

Course Syllabus

Writing 1: Introduction to Composition

Dr. Brenda Sanfilippo

Summer 2022

Welcome to Writing 1!

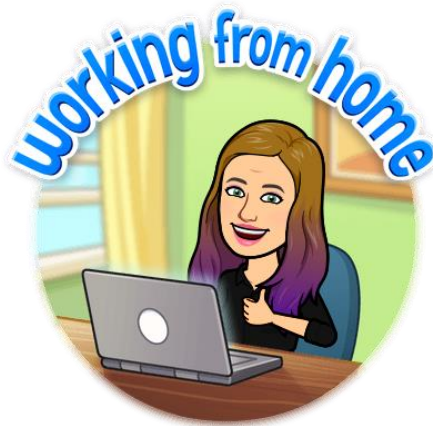
Please **watch this video introduction** (90 seconds, closed captions available), then **read the rest of this syllabus**. Take notes on anything you have questions about. When you are finished, you can move on to the [Start Here! Introduction to the Course](#) module.

COURSE INFORMATION

This course is a **fully online, asynchronous course** on Canvas. We will **not** have weekly class meetings, although you will work with classmates regularly in small learning communities and have opportunities for individual instructor meetings. Assignments will be regularly scheduled and due on Mondays, Wednesdays, and Fridays, but you will have more flexibility than in an in-person course.

Course Information, Meeting Times, and Location Table

Course Name	Days/Times	Location
Writing 1-02	Work due Mondays, Wednesdays, Fridays	Online on Canvas



INSTRUCTOR INFORMATION AND TEACHING PHILOSOPHY

I am Dr. Brenda Sanfilippo, and I will be your instructor this quarter. I love teaching Writing 1, which is a great course for developing your writing skills. My goal is to help you feel more confident as a writer! You can reach me at bsanfil@ucsc.edu if you have any questions or concerns. Here's my teaching philosophy:

You matter to me.

My teaching is grounded in equity-centered, accessible course design. Although this is an online course, I want my teaching to feel personal and responsive. Our classroom community is human-centered. That means we all try to show up for each other and ourselves; we grant each other grace, understanding, and compassion when we are struggling.

ACCESSIBILITY, EQUITY, AND INCLUSION

The essentials

I am committed to accessibility, equity, and inclusion for all of my students. I like to talk about access before policies because I think it communicates what matters to me. We all learn in different ways, and I value all of our differences and unique gifts and challenges.

Access includes those with visible and non-visible physical, mental, cognitive, or learning disabilities as well as serious illnesses or other challenges. I teach using the principles of an **equity-centered, trauma-informed approach** that aims to reduce barriers to improve learning.

I try to build accessibility into my course design, so that everyone has chances to learn and be included. I do **wellness check-ins** at the end of every week. You will also find **accessibility features** like Alt-Text, headings, lists and graphic organizers, captions, descriptive links, Optical Character Recognition, Immersive Reader, and SensusAccess readily available for everyone. I do use GIFs sometimes, so if you have a vestibular disorder/are bothered by motion, let me know so I can make adjustments. If you want to know more about accessibility features or have a suggestion, I'd love to talk to you!

Accommodations and support

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 also encourage you to contact me so we can discuss ways that I can support your learning. All students who may benefit from learning more about DRC services can [visit the DRC website](#) or contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Although the DRC is a great resource, I recognize that there may be barriers to obtaining a disability diagnosis and/or receiving accommodations through the DRC. If you do not have your DRC letter yet, are having trouble getting a diagnosis or accommodations, or have other concerns about your learning, please come talk to me. **With or without DRC accommodations, I want to support your ability to access and be fully included in our course.**

If at any time in the quarter you have suggestions for how I can address your individual learning needs or improve your access and inclusion, I welcome you to contact me via email at bsanfil@ucsc.edu, come to office hours, or make an appointment. I know that access issues can arise at any time, so if you think something you are experiencing is altering your ability to learn, please let me know so that I can support you.

LEARNING OUTCOMES

Below is a list of knowledge and skills that this course will help you practice. The assignments are designed to help you meet these goals. I hope that you will take what you have learned in this class and apply it to your writing in other courses and in life!

