

UWP 7

Spring 2024

PRACTICES IN COLLEGE READING & WRITING

Instructor: Sophia Minnillo

Email: [listed on real syllabus]

Classroom: [listed on real syllabus]

Office Hours: **Tuesdays & Thursdays, 4-5 pm** in [listed on real syllabus] & by appointment

What is UWP 7?

UWP 007: Practices in College Reading and Writing is a 4 unit credit-bearing course taught by writing faculty at UC Davis. The small class size of 18 students allows for intense mentorship and collaboration as students focus on **academic literacy strategies**, including **understanding scholarly texts, contextualizing information, developing source-based academic writing projects, and learning how to implement feedback and revision plans**. This includes face-to-face meetings twice-a-week.

UWP 7 Fulfills the ELWR (Entry Level Writing Requirement)

The entry level writing requirement (ELWR) is a way to ensure students get literacy support right away upon enrolling at UC Davis so they can be successful in their classes. ELWR fulfilling courses provide college reading and writing strategies, emphasizing how college writers work with source materials in particular.



Students need to earn either a **C or higher** in the course to fulfill the ELWR. A "PASS" in this course will *not* fulfill the ELWR.

What are the Learning Outcomes of UWP 7?

1.0 Analyze academic literacy tasks	2.0 Identify and apply writing strategies	3.0 Make strategic decisions to effectively use source materials in writing	4.0 Use language strategically and stylistically to achieve purpose
1.1 Identify purposes and conventions of different academic genres. 1.2 Understand the demands of particular writing tasks.	2.1 Describe academic writing genres and employ their (emerging) conventions. 2.2 Identify writing strategies and apply those strategies given the rhetorical situation. 2.3 Apply and document writer's own writing strategies and processes for academic writing. 2.4 Translate feedback from	3.1 Evaluate utility of source materials given a writer's particular purposes. 3.2 Contextualize source material within an academic conversation. 3.3 Cite sources to demonstrate the underlying values and practices of a particular	4.1 Demonstrate stylistic flexibility to demands of a particular writing task. 4.2 Make language choices that create coherence and cohesion. 4.3 Demonstrate sentence-level revising and editing strategies

	peers and instructor into conscious action	citation system.	to improve clarity and accuracy.
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How will we meet and learn together in UWP 7?

UWP 7 will consist of in-person synchronous classes.

- You are expected to attend our class meeting at the time and in the modality (face to face, etc.) indicated on your course schedule found within Canvas. During these class sessions, you are expected to participate in whole class discussions, small group breakout activities, and short individual writing/reading assignments.
- You are also expected to complete work on your own. In addition to reading and writing assignments, you will be required to watch videos to learn and review course concepts and meet with small groups to collaborate.
- You should expect to spend between 10 and 15 hours per week on homework.

Class Size and Learning

This course is limited to 18 students per section to allow for intensive student-teacher and student-student interactions that foster your writing and reading development. Students who are waitlisted for this course should keep this consideration in mind. It is not possible to add students to this course beyond the 18 student limit.

In-person attendance is required for this course. You are allowed to have **two free absences** (for illness, family emergencies, etc.). If you exceed the absence limit because of illness, you will need to submit a doctor's note to have an excused absence. You are responsible for making up the work that you miss while absent in a timely manner. Meeting with me during office hours and corresponding via email is a great way to ensure you know what's expected while you're absent.

What are the required course materials?

We will use a combination of Canvas and Google Drive this quarter and conferences may be conducted using Zoom, so you will need a computer, microphone, webcam, and reliable internet access to participate in class and complete coursework. Your equipment will need to be able to stream both audio and video.

Readings and other course materials will be provided on Canvas. I will guide the class through the sign-up process for additional applications you will need:

1. [Padlet](#), an online collaborative writing space.
2. [Google Jamboard](#), an online collaborative writing space.

How are students graded?

The grading policy for this class values BOTH the behaviors and deliverables of writers. You will receive your grade based on the process you undertook to complete the assignment, including revision, and based on whether you meet the expectations of a given assignment. Consistent engagement with the processes of writing, research tells us, fosters the development of stronger, more flexible academic writers.

