Writing 1
Introduction to Composition

Summer 2023
remote, asynchronous
Instructor: Kae Yuan Roybal
Email: krroybal@ucsc.edu (best way to reach me)
Office Hours: By appointment via Zoom at:
https://ucsc.zoom.us/j/6599063155?pwd=bitOUEdJK0xoY1p2OHAxTEFSYXp1QT09

Course Description

Writing 1 provides declarative knowledge and procedural knowledge about writing, with a special focus on *genre, rhetorical situation, revision, editing*, and *making connections* between *texts and one's own perspective.*

We will explore the writing process with writing exercises, discussions, planning, research, peer feedback, and revision. We will learn how to utilize persuasive, informed rhetoric in order to influence the world around us. The essays you complete for this class will be on topics that interest and compel you, exploring the intersection of the niche, personal, controversial and oft debated in ways that provide new and exciting opportunities to engage with current texts and media.

Course Objectives

Upon completing Writing 1, you should be able to:

- ✧ Demonstrate understanding of the purpose-driven nature of academic writing.
- ✧ Identify and use rhetorical concepts (such as audience, purpose, context, or genre) to analyze and write about a variety of texts.
- ✧ Use strategies such as response, analysis, interpretation, or critique to produce purpose-driven writing that draws connections between texts and writers' perspectives.
- ✧ Support your ideas through the use of appropriately acknowledged texts and, as appropriate, examples, personal experience, and/or observations.
- ✧ Compose projects through multiple drafts using both writer- and reader-based strategies, and revising for focus, quality of content, and/or coherence. Implement strategies to edit work according to genre and disciplinary conventions such as arrangement, language use, mechanics, or documentation style.
- ✧ Reflect cognitively and metacognitively on processes for writing and analysis, building on strengths and addressing weaknesses.
- ✧ Challenge yourself by considering an experimental and confident approach to your work so that your own voice shines through the parameters of academic writing.
- ✧ Provide thoughtful, specific, critical feedback on your peers' work.

Required Texts/Materials

- ✦ Access to Canvas, which contains our readings, discussions, assignments etc. and will be used to turn in all major projects
- ✦ Purdue Owl's (free) Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html

Assessment

This class is offered for a letter grade, though taking the course P/NP is possible. **If at any time you are concerned about your grade and wonder if a P/NP option might be for you, you should speak with your Academic Advisor**, and remember to pay attention to term deadlines.

It is my practice to emphasize qualitative feedback which offers guidance as to the detail and potential of your work over quantitative feedback. While I consider the capabilities and work of the class as a whole, I mainly grade on individual students' progress and effort—what is most important to me is that you are trying to the best of your ability, and show development in your work based on the materials we study. I also have an open-door policy; if you have any questions about your grade or progress at any point during the term, please feel free to check in with me about it—I encourage students to take advantage of my office hours and email.

A C- or lower is not a passing grade in Writing 1. In order to receive a passing grade of at least "C" and pass this course, all major assignments, i.e. Projects 1, 2A, 2B, and 3, must be turned in, along with at least 70% of small assignments.

Note that I am not a tough grader—my **labor-based grading approach** means that it is easy to receive up to full credit for assignments if you do them completely and on time. For small assignments (reading responses, freewrites, peer-review workshops, pretty much anything worth 10 pts), the only time I take points off are if the assignment is incomplete, such as missing a peer response, or if it indicates that a reading or prompt was not carefully read.

For major projects, I will take points off for similar reasons (incomplete, e.g. not reaching page count, not including required number of sources, too far outside scope of prompt [if you have questions about the prompt or an out-of-the-box idea for an essay, please just run it by me first]). Other than that, when grading papers, I take a marginal amount of points off simply to indicate where improvement may be necessary. **Typically, a paper in my class will receive >80% if it is turned in completed and on time.** (See Late Work policy below under "Course Policies.")

Additionally, all essays will be qualitatively evaluated on the following criteria. At times we may crowd-source evaluation rubrics for your papers so that additional appropriate parameters can be determined by students in the course.

Major:
- ✦ You use nuanced language that is original and genre appropriate
- ✦ Your thought process connecting and integrating your talking points and evidence is slowed down and thorough
- ✦ You consider the audience, and the flow of your paper follows a clear and logical path (don't leave your reader behind)
- ✦ Your paper is well-organized, utilizes transitions, and remains focused on the topic at hand

Minor:
- ✦ You proofread your mechanics to the best of your ability, i.e. grammar, spelling, punctuation
- ✦ You adhere to formatting guidelines

Course Components

Readings and Discussions

You will be responding to readings and materials posted in Canvas via Discussion Boards. These responses should be at least 250 words and answer the questions posted. Most times, you will be asked to respond to a piece's elements, themes, and techniques rather than simply summarizing what the readings were about.

Some discussions will require responses to a peer's post. **Please read the instructions in Canvas in detail; responses to peer posts are worth 3 of the 10 points of the total assignment. You are allowed to post the peer response one day later than the listed due date on the discussion board.** Those who participate generously in these conversations will get the most out of this class. These readings and discussions will often be used to practice and develop the skills we'll be implementing in the lengthier projects for this class; i.e. your essays.