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

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

1. Demonstrate understanding of the purpose-driven nature of academic writing.
2. Identify and use rhetorical concepts (such as purpose, audience, context, or genre) to analyze and write about a variety of texts.
3. Use strategies such as response, analysis, interpretation, or critique to produce writing that draws connections between texts and student writers' perspectives.
4. Support their ideas through the use of appropriately acknowledged texts and, as appropriate, examples, personal experience, and/or observations.
5. Compose projects through multiple drafts by revising for focus, quality of content, and/or coherence. Implement strategies to edit their work according to genre and disciplinary conventions such as arrangement, language use, mechanics, or documentation style.
6. Reflect cognitively and metacognitively on their processes for writing and analysis, building on strengths and addressing weaknesses.

PREREQUISITES/COREQUISITES

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. 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. Enrollment limited to 20.

REQUIRED MATERIALS, BOOKS, AND TECHNOLOGY

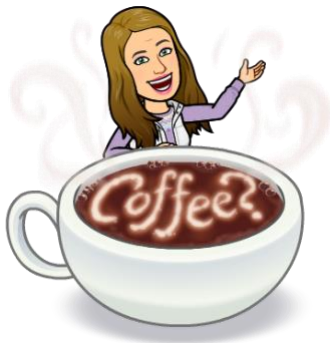
There are no books to buy! You will need a **computer, internet access, Canvas, Google Docs, Zoom, and a quiet place to work.** That's it!

In addition, you will need to **activate a subscription to the *New York Times* by Week 2.** You can get a [free subscription through UCSC here](#). (scroll down to "FAQ: How Can I Activate My Subscription"), or you can purchase an academic/student subscription at the rate of \$1/week on the [New York Times website](#). If you go with a paid subscription, be sure to cancel when the course is complete if you don't want to be charged further!

COMMUNICATION

In my experience, the best courses I have taken haven't always been the courses I was initially most interested in. What made them work, for me at least, was the relationships I built with my instructors. In an online course, finding ways to connect is really important to your learning.

I welcome the opportunity to talk to you outside of class about the readings, the assignments, ideas about writing that you are developing, or any other topic of interest to you. You can find me on **Mondays 7:00-8:00 p.m. (PST) for Wednesdays 10:00-11:00 a.m. (PST)** in my Zoom office or schedule a meeting with me if you cannot attend the scheduled office hours. I will not be holding in-person office hours this quarter--just Zoom. Use the [Zoom link](#) on Canvas. I'll be there with an interested ear and a cup of coffee.



E-mail is one of the best ways to reach me. My e-mail is bsanfil@ucsc.edu. I require 24 hours to respond to e-mails on weekdays. If you e-mail me on a Friday, Saturday, or

Sunday, I will respond by Monday. Sometimes, I get a lot of emails, so if you haven't heard back by then, it's okay to reach out again or come to office hours and check in!

I will contact you via Canvas announcements. Please **check your Canvas daily, Monday-Friday, for announcements**. I provide important information, updates, and reminders in the announcements, so please be sure to check regularly. Go to this Canvas page for [directions on how to turn on your announcements and notifications](#).

Some communication tips

- Here's a short piece on ["Using Office Hours Effectively"](#) that might be helpful if you aren't sure about when to attend or what to discuss.
- In this class, we will be working on how to communicate effectively given different rhetorical situations (purposes, audiences, and genres). Consider e-mails to me (or any UCSC instructor) to be formal, professional writing. Please help me help you by putting the course title in the subject line (Writing 1-02). In the body, please include a proper greeting; explain what you require; use formal spelling, word choice, punctuation, and usage; and close with your full name. For more on how to contact professors, check out ["Emailing Professors."](#)
- Try adding to your [NameCoach page here!](#) NameCoach is a great resource that lets you record and share how to pronounce your name, so that your classmates and I can get it right. Everyone deserves to have their name pronounced correctly!

LINGUISTIC DIVERSITY

One of the things I hope you will learn this quarter is how language is always changing and always situated within different contexts. "Standard English" is just one kind of English, one that reflects the tastes and expectations of dominant power structures at a particular time and place. Language choices always mean some are included and others excluded, some empowered and others marginalized.

