UWP 1Y:
Introduction to Academic Literacies

Instructor: **Kirsten Schuhmacher**
E-mail: kschuhmacher@ucdavis.edu
Office: Voorhies 330
Office Hours: In-person Thurs. 8:30-9:30am and online Wed. 4-5pm by appointment; to meet with me, please follow this link: https://ucdavis.zoom.us/j/7971540437

A Note from Me to You

As we continue with this ever-changing and challenging time, please keep in mind that we are all learning and adapting. Please, please, please be in contact with me as the quarter progresses. I care about you, and I want to make sure you are not being excluded from any of the activities we do just because of technology and/or personal struggles. Also, if things come up and you need extensions, please let me know. There is no shame in asking for help or more time. As I am your instructor, I am your personal contact for the course, so please don't hesitate to reach out.

Course Description

Welcome to UWP 1y! I'm excited that you decided to take this course and that you're taking it with me. This course is designed to help you develop skills and confidence as a reader, writer, and researcher in and out of the University. We will be focusing on ways to improve these areas as well as taking time to reflect on your own writing, researching, and reading processes.

This class is a hybrid course, so it will feature both in-person and online engagement. UWP 1y will require **just as much** engagement with the materials and the class as a fully in-person course. Because it is a hybrid course, you will be expected to be self-paced throughout the duration of the class. You should not take this course if you expect that it will be less work or that it will be easier than taking the fully in-person course.

Important

The prerequisite for UWP 1is 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.

Required Readings

All of 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

Course Engagement: Discussion Posts, 5 300-350 word reflection journals, and weekly surveys
Peer Response: Peer Responses on Canvas and peer feedback on drafts
Rhetorical Analysis: Research on the FYC Journal
Project Proposal: Short written proposal for Academic Research Article
Academic Research Article: Research on a writing concept
Reflection Essay: Reflection on course outcomes and your goals
Portfolio Project: Compiling polished drafts of written work

All formal writing assignments will be turned in via Canvas

You will receive detailed instructions for each writing assignment. They will be posted on Canvas under the module titled "Course Writing." Please let me know your questions and/or concerns as they come up.

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 in order 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 on the next page. Please make sure to look this over. Since I encourage community in the classroom, this rubric is reasonably flexible. We will spend time discussing the expectations and anything you would like to change.

	A Range	B Range	C Range	D Range
Course Engagement	Completes all online activities and meets all of the guidelines	Completes the majority of activities and meets most of the guidelines	Completes only some of the online activities **or** many activities fail to meet the guidelines	Most online activities are incomplete and/or the guidelines for activities are rarely met
Peer Response	Provides feedback on time that meets the guidelines	Occasionally provides late feedback that meets most of the guidelines	Provides late or missing feedback often **and/or** does not meet the guidelines	Does not give feedback
Rhetorical Analysis	Completes analysis and meets all of the guidelines	Completes analysis and meets most of the guidelines	Incomplete analysis and/or many guidelines not met	Does not complete analysis and/or does not meet guidelines
Project Proposal	Completes project proposal and meets all of the guidelines	Completes project proposal and meets most of the guidelines	Incomplete project proposal and/or many guidelines not met	Does not complete project proposal and/or does not meet the guidelines
Academic Research Article	Completes report and meets all of the guidelines	Completes report and meets most of the guidelines	Incomplete report and/or many of the guidelines are not met	Does not complete report and/or does not meet any of the guidelines
Reflection Essay	Completes reflection essay and meets all of the guidelines	Completes reflection essay and meets most of the guidelines	Incomplete reflection essay and/or many of the guidelines are not met	Does not complete reflection essay and/or does not meet any of the guidelines
Portfolio Project	Completes Portfolio and meets all of the guidelines	Completes Portfolio and meets most of the guidelines	Incomplete Portfolio and/or many of the guidelines are not met	Does not complete Portfolio and/or does not meet any of the guidelines

UWP 1 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 involve 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.
- ❖ Students will revise and edit multiple drafts based on feedback from peers and the instructor.
- ❖ Students will demonstrate the ability to adjust their reading and composing processes for different modes, genres, audiences, and contexts.

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 conflicts between 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 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 demonstrate rhetorical awareness by reflecting on the rhetorical choices they made in their compositions (organization, evidence, language, document design, etc.).
- ❖ Students will reflect on their reading and composing processes.

Why Learning Outcomes Matter

Understanding and thinking about the learning outcomes for this course is very important. Your work will be assessed based on these learning outcomes, so I recommend taking time to read through these a few times so that you can begin to think of your writing as engaging with these ideas. Throughout the quarter, your writing will build on these ideas, and you will be asked to reflect on this building process in your final portfolio reflection essay.

Participation

Your posts in Canvas before each class give you an opportunity to engage with your classmates while looking critically at your own processes. I will post questions in Canvas each Sunday at midnight, and you will be responsible for writing up a 200-250 word response to the posted question by Wednesday. You will also be required to post a 50-100 word response to one of your peer's posts by Friday of the same week.

This class relies heavily on participation, patience, reflection, and peer engagement. **Discrimination of any kind will not be tolerated.** I expect you to show your classmates and me respect.