Freewrites

Each week you'll be assigned a freewriting prompt. This is simply a space to practice writing; you will not be graded on the content of your freewrite, but simply that you hit the required word count of 200 words and that your freewrite was at least inspired by the prompt. Journaling, fiction, nonfiction, poetry—any genre is allowed. I will not be reading these in detail so feel free to use these as a space for expression, but with the awareness that I will have access to the content. The idea behind these exercises is to train your writing and critical thinking muscles by developing a routine habit of putting words on the page.

Project 1: Media Analysis Reflective Essay

Your first paper for the term will be a 2-3 page reflective essay which centers yourself in conversation with a small-sized excerpt from popular media such as a song, a scene from a film or TV show, 1500 words of a short story, novel, or article, a level or cutscene from a video game, etc. Choose something that elicits both an emotional and intellectual response in you. You will engage with this media excerpt on both a personal and analytical level, examining its core components closely in order to understand *how* this piece connects with you and others, *what* rhetorical tools the creator is making use of, and *why* it matters.

Project 2A: Informal Annotated Bibliography

The informal annotated bibliography is designed to get you familiar with research—to understand who you're talking to, what their implicit and explicit biases may be, why their expertise and voices matter, and where to find other voices engaged with a specific topic. You will be required to compose 3 annotations for this project, and while we will touch upon formal annotated bibliography format and you have the option to submit your project in this format, you are welcome to format this project informally. This is where you will begin to consider the cultural conversation you wish to participate in for your main research paper for this course, by doing preliminary research into other voices discussing this topic. If you do not know what an Annotated Bibliography is, please see this page:
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

Project 2 Instructor Consult meetings

During Week 5 as we're determining topics for your Project 2 research paper, I'll have you all meet with me over Zoom, where we'll discuss your paper topics together. During Week 7, I'll encourage you to attend drop-in office hours over Zoom to have a look at your Project 2 rough drafts. Further details will be in Canvas.

Project 2B: Research Essay (Inquiry-Driven)

This research essay will take an inquisitive, inquiry-driven approach where you will seek to analyze multiple sides of a topic and formulate a nuanced, well-considered persuasive point-of-view (argument). Project 2 is about not jumping to conclusions too rapidly, integrating multiple types of research with multiple points of view in conversation with your own, working to strike a balance between research, opinion, and your own voice. **5-6 pages plus additional works cited page, minimum 4 sources.**

Project 3: Voice and Style Manifesto

A creative project to round out the term, the Voice and Style Manifesto is not a manifesto in the traditional sense, but rather a freeform project designed to amplify your own voice and writing style based on what we've learned so far. You'll be allowed a wide breadth of freedom as you consider the genre, audience, tone, topic, and form of your piece, and be required to apply at least 3 voice and style techniques discussed in class to your project. Experimentation such as genre-mixing or non-traditional use of language is encouraged. Creative genres such as fiction, creative nonfiction, or poetry are welcome.

Course Polices

Attendance

As this course is being conducted remotely and asynchronously, it is your responsibility to check Canvas on a regular basis and keep up with due dates. For the best Canvas course experience, use a laptop or desktop computer rather than a phone or tablet.

Participation

Your participation in class is essential. You are expected to provide helpful and intelligent feedback for your peers, and participate in class activities and groups. Respecting each other's opinions and work in this course will help us form a thoughtful and supportive intellectual community. Present constructive criticism, assume that your peers' comments are genuinely motivated and not malicious in intent, and take responsibility for your comments.

Late Work

1) Any late work **up to 3 days late will be accepted with a 7.5% point deduction per day (1 day 7.5%, 2 days 15%, 3 days 22.5%), no questions asked, no email necessary**. Just turn it in!

2) Small assignments over 3 days late will be accepted for up to half credit, or **50%.**

3) **If a Major Project (1, 2A, 2B, 3) is more than 3 days, you MUST email me for approval to turn it in.** Your email should include your intended turn-in date of the missing assignment. My email is krroybal@ucsc.edu. Major projects more than 3 days late without a note from a doctor, counselor, parent or mentor will be graded for **no more than 70% of the total assignment**. Late major projects **with a note from a doctor, counselor, parent, or mentor explaining hardship** are eligible for exception to this rule.

4) Please consider turning in late or even incomplete work over not turning in an assignment—passing this course is largely based simply on assignments being turned in and I want you to succeed!

Formatting Guidelines

Your papers should be delivered in **.doc, .docx, or .pdf** format (no .pages documents!), be **double-spaced**, and use standard 1-inch margins. Please use a **12-point serif font such as Times New Roman**, and number your pages. Put your name, my name, and the course term at the top. **Title your papers—be creative!**

Cite your sources within the text. You may use standard [MLA format](#) for this, or you may use a more informal format of citation, such as including author, publication title, and linking to the source if available. *A note on citations:* I do not care as much about perfect citation format so much as *that* you cite—the idea behind citing is to give creators credit for their work. While MLA is a format many are familiar with and is perfectly acceptable for this course, pay close attention to the more [popular methods of citation found in many news articles](#) and [essays](#), and decide if this format might better suit your writing style.