Grade breakdown

Category	Percent of Grade
In-class work, including peer review workshops and asynchronous activities	20%
Reading reflections & homework	15%
Process Journal Entries	15%
Synthesis Paper & Literacy Self-Study (including drafting, revision, and final version)	40%
Attendance & Participation (including in one-on-one conferences)	10%

A+: 100-97%, A: 96-94%, A-: 90-93%

B+: 89-87% , B: 86-84%, B-: 83-80%

C+: 79-77%, C: 76-74%, C-: 73-70%

D+: 69-67%, D: 66-64%, D-: 63-60%

F: 0-59%

Late policy

Students are expected to submit assignments on time. For this reason, the late policy is that for every day late that a student turns in an assignment, 5% will automatically be deducted from their grade on that assignment. This does not apply to peer review and final submission drafts, which must be submitted on time for you to benefit from peer and instructor response. If you have special circumstances which make you need to submit an assignment after the deadline, please email me and we will discuss potential exceptions to the late work policy.

Writing for UWP 7 is public writing

All of our work will generate class discussion and might be shared with your peers. Knowing this, please do not write about subjects that you do not want to share.

Categories of Assigned Work

In-class work & Homework

In-class and homework activities include things like online discussion posts and replies, reading annotations, reading summaries and reflections, charts, brainstorming assignments, worksheets and planning documents. All of these activities are designed to help you complete the required Final Literacy Self-Study and Synthesis Project in this course and to help you improve as a writer. It is important that you complete them all as they are assigned.

Process Journal Entries

Reflecting on your own literacy experiences, practices, strategies, and habits will help you develop greater awareness and flexibility as a writer, one of the primary goals of UWP 7. Process journal entries ask you to think deeply about your own reading and writing processes, experiences, practices, and strategies. I will provide you with specific topics or questions to think about for each Process Journal Entry.

Peer Review Workshops

Peer review workshops are key to improving as a writer. As such, they, like final submission drafts, must be submitted on time and meet the assignment's criteria. You will participate in multiple, required peer workshops in UWP 7.

Final Submission Drafts

There are two Final Submission Drafts required in UWP 7 ([Synthesis Paper](#) and [Literacy Self-Study](#)). **Your Final Submission Drafts must be submitted on time, and they will be evaluated based on their content and quality, as defined by the assignment.**

What is expected of students?

Synchronous & Asynchronous Engagement

Attendance and engagement is essential to your success in UWP 7! We will spend our class time working on project-building activities; your success is dependent on your attendance and engagement with these class activities. If you are tardy or absent, you are still responsible for any information and assignments discussed, completed, or submitted. I will not remind you of what you missed, nor will I reteach a class—it is your responsibility to keep yourself on track. I would recommend exchanging phone numbers or email addresses with a reliable classmate or two so that you can find out what you missed when you must be absent. Should you miss a class meeting, you will need to check Canvas for any updates as I may make changes to the calendar.

You will spend our asynchronous time working on activities that ask for practice and application of course concepts; your success is dependent on your completion of these class activities. I expect each student to responsibly engage in all course activities including:

1. checking Canvas regularly
2. arriving on time to class
3. managing your digital world (saving and storing appropriate materials (documents, websites) so they can be easily located),
4. communicating promptly and professionally about any challenges with course materials and concepts
5. communicating promptly about difficulties that influence your participation in class activities (environmental challenges, etc.).

Respectful and Helpful Feedback

One crucial part of active and respectful engagement in UWP 7 will happen during peer review workshops when students provide feedback to one another. Feedback is *crucial* to all writers. Writers need readers who pay attention to what they've written and think about that writing on different levels—both the level of ideas and the level of mechanics and style. You will receive feedback from different sources regularly: from peers, from me, and from writing specialists and tutors in the [Writing Center](#). You should always receive that feedback in a spirit of learning and growth just as you should always give feedback to others in collegial and supportive ways.

UC Davis Student Code of Academic Conduct and Policies

We will practice academic writing in UWP 7, particularly investigating how academic writing is premised upon forwarding *conversations* and creating *new knowledge and understandings*. A key part of academic writing, then, is presenting and responding to ongoing conversations, often in the form of referencing existing publications that we call "sources." Integrating sources into your writing is an essential skill for college writers because it is how you *join* ongoing conversations, learn from them, and contribute to them. Therefore, it is *essential* that you learn how to ethically and transparently use sources in your academic writing including but also beyond citation practices.