In this class, I welcome diverse languages and dialects. You will have opportunities to incorporate your unique cultural and linguistic resources into your assignments. I encourage you to consider how your choices might speak to your audience, purpose, and genre.

In our assignments and discussions, the reader/listener should work as hard to understand as the writer/speaker does to communicate. We should always try to listen carefully, be patient with each other, and ask for clarification when necessary. Together, let's honor and value the unique language we each bring to the class!

For more on this topic, see the Conference on College Composition and Communication (CCCC) [statement on students' right to their own language](#).

ASSESSMENT AND GRADES

Grade essentials

Grades are cumulative and are based on a **combination of your practices (study skills, habits of mind, processes) and your performance on final projects**. In addition to weekly homework, you will complete four projects in different genres. Your grade on these projects will be based on the final draft as well as all of the process steps along the way. Your **grades are weighted** as follows:

Assignments and Percent of Total Grade Table

Assignment Type	Percent of Grade
Project A: Exploration	15%
Project B: Narrative	5%
Project C: Review	15%
Project D: Response	15%
Writing Learning Community, Gratitude, and Care	10%
Writing Development Journal	10%
Homework (assignments, quizzes, annotations, discussion boards, etc.).	30%

You can **check your grades** on Canvas at any time. If you want to check how a certain score on an assignment might change your overall grade, [check out this page on the Canvas What If? Feature.](#)

Most informal homework assignments are graded Complete/Incomplete. For major assignments and some homework as specified, I will include a grading rubric that will be available to you prior to submitting your work. Click here to learn how to [access grading rubrics for assignments.](#)

Additional requirements to pass the course

- You will be **required to attend three writing conferences with me** and **join one office hour** during the quarter to pass the class. I will post sign-ups at least one week before each conference. If you miss your conference, you risk that I will not be able to reschedule with you. **Conference attendance is required to pass the course.**
- You will also be **required to attend writing tutoring** with an assigned course tutor.

FINAL EXAM DATE AND TIME

There is **no final exam** in this class. **Final projects will be due on Friday, August 26, by 11:59 p.m. (PST).**

My grading and assessment philosophy

I am committed to **teaching and assessing you in multiple ways**, so that everyone has an opportunity to learn and demonstrate learning. You will participate in individual and group activities (reading and videos, notes, FlipGrid and discussion boards, Hypothesis social annotations, review quizzes, and collaborate assignments. You will also write papers in different genres, using different tools in the writing process.

You will also learn about and practice **good writing habits** as you compose projects in different genres. In addition, you will have the opportunity to build self-efficacy and transferable knowledge through metacognitive reflection work. Processes are as important--to your grade and your learning--as final papers. You **will get out of the course what you put in**, so make sure to complete the smaller assignments along the way!

I also encourage learning from mistakes. I give students opportunities to revise homework when they have missed something. All projects will go through multiple drafts, with feedback and reflection, before you receive a final grade. I've found this structure produces a more accessible, equitable, and inclusive learning experience for everyone.

Tips to be successful

- You will notice on Canvas that I offer **study skills support** for things like how to learn online, how to manage time, how to take notes, and so on. I find these supports help students and improve equitable learning. If there's something you are struggling with, let me know.
- You will be revising much of your work this quarter. **Save everything!!** I suggest saving even your homework and discussion board posts on another document before you submit them in Canvas, just in case Canvas is acting up. You don't want to have to re-do a discussion board because of a Canvas or other technology issue.
- How to **save and organize your written work**:
 - **Make a folder** for all of your work, like a "Writing 1 Work" Google Drive or Word Folder. This way, you will always have your work all in one place.
 - **Label your assignments clearly.** Make sure you identify which draft or step you are on for your projects. If you have six different assignments all called "Project A," you are going to waste a lot of time finding things and risk turning in the wrong assignment.

- Make sure you **check the share settings** on Google Docs you turn in. I should have "Edit" access. Otherwise, I can't see your work or make comments on it!