Email and Canvas Announcements

Check your email a couple times daily. I will be using email and Canvas' Announcements feature to provide you with any course updates, changes, or clarification. Announcements sent to you via email should be turned on in Canvas by default and be set to notify daily, but if you have any issues, details for checking your settings are [here](#).

Office Hours and 1:1 Support

Office Hours are over Zoom, times listed in Canvas and on the syllabus. The link to my Zoom meeting is at the top of the syllabus and in Canvas. Please feel free to email for an appointment any time during the term. I am always available by email at krroybal@ucsc.edu, and aim to respond to all messages within 48 hours. If you need assistance or have any questions, please don't hesitate to reach out. I am here to offer you support and to work with you towards your writing and educational goals.

Classroom Conduct

Be attentive, respectful, and considerate of others. UCSC's student code of conduct can be found [here](#).

Plagiarism

Given this class is designed to amplify and develop your individual voices, originality of your work should be implicit. If any element of what you turn in is plagiarized in whole or in part (someone else's work represented as your own, i.e. not cited), or was submitted for a prior class, it will be considered as a missing assignment grade-wise and an Academic Misconduct report will be filed, which could lead to warning, suspension, dismissal, or revocation of degree, according to UCSC's Academic Misconduct policy.

Additional Writing Resources

All writers seek feedback on their work and make a habit of talking out ideas, processes, and habits with others writers. UCSC's [Learning Support Services](#) (LSS) is a space where undergraduate tutors and students converse about writing and reading, work together to understand assignments, brainstorm ideas and practice revision strategies.

Don Rothman Endowed Writing Award in First-Year Writing

The purpose of the [Don Rothman Endowed Writing Award in First-Year Writing](#) is to honor the achievements of one or more first-year students in the genre of nonfiction, academic, analytic writing, and to recognize excellence in writing pedagogy. Acknowledgments and monetary awards totaling up to $2000 will be presented to winners during an online awards ceremony. Any first-year student is eligible to submit an essay from a Writing Program class (WRIT 25, 26, 1, 2) to the 2022-23 Rothman Award competition.

Accommodations for Students with Disabilities

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, I will receive an Accommodation Authorization Letter from the Disability Resource Center (DRC). I encourage you to contact me so we can discuss ways I can ensure your full participation in the course. I encourage all

students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. If you have a disability, please get in touch with DRC so that together we can make reasonable accommodations to make your learning experience in my classroom fulfilling and accessible.

Counseling and Psychological Services

If you suffer from anxiety, depression, or other mental health challenges, consider making an appointment with UCSC's Counseling and Psychological Services. During regular business hours, call 831-459-2628 to schedule an appointment or visit CAPS online at https://caps.ucsc.edu. After-hours/weekend help is available at the same number.

Resource Centers

The Resource Centers (RCs) comprise of the four Ethnic Resource Centers: African American Resource and Cultural Center, American Indian Resource Center, Asian American / Pacific Islander Resource Center, and "El Centro" the Chicano Latino Resource Center; the Cantú Queer Center, and the Women's Center. Learn more at https://resourcecenters.ucsc.edu.

Diversity & Representation (adapted from Dr. Yolanda Santiago Venegas' syllabus)

I consider it part of my responsibility as an instructor to address the learning needs of all the students in this course. I will aim to present materials that are respectful of diversity: race, ethnicity, age, disability, religious beliefs, political preference, sexual orientation, gender identity, neurotype, citizenship, or national origin, among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Because of this, the course readings and assignments are designed to create a positive climate for representation by centralizing historically marginalized groups and perspectives. Any suggestions that you have about other ways to emphasize the value of diversity and inclusion in this course are welcome. In regards to scheduling major assignment due dates, if there is a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

Calendar
See Canvas for detailed Course Calendar containing readings, assignments, and due dates.

Week 1	Introduction Understanding key ideas
Week 2	Topic: On slowing down and examining closely
Week 3	Topic: Genre, audience, and citations
Week 4	Project 1: Media Analysis Reflective Essay due Mon. Topic: "Who am I talking to?" On sources and bias; how to research
Week 5	Project 2A: Informal Annotated Bibliography due Mon. Topic: Transitions & Organization; Quoting Zoom conference check-in #1 w/ instructor

Week 6   Topic: "Let's not jump to conclusions." On qualifying language and hyperbole

Week 7   Project 2B: Research Essay Draft (Inquiry-Driven) Rough Draft due Wed.
              Topic: Revision & Practical Tips
              Optional Zoom conference check-in #2 w/ instructor

Week 8   Project 2B: Research Essay Draft (Inquiry-Driven) Final Draft due Mon.
              Topic: Style and Voice – Finding your voice on the page

Week 9   Topic: Language & Modes of Communication

Week 10   Topic: Community in Writing
              Project 3: Voice and Style Manifesto due

Finals Week Virtual Open Mic and Reflection

There are no Final Exams for this course. Keep an eye on Canvas for any assignment due dates falling on Finals Week.

* Course Calendar is subject to change throughout the term. Please pay close attention to email announcements and Canvas.