UC MERCED
WRI 1: ACADEMIC WRITING

Section 54 meets 11:30am – 1:20pm, Tuesdays and Thursdays, GLCR 150
Dr. Justin Gautreau, Fall 2019

Office Location: AOA 153 (Academic Office Annex)
Office Hours: Tuesdays and Thursdays, 1:30 – 3:30 pm
Office hours are dedicated entirely to helping you with whatever questions or concerns you might have, and I strongly encourage you to take advantage of this time. If you cannot attend regularly scheduled office hours, we can try to schedule an appointment for another time.

Email: jgautreau@ucmerced.edu
Students should check their UC Merced e-mail accounts **at least** once every 24 hours for class announcements and reminders. Rather than treating email like an informal text message, please understand that it is a form of professional communication, one that should include a salutation ("Hello Dr. Gautreau") and a signature ("Thank you, [Your Name]"). As a general rule, please only email me questions I can answer quickly (for example, *not* "Can you read my draft and give me feedback?" or "Can you please tell me what I missed in class?"). While I am more than happy to provide additional guidance on your writing for major assignments, such discussions will happen during office hours or in conferencing—*not via email.*

WRI 1 Course Description: "*Development of critical reading, thinking, and academic writing ability. Intensive practice in analysis of college-level texts and in expository writing and revision. Section placement based on the student's UC Entry Level Writing Requirement Exam score. Completion with a grade of C or better meets University of California Entry Level Writing Requirement. Prerequisite: Not open to students who scored 8 or higher on the University of California Entry Level Writing Requirement Examination.*"

What is academic writing? How do we distinguish it from other forms of writing? What counts as "good" writing? For most of us, writing in high school entailed timed-tests or five-paragraph essays, but rarely did such genres prompt us to think about our writing's audience and purpose, or *why* we do *what* we do on the page. This course will therefore make you more aware of yourself as a writer, both in college and beyond. We will begin by revisiting familiar genres as a way to unsettle what we already know. From there, you will produce your own writing to offer new perspectives on everyday cultural artifacts, including "art," advertisements, and technology, while appealing to a specific audience, from popular to academic. Along the way, as part of learning that the writing process never really ends, you will revise your work extensively based on the feedback you receive from your peers and me. By the time you leave this course, you will have enhanced your ability to write in the context of university.

Course Readings:
All readings are available on CatCourses: https://catcourses.ucmerced.edu/. Because you don't have a textbook to buy for this course, I expect you to come to class with the day's assigned reading. This means either printing out hard copies or bringing the reading on a laptop/tablet.

Technology
In this course, we will use Microsoft Word as our common software for writing and commenting. If you don't already have Microsoft Word, you can download it for free through your school email account.

Program Learning Outcomes

All courses are organized around broader learning goals specific to a program. For the Merritt Writing Program, we emphasize that students are able to:

- Demonstrate engagement with the multi-stage processes of critical reading, formal writing, and public speaking (Process)
- Select and apply the appropriate conventions of personal, academic, or professional forms of expression (Rhetoric)
- Synthesize diverse perspectives through collaboration in academic discourse communities (Collaboration)
- Apply professional ethical standards to the research process and its public representation (Research Ethics)
- Craft language that reveals aesthetic awareness (Craft)

WRI 1, Course Learning Outcomes

- Apply a range of reading strategies to demonstrate comprehension of academic texts
- Demonstrate competency in stages of the writing process including pre-writing, drafting, editing, and integrating feedback
- Assess demonstrated academic skills in light of expected skills, with rubrics and feedback
- Identify the need for information and incorporate evidence that aligns with that rhetorical situation
- Collaborate successfully on group tasks and class projects by supporting your classmates as members of the same learning community
- Apply concepts and issues of relevant class themes

