

UWP 1A: Writers' Workshop



Instructor	Kirsten Schuhmacher (she/her/hers)
Email	kschuhmacher@ucdavis.edu
Office	Voorhies 330
Office Hours	M 12-1pm (in-person), T 2-3pm (Zoom) and by appt.

Welcome to UWP 1A! I'm excited that you decided to take this course and that you're taking it with me. This class requires concurrent enrollment in a lower division writing course (i.e., UWP 1). This writing course focuses on developing writing and revision strategies, exploring ways to understand a writing task, developing appropriate content for a writing task, and revising content to reflect competence as a communicator.

Important

For this course to fulfill the Entry-Level Writing Requirement, students must take the course for a letter grade and earn a C or higher.

Learning Outcomes

Outcome	Criteria
Analyze academic literary tasks	1.1 identify conventions of academic genres 1.2 identify and describe rhetorical situations
Identify and deploy writing strategies	2.1 identify and evaluate past literacy experiences and strategies 2.2 identify different writing and rhetorical strategies 2.3 translate feedback into conscious action 2.4 determine how well writing products meet expectations
Learn strategies for evaluating, understanding and using sources	3.1 develop strategies for contextualizing a text 3.2 develop comprehension and analytic summary strategies 3.3 evaluate use of sources 3.4 articulate the underlying values and practices of a particular citation system

Required Texts

All the required readings for this course will be available on Canvas. You do not need to buy any materials for this course. I have divided the course modules up by week so that you can easily find and access the materials for class.

Requirements

- Reflective Writing/Analysis: Throughout the quarter you will be asked to develop reflective writing on various topics. To receive full credit for these you should make sure to meet the minimum requirements listed for each assignment.
- Discussion Boards/Assignments: The deadlines for these discussion boards are important, especially in terms of responding to one another. Full credit for these activities depends on complete and thorough responses in a timely manner.
- Peer Review Workshops: Throughout the quarter, we will review each other's work in class.

- Final Portfolio: The Final project for the class is a Portfolio that includes a Reflective Essay, a Peer Review Reflection, and a Revision Demonstration

Grading

In this course, I will be using Contract grading to assess your work. What this means for you is that you will receive credit for assignments turned-in as opposed to assessing each individual piece of your writing with a letter grade. I use contract grading to give you time and freedom to improve your writing. I also like contract grading because it should reduce your stress and allow you to focus on ways to improve and explore your writing and writing processes. The rubric for our class contract grading can be found below. Please make sure to look this over.

	A-Range	B-Range	C-Range	D to F-Range
Attendance and Participation	Attends all synchronous meetings and often participates	Misses 1 meeting and/or usually participates	Misses 2-3 meetings and/or sometimes participates	Misses over 3 meetings and/or rarely participates
Discussion Boards/ Assignments	Completes all tasks with thorough responses and engages with peers	Completes most tasks (90%) with thorough responses and engages with peers	Completes 75% of tasks with clear responses	Completes less than 50% of tasks or provides very short, limited responses
Peer Review Workshops	Completes all workshops on time and meets all the guidelines	Completes all workshops, meeting most of the guidelines (a few tasks may not meet the guidelines)	Some workshops not completed/handed in or there are many that do not meet the guidelines	Most workshops not completed and/or failing to meet the guidelines
Writing Analysis/ Reflection Writing	Completes all elements of the Analysis/ Reflection on time and meets all the guidelines	Completes all elements of the Analysis/ Reflection and meets most of the guidelines	Incomplete elements of the Analysis/ Reflection; many elements do not meet guidelines	Does not complete Analysis/ Reflection; many guidelines not met
ePortfolio	Completes the ePortfolio on time and meets all the guidelines	Completes the ePortfolio and meets most of the guidelines	Incomplete ePortfolio and/or many of	Incomplete ePortfolio and/or most of

			the guidelines not met	the guidelines not met
<i>A portfolio in the "Advanced" range will result in a "+" added to the final grade; meeting every criteria but one in a contract grade category will result in a "-" grade rather than a lower letter grade.</i>				

Late Work Policy

Late work will only be accepted without penalty with prior written communication. I accept late work up until the last instruction week with penalties in line with the rubric. Keep in mind, it is always better to be transparent about your needs since I encourage taking charge of your learning experience.

I cannot accept late work for the ePortfolio.

Communication

Communication Etiquette

I am here to support your success. Please seek my help if you need it. I will do everything I can, and I will note your effort. If my office hours are inconvenient for you, do not hesitate to make an appointment or email me with questions or problems. I check my email often and will respond with reasonable regularity. Please note that emails sent before 6am, after 5pm, and on weekends will take me longer to respond to.

I am always happy to talk with you about your ideas and drafts during my office hours or by appointment; however, please do not send drafts via email for me to look at and respond to. I will not respond to drafts over email.

Inclusive Language

Pronouns are linguistic tools that we use to refer to people. (i.e. they/them/theirs, she/her/hers, he/him/his). Because pronouns in English are often associated with gender identity, using each other's correct pronouns is an important way to show respect to each other and create a learning environment that is inclusive to trans* and gender-non-conforming scholars. Consistent with core values for this course, we will collectively create an inclusive learning environment by doing the following:

- Offer opportunities for our classmates to share their correct pronouns
- Use each other's pronouns correctly, or if pronouns are not known, refer to people by name or with gender neutral language (they/them).
- Discuss the group using gender neutral language (i.e. "y'all" or "everyone" versus "you guys")

This course is designed to emphasize and explore multilingual and multicultural adaptation. We are very fortunate to be in a diverse learning environment where we encounter a range of linguistic and cultural backgrounds and levels of English proficiency. This learning environment reflects a realistic writing and collaborative situation from today's world. You are invited to use all of your languages as resources in this course. You are welcome to write in a language other than English whenever it is helpful (such as in first drafts and notes), to draw on words and phrases in final drafts that do not have translations in English, and to use print-and web-based sources that are written in languages other than English. **In this class, I expect "written accents" (missing articles, incorrect prepositions, incorrect verb tenses) to be treated with respect.** While all students in this course are expected to challenge themselves to become more effective and accomplished writers in English, we will not spend time worrying too much about the aspects of English that take many years to acquire (i.e. articles, verb tense, prepositions).