WORKLOAD AND LATE WORK POLICIES

The essentials

This is a five-unit, writing-intensive, asynchronous online course, with a formal or informal assignment due on **Mondays, Wednesdays, and Fridays**. I've found that students become overwhelmed when they try to complete all of the work in one day. Expect to spend a significant amount of time on the work for this course (about **10-15 hours per week**). As in other classes, some weeks will be busier than others, so plan ahead for weeks that you know will be particularly demanding, such as during midterms.

Due dates and late work philosophy

Learning to write is a journey. Most of us care most about our grades in classes, but in reality, most of the learning in writing classes happens on the journey. It's the steps along the way, not the final product, that allow us to experiment and grow. With that in mind, I designed this class with a lot of thought about what information and skills you need, in what order. If you haven't completed the earlier steps, it's really difficult to move on to more challenging ones. Think of it like a house with a weak foundation. You can build it, but it is not going to hold up very well.

Getting behind doesn't just affect what you learn; it can also affect your overall mental health and feelings about the course. I know I've tried to ostrich myself when I've gotten behind, hoping my instructor didn't notice I've gone missing.

Although you will do the same amount of work online and in-person, it can sometimes feel like online classes have more work because you have to work independently, instead of doing some activities during class time. You might have one homework assignment and three class activities in-person vs. four assignments online. The number is the same, but it sometimes feels different. With more independent work, it can be easier to fall behind. Because I want you to be successful, I set due dates so that you don't get overwhelmed with work and can have the best learning experience.

However, I also know that **life happens**, especially these days. We all get sick, tired, or overwhelmed sometimes and need breaks 🤒 🥱 🧘. We all have to prioritize based on our own values and needs. Everyone will need writing skills in the future, but some of you may have classes or jobs that are incredibly demanding now.

My **homework and late work values** try to balance the reality that keeping up is better for learning with the knowledge that life happens, and we all need compassion, flexibility, and grace sometimes

Image description: GIF of Kevin from *The Office* spilling a gigantic pot of chili on the floor.

Due dates and late work values

So, **here are my plans** about how and when you turn in work. I have explained them here in detail, but you will see a quick-reference table below as well.

- **Important!** During summer, the quarter ends on Friday, August 26. I will give you two extra days to submit any late work. **No work will be accepted after Saturday, August 27.** Please talk to me in advance if you are unable to get your work in by that date.
- **I DO NOT accept work submitted over email or Canvas Inbox or pasted in the assignment Comments.** You must submit all work in Canvas to receive credit. I can't keep track of assignments submitted in multiple places, so to keep things equitable and accessible to all, I require work submitted in Canvas (not just in the Comments). This helps me be more organized, grade your work and get feedback to you more quickly, and provide better feedback because I have more time to spend on your actual work instead of just tracking down where work has been submitted. Truly, I would love to be able to accept assignments at any time and in any way, but I get overwhelmed when I don't keep things in one place. Please help me to support you!
- If you **don't know how to complete** or **don't understand an assignment**, email me at bsanfil@ucsc.edu or come to [office hours](#) and I'll help you! Sometimes, we need a little jumpstart to get going. Office hours are great for clarifying expectations, answering questions, and getting you started.
- **Late homework grace period:** Homework is due on **Mondays, Wednesdays, and Fridays**. You should always try to turn work in on time. However, I offer a grace period for late homework on Canvas **for one week** after the assignment is due with no penalty, except for the last week of classes (when grades are due). Canvas will lock after a week and you will not be able to turn in the assignment. Again, don't email or share work with me in email/outside of Canvas--I will not grade it. ☞ If you are having an unexpected or difficult issue that needs support or accommodations beyond the grace period, please contact me as soon as possible.
- **Revised homework:** I will sometimes give an Incomplete (X) on a homework assignment and require you to revise and resubmit for credit. You will have an additional week for any revise and resubmit assignments turned in on time that require regrading; late work will have less time. You must **resubmit to Canvas** to get credit--if you don't, Canvas won't tell me you made changes and I won't know to re-grade your work. Don't just change your Google Doc or post a link in the Comments. If I haven't re-graded it after two weeks, please check in with me in case Canvas didn't notify me. You may only revise homework if I put a note to "revise and resubmit" in your assignments comments.

