

Writing 1; Summer 2021

"Writing the Body, Calming the Mind."

Instructor: Shannon Cummings

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Office Hours: On Zoom by Appointment Monday and Wednesdays 7am-815 am PST.

Course Description: Trauma and Writing Community

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.

In this class you'll learn to produce new genres, to assess your own writing, to begin to articulate a theory of writing, and to demonstrate a readiness to begin the work of

Writing 2: Rhetoric and Inquiry.

Scaffolded after Writ 1, this class explores a distinctive experience of writing in the course sequence as it requires a willingness to investigate one's own deep interiority, allowing for an expression of writing that connects psychology with the body, or the embodied complexity of human consciousness through writing. We will continually explore inroads toward personal independence, finding liberty in the body and thereby the mind. Everyone's journey towards liberation is unique to them, and in cultivating mental abundance through mindfulness and breathing exercises we will create potentiality for deep self-sovereignty. Creative writing, meditation, and community building will unfold in a safe virtual space, providing a wide berth for formal research in the mind-body field as it relates to the (intra)personal body, the communal body and the body as written in metonymy.

Magnified for the learner will be a reminder that our movement has purpose.

Representation, access, and equity of the body will be investigated through a range of literature, ranging from poetry to autobiography, presenting narrative in relation to liberty and self-expression. The negative correlation between health iniquities, systemic racism and poverty with access to stable, mental health regulation will also be explored. Additionally, contemporary brain studies focused on trauma & communication, in relation to the individual and communal corporeal experience, will implement some formal research in the class. Visual art focused on the body in movement will complement written bodily narratology, manifesting in writing about the (trauma) body not only in narratology, but also in larger experiences of function, movement, and purpose. As the learner considers the lived human experience, their writing presents their own relationship to it and its evolution over the 10 weeks of the quarter.

Assessment in this class is organized through cultivating writing space in which critical thinking and analyzing skills are honed, especially the mental process engaged when writing or thinking about writing. Student will compose daily, low-stakes writing

assignments in order to complete a major Diary Study informed by Kathleen Bailey's "Diary Studies of Classroom Language Learning: the Doubting Game and the Believing Game" (1991). This formalized project will build upon Bailey's use of journal studies to formally track identifiable progress in writing, but unlike Bailey's work with second language learners, this study will track emotional awareness and connection between the body and nervous system. Daily journal writing will track embodied writing and reflection. At the culmination of the quarter learners will execute a Diary Study, its own form of data-based research, enhanced by "introspection and analysis" (Bailey, abstract). Additionally, a formal literary analysis essay and creative expressions of writing will serve as graded checkpoints throughout the quarter.

It is a great gift to express oneself in a deep and meaningful way in a community, and this class aims to explore ways in which thinking and writing about the body affect the individual's thinking as well as their experience of their own human form. Deep and meaningful articulation, whether written or spoken, has the potential to make tangible shifts in community as it has the potential for personal empowerment where one may feel safe and heard. An empowered human is a successful one. Bodily knowledge is a central component to a larger repertoire of intelligence related to building good habits that ultimately create foundational practices that support life.

At the end of Composition 1, students will 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 student writers' perspectives.
- Support their 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.**

Prerequisite(s): College 1 and Writing 26; or College 1 and AWPE score of 2-6 or AWPE for Multilingual Students (AWPE-MLS (previously AWPE-ELL)) score of 6. Enrollment limited to 20.

Textbooks:

The Crucible (Penguin Orange Collection) by **Arthur Miller**

ISBN-10 : 9780143129479

ISBN-13 : 978-0143129479

AND

Understanding Rhetoric: A Graphic Guide to Writing (Second Edition) by Losh, Alexander, Cannon & Cannon

ISBN-10 : 1319042139

ISBN-13 : 978-1319042134

AND

You Can Heal Your Life by Louise Hay

ISBN-10 : 9780937611012

ISBN-13 : 978-0937611012

The multiplicity of voices attesting to the lived experience of the body will be explored with excerpts from (including but not limited to):

Dr. Bessel Van der Kolk's *The Body Keeps the Score*, *The Autobiography of Malcolm X* as told by Alex Haley and Malcom X, Angela Davis' *Freedom is a Constant Struggle*, Kristen Sollee's *Conjuring the Sex Positive*, Arthur Miller's (Heinemann Plays series) *The Crucible*, a Play in Four Acts: Notes and questions by Maureen Blakesley & Miller's *New York Times* article "Why I Wrote the Crucible," *Essays: Moral, Political, and Literary* by David Hume, *On Liberty* by John Stuart Mill, Boston Women's Health Collective's *Our Bodies, Ourselves*, Anton LaVey's *The Satanic Witch*, and Peter Gilmore's *The Satanic Scriptures*.

Grading

The following percentages represent the official line on the significance of each aspect of the course to your grade:

The Diary Study Self-Research Project (25%)

Daily Writing Journal (25%)

Low-Stakes Essays and Creative Writing Assignment (25%)

Literary Analysis of *The Crucible* (25%)

Notice that I call these the official line. These percentages are minimums. I reserve the right to adjust them.

Texts and Materials

Please purchase the above textbook and fiction novel. In addition, many course readings will be posted to Canvas. For most assigned texts, you can choose whether it is better for you to read on a screen or on paper. A marbled composition notebook for your **Writing Journal** is necessary. You will take pictures of your writing and upload them to their appropriate place on Canvas. Keep up with this digital log over the course of the quarter so it does not waterfall onto you at the end! A writing handbook like Easy Writer or Rules for Writers from a prior UCSC Writing course is recommended. If you don't have one already, Purdue Online Writing Lab (OWL) is a free web source that has similar content. You are expected to use these resources to build your mechanical and technical writing skills that are expected of college-level writers but that are not covered in the course.

Digital Technology

Canvas will be our online course hub.

Guidelines and Policies

Do your best. It is important to listen to past Zoom meetings even if you can't attend them regularly. Please listen to them (remember, you can do this passively!) as they are uploaded to Yuja on Canvas. If you have trouble accessing them, please let me know. If you ask a question that I have reviewed during a lecture it is no problem, but I will refer you to find the answer in the lecture.

Much of online learning is like a self-paced, educatory puzzlebox. Part of your success in Remote Education is finding your own combination to open it. This looks like close reading, tirelessness, and attention to detail. Sometimes this might exist as your combing online databases (effectively teaching yourself how to use databases like WorldCat, ProjectMUSE and JSTOR), learning the nuances of GoogleSearch (it is amazing how many free, fully uploaded PDFs are available with a simple GoogleSearch) and even self-coaching (tell yourself you are doing great! You are doing the best you can!). Don't give up!

Remember, I grade cumulatively. In this way, an email asking what one's grade is will be completely ignored. The evolution of your writerly style in tandem with the completion of all your assignments on GoogleClassroom will culminate in a satisfactory grade. Everyone's writerly style will evolve differently, but if you are consistently reading everything assigned as well as wholeheartedly engaging in all the assignments therein your writing will improve. Trust yourself. Trust the

process of reading and writing. You've got this!

If you follow the assignments and their corresponding schedule, come to virtual class or watch the virtual class meetings as they are uploaded to Yuja, work hard on all essays, and pay close attention to directions and assignments, then you should have no problem earning a satisfactory grade in this course.

DRC Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-4592089 or drc@ucsc.edu.

c/o Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#),

applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual iViolence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at itleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

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