Procedures and Guidelines

Attendance and Classroom Etiquette

- I expect you to arrive to class on time, prepared, and focused—and I will do the same! Frequently arriving late, falling asleep, or other disruptive behavior will negatively impact your final grade in the course. Unlike a larger lecture setting, your questions and contributions are central to our discussion.
- In order to participate in discussion or other activities, you must bring either **annotated** paper or electronic copies of each reading with you to class on the day that it is due. In other words, *do not come to class empty-handed*. Computer problems or other issues will not excuse you from completing your assigned work on time or from bringing required materials with you to class.
- I know how difficult it can be to stay focused for two hours, especially with all the distractions from our smart devices. That said, unless technology is part of a specified classroom activity, please silence your phones, shut your laptops, take out your earbuds, etc. *Please do not use your phones to take notes or to pull up the readings*.
- You are allowed three absences before your final grade is negatively affected. Upon your fourth absence your final grade in the course will be penalized 1/3 of a grade, and another 1/3 at absence number five. (For instance, if you have a "B" at the end of the semester but also have 5 absences, your final grade will be a "C+.") Please note this policy should be used in the case of emergencies, not because you just didn't feel like coming to class. Finally, keep in mind that quizzes *cannot* be made up even in the event of an absence.

Time Management: For each hour of class, you should anticipate doing about two hours of work outside of class, which includes a considerable amount of reading. Since good writing always takes time, dedicate some time each day to major assignments. Think of writing like exercise: you will see results by dedicating more time and energy to it!

Late Work: Late papers will have 1/3 of the grade deducted each day after the due date. To avoid a late penalty, papers must be submitted online by the deadline. Because your success in the course hinges on you being able to keep up with its pace, I will not accept other late assignments.

Plagiarism Policy: As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious kinds of plagiarism, especially when writing research papers that require citations.
- *Submitting work that is done in part by someone else.* Is seeking help from a friend plagiarism? What about incorporating the advice of a teacher or peer tutor?
- *Paraphrasing or summarizing a written source, including text from the Internet, without footnoting or otherwise referencing the source.* When does another person's idea supplant your own?
- *Copying a written source, including text from the Internet, without using quotation marks or block indentation. How can a student paraphrase or summarize without using at least some language from the original source?*

Formal definitions of plagiarism might incorrectly suggest that this term is a transparent concept. It's not—at least not in every instance. For that reason, most plagiarism policies distinguish between major and minor offenses to separate deliberate examples of cheating from unintentional ones due to ignorance or perhaps neglect.

For serious instances of plagiarism, such as submitting an essay obtained from an online "paper mill," students in this course will automatically fail the assignment, receive a final grade of F, and be recommended for dismissal from the university. There is no excuse for serious plagiarism.

I will also regard unattributed citations—verbatim copying of another's person's work without some indication of the source—as a serious form of plagiarism. In other words, don't insert any text in a paper that is not your own without also quoting and noting the source.

If you're uncertain about how to use sources, ask me or consult this website: http://www.library.ucla.edu/bruinsuccess/. For more information about UC Merced's academic honesty definitions and judicial procedures, see http://studentlife.ucmerced.edu/. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. It's your responsibility to comply with principles of academic honesty; it's my responsibility to see that every student receives a fair and accurate grade. Let's work together to meet these goals.

Evaluation

Essays: This course will include four formal essays and several informal writing assignments. Essays will range in genres, beginning with writing about writing and ending with formal research. You will receive frequent responses to your writing throughout the semester. If you are unhappy with your final grade on a paper, you will have the opportunity to revise it for your final portfolio. NOTE: I will not give an essay a final grade until you have revised it at least once (based on your judgment and instructor and/or peer feedback).

Quizzes: To ensure you are keeping up with the assigned readings, there will be a number of unannounced quizzes during the semester.

Reflection Journal: Each journal entry (5 total) will give you an opportunity to reflect on the writing process and make connections across essays—a skill you will take with in other writing situations. In addition to helping you reflect on your learning along the way, the journals will be part of your final portfolio project. Substantive, thoughtful, well-constructed entries will not only help you become a better writer and learner, but they will also influence my decision on final grades to students who are borderline between an A and B, B and C, or C and not passing. In other words, take them seriously!

Presentations: You will present in front of the class twice during the semester. First, with three other group members, each student will be responsible for leading discussion on the reading assigned for the day. The second presentation will be an individual presentation in anticipation of the third essay. (I will provide more specific instructions on separate prompts.)