- **Projects A, B, and C peer and instructor feedback drafts:** feedback drafts must be turned in on time, as turning your work in late affects your ability to give and receive feedback. It is not fair to your classmates or me if you turn this work in late and still require feedback; it is also not good for your learning to not receive any feedback on your work. Your drafts can be absolutely terrible, but you must turn something in!
- **Projects A, B, C, and D final drafts:** Final drafts of projects should be turned in on time. You may **turn in ONE project up to 48 hours late** without penalty if you fill out an Oops Token form BEFORE the due date (I post this link on all the final draft assignments as well).
- Late projects will lose 1/3 grade per day without the Oops Token. Always turn in your projects, even late. They are an important part of your learning and your grade!

Here's a **quick-reference table about grace periods**, in case it's easier for you to keep track this way:

Due Dates and Grace Periods Quick-Reference Table

Assignment Type	You should turn in on time, but you can . . .
Homework (anything that isn't part of a Project)	<ul style="list-style-type: none"> • turn in up to 1 week late with no penalty if you need • revise an additional week late if instructor requests
Projects A, B, C, and D process steps (e.g., Process Activities, DOCS analysis, anything on a project that isn't a draft)	<ul style="list-style-type: none"> • turn in up to 1 week late with no penalty if you need • revise an additional week late if instructor requests
Projects A, B, C, and D peer and instructor feedback drafts	<ul style="list-style-type: none"> • turn in on time
Projects A, B, C final drafts and reflections	<ul style="list-style-type: none"> • turn in up to 48 hours late with no penalty if you need

Once the Canvas assignment window closes for any assignment, I will not reopen it for you to submit late work barring exceptional circumstances, and you will receive a 0/Incomplete on that assignment. I give a lot of smaller assignments, so if you miss one or two, it won't hurt your grade a lot by the end; if you miss process steps of your projects, Writing Development Journal assignments, or your learning community meetings, you will likely see significant effects on your grade.



📖 Finally: as I've said elsewhere, this is a human-centered classroom. My policies exist for clarity and consistency. However, if **you are having a crisis (illness/injury/disability, financial or basic needs challenge, moving, family stress, etc.)**, please email me at bsanfil@ucsc.edu or come to [office hours](#) so that we can develop a plan to support you. It's much easier to work together on the front end than to try to fix things later. I will never ask you to share anything you don't want to, but I am always here to listen if you need help.

👏 LEARNING COMMUNITIES, GRATITUDE, AND COMMUNITY CARE

Online learning can feel a bit disconnected sometimes, so it's essential that we build in ways to support and feel connected to each other. Up to this point, you may have been taught that you need to be independent to succeed: "You are on your own!" "You cannot get help with that in college!" "Do your own work!" In writing, we might have the image of the lone genius working away in an attic. We think that we must be super independent to be successful!

It may surprise you to learn that most successful students are actually **interdependent, not independent**. That is, they have both broad and deep connections to their classmates, teachers, and other support. They know when and to whom to reach out for help. Professional writers get lots of help--just check out the acknowledgements pages of any book, which are almost always 3-4 pages long.

The research back this up. Studies have shown that too much focus on [independence can harm first-generation students](#); conversely, interdependence and collaboration are [beneficial](#) to student learning and success.

We spend time building community in this class because those connections help us learn and grow. In addition to connecting via discussion assignments, I also have set up learning communities to ensure that we stay connected and supportive.

A significant portion of your final grade will be based on your **contributions to your learning community**. Starting in Week 2, you will be placed into a small group (3-5 people) that you will work with throughout the quarter. You will have an activity/assignment due every Friday that will require you to work together

synchronously (at the same time), either remotely using Zoom/Discord or in person if there are students who would like that.

