

## UWP 1: Introduction to Academic Literacies

Fall 2025

### Times & Locations:

Tuesday & Thursdays 4:10-6:00 in Katherine Esau Science Hall 2060

### Contact Information:

Instructor: Melissa Gomes (she/her)

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Office Hours:

Wednesday 1:00-2:00 in person

Friday 11:00-12:00 via Zoom

Office: Kerr 269

### Course Description:

Welcome to UWP 1! My name is Melissa and I'll be your instructor for the quarter. The goals of this course are to help you become a more confident and flexible reader and writer, to improve your reading and writing processes, and to help prepare you for the reading and writing you'll be asked to do in your courses at UC Davis.

### Learning Outcomes

The UWP1 learning outcomes are based on the Council of Writing Program Administrators Outcomes Statement for First-Year Composition. The learning outcomes focus on reading and composing knowledge, practices, and attitudes in five areas: Rhetorical Concepts, Reading and Writing Processes, Knowledge of Conventions, Research, and Metacognition. Please see [this document](#)<sup>1</sup> for details on these learning outcomes.

### Prerequisites:

The prerequisite for UWP 1 is completion of the Entry Level Writing Requirement (ELWR). If you take UWP 1 without having met the ELWR, you will receive credit for the course, but it will not fulfill the lower-division writing requirement. You must earn a final grade of C- or higher to fulfill the lower-division writing requirement, even if you've completed all of the work. If you receive a D-range grade, you'll still receive credit for the course, but it will not satisfy the lower-division writing requirement.

### Pass/No Pass:

If you intend to take this course P/NP, check with your major advisor first to ensure that you can still meet university writing and college writing requirements if you do not take this course for a grade.

### Adding/Dropping:

All of the adding and dropping for UWP1 is handled automatically by SisWeb, the online registration system. Because UWP1 is a writing course that involves getting significant feedback from the teacher,

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<sup>1</sup>Typically I include this on a separate page on Canvas for students so the syllabus isn't too long, but I've attached the UWP 1 Learning Outcomes to the end of this document. I also added a course calendar and description of the major assignment.

all sections have a hard cap of 25 students. Individual teachers cannot add students. According to UWP policy, students who are registered and do not attend the first week of class will be dropped. Students who are added by the online registration system in week 2 but have not attended the first week of class will not be dropped, but are expected to make up the work.

### **Course Assignments:**

#### ***Class Activities & Participation***

Students are required to participate in-class and complete activities that pertain to the reading response journals, the academic research article, and the final exam. This is a workshop and discussion course, not a lecture course, and I value everyone's active participation. Because much of the learning in this class will take place during classroom discussions and peer response workshops, regular attendance and participation is essential. In order to have useful class discussions, we'll need to fully engage with the class readings. An effective college reader is an active reader, underlining key ideas and writing responses or questions in the margins. You'll need to annotate the class readings, and before each class discussion I'll ask you to review your annotations of the readings. This will refresh your memory of the key ideas in the readings and the responses and questions you had as you read.

Students are required to bring laptop computers to class to effectively and thoroughly complete class activities. Similarly, for reading discussions, students must also bring either physical (print) or digital (file on computer) copies of the course texts to class so that they can meaningfully follow along and contribute to such discussions. Smartphones are not a suitable technology to complete these activities, and students can be penalized according to the grading contract if they come to class unprepared in this regard. The readings we'll discuss in this class require rigorous intellectual engagement. As such, please do not be distracted by reading non-class related material on cell phones, doing homework from other classes, etc.

#### ***Reading Response Journals***

All readings for this class are available on the class Canvas site. The readings are by students, professional writers, and writing teachers and they all focus on some aspect of reading, writing, and researching. This is a "writing about writing class" so the readings and writing projects are focused on the subject of reading and writing. You can either print these texts or bring them to class on an electronic device such as a laptop, tablet, or phone. There are additional writing reference resources available on the class Canvas site.

To use writing as a tool for learning and critical thinking about the class readings, before each class you'll post informal, exploratory 200 word posts to Canvas discussion forums. This post should respond to the prompt in the forum. In your posts, don't worry about grammatical correctness or organization. These are exploratory, "low stakes" posts that are meant for you to think critically about the readings and make connections between the readings and your own experiences as a reader and writer. I will regularly share these posts in class and use them to start class discussions, so don't write anything you aren't comfortable sharing with the class.

