ntt>):

As the non-tenure-track (NTT) cohort of writing faculty grows, departments and programs need to provide equitable working conditions for all faculty, including reasonable workloads and protections against unnecessary changes; access to shared governance and curricular decisions; transparent and fair hiring, evaluation, and renewal processes; access to technology and other resources necessary for job performance; access to professional development and scholarly resources; and fair compensation.

The First-Year Composition program works to provide more equitable working conditions for graduate instructors by:

- Trying to accommodate instructors when scheduling their courses.
- Considering issues of equitable labor by keeping the workload expectations of UWP1 reasonable and fair.
- Developing curriculum and program policies in collaboration with instructors.
- Making summer hiring decisions using a fair and transparent process.
- Providing individualized support during the quarter and during breaks.
- Providing support for teaching and faculty development through UWP392 in the first quarter and the UWP1Y hybrid learning community each spring.
- Providing access to extensive resources on the UWP1 Canvas site.

Training, Support, Benefits and Opportunities for UWP 1 Instructors

About the UWP

The University Writing Program at UC Davis is an independent writing program reporting directly to the Dean of Letters and Sciences. The UWP is consistently ranked by in the *U.S. News and World Reports* in the top ten programs nationally in writing across the curriculum/in the disciplines. The UWP also offers a Ph.D. Designated Emphasis in Writing, Rhetoric, and Composition Studies and an undergraduate Professional Writing Minor. The UWP employs seven Senate faculty and over 80 lecturers and graduate student instructors.

Training and Support for UWP 1 Instructors

- UWP 390/392 in-service training sequence
- Associate Director with regular office hours for consultation

- Unlimited mentoring opportunities from experienced, highly qualified writing program faculty; peer mentoring activities for new instructors
- Common texts and assignments and class readings and activities bank for new instructors
- Support for teaching and faculty development through UWP392 in the first quarter and the UWP1Y hybrid learning community each spring
- Program Canvas site with extensive teaching materials

Expectations

1. **UWP 1 instructors are expected to be *conscientious and dedicated classroom teachers*. This includes (but is not limited to) the following:**
 - Prepare and distribute a syllabus that follows UWP syllabus guidelines.
 - Present yourself professionally to your students.
 - Design and execute effective lesson plans that utilize class time well.
 - Hold class every day it is scheduled and use the whole class period (a five-minute break is recommended). You may cancel up to two classes if you are holding conferences with your students. If you must miss class for any other reason, you are required to arrange for an alternative asynchronous activity online.
 - Be available on campus to your students and to UWP through all the inclusive dates of each quarter you teach for us (i.e., from the first through the last day of each quarter). Dates for each quarter are available in the Academic Calendars section of the My UC Davis home page. The only exceptions are for emergencies or for preapproved absences (e.g., to attend an academic conference).
 - Schedule and keep a minimum of two office hours per week on different days.
 - Maintain a course Canvas site and post all important class materials regularly so that students can access them.
 - *Within reason*, respond to student questions promptly via email.
 - Provide individualized, effective feedback to student composing within **one week** of receiving it. (This is department policy.) This excludes one-on-one conferences.
 - Submit final course grades on time.
2. **UWP 1 instructors are expected to be *collegial, cooperative, and engaged* members of the UWP.** This includes:
 - Checking and responding to email regularly
 - Responding promptly to requests from UWP staff regarding teaching schedules, office hours, meetings, etc.
 - Notifying/talking with UWP staff and/or the UWP 1 Director about any policy questions or student problems (e.g., enrollment, waiting lists, AWOL students, incompletes, etc.).
3. **UWP 1 instructors are expected to work *cooperatively and collaboratively* with their UWP 1 supervisors to evaluate and develop their teaching:**

- Attending to and responding promptly to any emails or other communication from supervisors
- Attending and participating actively in the UWP 392 practicum course (fall quarter of 1st year)
- Uploading your syllabus and project prompts to the UWP1 Canvas site at the start of each quarter.
- Taking initiative to meet with a supervisor to discuss problems, progress, questions you may have, etc.