Portfolios: All writing program portfolio assignments organize evidence by these program learning outcomes. The portfolio assignment for WRI 1 is designed to illustrate the progress you have made as a critical thinker and writer of language and culture over the course of the semester. All work for this course should be kept in a paper or electronic portfolio. Details of this assessment will be explained throughout the semester. A minimum of 8,000 words with substantive revision of text, including formal and informal writing, comprise the portfolio.

Grades:
>   40% – **Essays**: 4 papers ranging in point value
>   20% – **Process**: 4 rough drafts (6%); 4 peer reviews (4%); 5 reflection journals (5%); 2 outlines (3%)
>   15% – **Final Portfolio**: the final assignment of the course in which you reflect on and demonstrate what you have learned over the course of the semester
>   15% – **Quizzes, Participation, Misc.**
>   10% – **Collaboration**: Group-led discussion (5%) and Essay 3 presentation (5%)

Two important notes:
1. Failure to complete any of the major essays will result in failure of the course, even if you have a percentage that is high enough to pass the class.
2. Class participation is more than simply attending class. Contributions might include online activities, classroom dialogues, group work activities, discussion preparation and questions, etc.

Grading Rubric

A+/A	Excellent Product (Written) or Performance (Spoken). Evidence of significant care given to the construction and delivery of a text. Also meets the highest standards for coherence, cohesion, style, logic, and discussion of the assigned topic. Evidence of substantive, thoughtful, effective revision.
A-	Superior work, but with occasional minor flaws in execution. Meets the highest standards for evaluation in most but not all categories of coherence, cohesion, style, logic, and discussion of the assigned topic. Revised effectively but a few minor problems may remain unaddressed.
B+	Above average work that lacks excellence in several categories of coherence, cohesion, style, logic, and discussion of the assigned topic. Revision improves some features of the text without significantly improving overall quality.
B/B-	Above average work that exhibits few if any features of excellence. Some weaknesses in coherence, cohesion, style, logic, and discussion of the topic may be circumvented or not addressed. Revision incorporates feedback with some evidence of additional effort.

C+	Average work that is commendable in meeting all baseline standards. Some strong points are apparent in coherence, cohesion, style, logic, and discussion of the topic, but these strengths are offset by many weaknesses in the text. Although not perfunctory, revision shows minimal effort in responding to feedback.
C/C-	Borderline but satisfactory work. The writer may need to apply considerable effort in meeting baseline standards for coherence, cohesion, style, logic, and discussion of the topic. Revision may be needed in all areas before a text becomes satisfactory, and specific problems may remain that distract a reader. However, in general the text can be read without significant disruptions in a reader's understanding of the writer.
D+	Below average work that does not meet minimal standards in several areas of text construction but will exhibit occasional strengths for future development. Revision is incomplete or inconsequential, and the reader is forced to resolve basic problems of interpretation.
D/D-	Far below average work. This grade typically characterizes inadequate effort rather than lack of development as a writer. Little or no revision has been attempted, and some changes the writer makes may have a significantly negative effect on the overall quality of a text. A reader will have recurring problems understanding the text.
F	Unacceptable work. Assignment is not submitted or does not follow directions. Students receiving an F have earned this grade due to negligence, indifference, or an unwillingness to learn. It should not represent a writer's lack of ability or relative stage of language development.

Incomplete Policy

An "I" grade may be assigned when an instructor determines that a student's work is of passing quality and represents a significant portion of the requirements for the final grade, but is incomplete for good cause. [Access this url for the UCM policy on incomplete grades: http://registrar.ucmerced.edu/policies/grades.] An incomplete grade contract must be completed and submitted to the Students First Desk before the first day of the next semester. If a student does not complete the projects within the time-line specified by the incomplete grade contract, the grade will revert to an F, NP, or a U. The relevant form for requesting an incomplete grade may be obtained at this url: http://registrar.ucmerced.edu/resources/forms

Withdrawal Policy

After the fourth week of instruction and until the end of the tenth week of instruction, a student may withdraw from a course for emergency reasons or for good cause with the signed approval of the instructor and confirmation by the dean of the school with which the student is affiliated, provided: (1) the student is not on special probation, (2) dropping the course would be to the educational benefit of the student, and (3) the student is not being investigated for academic dishonesty in that course. [Access this url for the UCM policy on withdrawing from a course: http://registrar.ucmerced.edu/policies/grades.] The student must submit a petition including a written description of the special circumstances warranting this action and must attend class until the petition is approved.

