## About Me:

I am a vegetarian going vegan (I still eat some dairy). I am currently completing my PhD in Composition and Applied Linguistics. I have an MFA in Writing and Poetics, and my BA in English. My research and writing interests include anti-racism, critical pedagogy, and creative writing. I love to read, my favorite authors are Haruki Murakami and Thomas Pynchon. I swim, run, and play a lot of soccer. I also have a yoga and meditation routine. My partner and I are having a baby, which is due in August. I have two dogs and two cats.

## Primary Text (located on Canvas)

Course Reader located on Canvas

## Technology requirements / equipment / material

· Notebook
· Flash Drive / Cloud Storage / Personal Email Account (3 save points)
· Internet Access
· Access to a computer
· Zoom application

## Diversity Statement

This course is grounded in the idea that the human experience is defined by an intersectional and positional understanding of existence. Intersectional in that every individual is comprised on multiple, intersecting identities. Positional in that each one of these identities creates the opportunity for both privilege and oppression within society. The ethical root of this praxis within this course begins with critical race theory (CRT) and the idea that education in the United States is built upon white supremacist and racist constructs. First, within the institutional barriers

to access that are the legacy of colonialism and racial/ethnic segregation. Second, within the epistemological racism rooted in colonial and racist ideologies of eurocentrism, white-supremacy, xenophobia, and other marginalizing behavior like sexism, misogyny, homophobia, transphobia to name but a few. This ethical alignment is a dedication to the openness of the educator-learner ecology—an awareness of the unique, situated experience of every individual that is involved. This pedagogical lens demands an active anti-racist pedagogy, which vigilantly seeks to dismantle barriers to access and other remanent of institutional and epistemological racism.

## Course Description
Writing 2 Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts.

The institutional racism in the United States' system of higher education is the legacy of a unique form of settler colonialism. For example, writing requirements for college are not isolated rules for specific generations. Rather, they are part of the long history of epistemological racism and the racist notion of "Standard English". This course presents the antiracist academic identity as a frame for engaging the emerging writing and research process for college writers to undermine the role of epistemological racism in higher education. Two questions will structure the course:
1) What is antiracist about writing and research?
2) How may an antiracist academic identity support academic writing and research?
To begin to answer these questions, we will undertake a process driven through personal inquiry utilizing writing anchor concepts and research threshold concepts to investigate contemporary topics and issues; we will undertake intersectional and positional frames of critical inquiry while viewing genre as a rhetorically situated act that supports academic writing and research; finally, we will utilize the traditionally closed forms of historic and ethnographic academic writing to develop a digital short, or transmodal presentation of our writing and research.

## Academic Dishonesty and Plagiarism
For this course, the use of ChatGPT sourced content will be considered an act of academic dishonesty/plagiarism.

The Norton Field Guide describes plagiarism as "using other people's words and ideas without acknowledgment" (The Norton Field Guide 491). Specifically, plagiarism occurs when "(1) using another writer's words or ideas without acknowledging the source, (2) using another's writer's exact words without quotation marks, and (3) paraphrasing or summarizing someone else's ideas using language or sentence structures that are too close to theirs" (The Norton Field Guide 495).

## Right to Remove
If any student becomes a threat or impediment to the health, safety, and educational growth of the class, a fellow classmate, or the instructor—the instructor, the program and the department reserve the right to remove the student from the course. Furthermore, the issue will be documented and taken to the university for further review.

## Course Goals

1. This course will be driven through an intellectual framework of personal inquiry. The syllabus, course content and lectures will utilize the personal interests of each learner to guide the emerging writing and research process.
2. Students will write and research through an intersectional and positional critical lens.
3. Students will contribute to a digital platform in the development of a Digital Short in response to their writing and to publish their fieldwork and research from the term.

## Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- CLO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, & clarity of expression
- CLO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
- CLO 3: Organize and develop essays and documents for both professional and general audiences
- CLO 4: Organize and develop essays and documents according to appropriate editorial and citation standards
- CLO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

## Grading Scale

A letter grade system of A to F will be used, including pluses and minuses. Formal writing assignments will be evaluated by your professor; final grades will be calculated using this scale..

| Letter Grade | | Points | |
|---|---|---|---|
| A | 94-100 | C+ | 77-79 |
| A- | 90-93 | C | 73-76 |
| B+ | 87-89 | C- | 70-72 |
| B | 84-86 | D | 60-69 |
| B- | 80-83 | F | 59 and below |

## Course Structure

The course is designed as an Aynchronous modality. This means that attendance will not part of your grade.

## Participation and Word Count

All assignments unless otherwise noted will have a **350 word minimum word count** requirement.

## Late Work

All late work past the designated Hard deadline is accepted and will receive an automatic (**-5** point) deduction prior to being graded. **For each Project that you enter past the original**

**Project deadline, your work will receive an additional (-5). For example, late work from Project 1 will receive (-5) if turned in during Project 2 and (-10) if submitted in project 3, etc.**

  o Hard deadline- Assignments posted with a due date have a hard deadline and must be submitted accordingly.
  o Soft deadline – Within each units all assignments without a posted due date are due at the end of the module. For example, within Module 1 all assignments that do not have a posted deadline will not be considered late until the first essay from Module 1 is due.
    o The exception is the Peer Review assignments. These have Hard deadlines within the modules.

## Messaging

Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page.

## Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline and Rough Draft. We will speak of both of these stages during Module 1.

  · You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250
  · word responses to 2 peers projects
  · In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
  · If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

## Projects/Modules

The term is staged through four projects. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and community research.

● Project 1 – Lateral Research Report- for this project you will choose a chapter from the text *Weapons of Math Destruction.* You will provide a summary of the introduction and your chosen chapter. You will then research and update us on the current state of the issue outlined in the section as it pertains to California. To complete this project you will need to analyze the textbook and its relationship to one (1) or more stakeholders within a Faultline at a City or County level of California.
● Project 2—Writing With Your Discourse Community- for this project you will carry your Topic, Stakeholder's, and Faultline from Project 1 to use within your Project 2 essay. You

will also utilize your major as the discourse community you are writing within to analyze your Topic, Stakeholders, and Faultline. Begin by reading "Read the Room! Navigating Social Contexts and Written Texts Links to an external site." By Sarah Seeley, Kelly Xu, & Matthew Chenn Melzer Swale's. Utilize the questions prompts below and the 8 Criteria for Discourse Community to interpret your Topic, Issue, and Faultline through your Major as your discourse community

- Project 3—Writing To Global Communities- for this project you will carry your Topic, Stakeholder's, and Faultline from Project 1 and Project 2 to to use within your Project 3 essay. You will also utilize your writing from Project 1 and 2 to analyze how you would communicate your research to a culture outside of the United States. Begin by reading Writing in Global Contexts: Composing Usable Texts for Audiences from Different Cultures by Kirk St. Amant
- Project 4- Digital Short—


**Additional Information**
- Health Clinic- https://healthcenter.ucsc.edu/
- Recreation Center- https://recreation.ucsc.edu/
- Counseling Services- https://caps.ucsc.edu/
- Student Health Outreach and Promotion- https://shop.ucsc.edu