#### ***Academic Research Article ePortfolio***

The major project for this course is an academic research article that may be eligible for publication in the UC Davis First-Year Composition online student writing journal, *Readings about Writing*. We'll complete the portfolio in steps, which will include multiple drafts, peer response workshops, instructor conferences, and reflection journals. You'll also write a portfolio reflection letter at the end of the process that makes an argument for how you've met the UWP1 learning outcomes. You'll compile

your writing in a portfolio and submit it on Canvas. All portfolios will be assessed with the portfolio rubric to determine whether students have met the learning outcomes of the course. See the Academic Research Article Portfolio assignment prompt as well as the portfolio rubric in Canvas for a detailed description with due dates.

### ***Final Exam***

Our final exam will be a poster session where you present the results of your research project in the form of a digital poster. The final exam is on December, 12 2025 6:00 PM in our normal classroom.

### ***Attendance Policy***

Regular attendance is required for passing this course, and I will take attendance at the beginning of every class. If you're more than fifteen minutes late or if you leave early, you'll be marked absent for the day. You are permitted two absences with no consequences to your grade. This is to allow you to take care of health and/or personal concerns without having to inform me of why you need to take off class. You are still responsible for any assignments you miss when you are absent. Your grade will be impacted if you miss three or more days of class, as specified on our grading contract.

I understand that everyone has different circumstances, and that things sometimes happen that are beyond our control. If or when such things happen, please let me know as soon as possible (same day is best) so that I can excuse your absence/tardiness/late work and plan with you so that you remain in good standing with the grading contract.

### ***Grading***

Research shows that grades are a poor way to motivate students to learn and that grading writing is subjective. Because of this I use a grading approach called contract grading. This grading approach is popular with teachers in writing studies because it takes away some of the subjectivity of grading writing and focuses students more on learning and working hard rather than grades and trying to give the teacher what they want. [The grading contract](#) is included on the class Canvas site, and you'll be reading an article that explains contract grading. You'll be graded based on the criteria of the grading contract, not against each other. I don't grade on a bell curve and I don't have a set grade distribution that I aim for. I want and expect you all to do an excellent job and I've designed the course to give you as much support for your reading and writing as possible and for hard work to be rewarded. Your labor, your attitude, and your growth are as important to me as the quality of your final products, and this is built into the grading contract and the portfolio assessment model. I will provide you with a grade update during the first round of conferences. Incompletes, by university policy, are only allowed in cases of documented true emergencies, such as a serious illness or death in the family. If such an emergency arises, please discuss it with me immediately.

Students must earn a grade of C- or better in order to fulfill the university lower division writing requirement.

### ***Late Work Policy***

All students are allowed two late passes for the reading journals. The late passes will allow students to turn in reading response journals 48 hours after the original due date for full credit. Students must email the instructor letting them know that they wish to use their passes. All other assignments must be completed by their assigned due dates, and late submissions will be penalized according to the terms of the grading contract. Class activities without due dates should be completed the same day they are introduced, unless otherwise specified. Please see the grading contract for specific policies concerning

absences, tardiness, and late / incomplete work. If you have circumstances which make you need to submit an assignment after the deadline, please email me and we will discuss any potential exceptions to the late work policy.

### **Accommodations & Disability Services:**

The University of California, Davis, is committed to ensuring equal educational opportunities for students with disabilities. An integral part of that commitment is the coordination of specialized academic support services through the [Student Disability Center](#) (SDC). The philosophy of the SDC is to promote independence and integrated participation in campus life for students with disabilities. If you qualify for accommodations because of a disability, please submit a letter from the Student Disability Center to your instructor in a timely manner so that your needs may be addressed. SDC determines accommodations based on documented disabilities.

### **Research and Citation Ethics**

All students will be expected to follow the UCD Student Code of Conduct, which can be found at <http://sja.ucdavis.edu/files/cac.pdf>.

**Plagiarism Policy:** In this course we will discuss ethical citation and when and how to cite sources in academic writing, and you will receive help from peers and the teacher with integrating and citing sources. The Council of Writing Program Administrators defines plagiarism as occurring “when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source” (“[Defining and Avoiding Plagiarism](#)”). Intentionally submitting an entire paper that’s not your own work (such as a paper purchased from an online paper mill) is a serious offense with serious consequences. Suspected instances of intentional plagiarism on this scale can be reported to OSSJA.