Code of Academic Conduct

In written assignments, you must unambiguously cite all work that is not your own and give credit to any person or publication whose language or ideas you use. You may not submit work that you have submitted for credit in other courses, and you may not turn in work that you could not have completed on your own (e.g., you may have a family member or tutor read over a paper and make suggestions, but you may not enlist someone to write or fix your work for you). Penalties for violations of this code of conduct may include failure of an assignment, failure of the course, and other academic penalties.

Please refer to the UC Davis Code of Academic Conduct for more information. Students who are in doubt as to what constitutes a violation of academic integrity should consult with their instructor.

Accommodations

Because we all learn differently, we all need accommodations. If an aspect of this course prevents you from learning or participating fully, please let me know. We will work together to create the best learning environment for you in this course. If you need official accommodations, you have a right to have these met. I encourage you to reach out to the Student Disability Center (<https://sdc.ucdavis.edu/>) if you feel that it is a good option for you.

Be Well

Taking care of yourself is always part of my teaching philosophy, but with COVID, the flu, and RSV going around, please take care of yourself. I want to make sure that we all have a safe space to learn together, so if you are experiencing COVID or flu-like symptoms, please keep me informed so that we can work together to create accommodations.

To access Counseling Services in North Hall and all locations call 530-752-0871

It is also important that I tell you that I am a mandatory reporter. If you tell me something i.e. sexual harassment, stalking, etc. that you want to keep "confidential," I cannot. My job requires me to talk to and involve the appropriate people who have more experience and knowhow. If, however, you would like to talk to someone who is not a mandatory reporter, you can call the CARE (Center for Advocacy Resources and Education) Line at 530-752-3299.

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:
<http://success.ucdavis.edu/services/writing.html> or call 530-752-2013
The main office is 2205 Dutton Hall.

Course Calendar

Week 1: Welcome and Reading Like a Writer

Monday – April 3rd:

- Read:
 - Syllabus
- Due:
 - Review course and syllabus
 - Entrance Survey

Wednesday – April 5th:

- Read:
 - Bunn, "How to Read Like a Writer"
 - Foley, "Unteaching the Five-Paragraph Essay"
- Due:
 - Canvas Discussion
 - Reflective Writing 1

Week 2: Managing Writing Assignments

Monday – April 10th:

- Read:
 - Hinton, "So You've Got a Writing Assignment. Now What?"
- Due:
 - Canvas Discussion

Wednesday – April 12th:

- Read:
 - Nothing
- Due:
 - Bring in a copy of a writing assignment

- Reflection Writing 2

Week 3: Invention and Drafting

Monday – April 17th:

- Read:
 - Lamott, “Shitty First Draft”
 - Carlton, “The Complexity of Simplicity: Invention Potentials for Writing Students”
- Due:
 - Canvas Discussion

Wednesday – April 19th:

- Read:
 - Nothing
- Due:
 - Reflection Writing 3

Week 4: Peer Response

Monday – April 24th:

- Read:
 - Straub, “Responding – Really Responding – to Other Students’ Writing”
- Due:
 - Canvas Discussion
 - Peer Review #1

Wednesday – April 26th:

- Read:
 - Nothing
- Due:
 - Reflection Writing 4

Week 5: Using Feedback

Monday – May 1st:

- Read:
 - Grauman, “What’s That Supposed to Mean? Using Feedback on Your Writing”

- Due:
 - Canvas Discussion

Wednesday – May 3rd:

- Read:
 - Nothing
- Due:
 - Reflection Writing 5

Week 6: Revision

Monday – May 8th:

- Read:
 - Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers”
- Due:
 - Canvas Discussion
 - Peer Review #2

Wednesday – May 10th:

- Read:
 - Nothing
- Due:
 - Reflection Writing 6

Week 7: Understanding Grading

Monday – May 15th:

- Read:
 - Levine, “What Are We Being Graded On?”
 - Reflection Essay Prompt
 - Final ePortfolio
- Due:
 - Canvas Discussion

Wednesday – May 17th:

- Read:
 - Nothing
- Due:
 - Reflection Writing 7

Week 8: Reflection

Monday – May 22nd:

- Read:
 - Giles, “Reflective Writing and the Revision Process: What Were You Thinking?”
- Due:
 - Canvas Discussion
 - Peer Review #3

Wednesday – May 24th:

- Read:
 - Nothing
- Due:
 - Reflection Writing 8

Week 9: Final Thoughts

Monday – May 29th (No Class: Memorial Day):

- Read:
 - Nothing
- Due:
 - Nothing

Wednesday – May 31st:

- Read:
 - Gagich, “An Introduction to and Strategies for Multimodal Composing”
- Due:
 - Canvas Discussion
 - Peer Review #3

Week 10: Wrapping-Up

Monday – June 5th:

- Read:
 - Reflection Essay Prompt
- Due:
 - Draft of Reflection Essay
 - Reflection Essay Peer Review

Wednesday – June 7th:

- Read:
 - Go back through all readings and work completed

UWP 1A 004
M/W 11:00-11:50

Spring 2023
Olson 244

- Due:
 - Questions about the final portfolio

ePortfolio due: June 15th by 10am (no class)