This course is designed to emphasize multilingual writing and thinking. 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, to use print-and web-based sources that are written in languages other than English, and to conduct primary research in languages other than English. **In this class, I expect "written accent" (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), but instead focus on expression of ideas, communicative competence, and rhetorical savvy.

Class Communication

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.

Late Work

Because contract grading requires you to develop your time management skills, late work will only be accepted **without penalty** with prior written communication. I understand that this quarter will be difficult, so I will be as lenient as possible when it comes to late work. I only ask that you tell me at least 24 hours in advance if you are unable to turn in your work on time. 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 papers requiring peer review, the final exam, and the portfolio.

Public Health Expectations and Best Practices

I am happy to see you on campus again! In-person teaching and learning is a community endeavor, and it relies on everybody working together to follow the safety protocols and keep each other safe. You are expected to follow university public health requirements and pursue personal protection practices to protect yourself and the others around you. These include:

- Participate in the university's daily screening process.
- Everyone must complete a [Daily Symptom Survey](#) to access a university-controlled facility.
- Participate in the university's testing program.
- All students are required to participate in the [COVID-19 Testing program](#) as required by their vaccination status – every four days for unvaccinated students and every 14 days for vaccinated students. You may test more frequently.

- Wear a well-fitted face covering that always covers your nose and mouth.[1]
- Everyone is required to wear face coverings indoors regardless of vaccination status. If you see someone not wearing a face covering or wearing it incorrectly, then kindly ask them to mask up.
- Monitor the daily potential exposure report.
- Every day the university will update the potential exposure report with building and some classroom information and the dates of exposure.
- Assist in the contact tracing process.
- If you're contacted by a case investigator, it means you have been identified as a close contact, please respond promptly. You must assist with identifying other individuals who might have some degree of risk due to close contact with individuals who have been diagnosed with COVID-19.
- Students may remove their mask briefly during a class to take a drink. They may not eat in a classroom.
- In the event that you cannot attend class, it is a good idea to have a back-up plan.

What to do if you test positive or are required to isolate: If you test positive for COVID-19 or if you have symptoms, DO NOT COME TO CLASS. Seek medical care. Work with the contact tracing team, as required, to ensure that others you may have been in contact with are notified as necessary.

- As with any illness or absence, contact your instructor(s) as soon as possible so that we can help support you. Please note that you are never required to disclose a health diagnosis, though you may be asked to document its effects on your ability to attend class. We will work with you to ensure that you can keep up with the course, and you will be given reasonable accommodations for any assignments you are forced to miss due to illness or quarantine.
- You can help by making an effort, so long as you are feeling well and testing negative, to keep up in the class, attend class, and turn in assignments on time; that way, in case of any illness, it will be easier for you to make up missing work and avoid falling too far behind in the class.
- Please note that your instructor may request medical documentation when granting accommodations. We also suggest that you exchange contact information with a few classmates so that you can share class notes with each other in the event that someone needs to miss class for illness or quarantine.

Student Conduct Policy

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[1] An effective face covering is defined by the state of California (see California Code of Regulations b.8) as follows: "'Face covering' means a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers. A face covering has no visible holes or openings and must cover the nose and mouth. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric."

The campus has developed an interim student conduct policy to address COVID-19 related incidents. The UC Davis Policy on Student Conduct and Discipline—Interim Student Conduct Policy allows imposing disciplinary action for violations of the Interim Public Health Policy.

Reporting Violations
Campus Policy Violations: Reports of students or student organizations who allegedly violate campus policy, even when on private property, can be made to OSSJA for investigation. If a student is found responsible, students can face consequences including, but not limited to, censure, probation up to suspension or dismissal. Student organizations can face consequences including, but not limited to conditional registration, loss of privileges and revocation of registration status. To report an incident involving a student or student organization, please fill out the OSSJA Incident Report Form.

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 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 our return to in-person instruction during these uncertain times, please, please care for yourself. Avoid large crowds as much as possible, wash your hands, and be honest with yourself with how you are feeling. I want to make sure that we all have a safe space to learn together, so if you are experiencing COVID-like symptoms, please keep me informed so that I can provide you with online materials. I have included some helpful links below:
Therapy Assistance Online
To access Counseling Services in North Hall and all locations call 530-752-0871

Please also check-out the document titled: "Campus Resources" in the "Helpful Materials" Module for more information and links to other resources.

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

This class calendar is subject to change in case of emergency or class needs. You will be notified of any changes in Canvas under the "Announcements" tab.

It is your responsibility to upload all of your documents on time to the correct assignment in Canvas by midnight before it is due. If I cannot access or open your documents, your work will be considered late.

