



Summer 2022: WRIT 1-01

Location: Wherever you choose—we are remote **asynchronous**. Please, keep in mind that office hours in this syllabus will be adapted to your survey responses after you complete it.

Time: Whenever you can, except when we have meetings.

Instructor: María Herrera Astúa

Office: Crown 125

Mailbox: Faculty Services (Crown 216)

Office hours: Announced after the survey is completed

On the days we have papers for our meetings, we do not have office hours.

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The best way to reach me is through email or the cell-phone number listed above. You can text my cellphone **IN EMERGENCY CASES**. You can text me, but I will answer only before 7 pm or the next morning (at 4 am).

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Course Description

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.

Requirements

Prerequisite(s): College 1 and WRIT 26; or College 1 and AWPE score of 2-6 or AWPE for Multilingual Students (AWPE-MLS) score of 6; or College 1 and course selection via Directed Self-Placement.

WRIT 1 is a university level composition class that teaches initial strategies and tactics you will need to be successful in your college career. This course specifically focuses on teaching you how to write according to different genres and to provide evidence acquired by quality research. The writing we do in this course, both formal and informal, in-class and outside of class, helps you to better formulate and express your ideas according to the different genre you choose, to further your argument writing abilities, and to teach you some of the expectations of college level, academic writing.

Expect to do excellent research while focusing on the topics we will explore in the class and in the texts we analyze for our course. Expect to write a lot and in many different formats. Expect to revise each major paper at least 3 times and to attend meetings with me to work on each assignment together. Peer response to your papers is also part of the process, so don't write anything that you would be uncomfortable having members of the class, and others outside of class, read. **All the writing you do for this class is public and can be anonymously used in and outside of class as a writing example.** We will also be reading and responding to, orally and in written form, a variety of written, visual, and aural texts.

What is the theme for this class?

We are exploring online education. As we know, this modality became an effective way to slow down the pandemic. But now, online education is opening the door for many of us to work, have a family, and study—a reality that was not possible before.

Online education is also allowing students to thrive economically because, instead of living in populated, expensive metropolis to attend school, many of us can live in affordable areas of the country and thrive economically while we complete a degree.

Still, online education presents challenges that most of us have never faced before. And we must explore together how to overcome those so that we can profit from our online classes. As a student in UTEP, I am fully aware of how well UC online education caters to the needs our students. But how can we standardize online pedagogical and student practices?

Composition 1, Rhetoric and Inquiry Goals

At the end of Composition 1, students will be able to...

<p>Multi-genre Writing</p>	<p>Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.</p>
<p>Ask questions and be guided by a strategic exploration of those questions to generate research topics and sustain meaningful inquiry.</p>	<p>Strategic Exploration</p>
<p>Relevant Source Material</p>	<p>Locate relevant source material, evaluate its credibility, and cite it appropriately.</p>
<p>Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.</p>	<p>Analysis, synthesis, interpretation, evaluation</p>
<p>Writing Conventions</p>	<p>Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.</p>
<p>Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.</p>	<p>Critical Reflection</p>

These outcomes are centered around the ACMES framework.

Analysis

Critical thinking

Metacognition

Engagement with others

Self-efficacy

Don Rothman Award

You can submit a writing selection to the 2022-23 Don Rothman Endowed 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. Any first-year student is eligible to submit an essay from a writing class to the 2022-2023 Rothman Award competition.*

Submissions will be online this year. Please, check the [Rothman Award webpage](#) for more information on the award and submission process.

Required Texts (from Vitalsource because they are \$10 cheaper to rent)

Ballenger, Bruce. *The Curious Researcher*. 9th edition, Pearson Education, 2017, Kindle.

<https://www.vitalsource.com/products/the-curious-researcher-bruce-ballenger-v9780134506739>

Williams, Joseph and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 12th edition, Pearson Education, 2017. Kindle.

<https://www.vitalsource.com/products/style-joseph-m-williams-v9780134313856>

Disability Accommodations

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, please use the Accommodate system and then meet me to discuss ways we can ensure your full participation in the course. Please, be aware that accommodations might be created by me or by my Chair so that you can fully participate by fulfilling the requirements of the class.

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.

Academic Freedom

The content and teaching strategies properly employed in higher education may be controversial or discomfoting to some students. Please, be aware that some of the topics and readings which we discuss in our class are sexually shocking, explicit, and politically current. This is an American University that focuses on questioning authority and, as such, the subjects of WRIT 1 can focus on rhetorically analyzing political issues. Therefore, we talk about political choices, romantic inclination, minorities, and social oppression.

Here is **the legal support** for using this kind of material in class:

What Is Academic Freedom?