4. UWP 1 instructors are expected to meet the professional expectations of their contracts with the UWP:

- Teaching UWP1 each quarter their first year (in their second year some instructors may rotate out of UWP1 to pursue other opportunities such as a GSR).
- **Requesting a release from the Director of FYC if they will not be teaching UWP1 in any given quarter. This request must be made prior to students registering for your course, except in the case of emergencies. Note that students will register for classes prior to you being assigned your specific section of UWP1. We staff the UWP1 sections after students have already registered.**

Appendix A: Key Personnel: Names and Contact Information

Dan Melzer, First-Year Composition Director, 377 Voorhies, (916) 476-2718 (phone or text),
dlnelzer@ucdavis.edu

Rodney Alexander, UWP Program Coordinator: 109 Voorhies, (530) 752-6283,
rdalexander@ucdavis.edu

Appendix B: UWP1 Portfolio Assessment Rubric

UWP1 Portfolio Assessment Rubric

The UWP1 portfolio rubric is meant to assess the extent to which students have met the UWP1 learning outcomes, based on students' arguments in their portfolio reflection letter and the evidence for those arguments in the projects included in their portfolio. In the portfolio reflection letter students will:

- Make an argument for how they have met the UWP1 learning outcomes
- Support their argument by citing specific examples from the projects in their portfolio
- Describe what further revisions they would make if they had more time to work on their portfolio
- Consider how what they learned about reading and composing in UWP1 could apply to their future writing contexts
- Reflect on the most important aspects of reading and writing they need to improve on

	Advanced: strong control and skills in this area; many strengths present	Proficient: effective control and skills; strengths outweigh weaknesses	Developing: equal number of strengths and weaknesses	Needs improvement: not yet showing control or skill
<i>Rhetorical concepts</i>	Thorough understanding of key rhetorical concepts	Adequate understanding of key rhetorical concepts	Limited understanding of key rhetorical concepts	Little or no evidence of understanding of key rhetorical concepts
<i>Processes</i>	Extensive revision and editing processes, including thoughtful consideration of peer and teacher feedback	Adequate revision and editing processes, including consideration of peer and teacher feedback	Limited revision and editing processes and little consideration of peer and teacher feedback	Little or no evidence of revision and editing processes or consideration of peer and teacher feedback
<i>Knowledge of conventions</i>	Effective use of conventions for different modes, genres, and audiences. Portfolios in this range may also creatively experiment with and expand conventions.	Adequate use of conventions for different modes, genres, and audiences	Inconsistent use of conventions in limited modes, genres, and audiences	Inappropriate conventions and limited modes, genres, and audiences

<i>Research</i>	Effective integration and citation of primary and secondary research	Adequate integration and citation of primary and secondary research	Limited integration and citation of primary and secondary research	Little or no evidence of integration and citation of primary and secondary research
<i>Metacognition</i>	Thorough reflection on rhetorical choices and composing	Adequate reflection on rhetorical choices and composing	Limited reflection on rhetorical choices and composing processes	Little or no evidence of reflection on rhetorical choices and composing processes

The UWP1 portfolio reflection letter prompt and portfolio rubric are meant as a guide for UWP1/1Y instructors. Although all UWP1 courses share the same learning outcomes and assess portfolios based on the five categories of the UWP1 learning outcomes (rhetorical knowledge, processes, knowledge of conventions, research, metacognition), individual instructors may adjust this rubric to suit the needs of their students and curriculum.

Appendix C: Example Grading Contracts

The following grading contracts reflect the two major types of grading contracts commonly used in UWP1. The first contract is the “portfolio emphasis” contract. For this contract, students are given a set of criteria to be completed to insure a grade of “B,” and the quality of the portfolio dictates whether students will get an “A.” The second contract is the “labor emphasis” contract. For this contract students must meet the criteria of the “A” category of the rubric to get an “A” in the class, the criteria of the “B” category to get a “B,” etc.

Portfolio-Emphasis Contract

This grading system gives you credit for your overall performance, rather than for points for individual assignments—so it puts you in greater control of your grade and reduces stress. You will be assured a B in the class if you complete all the work on time and according to the requirements.¹ At the end of the quarter, you will submit a final portfolio of your major projects, which will be evaluated to determine whether your grade remains a B or is higher than a B (you will receive feedback on these projects throughout the quarter). I will email you with a progress report mid-quarter and you are welcome to check in with me about grades during the quarter if you have concerns.