At the same time, UC Davis takes academic honesty very seriously, as do I. The [UC Davis Code of Academic Conduct](#) exists to support high standards of behavior and to ensure fair evaluation of student learning. The Code outlines the responsibilities of both students and faculty. The work you submit for this class must be your own original work. I will not tolerate academic dishonesty of any

kind. Academic dishonesty includes neglecting to cite source material properly, copying another person's work, turning in someone else's work as your own, having someone else write part or all of your paper, allowing someone else to turn in something you have written, etc. If you are unsure how to integrate or document a source, **please ask**. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, deferred separation, suspension or dismissal from the University of California. You should read about the different practices that are tied to the code of academic conduct here: <https://ossja.ucdavis.edu/code-academic-conduct>

One form of academic misconduct related to academic integrity is plagiarism, a topic we will discuss at length in this course. [Plagiarism](#) is defined by the UC Davis Office of Student Support and Judicial Affairs (OSSJA) as:

using the words or ideas of another without giving appropriate credit. Even if a student paraphrases an idea in his/her own words, the source must still be cited. If exact words are used, the student must put the words in quotation marks and cite the source. Students are responsible for knowing what plagiarism is and not doing it. Be particularly careful about copying and pasting information from the internet - materials used from internet sources must be quoted and cited just like information from other sources. Students must also be aware that copying or adapting pictures, charts, computer programs or code, music, or data without citing sources and indicating that the material has been copied or adapted is plagiarism. It may also be copyright infringement, which is a violation of the law.

When an academic integrity violation occurs, referrals are made by faculty to OSSJA which then investigates the allegation.

Course Policy on AI

Learning to use AI in productive, responsible, and ethical ways is an emerging skill, one that we will cultivate in this course. The use of the generative AI tools **ChatGPT** and **Grammarly** is allowed in this course only for targeted feedback on drafts, using prompts provided with each assignment. (Any other AI use must be assigned by the instructor.) Any other use of AI tools is not permitted. This is how OSSJA policy defines AI use as plagiarism: "Taking credit for any work not created by the student ... includ[ing] ... content generated by software or artificial intelligence."

As we learn about AI and how AI tools can support some parts of the writing process, we will be guided by two core principles:

1. Cognitive dimension: Working with AI should not reduce your ability to think clearly or develop expertise. We will practice using AI to support—rather than hinder—learning. AI can be wrong. It cannot think for you. It cannot learn for you.
2. Ethical dimension: Students should have instructor approval for any AI use, acknowledge any use in specific terms, and make sure any use aligns with academic integrity.

Guidelines for citing AI:

APA style: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

MLA style: <https://style.mla.org/citing-generative-ai/>

Chicago style:

<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>

Acknowledgement: The core principles about the cognitive and ethical dimensions discussed are based on [Joel Gladd's "Policies related to ChatGPT and other AI Tools."](#) They are reproduced here under a Creative Commons 4.0 Attribution license.

Language Diversity

At UC Davis we are fortunate to find ourselves in a diverse learning environment where we encounter

a range of linguistic backgrounds and levels of English proficiency. This learning environment reflects the globalized nature of communication in today's world. Because we live in a global world, members of this class have diverse language backgrounds. The ELW program recognizes that academic language acquisition takes many years, and that there is not a single, "correct" English but rather language varieties within the U.S as well as different dialects of global Englishes. American academic English is itself a type of dialect. Like spoken accents, written accents do not represent intelligence, ability, or accomplishment and will not result in lower grades.

What resources are available for students?

Accessibility: Student Disability Center (SDC)

The philosophy of the SDC is to promote independence and integrated participation in campus life for students with disabilities. The SDC is staffed by professional disability specialists who specialize in different areas of disability: learning, vision, hearing, medical, psychological, and mobility. More information can be found at <http://sdc.ucdavis.edu/>. If you need any special accommodations to complete this course successfully, please provide me with information as soon as possible.

Writing Center

The goal of the Writing Center is to help you develop as a writer at UC Davis through encouraging peer feedback and guided practice on a variety of writing topics. The team is made up of undergraduate and graduate tutors who are UC Davis students as well as specialists who are experienced in teaching writing at the college level and hold advanced graduate degrees. To help students through the writing process, writing tutors and specialists work with students one-on-one as well as in small groups to discuss topics that range from brainstorming to drafting. Tutors and specialists are trained to help students at any point in the writing process. The Writing Center is located on the 4th floor of the TLC, and it is open from Monday-Thursday from 10 a.m.- 8 p.m. and Fridays from 10 a.m.-5 p.m. For more information, please visit the Writing Center's website: <https://writingcenter.ucdavis.edu/> or call 530-754-2999. You can receive extra credit by attending a session at the Writing Center and sharing evidence of your appointment with me on Canvas.

Campus Resources

Visit this link to find out about all the various student support services available to UC Davis students: <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

Your Instructor!