American higher education relies on the fundamental value of academic freedom. Academic freedom protects college and university faculty members from unreasonable constraints on their professional activities. It is a broad doctrine giving faculty great leeway in addressing their academic subjects, allowing them even to challenge conventional wisdom. Under principles of academic freedom, a faculty member may research any topic. He or she may raise difficult subjects in a classroom discussion or may publish a controversial research paper. The excellence of America's higher education system rests on academic freedom.

For further information regarding this legal issue, check the following link:

<http://senate.ucsc.edu/committees/caf-committee-on-academic-freedom/index.html>

Course Policies

We are adults with other considerations, obligations, and priorities beyond this class. In fairness to all students in the class, we will enforce the following policies concerning attendance and assignments.

Communication with Your Instructor and Communication in Class

It's important to remember that your improvement in writing skills depends on how much time and attention you invest in studying and practicing what we learn together. I am here to help, and I encourage you to communicate with me responsibly, but approaching any of the topics we write about in class with interest and, hopefully, passion, is necessary. Otherwise, your learning curve will be negatively affected

Please read the syllabus before emailing me with a question (often the answer is there!). I will reply to emails before 8 pm and make every effort to reply to all emails within 24 hours. I strongly encourage you to take advantage of office hours. Many studies show that one-on-one feedback in conferencing has a positive effect on improvement. If the office hours conflict with your schedule, email me to make an appointment.

Be aware that meetings during office hours will be recorded through zoom. This is legally authorized by the university since recording the meeting is equated with keeping notes of our meeting so that you can have those available.

Assignments

- **Daily assignments** are completed and handed before or on the due date (day and hour) specified in your weekly schedule. Homework **will be written on the format specified** by the assignment and submitted through Canvas.
- Homework—short stakes assignments--will be part of weekly class discussion. Their purpose is to scaffold your work towards the main papers—large stakes assignments. Therefore, they help you practice the skills you need to complete your major assignments. They also allow you to do the research you need for your papers. In other words, homework allows you to complete tasks you need to fulfill for major assignments. We do not have time for “busy work”—in the average 10-week quarter, this class requires us to use all our time to scaffold tasks. Imagine how that affects our homework schedule when we transform it into an 8-week course.
- **In extraordinary circumstances, late homework is accepted with the appropriate documentation**
- You will have one chance to hand in a Late Assignment (three-day extension). Any reason will be valid for this one.
- After you have used your one chance, **late Assignments will be accepted only under special circumstances** if handed in up to until two weeks before finals. Since we are dealing with a pandemic and its aftermath, these strenuous circumstances are considered acceptable.
- Each homework assignment, each Peer Review, Creative Writing, and Self-Reflection Assignments and discussions **are graded as complete / incomplete**. Paper drafts are also graded **as complete / incomplete**, based on the requirements of the assignment.
- **Final drafts are graded through our contract** which evaluates how you have fulfilled the outcomes of the class. We use rubrics posted on Canvas, usually after the second draft of the assignment is due. **Rubrics** will be posted to give feedback about your last draft so that we all know what criteria the grade is based on.
- **It is the student’s responsibility to notify / remind the teacher of any assignment that is late because of extraneous circumstances.** Not doing so will make you lose the chance to revise the assignment.
- **Assignment sheets for major assignments** (including due dates, requirements, and directions) will be posted to Canvas. We need to read the assignment sheets before the appropriate classes. You are responsible for all material posted to Canvas.
- Additionally, I will use Canvas Announcements to communicate with the class. You are responsible for checking your UCSC email every day so that you can see the Canvas notifications you receive (announcements; assignment postings, etc.).

- **All major assignments go through several drafts.** All drafts are graded. You get oral feedback for the first one. The second draft will have my comments and a rubric.
- All drafts need to be revised significantly to get full credit—**we need to include all required elements.**
- **Formatting:** All essays, including drafts, are typed (**double spaced, 12 pt. font, Times New Roman, 1-inch margins**) and adhere to MLA style documentation format when appropriate.
- **Works Cited:** All homework, papers, and drafts need a Works Cited page. Otherwise, you are plagiarizing and that earns you an F in the course

Quizzes

Provide feedback about your progress, allow you to demonstrate what you have learned, and indicate which material to review. Since quizzes are open book, they require you to know where all the material is so that you can finish in the amount of time allotted.

These quizzes test the material from the textbook and class activities. Therefore, most of the quizzes will require you to do excersises from our textbooks.

An incomplete a quiz means you earn less credit in your class work.

Attendance for meetings is mandatory for this remote asynchronous class.

