

Writing 22A-02

UCSC Summer Start, Aug-Sept 2014

Class Sessions

Mon/Wed 9:30am-12:00pm

Social Sciences I, Room 149

[Daily Schedule](#)

Instructor

[Philip Longo](#), PhD (call me “Phil”)

email: plongo@ucsc.edu

office: Oakes Academic Building 314

office hours: T 10-12

Course Description

Writing 22A offers instruction on selected topics in grammar and conventions of written English as needed to strengthen the writing skills of students whose primary language is not standard English. The course provides students with contextualized practice in these concepts, engaging them in not only discussions of their rules, but also examinations of how authors have utilized and adapted them to suit their purposes. Students will further this practice by applying what they have learned to evaluating the accuracy, clarity, and impact of their own sentences, which will then aid in the process of refining the larger ideas of their compositions. That is, **how** one writes is closely related to **what** one writes.

This course is also grounded in the belief that reading, thinking, and writing are connected, and so the better you do one, the better you will do them all. Students will, therefore, explore reading and writing as processes, examining what it means to be active readers and analytical writers. As students hone and develop reading and writing techniques, they will compose one essay on the power and importance of language.

Course Objectives

Students will...

- Employ reading comprehension strategies central to scholarly work
- Examine, compare, analyze, and synthesize ideas introduced in the assigned texts
- Use conventions of academic conversation to discuss and respond to these texts
- Identify elements of argument in the assigned texts and apply these elements to their own writing
- Generate, organize, and refine their own ideas using a process-based approach to writing
- Develop an essay driven by a clear purpose
- Integrate and cite textual sources using MLA guidelines
- Practice with common grammar conventions
- Utilize standard English conventions to assess their own sentences and how they impact their writing
- Apply revision, editing, and proofreading strategies to their own writing
- Evaluate their own reading, writing, revising, and editing processes

Required Texts (Available at Bay Tree Bookstore)

- *Language Power* by Diana Ferris
- *Writing 22A Course Reader*

Google Drive and Email

I will be posting assignments and updates on Google Drive so you need to be prepared to check the [Schedule](#) regularly. Please check your @ucsc.edu email to get the link for the site.

You need to check your UCSC email *at least twice a day*. If you do not plan on using your UCSC account, have it forwarded to an email account that you use and check daily. I will make announcements about class and assignments via email from time to time, so it is *essential that you check your email regularly*. If you fail to do so, you may miss out on important information.

Course Policies

Attendance & Late Policy: *Attendance is compulsory.* In order to improve the accuracy and elegance of your writing, you need to be in class with your completed assignments to discuss, reflect upon, and edit. **If you miss more than one class** (for any reason), you may not pass the class. Excessively late arrivals (or early departures) will count as absences. If you must miss class, please contact me beforehand, or as soon as possible afterward. **Be present, be punctual, and be ready to participate.**

NOTE: Class will not be held on Monday, 9/1 because of the [Labor Day Holiday](#). That week, we will meet on Wednesday, 9/3, AND Friday, 9/5. Mark your calendars now!

Late Assignment & Missed Work Policy: Assignments are to be turned in on time. Late assignments may affect your ability to pass the course.

If you must be absent, please notify me before the class you are to miss if possible. Even when absent, you are expected to complete assigned readings and assignments. That is, being absent on Monday is NOT an excuse for showing up on Wednesday without the required work completed. It is *your responsibility* to stay on top of work when absent, do the following:

1. Check “Schedule” on Google Drive to find out what is due the following class.
2. Check Google Drive for new handouts and assignments.
3. Touch base with a classmate.

Additionally, in-class work (group work and quizzes) cannot be made up. I also do not accept assignments through email unless I have asked you to turn something in to me this way.

Class Conduct

It is incumbent upon all UCSC students to uphold the UC Code of Student Conduct, available online at <http://www2.ucsc.edu/judicial/student-conduct07.pdf>. Any behavior disrupting the learning environment will not be tolerated (this includes sleeping); and **cell phones, tablets, laptops, and all other electronic devices must be turned off while in the classroom.**

Please **never** use your phone in the classroom (even during breaks).

Academic Integrity

Plagiarism is the copying of the writing of other people without putting quotation marks around it and telling your reader who wrote it. It also includes paraphrasing the writing of others without giving the appropriate credit or having someone else write your work for you.

Plagiarism is taken very seriously at the university and, if discovered, will be penalized accordingly: you will receive a failing grade on that assignment, may receive a failing grade in the course, and may be reported to your College Provost who will then determine the appropriate disciplinary action. If you are unclear about what plagiarism is, come see me and I'll be happy to explain. UCSC faculty take this issue very seriously, so do not copy other people's work and pretend it is your own or have someone else write your papers for you and claim that you did the work.

For further information concerning UCSC's policies on cheating and plagiarism, see the Division of Undergraduate Education's page on academic integrity at

http://undergraduate.ucsc.edu/acd_integrity/policy_1.html

Special Accommodations

I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Evaluation

Students will receive a pass/no pass grade at the end of the course. Assessment will be based on the conceptual work of reading, thinking, and writing; the cooperative work of participating in

a writing community; the procedural work of completing reading and writing assignments as well as meeting deadlines; and the participatory work of attending and engaging in class.

More specifically, here is what I will evaluate:

Grammar Work

You will have a range of assignments: reading and completing exercises in *Language Power* tutorials, ongoing paragraph editing, and writing short informal pieces meant to give you practice with particular grammar rules and exceptions to those rules. These assignments will help you develop a more precise vocabulary to talk about language and writing.

Final Paper

During the first four weeks of class, you will be reading short articles on language. In the final two weeks, you will compose an essay which utilizes a couple of those readings and allows you to engage with writing as a process. When I evaluate the final paper, I will take into consideration the drafts leading up to it.

Participation

Participation includes coming to class prepared for the days' discussions and activities, completing assignments on time, volunteering your insights during full-group discussions and small-group work, playing an active role during in-class workshops, and attending class on time.

A note about participation: This class is designed as a workshop and seminar, not a lecture. This means that while I will lead class discussions, and from time to time, offer necessary background information and explanation, I will not be talking at you the whole time. Your voices are much more important than mine. The more you are willing to volunteer your insights and ask questions, the more lively the class will be. No one wants to be in a class that is dominated by a couple of people. For this reason, ***I want you to see this class as a place to take chances:*** if you have always been fearful of public speaking, make it a goal to say at least one thing each class; if you are hesitant to speak because you fear you have the wrong answer, put that concern aside because it is through making mistakes that we learn; if you remain quiet because you worry your opinion is too different than others', keep in mind that differing perspectives drive academic discourse. ***The more you put into this class, the more you will get out of it.*** The more you play an active role in both small and large discussions, the more likely it is that you will develop as a critical thinker, which will, indeed, translate into what you do as a writer.

I look forward to working with you over the next few weeks!