In addition, I will offer an **optional** study buddy program--you can be paired with a like-minded classmate that you can meet with informally however you both choose. This can mean meeting regularly, meeting occasionally, working on things at different times, or . . . ? The study buddy program is totally optional--it's just there if you want a classmate for mutual aid. If you want to sign up, fill out the study buddy form

The last part of your learning community's grade will be awarded by you (not me!). At the end of the quarter, I will ask you to describe ways that you supported your classmates, showed gratitude for their work, and showed care and concern for their work and wellbeing. I will also ask you to name classmates who supported you or others, helped you or others improve, offered excellent cheerleading and encouragement, or in some way contributed to a sense of community in the classroom. These could be your learning community members, your study buddy, someone on a discussion board, etc. As you proceed through the quarter, take note of the classmates who you are grateful for and who offered exceptional care, so that they can be recognized at the end of the quarter. ☺

INSTRUCTOR FEEDBACK

Feedback is an important part of the learning process, but I also realize it can be anxiety-producing. If feedback is really stressful for you, please let me know so we can choose a method that feels supportive.

I will provide written and sometimes audio/video feedback on your homework and larger projects, as well as adding comments in discussion boards. You will also see notes in rubrics on some assignments. Click here to [learn how to access my comments in Canvas](#). Occasionally, I will ask you to revise and resubmit an assignment for credit. I don't do this to punish students--usually, there is something a student didn't quite get yet, and I want them to have an opportunity to learn it. For more on my philosophy on instructor feedback, please read Muriel Harris's "[When Responding to Student Writing, More is](#)

[Better](#)" [Links to an external site. Download "When Responding to Student Writing, More is Better"](#) from *Bad Ideas About Writing*.

I will typically give feedback on homework assignments within one week and projects within two weeks of submission. However, given the ongoing weirdness that is 2022, I appreciate your understanding if I am occasionally delayed.

If you have any questions about your grades or your performance in the class, please feel free to ask. I do not change grades on assignments unless I have made an error, such as accidentally checking the wrong box. I do not give grades you did not earn, regardless of why you might want or need a higher score.

Remember, asking for a grade that was not earned is an academic integrity violation. You are welcome to ask if I can explain your grade so you can understand it; you cannot ask

me to change your grade just because you "need" a higher grade for grad school or other reasons.

STUDENT FEEDBACK

I welcome feedback so that I can help you succeed this quarter, so I will gather feedback in a variety of ways. Every Friday, you will turn in a short survey that will let me know how you are doing in the class. This will help me identify any challenges and offer you support.

In addition, I will ask for anonymous feedback on the course through a mid-quarter survey, which I will use to improve the second half of the class, as well as the end-of-quarter Student Experience of Teaching survey.

You will also have opportunities to support each other through your learning communities and on writing projects.

Please contact me at any time with ideas, questions, or concerns! If you aren't sure how to do something, please reach out. It's usually easier to get questions answered before assignments are due than to re-do work later. Please send me a message or come to office hours so I can help.



LETTERS OF RECOMMENDATION

Because writing classes tend to be smaller, instructors can get to know their students really well. As a result, I often have students request letters of recommendation for graduate school, housing, jobs, study abroad, and other purposes. If you think you may want a letter of recommendation in the future, you need to make sure that I get to know you and your work.

Here is what I am looking for:

- Received a B+ or better final grade in the course (an A grade is preferred)
- Attended office hours/made consistent effort to help me get to know you during the quarter
- Stayed in touch after the quarter, with occasional emails to check in
- Work went above and beyond in some way during the quarter
- Were always respectful to and supportive of me and your classmates

- Not had any academic integrity issues or other disciplinary problems in the course
- Contact me at least 3-4 weeks before the letter is due

When you email me (or any other instructor) to request a letter, you should include the following information:

- Your full name
- Course name that you were enrolled in
- When you were enrolled in the course (quarter and year)
- Institution and program/job/what you are applying to
- Why you are applying and why you would be a good fit/what qualifications you have
- GPA, major, academic resume, extracurriculars (if relevant)
- When the letter is due by
- Be sure to thank them for considering the request!

Remember: instructors may not always be willing or able to write a letter for you. Have a couple of additional people you can ask, in case your first requests are politely declined.