- Missing any **mandatory group or individual meeting** counts as an unjustified absence.
- **Three unjustified / justified absences** make you fail the class.
- **Justified absences** will only be considered as such with **proper documentation. Three absences make you fail the class.**
- Extraordinary circumstances will be considered case by case.

Participation

To pass this class you have the appropriate texts and assignments completed, and actively participate in our discussions and our groups. Because we are also focused on learning writing, you will use your phone / tablet / computer only for academic purposes.

Likewise, you will need to meet certain basic expectations for attendance, behavior, and work. You attend class meetings ready to participate in the day's activities. When you are present in such meetings, you contribute positively to the course by ensuring that everyone can work and to learn. Fulfilling these basic expectations means that you can qualify to receive a passing grade. Failure to fulfill any of these expectations or any of the dispositions mentioned in the student code will result in your expulsion from a meeting, from a group, from the course, and / or in a failing grade.

Though remote, **this class requires you to daily check** your weekly plan to see which assignments are due, your Canvas Announcements to see what is going on with the class, your email to see whether or not I have contacted you.

Please, check the student code:

<http://deanofstudents.ucsc.edu/student-conduct/student-handbook/pdf/100.0-code-of-student-conduct-interim.pdf>

Official peer review meetings to review your writing assignments with me will happen the week when your first draft is due.

READ YOUR WORK ALOUD BEFORE MEETING ME to spot the minor mistakes that we all make when we write.

When you all meet with me to check your work, email a carefully edited copy to me so that I can access it right away.

Arrive on time—if you are just minutes late, another group will take your place.

On the days we have assignment meetings, **office hours are suspended.**

Academic Integrity

Plagiarism is especially seductive and easy in the era of the internet, but you can use relevant sources appropriately. In this class, you will use the ideas of others to develop arguments of your own and cite others' words and ideas properly. Plagiarism is an academic offense and I take it seriously. Any student engaged in any of the following activities will receive zero credit for the assignment and an F for the course. Plagiarism, as defined by the UCSC University Library page:

Sources from the Library:

["Cite Sources"](#)

["Cite Data and Statistics"](#)

["Plagiarism Resources"](#)