### **AI Policy:**

As generative artificial intelligence is a continuously evolving technology that is having a large impact on our world, I believe it is my responsibility as a writing instructor to help students learn and apply this technology in an effective and ethical manner. In this class, you may never copy-paste AI generative text as your own, but are allowed to use generative AI for all of your assignments, under the following conditions:

1) You must provide a detailed written explanation for how you used the technology for the assignment in question. At the beginning of the assignment in question, please provide this explanation in the form of an author’s note. Any use of AI that is not attributed properly will be considered an academic integrity violation, and you can be marked down according to the grading contract, or in serious or repeated instances, be referred to OSSJA.

2) Some recommended uses for AI might include brainstorming, outlining, proofreading, etc. I hope to facilitate some activities in-class where we engage with the technology. However, it is still my position that generative AI is not a substitute for strong literacy skills or an understanding of the writing process. The technology (as it stands now) cannot autonomously complete sophisticated composition tasks without extensive human collaboration. Do not let AI think for you and do not use it blindly. If you do not feel confident with the technology, I would recommend not using it at all. Remember that only you, and not the machine, are familiar with the requirements of the course assignments. You are

responsible for the quality of your work, and any poor quality work due to AI usage will be marked down according to the grading contract.

3) I strongly recommend that you do not use AI when conducting secondary research. The technology (as it stands now) is highly prone to false information, which might include fake sources, fake citations, fake quotes from sources, inaccurate or inconsistent summaries, etc. You are responsible for any inaccurate or fabricated information in your essay. You can be marked down according to the grading contract, or in serious or repeated instances, be referred to OSSJA.

### **First-Year Composition Program Statement on Diversity**

The First-Year Composition program is committed to fostering a classroom environment that is safe and intellectually challenging for all students, regardless of race, ethnicity, documentation status, gender identity, sexual orientation, (dis)ability, language, or religion. 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 First-Year Composition 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.

### **Land Acknowledgement**

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of the Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

### **Student Resources:**

See <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/> for many student resources on topics including coronavirus, academic support, health and wellness, and campus community. Two important resources for this class include the writing center and the SDC:

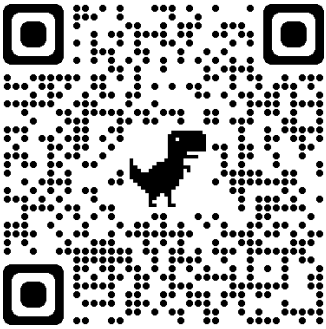
### ***Writing Center***

The UC Davis Writing Center offers free one-on-one consultations, workshops, and online resources to the Aggie community. We believe that all writers benefit from individualized attention, so we invite writers from any discipline to work with a trained peer consultant on writing and communication projects at any stage of the writing process. Consultants offer writers concrete strategies within a collaborative environment, guiding students to develop their voice as they negotiate new writing situations and emerging technologies. To schedule a face-to-face or online appointment, please stop by the Teaching and Learning Complex, 4th floor, call us at 530-754-2999, or go to our [website](#).

***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 the information and official written documentation as soon as possible

You can also use this link or scan the QR code below for a [list of resources](#) on campus and in the surrounding Davis/Yolo county area to help you survive and thrive during your time at UCD, because you belong here, you deserve to be here, and you deserve to succeed here.



## UWP1 Learning Outcomes

The UWP1 learning outcomes are based on the Council of Writing Program Administrators Outcomes Statement for First-Year Composition. The learning outcomes focus on reading and composing knowledge, practices, and attitudes in five areas:

### *Rhetorical Concepts*

Rhetorical concepts involve understanding key reading and composing concepts.

- Students will demonstrate an understanding of key rhetorical concepts such as audience, purpose, context, genre, discourse community, revision, and editing.
- Students will reflect on how their understanding of these key concepts has grown and changed as a result of reading and composing in UWP1.

### *Reading and Writing Processes*

Reading and writing processes involve reading and composing as recursive processes that vary among individuals, genres, and contexts.

- Students will practice reading, researching, and composing as social processes and revise and edit multiple drafts based on feedback from peers and the instructor.
- Students will develop critical and creative reading and writing practices to empower them to read and write in a variety of genres.
- Students will learn to navigate academic resources that can support their composing processes and their academic success (tutoring resources, mental health services, disability support, technology support, resources for specific communities, etc.)

