

UWP1Y: Introduction to Academic Literacies

Winter 2022, Section 8, 0347 Storer Hall

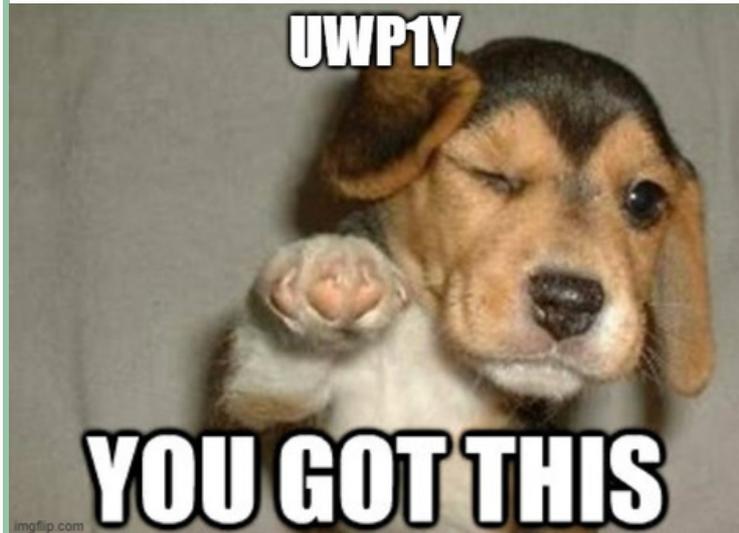
*This syllabus is available in an alternative format

Course Description

Welcome to UWP1Y. The **goals** of this course are to help you become a more confident and flexible writer, to improve your reading and writing processes, and to help prepare you for the writing you'll be asked to do in your courses at UC Davis.

The **prerequisite** for UWP 1Y is completion of the Entry Level Writing Requirement (ELWR). If you take UWP 1Y without having met the ELWR, you'll 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.

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 (<http://sdc.ucdavis.edu/>). If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.



CONTACT INFORMATION

Instructor: Dan Melzer

Pronouns: He/him/his

Email: dlmelzer@ucdavis.edu

Office Hours on Zoom by appointment:

M 2:30-4:00, F 12:00-1:30 or other times by appointment

Course Canvas Site:
canvas.ucdavis.edu

UWP1Y Learning Outcomes

The UWP1Y 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.

Processes

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

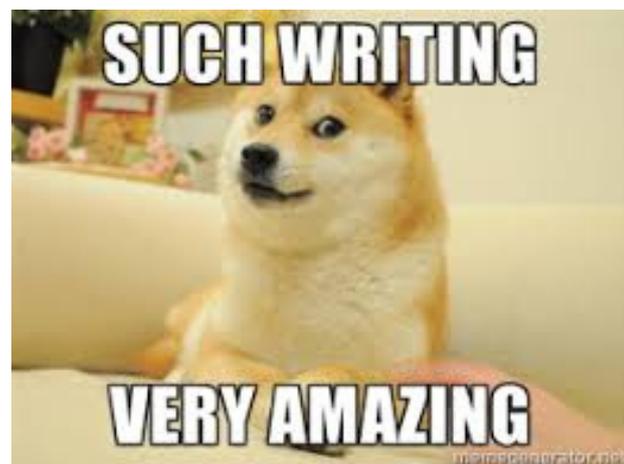
Metacognition involves the ability to reflect on rhetorical choices and composing and reading processes.

- Students will reflect on their reading and composing processes and the rhetorical choices they made in their compositions (choices about 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.

First-Year Composition 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 UWP1Y 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.



Class Activities and Projects

Each week we will have the same types of activities and due dates:

Mondays: I will send you an email reviewing the readings and activities for the week and I will post a preview video to that week's Canvas module explaining the activities for the week.

Before Wednesday: You will upload that week's Reading Response Journal post.

Before class on Fridays: You will respond to a peers' Reading Response Journal post and complete that week's Virtual Class Activity.

Class on Fridays: In class I will review the readings and activities for the following week. Each class will focus on interactive activities and discussion.

Reading Response Journals

To use writing as a tool for critical thinking about the class readings, every week you'll post an informal 150-200 word response to that week's reading(s) to a Canvas discussion forum. This post should respond to the prompt in that week's discussion forum. In your posts, don't worry about grammatical correctness or organization. These are exploratory posts. Post your Reading Response Journal before Wednesday. For each Reading Response Journal you'll also write a 2-3 sentence response to one of your peers' posts. Complete the response to a peer before class on Friday.

Virtual Class Activities

As part of the online component of this hybrid course each week you'll complete a Virtual Class Activity posted in Canvas. These activities are all designed to help you with your writing projects. Submit your Virtual Class Activity before class on Fridays (you don't need to respond to other students' activities).

Academic Research Article Portfolio

The major project for this course is an academic research article aimed for publication in the UC Davis First-Year Composition online student writing journal, *Readings about Writing*. We'll write the article in steps, from a proposal to finding sources to peer response workshops and feedback from me on drafts of the your article. You'll also write a Portfolio Reflection at the end of the process that makes an argument for how you've met the UWP1Y learning outcomes. You'll compile your writing in a portfolio and submit it on Canvas. See the Academic Research Article assignment prompt in Canvas for a detailed description with due dates.

This course will not have a typical final "exam." During final exams week, you will upload a brief slideshow overview of your research article and vote for the top five research projects. The top five vote getters will have the option of being published in *Readings about Writing*.

Research and Citation

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" (<http://www.wpacouncil.org/node/9>). 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.

Grading

I believe that grades are a poor way to motivate students to learn and that grading writing is subjective. Because of this I use a grading approach called contract grading. The grading contract is included on the class Canvas site, and you'll be reading an article that explains contract grading.

Incompletes, by university policy, are only allowed in cases of documented true emergencies, such as a serious illness or death in the family. If such an emergency arises, please discuss it with me immediately. 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.