Academic Support Services

Disability Services: UCM Disability Services is located in the Student Services Building (SSM 230), and for more information please visit: http://disability.ucmerced.edu/ or call 228-6996. Students with disabilities, who may need accommodation, please see me the first day of classes. You may also email me or visit me during office hours.

Kolligian Library: Visiting the library (and becoming familiar with its resources) is an important part of transitioning into university life. I encourage you to visit the library independently and take the online tour. For more information, visit the Library website or this direct link http://libguides.ucmerced.edu /library_tour. Also, feel free to contact librarians in person and via live chat. For more information, please visit: http://ucmercedlibrary.info/contact-us

Student Advising and Learning Center: If you would like further help with your writing—whether you're experiencing difficulties or polishing up an essay—peer-based tutoring services are available at the Calvin E. Bright Success Center, located in Kolligian Library 222 (http://learning.ucmerced.edu/programs/tutoring).

Writing Center: The Writing Center is a UC Merced Library and Merritt Writing Program (MWP) initiative to support all stages of the writing and research process. The goal is to support undergraduates in WRI courses who want to develop as writers. The center is staffed by trained undergraduates with writing instructor support. For more information please see: http://library.ucmerced.edu/research/students/writing-center

Peer Mentoring: The Success Mentor Program pairs juniors and seniors who have demonstrated personal and academic success at UC Merced with incoming first-year students. Through a one-on-one mentoring relationship as well as workshops and events, mentees receive inside knowledge, have access to numerous resources, and receive support in navigating UC Merced and the local community. For more information, or to apply, visit mentoring.ucmerced.edu, or contact Jason Juarez (Coordinator for Peer Mentoring and New Student Transitions, jjuarez2@ucmerced.edu). Applications will close September 12th (or once the program is full, according to the website).

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Course Schedule

***This is an initial outline of our semester that may change. I will give advanced notice of any alterations, adjustments, and/or cancellations of readings or assignments. You can find all readings on CatCourses.

Week 1

Thur (8/29)   *In-Class*: Syllabus and course overview

Week 2   GETTING STARTED

Tues (9/3)   *Reading*: Glater, "To: Professor@University.edu"; Flower, "Writing for an Audience"; Hayes, "On Not Writing"; Lamott, "Shitty First Drafts"; Murray, "The Maker's Eye"
⟹ *In class*: **Introduce Group-led discussion assignment**

Thur (9/5)   *In class*: **Introduce Essay 1**

Fri (9/6)   **DUE: Submit your personal statements to CatCourses by 5pm**

Week 3   QUESTIONING WHAT WE KNOW

Tues (9/10)   *Reading*: Magee, "College Admissions Essays: A Genre of Masculinity"; Walters, "A Response to Sarah-Kate Magee"

Thur (9/12)   Brannon et al., "The Five-Paragraph Essay and the Deficit Model of Education"; Smith, "In Defense of the Five-Paragraph Essay"; Seo, "Defending the Five-Paragraph Essay"; Tremmel, "What to Make of the Five-Paragraph Essay"
⟹ *In class:* **Group-led discussion 1**

Fri. (9/13)   DUE: **Journal 1: "Past Writing Experiences" due by 5pm**

Week 4   PEER REVIEW & CONFERENCES

Tues (9/17)   *In class*: Walk through Microsoft Word annotations; peer review

Thur (9/19)   Conferences for Essay 1

Fri. (9/20)   **DUE: Essay 1 final draft is due via CatCourses by 5pm**

Week 5   FAMILIAR INTO THE UNFAMILIAR

Tues (9/24)   *Reading*: Berger, "Ways of Seeing"
⟹ *In class*: **Introduce Essay 2**

Thur (9/26)   *Reading*: Michael Omi, "In Living Color"; Diana Kendall, "Framing Class"
⇒ *In class*: **Group-led discussion 2**