### *Knowledge of Conventions*

Conventions involve the expectations of form, language, and format that are shaped by discourse communities, genres, and composers.

- Students will practice conventions across a variety of modes, genres, and discourse communities.
- Students will explore the connections and variations among their home discourse communities and other discourse communities they wish to join (academic, civic, professional, etc.).

### *Research*

Research involves collecting and analyzing data and engaging with prior knowledge on a subject in order to make new meaning.

- Students will use research to evaluate, analyze, and synthesize prior knowledge on a subject related to reading or writing that interests them and create new knowledge through primary research.
- Students will collect, analyze, evaluate, integrate, and ethically cite primary and secondary research.

### *Metacognition*

Metacognition involves the ability to reflect on rhetorical choices and composing and reading processes.

- Students will reflect on their reading and composing processes and the rhetorical choices they made in their compositions (choices about organization, evidence, language, document design, etc.).
- Students will identify their strengths as writers and develop improved writing habits and processes in order to increase their confidence and preparation for future writing in college and beyond.
- Students will be exposed to, reflect on, and draw upon diverse perspectives and experiences through reading and writing.

## Course Calendar

Reading Response Journal      Final Project Mini Assignments

Class Day	Class Topic	Reading Assignments & Project Due Dates
Week 0 Class #1  Thursday 9/25	Course introduction	<ol style="list-style-type: none"> <li>1. Read and annotate Faye et al., “So Your Teacher is Using Contract Grading...”</li> <li>2. Reading Response #1</li> </ol>
Week 1 Class #2  Tuesday 9/30	Contract Grading; Academic Writing	<ol style="list-style-type: none"> <li>1. Read and annotate Tan, “Mother Tongue”</li> <li>2. Reading Response #2</li> </ol>
Week 1 Class #3  Thursday 10/2	Literacy Narratives; Positionality statements	<ol style="list-style-type: none"> <li>1. Read and annotate DeMint et al, “What Color is My Voice?”</li> <li>2. Reading Response #3</li> </ol> <p><u>Literacy Inventory/Pre-quarter questionnaire</u> <b>(due by Sunday 9/28 11:59 pm)</b></p>
Week 2 Class #4  Tuesday 10/7	Linguistic Justice	<ol style="list-style-type: none"> <li>1. Read and annotate Melzer, “Understanding Discourse Communities”</li> <li>1. Reading Response #4</li> </ol>
Week 2 Class #5  Thursday 10/9	Discourse Communities; Genre	<ol style="list-style-type: none"> <li>1. Read and annotate (at least) 2 <a href="#">student portfolio pieces</a></li> <li>2. Reading Response #5</li> </ol> <p><u>Positionality statement</u> <b>(due by Sunday 10/12 11:59 pm)</b></p>
Week 3 Class #6  Tuesday 10/14	Research Proposal; Writing a Research Question	<ol style="list-style-type: none"> <li>1. Read and annotate McClure “Googlepedia: Turning Information Behaviors into Research Skills”</li> <li>2. Reading Response #6</li> </ol>
Week 3 Class #7  Thursday 10/16	Library Workshop; Finding Secondary Sources Online Media Literacy;	<ol style="list-style-type: none"> <li>1. Read and annotate Warrington, “Assessing Source Credibility</li> <li>2. Reading Response #7</li> </ol> <p><u>Research proposal first draft</u></p>

		[start identifying interviewees or make plan for survey distribution] <b>(due by Sunday 10/19 11:59 pm)</b>
Week 4 Class #8  Tuesday 10/21	Evaluating Secondary Sources  Argument visualization through argument mapping	1. Read and annotate Bunn, “How to Read Like a Writer” 2. Reading Response #8
Week 4 Class #9  Thursday 10/23	<a href="#">Reading Rhetorically</a>	1. Read and annotate Driscoll, “Introduction to Primary Research” 2. Reading Response #9  <u>Annotated bibliography</u> <b>(due by Sunday 10/26 11:59 pm)</b>
Week 5 Class #10  Tuesday 10/28	<a href="#">Primary Research</a>	1. Read and annotate Straub, “Responding–Really Responding–to Other Students’ Writing” 2. Reading Response #10
Week 5 Class #11  Thursday 10/30	How to do peer review; Conduct Peer Review for research proposals and survey/interview questions	<u>Proposal Draft #2 with Survey/Interview Questions</u> <b>(due by Sunday 11/2 11:59 pm)</b>  <u>Schedule Conferences for next week</u> <b>(by Sunday 11/2 11:59 pm)</b>
Week 6 Class #12  Tuesday 11/4	Conferences (Start data collection once you get the okay on your questions/proposal after conference)	1. Read & annotate Dobin, “Writing with GenAI” 2. Reading Response #11
Week 6 Class #13  Thursday 11/6	GenAI & Writing; citation formatting & incorporation	1. Read & annotate Denny & Clark, “How to Analyze Data in a Primary Research Study” 2. Reading Response #12  <u>Draft: Methods &amp; Lit Review</u> <b>(due by Sunday 11/9 11:59 pm)</b>  Plan on finishing data collection by end of this week as well
Week 7 Class #14  Tuesday 11/11	Veteran’s Day Holiday	