You are guaranteed a B if you:

1. Actively participate in class daily.
2. Have no more than 1 absence and are rarely late for class.
3. Meet due dates and requirements for all major assignments.
4. Complete all homework on time, meeting the requirements.
5. Participate in all peer reviews with a complete draft and cover memo.
6. After peer review, revise your draft before you submit to instructor for further feedback.
7. Substantially revise your major projects for the final portfolio (not just surface editing).
8. Meet with the instructor to discuss your major writing projects.
9. **Complete your Final Portfolio** and meet the requirements (must be completed to pass the class, no matter the grade).
10. **Complete your Final Exam** and meet the requirements (must be completed to pass the class, no matter the grade).

To receive an A in this class, you must have a B from the contract and an A level portfolio. We will go over the final portfolio rubric to discuss what an A level portfolio is.

While this course is set up to help you succeed, and I expect you all to do well, **if you have not met the above contract requirements**, you are no longer guaranteed a B for the class. Your contract grade

will drop by 1/3 letter grade for each missing requirement (i.e. B to B-). Your new grade will then be averaged with your portfolio grade. Pay special attention to:

- **Peer review workshops**, which are an essential part of this course. If you come to peer review workshop without a draft, your grade will drop by 1/3 a letter grade. If you skip peer review workshop entirely, your grade will drop by 2/3 letter grade.
- **Meeting requirements for major assignments:** Each major assignment has requirements in addition to the essay, clearly outlined on the assignment. Each assignment requires a cover memo before peer review and a second cover memo before you submit to the instructor. In addition, a writing theory reflection will be due after the assignment. If any of these components are missing or incomplete, you will not have met all the assignment requirements and your contract grade will drop by 1/3.
- **Free passes:** You are allowed two free passes to submit homework late (no more than 48 hours).

¹ Based on Jane Danielewicz and Peter Elbow's "A Unilateral Grading Contract to Improve Learning and Teaching."

Labor-Emphasis Contract

	A range	B range	C range	D to F range
Class and one-one-one conferences attendance	Always attends class and conferences and is rarely late for class (no more than one absence)	Regularly attends class and conferences and is rarely late for class (no more than two absences)	Does not regularly attend class and conferences and is sometimes late for class (no more than three absences)	Does not regularly attend class and conferences and is often late for class (more than three absences)
Participation in peer response workshops, small group activities, and class discussions	Frequently participates	Regularly participates	Does not regularly participate	Rarely participates
Focused on class activities and not homework from other classes, social media, etc.	Always focused on class activities	Usually focused	Often not focused	Frequently not focused
Classroom citizenship	Always respectful to and considerate of peers and instructor	Respectful to and considerate of peers and instructor	Sometimes disrespectful to and inconsiderate of peers and/or instructor	Frequently disrespectful to and inconsiderate of peers and/or instructor
Peer response workshop feedback	Posts drafts and provides feedback to peers that meets all the guidelines in all workshops	Post drafts and provides feedback in all workshops but a few peer responses may not meet the guidelines	Drafts or feedback is missing or does not meet the guidelines	Does not post drafts or provide feedback
Reading response journals and other online tasks	Completes all journals and online tasks and meets all the guidelines	Completes all journals and online tasks, meeting most of the guidelines (a few journals or tasks may not meet the guidelines)	Some journals or online tasks not completed or many journals failing to meet the guidelines	Most journals and online tasks not completed or failing to meet the guidelines

ePortfolio	Meets the “proficient” portfolio rubric guidelines in all categories	Meets the “proficient” portfolio rubric guidelines in most categories	Meets the “developing” portfolio rubric guidelines in most categories	Meets the “needs improvement” portfolio rubric guidelines in most categories
Final exam	Meets all the guidelines	Meets most of the guidelines	Many of the guidelines not met	Does not complete the final exam
<p><i>A portfolio in the “Advanced” range of the UWPI Portfolio Scoring Rubric will result in a “+” added to the final grade.</i></p> <p><i>Meeting every criteria but one in a contract grade category will result in a “-“ grade rather than a lower letter grade.</i></p>				