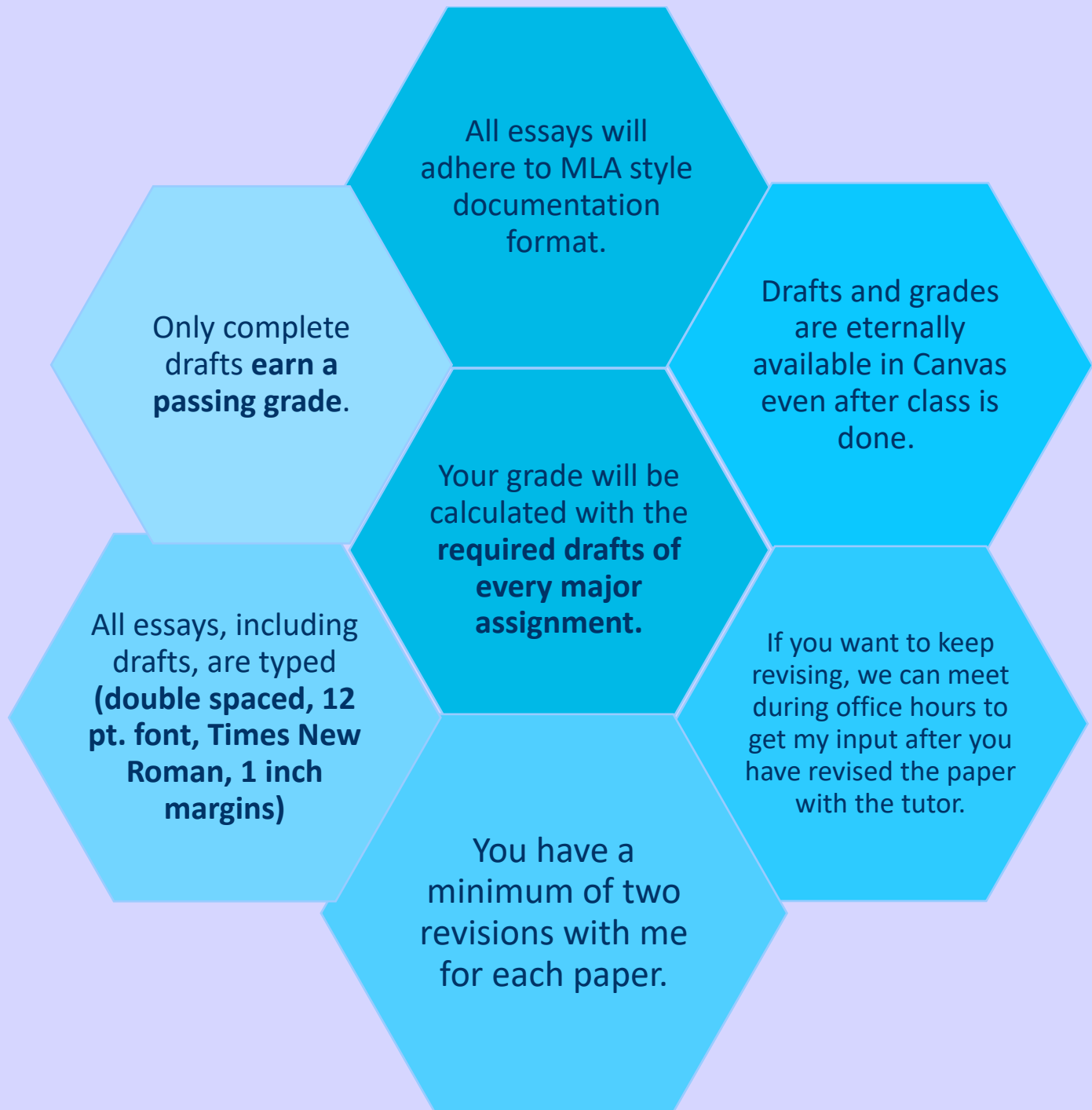
What is Plagiarism

Plagiarism is presenting the words or ideas of someone else as your own without proper acknowledgment of the source.

When you work on a research paper you will find supporting material for your paper from works by others. It's okay to quote people and use their ideas, but you do need to correctly credit them. Even when you summarize or paraphrase information found in books, articles, or Web pages, you must acknowledge the original author.

<http://www.ucsc.edu/academics/academic-integrity/>

Essays

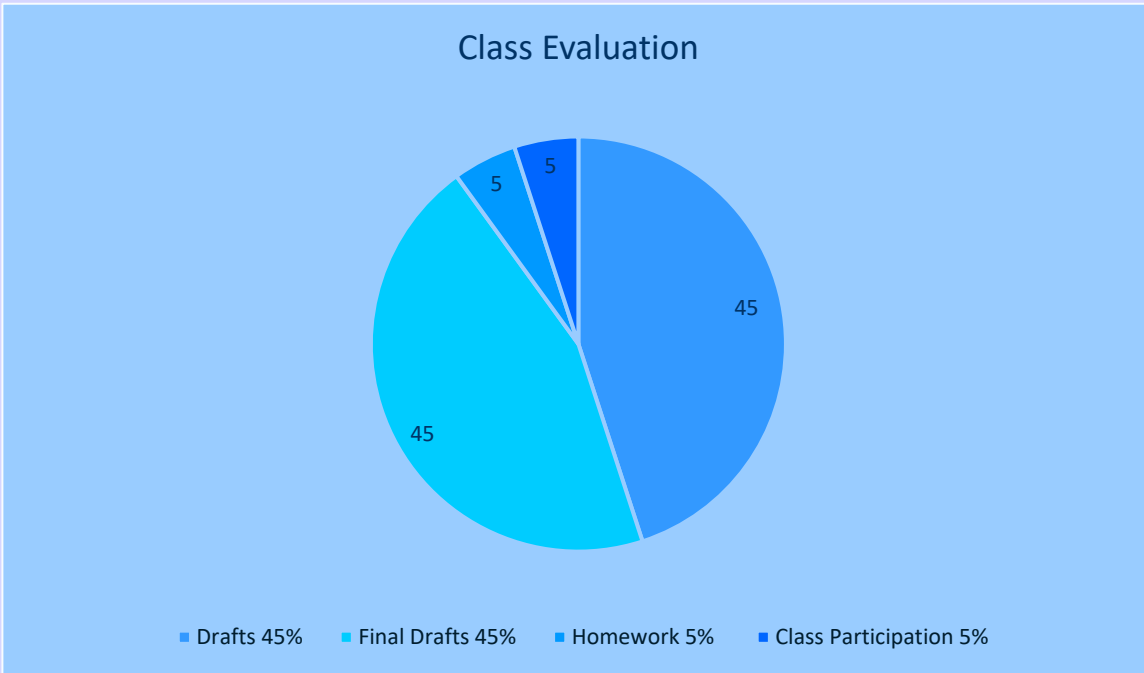


- **Peer Review Workshops:** Each project will be workshopped with groups of your peers. Participation in these workshops (the feedback you give others) constitutes a portion of your grade.
- **Sessions with LSS tutors and drafts:** Your assignments require you to meet with an LSS tutor so that you can revise your second draft with her input. So, you get my feedback, your peer's feedback, and the tutor's feedback. We do this activity because you need more than two perspectives to revise your paper and the sessions are free. We also use the LSS tutors because they are extremely qualified, and

we help them have work during summer. **I require you to** upload a copy of your draft with the comments of your LSS tutor and proof of your appointment.