Week 7 Class #15  Thursday 11/13	results & discussion; data visualization	<ol style="list-style-type: none"> <li>1. Read &amp; Annotate Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers”</li> <li>2. Reading Response #13</li> </ol> <p><u>Draft: Lit Review, Methods, Results, Discussion</u> (due by Sunday 11/16 11:59 pm)</p>
Week 8 Class #16  Tuesday 11/18	Revision; editing Intro & conclusions	<ol style="list-style-type: none"> <li>1. Ready your draft for peer review</li> <li>2. Add intro and conclusion to draft</li> </ol>
Week 8 Class #17  Thursday 11/20	peer review - research paper full draft	<ol style="list-style-type: none"> <li>1. Read &amp; annotate Zemliansky’s “Literacy Is Not Just Words Anymore”</li> <li>2. Reading Response #14</li> </ol> <p><u>Submit Peer Review</u> (by end of class)</p> <p><u>First Full Draft</u> (due by Sunday 11/23 11:59 pm)</p>
Week 9 Class #18  Tuesday 11/25	Visual literacy; Academic Poster Drafting	
Week 9 Class #19  Thursday 11/27	Thanksgiving Holiday	<p><u>Poster Draft due</u> (due by Sunday 11/30 11:59 pm)</p>
Week 10 Class #20  Tuesday 12/2	Conferences	<ol style="list-style-type: none"> <li>1. Read &amp; annotate Giles, “Reflective Writing and the Revision Process”</li> <li>2. Reading Response #15</li> </ol>
Week 10 Class #21  Thursday 12/4	Reflective Writing; Metacognition & Writing	
<b>Final</b> December, 12 2025 6:00 PM	Research Project poster session	Submit your Poster & Final Portfolio to Canvas before the final exam period.

## Academic Research Article Portfolio Prompt UWP1

### Purpose

The Research Project Portfolio connects to the UWP1 learning outcomes of rhetorical concepts, reading and writing processes, knowledge of conventions, scholarly research, and metacognition. The purpose of this project is to develop a research question or questions and conduct primary and secondary research about a reading or writing topic that interests you in order to **practice scholarly research and writing**. Then you'll write an academic research article eligible for publication in the UC Davis First-Year Composition online journal of student writing, [\*Readings about Writing\*](#).

### Genre

Scholarly research articles are a common genre in academic writing in every field. Academic researchers formulate research questions that don't have a simple right or wrong answer, and they **use their research to explore their research questions and make arguments about their research topics**. Readers expect scholarly articles to **engage in conversation** with the research that's been done on the topic, and this means **citing and integrating peer reviewed academic sources**. Citing only a few related research studies is never enough to show that you've deeply engaged with your topic as a scholar. You can follow the conventions of the articles that have been published in *Readings about Writing* when deciding how many sources you should cite.

### Example of Types of Research Questions

- What are the most effective strategies for improving in (an area of reading or writing that the student wants to improve in)?
- What are the most important genres (types of writing) in (the student's major) and what do students who are new to the major need to know to succeed in writing those genres?
- How do the workers at (a kind of company or organization the student wants to work for in the future) communicate in reading and writing and how can a new person to the community succeed as a writer and communicator?

### Format

Research articles have different formats depending on the discipline, but academic research articles in every field tend to use some basic formatting conventions: there's often an **abstract** at the beginning that summarizes the article, there's usually an **introduction** and discussion of related research (**introduction and literature review section**), a discussion of **research methods (methods section)**, and a discussion of the **results** and significance of the research (**results, discussion, and conclusion sections**). Different sections of an academic research article are usually divided by headings. Choose a citation format ([APA](#), [MLA](#), etc.) that is most appropriate for your topic. Everyone will write an article of around **1,500-1,800 words**.