Fri (9/27)   Email your text choice for Essay 2 to jgautreau@ucmerced.edu

Week 6   RESEARCH AND OUTLINING

Tues (10/1)   *Reading:* TBA

Weds (10/2)   **DUE: Journal 2: Audience analysis for Essay 2 due by 5pm**

Thur (10/3)   *Reading*: Stern, "When Is a Paragraph?"; Straub, "Responding—Really Responding—to Other Students' Writing"; Sommers, "Revision Strategies of Student Writers and Experienced Adults"; Rose, "All Writers Have More to Learn"
⇒ *In class:* **Group-led discussion 3**; Work on Essay 2 draft

Fri (10/4)   **DUE: Essay 2 rough draft due via CatCourses by 5pm**

Week 7   ESSAY 2 WORKSHOPS

Tues (10/8)   *In class*: Peer review—bring laptop!

Thur (10/10)   Conferences for essay 2

Fri (10/11)   DUE: **Essay 2 final draft due by 5:00pm**

Week 8   ADVERTISEMENTS

Mon (10/14)   DUE: **Journal 3: annotated Essay 2 due by 5:00pm**

Tues (10/15)   *Readings: Reading*: Fowles, "Advertising's Fifteen Basic Appeals"
⇒ *In class:* Brief history of ads; introduce Flipster Database; **Introduce Essay 3**

Thur (10/17)   **NO CLASS**

Week 9

Tues (10/22)   *Readings:* "Two Ways A Woman Can Get Hurt': Advertising and Violence"; Solomon, "Masters of Desire: The Culture of American Advertising"
⇒ *In class*: **Group-led discussion 4**
⇒ DUE: Email me your ad by the end of the day! jgautreau@ucmerced.edu

Thur (10/24)   *In class*: Work on Essay 3 outline for feedback

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Fri (10/25)   DUE: **Essay 3 outline for presentation**

Week 10   AD PRESENTATIONS

Tues (10/29)   Presentations

Thur (10/31)   Presentations

Fri (11/1)   DUE: **Essay 3 rough draft by 5pm**

Week 11   ESSAY 3 WORKSHOPS

Tues (11/5)   *In class*: Peer Review—bring laptops!

Thur (11/7)   *In-class:* Continue discussion of technology; Introduce library website/databases

Fri. (11/8)   **DUE: Essay 3 FINAL DRAFT by 5pm**

Week 12   TECHNOLOGY DEBATE

Tues (11/12)   *Reading*: Turkle, "Always-On/Always-On-You: The Tethered Self"; Rheingold, "How to Recognize the Future When It Lands on You"
      ⇒ *In-Class*: **Group-led discussion 5**

Weds (11/13)   DUE: **Journal 4: Annotated essay 3**

Thur (11/14)   *Reading*: "Argument" from *The Norton Sampler*; Greene, "Argument as Conversation"; Bird, "Meaning-Making Concepts
      ⇒ *In class*: **Introduce Essay 4**

Fri (11/15)   Email me your choice of technology for Essay 3 – jgautreau@ucmerced.edu

Week 13   RESEARCHING

Tues (11/19)   *Reading*: Reading TBA
      In class: Information literacy activity; introduce library database

Thur (11/21)   *In class*: Work on Essay 4 outline; **Introduce portfolio project**

Fri (11/22)   DUE: **Essay 4 outline with works cited page**

Week 14   THANKSGIVING BREAK (11/26 – 11/28)

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<u>Week 15</u>   **ESSAY 4 CONFERENCES**

Mon (12/2)   DUE: **Essay 4 rough draft by 11:59pm (to both links!)**

Tues (12/3)   One-on-one conferences

Weds (12/4)   One-on-one conferences
          ⇒ DUE: **Anonymous peer review feedback on CatCourses**

Thur (12/5)   One-on-one conferences

<u>Week 16</u>   **PORTFOLIOS**

Tues (12/10)   *In class*: Work on portfolio—bring laptops!
          ⇒ **DUE:** **Essay 4 final draft**

Thur (12/12)   *In class*: Work on portfolio—bring laptops!

<u>**Finals Week**</u>

W (12/18)   **DUE:** **Completed portfolio due by noon**