- **Presentations:** We will organize group presentations for some assignments. Details in the weekly class plans that will be posted on Canvas.

Grading Criteria



Your Final Grade (Please, look at the grading sheet uploaded to the module for week 1 on Canvas).

Drafts	45%	Complete / Incomplete
Final Drafts	45%	Complete / Incomplete
Homework and Quizzes	5%	Complete / Incomplete
Class Participation	5%	Complete / Incomplete

Grading scale:

- A+ 97-100%
- A 93-96
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 0-

Course Schedule

This is schedule of major due dates. A blank day means that we are having class without major assignments due. This schedule is subject to change if it is needed, and all adjustments to this schedule will be announced in class and posted to Canvas. Students are responsible for all announced/posted changes.

Daily homework will be assigned in class plans posted to Canvas and in the Weekly Schedule. Readings and writing assignments are completed before class on the day they are listed below and may be quizzed.

Week	M	F
Week 1	Unit 1: You as an online student.	
Week 2		
Week 3	Assignment 1	Second draft due at 11:59 pm.
Week 4	Unit 2: Online education as a social equalizer?	
Week 5	Assignment 2	Second draft due at 11:59 pm.
Week 6	Unit 3: Online education and California	
Week 7	Assignment 3: Informative Assignment Due	Second draft due at 11:59 pm.
Week 8	Multimodal presentations	

Course Rules

1. **I am your teacher.**
2. University Policy expects all of us to **respect personal space**. Therefore, I do not touch you and you do not touch me.
3. You pass this class **through hard work** and by **completing work by the deadline established**. A requirement to get complete grades on major assignments is to consistently submit them on time. Failure to uphold deadlines earns you an incomplete grade for the assignment.
4. **No exceptions to the rules** of this syllabus will be made unless there are extraordinary circumstances.
5. **You pass this class because you have earned a passing grade.**
6. Phones, tablets or computers are used in this class for **academic purposes**.
7. **Grades are calculated based on a Complete / Incomplete system (contract grading).**
8. Come and **see me during office hours** to better grasp the material, the course concepts or any grammatical feature that is difficult. **The tutor and I will guide you so that you can learn to correct** your issues.
9. **Email me to make an appointment** if you cannot visit me during office hours. I will confirm by email if I am available.
10. **You are responsible for the handouts, the copies, and the homework in Canvas.** Contact your classmates and get all the information or material you may need.
11. **You will check your email once a day** so that you can be informed about what is going on with this class.
12. To better grasp the readings and to deal with the stress of the pandemic, **you can collaborate with your classmates in groups**.
13. **Contact me through text** only in the event of an emergency.
14. **Keep every text, note, and email we exchange.**
15. **Attend meetings on time** (look at class policy for exceptions).
16. **Load assignments to your CANVAS.**
17. Respect **the code of student conduct**.
18. Just in case you need support:
<http://shop.ucsc.edu/alcohol-other-drugs/aa.html>
19. **University Policy explains that cheating--giving a copy of your assignment to any other students so that they can submit it as theirs, etc.--is heavily penalized.** This rule applies to all persons involved.
20. Likewise, **plagiarizing is also heavily penalized by University Policy.** In this class, you plagiarize, you **earn an F in the course**.
21. At this point in time, UCSC is ranked #103 among the best national universities in the country, #99 in the Top Colleges ranking, #46 among the best public universities in the country, and #3 public university in the nation for making an impact on the world. **We expect excellence and the students who deliver excellence pass.**
22. To improve teaching *and* research done in this institution, lecturers, lecturers with security, instructors, teaching professors, and researchers are **chosen by merit**. That means that those who teach constantly prepare by attending courses in our discipline, doing research, presenting in reputable conferences,

and / or publishing. We are **chosen by the amount of work we do**. Keep this in mind when you are doing research for this class—a professor in one of your courses might be an excellent source and you might want to interview him or her.

23. Among those students who deliver excellence, there are some who want to advance further in the class. **I will assign a similar but more challenging assignment to those who want to excel** because they need to do more to profit from the class.

24. I, _____, as a student of WRIT 1, acknowledge that I have read and understood the policy of this syllabus, the evaluation system proposed by this instructor, and the Code of Student Conduct from UCSC. If I have any concerns, I will address my instructor through email.