You'll compile your writing in a portfolio of work and submit it to the Research Project Portfolio assignment submission link on Canvas.

1. Positionality statement
2. Final draft of your research article
3. Portfolio reflection essay

**The 3 attachments listed above must be uploaded in the Research Article Portfolio assignment link in Canvas by December, 12 2025 8:00 PM.** You can upload a google drive link, a series of Word documents, or use the ePortfolio function on Canvas. We will discuss this more in class. If you have any questions about the submission types, please ask me. **If you share a Google Drive file, please check the sharing settings to make sure I have access.**

### Portfolio Mini Assignment List

Assignment	Due Dates
Positionality statement	Due Sunday 10/12 11:59 pm
Research Proposal Draft #1	Due Sunday 10/19 11:59 pm
Annotated bibliography	Due Sunday 10/26 11:59 pm
Research Proposal Draft #2 with Survey/Interview Questions	Due Sunday 11/2 11:59 pm
Research Article Draft: Methods & Lit Review	Due Sunday 11/9 11:59 pm
Research Article Draft: add Results & Discussion	Due Sunday 11/16 11:59 pm
Research Article Full Draft #1 (add Introduction & Conclusion)	Due Thursday 11/20 4:00 pm
Research Article Full Draft #2	Due Sunday 11/23 11:59 pm
Poster Draft	Due Sunday 11/30 11:59 pm
Submit Portfolio & Final Poster	December, 12 2025 6:00 PM

### Assessment

The Research Project Portfolio is one of the categories of [the grading contract](#). To get an "A" in that category, the portfolio will need to meet the guidelines for "Proficient" in the [UWP1 Portfolio Rubric](#). Portfolios that meet the guidelines for "Advanced" in the UWP1 Portfolio Rubric will result in a "+"

being added to a student's final grade. This portfolio rubric is used by ALL UWP1 sections. The UWP1 Portfolio Rubric is available on the class Canvas site.

## UWP1 Portfolio Assessment Rubric

The UWP1 portfolio rubric is meant to assess the extent to which students have met the UWP1 learning outcomes, based on students' arguments in their portfolio reflection letter and the evidence for those arguments in the projects included in their portfolio. In the portfolio reflection letter students will:

- Make an argument for how they have met the UWP1 learning outcomes
- Support their argument by citing specific examples from the projects in their portfolio
- Describe what further revisions they would make if they had more time to work on their portfolio
- Consider how what they learned about reading and composing in UWP1 could apply to their future writing contexts
- Reflect on the most important aspects of reading and writing they need to improve on.

	<b>Advanced: strong control and skills in this area; many strengths present</b>	<b>Proficient: effective control and skills; strengths outweigh weaknesses</b>	<b>Developing: equal number of strengths and weaknesses</b>	<b>Needs improvement: not yet showing control or skill</b>
<i>Rhetorical concepts</i>	Thorough understanding of key rhetorical concepts	Adequate understanding of key rhetorical concepts	Limited understanding of key rhetorical concepts	Little or no evidence of understanding of key rhetorical concepts
<i>Processes</i>	Extensive revision and editing processes, including thoughtful consideration of peer and teacher feedback	Adequate revision and editing processes, including consideration of peer and teacher feedback	Limited revision and editing processes and little consideration of peer and teacher feedback	Little or no evidence of revision and editing processes or consideration of peer and teacher feedback
<i>Knowledge of conventions</i>	Effective use of conventions for different modes, genres, and audiences. Portfolios in this range may also creatively experiment with and expand conventions.	Adequate use of conventions for different modes, genres, and audiences	Inconsistent use of conventions in limited modes, genres, and audiences	Inappropriate conventions and limited modes, genres, and audiences

<i>Research</i>	Effective integration and citation of primary and secondary research	Adequate integration and citation of primary and secondary research	Limited integration and citation of primary and secondary research	Little or no evidence of integration and citation of primary and secondary research
<i>Metacognition</i>	Thorough reflection on rhetorical choices and composing processes	Adequate reflection on rhetorical choices and composing processes	Limited reflection on rhetorical choices and composing processes	Little or no evidence of reflection on rhetorical choices and composing processes