DON ROTHMAN AWARD IN FIRST-YEAR WRITING

The purpose of the [Don Rothman Endowed Writing Award in First-Year Writing Links to an external site.](#) 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 \$1500 will be presented to winners during a Fall 2023 awards ceremony. Any **first-year** student is eligible to submit an essay from a Writing Program class (WRIT 25, 26, 1, 2) to the 2022-2023 Rothman Award competition.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Asking for a grade you did not earn or change of grades after they were submitted to the registrar
- Making changes to work after submitting it to Canvas and then resubmitting it without instructor authorization
- Disclosing quiz/exam content during or after you have taken a quiz/an exam
- Accessing quiz/exam materials without permission
- Copying/purchasing/using any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from both instructors

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 Misconduct page](#) at the [Division of Undergraduate Education](#).

LAND ACKNOWLEDGMENT BY THE AMAH MUTSUN TRIBAL BAND

"The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma."

Although we are not currently on campus for our class meetings, "To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. **Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation.** It is also worth noting that acknowledging the land is Indigenous protocol" (<http://www.lspirg.org/knowtheland>)

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and

practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your

instructor may also seek assistance from the [Dean of Students office](#) [Links to an external site.](#)

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. Go here for [more on](#)

[the UCSC Principles of Community](#) [Links to an external site.](#) I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to do the following:

- be thoughtful and considerate with your avatars, online names, and backgrounds
- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our writing, speaking, or listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others.

Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

Please remember that since many of our interactions will be online--such as in discussion boards--that tone can sometimes get lost. Trying to think critically and articulate questions can be difficult, even for me, so let's write with care, and try to give the benefit of the doubt when you can.

CONTENT ADVISORY

This course may sometimes examine texts, images, and videos that contain descriptions of violence and/or scenes depicting violence, offensive language, or other upsetting content. I will do my best to provide warnings on the syllabus for course materials generally and in specific assignment directions for class content that is particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. Although I will do my best to offer warnings, please be aware that content may not always be indicated. I encourage you to do what you need to care for yourself.

TITLE IX/CARE ADVISORY

The [Title IX Office](#) [Links to an external site.](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination, including around issues of pregnancy, childbirth, and childcare. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

STUDENT SERVICES

[Counseling and Psychological Services](#) [Links to an external site.](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

🏠 If you are experiencing mental health challenges, such as anxiety or depression, you may also be eligible for accommodations through the UCSC Disability Resource Center. [Visit the DRC website](#)[Links to an external site.](#) or contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.



[Student Success and Engagement Hub](#) [Links to an external site.](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring](#) [Links to an external site.](#) and Learning Support

We will have a dedicated writing tutor for this course. Every student will complete 2-2.5 hours of tutoring this quarter. Go here for the [tutor's contact information](#).

In addition, you may want to attend more tutoring. At **Learning Support Services (LSS)**, undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#) [Links to an external site.](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) [Links to an external site.](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology [Links to an external site.](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#) [Links to an external site.](#) For all other help and

support, including the health center and emergency services, start [here](#) [Links to an external site.](#) Always dial 9-1-1 in the case of an emergency.

[Student Veterans](#), Reservists, and ROTC

Student veterans, reservists, and ROTC with special circumstances (drill, deployment) are invited to communicate with me to discuss arrangements to complete coursework when possible. You may also contact the following resources:

- Peer Mentors at the [Veterans Resource Center](#): vets@ucsc.edu
- UCSC VA Certifying Officials: vets_benefits@ucsc.edu or 831-459-2709
 - Website: <https://registrar.ucsc.edu/enrollment/veterans/index.html>
[Links to an external site.](#)
- Santa Cruz Veterans Services Office: scveteranadvocate@gmail.com or 831-454-7276
 - Website: <http://www.cacvso.org/santa-cruz-county-office/>

[Student Parents](#)

As a person who attended graduate school with small children, I am aware of the joys and challenges involved in trying to access a college education as a student parent. If you have children, please contact me as soon as possible to discuss any issues that may arise. If you have to be absent for pregnancy or delivery, you also have protected rights under Title IX. See <https://studentsuccess.ucsc.edu/students-as-parents/index.html>[Links to an external site.](#) for additional resources.

First-Generation Students

I am a first-generation college graduate. More than 40% of the students at UCSC are first-generation students like I was. If you would like to hear more about my academic journey or if you are in need of an ally, please visit me in office hours. First-generation students can find additional resources at <https://firstgen.ucsc.edu/resources/students..>