Assignment Due Dates

- ❖ Rhetorical Analysis: Jan. 21st by 11:59pm
- ❖ Academic Research Article Proposal: Jan. 28th by 11:59pm
- ❖ Academic Research Article Draft & Process Memo: Feb. 11th by 11:59pm
- ❖ Academic Research Article & Cover Memo: Feb. 25th by 11:59pm

❖ Reflection Project Proposal: Mar. 4th by 11:59pm
❖ Reflection Project: Mar. 17th by 8:00pm
❖ Portfolio: Mar. 17th by 8:00pm

Week 1: Introductions and "Good Writing" (Jan. 3-7)

To Do:

Read: Course Syllabus
        Tan: "Mother Tongue"
        Bronson: "Good Grammar Comes from Privilege, not Virtue"
Complete Entrance Survey

Due Wednesday

Discussion Post: Introductions and Syllabus
Discussion Post: "Good Writing"

Thursday Class: NO IN-PERSON INSTRUCTION

Due Friday

Respond to a peer's post on Perusing Our Syllabus
Submit Reflection Journal #1
Sign-up for an article to focus on for Week 6

Week 2: Rhetorical Analysis (Jan. 10-14)

To Do:

Read: Bunn: "How to Read Like a Writer"
        Carroll: "Backpacks vs. Briefcases: Steps toward rhetorical analysis"
        Rhetorical Analysis Instructions
Complete Week 2 Survey

Due Wednesday

Discussion Post: Rhetorical Analysis

Thursday Class: Jan. 13

Due Friday

Respond to a peer's discussion post
Submit Reflection Journal #2

Week 3: Genre and Discourse Communities (Jan. 17-21)

To Do:

Read: Melzer; "Understanding Discourse Communities"
        Dirk; "Navigating Genres"
        Academic Research Article Instructions

Complete Week 3 Survey

Due Wednesday

Discussion Post: Discourse Communities

Thursday Class: Jan. 20

Due Friday

Respond to a peer's discussion post
Submit Reflection Journal #3
Rhetorical Analysis Due!

Week 4: Research (Jan. 24-28)

To Do:

Read: Driscoll; "Introduction to Primary Research"
        McClure, "Googlepedia"
Complete Week 4 Survey

Due Wednesday

Discussion Post: Evaluating Sources

Thursday Class: Jan. 27

Due Friday

Respond to a peer's discussion post
Submit Reflection Journal #4
Academic Research Proposal Due

Week 5: Drafting Process (Jan. 31- Feb. 4)

To Do:

Read: Foley: "Unteaching the Five Paragraph Essay"
        Lessner and Craig: "'Finding Your Way In': Invention as Inquiry Based Learning
in First Year Writing"
        Lamott: "Shitty First Drafts"
Complete Week 5 Survey

Due Wednesday

Discussion Post: Drafting
Peer Response to Project Proposal

Thursday Class: Feb. 3

Due Friday

Respond to a peer's discussion post
Submit Reflection Journal #5

Week 6: Peer Response (Feb. 7-11)

To Do:
Read: Straub, "Responding--Really Responding"
    Peer Response Guidelines
Watch: "Describe - Evaluate - Suggest: Giving Helpful Feedback, with Bill Hart-Davidson"
Complete Week 6 Survey

Due Wednesday
Discussion Post: Peer Response

Thursday Class: Feb. 10

Due Friday
Respond to a peer's discussion post
Draft of Academic Research Article Due with a Process Memo

Week 7: Revision and One-on-One Conferences (Feb. 14-18)

To Do:
Read: Sommers, "Revision Strategies"
    Complete Week 7 Survey
Conferences! Sign up:
https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUZoVUI0U2xUN3NNfGRlZmF1bHR8ZmQ1MGFlOGI2NmQ2NWQ2ZmZmYjJmMTAwZmI0MWVlYzA

Due Wednesday
Discussion Post: Revision

Thursday Class: Feb. 17 (No class; Conferences)

Due Friday
Peer Response to two peers' Academic Research Articles
Work on crafting your final draft of your Academic Research Article

Week 8: Revision and One-on-One Conferencing (Feb. 21-25)

To Do:
Read: Giles: "Reflective Writing and the Revision Process: What were you thinking?"
    Reread Academic Research Article Instructions
    Complete Week 8 Survey

Conferences! Sign up:
https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUZoVUI0U2xUN3NNfGR
lZmF1bHR8ZmQ1MGFlOGI2NmQ2NWQ2ZmZmYjJmMTAwZmI0MWVlYzA

Due Wednesday

Discussion Post: Reflection
Optional Discussion: Questions and concerns about Academic Research Article

Thursday Class: Feb. 24 (No class; Conferences)

Due Friday

Submit final Academic Research Article

Week 9: Reflection and Multimodality (Feb. 28- Mar. 4)

To Do:

Read: Gagich: "An Introduction to and Strategies for Multimodal Composing"
Reflection Portfolio Project Instructions
Look at Reflection Project examples posted to Canvas
Complete Week 9 Survey

Due Wednesday:

Think of questions or concerns for your Final Portfolio

Thursday Class: Mar. 3

Due Friday:

Reflection Project Proposal Due

Week 10: Wrapping Up (Mar. 7-11)

To Do:

Read: Look at instructions for Reflection Essay and Final Portfolio
Work on Final Project!
Complete Exit Survey and Course Evaluations

Due Wednesday:

Respond to two peers' drafts of their Reflection Project Proposal

Thursday Class: Mar. 10

Due Friday:

Work on Reflection Essay and Final Project!

Final (Mar. 17)

Due Thursday March 17th by 8:00pm:

    Final Portfolio Presentation