Please contact me if you need help with this course. I am here to help you succeed and am available during my office hours. If these hours do not fit your schedule, please contact me so we can try to schedule an appointment at another mutually agreeable time.

We can also communicate by email if that works better for you. Please keep in mind, however, that email is often best for shorter, more direct questions like clarifying an assignment or scheduling an appointment. If you need to discuss something more involved, meeting in person via zoom is probably the better option.

While I try to respond to emails within twenty-four hours during the week, you'll want to plan ahead: If you send me an email the night before an assignment is due, you will probably not receive a response until the following day before class. Should you have any late night questions, please check all of the course materials for answers; another classmate may also know the answer, which is another good reason to swap email addresses or other contact information with a classmate.

COURSE CALENDAR

All assignments are due before class

	Due Monday	Due Wednesday
Week 1 (4/1) Intro to Reading, Writing	Read & take notes on the syllabus <u>Pre-quarter questionnaire</u>	Reading: - <i>How to Read like a Writer</i> by Mike Bunn <u>Journal Entry 1: Reflecting On Past Writing & Goal-Setting Assignment 1</u>
Week 2 (4/8) Key Rhetorical Concepts & Writing in college	Reading: - <i>The Rhetorical Planning Wheel</i> by Nigel Caplan & Ann Johns - Readings for AI literacy	Reading: - <i>So You've Got a Writing Assignment: Now What?</i> by Hinton - Understanding Writing Situations by Mike Palmquist
Week 3 (4/15) Invention & Source use	Reading: - <i>Invention Throughout the Writing Process</i> by Amy Hodges <u>Journal Entry 2</u>	Reading: - <i>BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing</i> by Joseph Bizup - BEAM handout
Week 4 (4/22) Synthesis & Peer review	Reading: - <i>Synthesize</i> by Nigel Caplan & Ann Johns - UWP 7 Synthesis Handout <u>Journal Entry 3</u>	Reading: - <i>Responding – really responding to other students' writing</i> by Straub <u>Journal Entry 4 (Synthesis Matrix)</u>
Week 5 (4/29) Writing processes & Revision	<u>Draft of Synthesis</u> Peer review workshop	Reading: - <i>Changing your mindset about revision</i> by Lennie Irvin - <i>Grammarly for feedback</i> by Maja <u>Journal Entry 5 (peer feedback plan)</u>

<p>Week 6 (5/6)</p> <p>Multimodal composing, Multilingualism</p>	<p><u>Second full draft of Synthesis paper due on Canvas</u></p> <p><u>Reading:</u> - <i>An Introduction to and Strategies for Multimodal Composing</i> by Melanie Gagich</p> <p><u>Observation Notes for Literacy Self Study in class</u></p> <p><u>Journal Entry 6</u></p>	<p><u>Reading:</u> - <i>Workin' Languages: Who We Are Matters in Our Writing</i> by Alvarez, Wan & Lee - The Significance of Linguistic Profiling John Baugh</p> <p><u>Journal Entry 7</u></p> <p>Interpretations, connections to course readings</p>
<p>Week 7 (5/13)</p> <p>Web design, Literacy Self-Study</p>	<p>Creating a thesis statement from findings</p> <p>Designing a website</p>	<p><u>Conferencing</u></p>
<p>Week 8 (5/20)</p> <p>Literacy Self-Study</p>	<p><u>Reading:</u> - <i>Language Power: Tutorials 7 and 8</i> by Ferris (pp.105-136)</p> <p><u>Journal Entry 8</u></p> <p>Editing, Designing a website continued</p>	<p><u>Draft of Literacy Self-Study</u></p> <p>Peer review workshop</p>
<p>Week 9 (5/27)</p> <p>Conferencing</p>	<p><u>Memorial day– no class</u></p> <p><u>Second Draft of Literacy Self-Study due</u></p> <p>Sign up for a conference</p>	<p><u>Conferencing</u></p>
<p>Week 10 (6/3)</p> <p>Editing + Making an online website portfolio</p>	<p><u>Reading:</u> - <i>Language Power: Tutorials 9 and 10</i> by Ferris (pp.139-166) + <i>Cohesion</i></p> <p>Editing</p>	<p><u>Journal Entry 9: Reflecting On Past Writing & Goal-Setting Assignment 2</u></p> <p>Project presentations</p> <p>Course review</p>
<p>Finals week</p>	<p><u>Final: Literacy Self-Study due June 7, 2024 1:00 PM on Canvas</u></p>	