UC MERCED

WRI 10: READING AND COMPOSITION

Dr. Byron Webb, Fall 2022

Instructor: Dr. Byron Webb Office Hours: TR 8:30-9:30 a.m.

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**Required Text**

There are no required texts for this course (readings will be scanned and made available on CatCourses)

**Course Description**

From the UC Merced Catalog: Writing 10 focuses on *“Development of college-level skills in effective use of language, analysis and argumentation, organization and strategies for creation, revision, and editing.”*

Writing 10 is designed to help you excel as a college student and beyond by making you a better reader and writer. You will learn to thoughtfully read and respond to academic texts. This will be accomplished through instruction and practice in reading annotation, class discussion, small group discussion, informal writing, and formal essays. Writing 10 also emphasizes writing as a process, including strategies for creation, revision, and editing.

The formal essays you write for this course will require you to demonstrate clear and substantial development of a significant argument or point, audience and purpose awareness, logical connections within and between paragraphs, and the conventions of standard written English. You will write four major (out-of-class) essays in all, each approximately 3 to 5 pages in length. Each essay will also involve one or more of the following: critical reading, analysis, critique, and synthesis. In addition to the four out-of-class essays, there will be several in-class writing assignments, plus peer review of drafts (please note that I sometimes use the term “draft workshops” instead of “peer reviews,” but they both mean the same thing), regular readings, and reading quizzes.

**Course Learning Outcomes**

In this course you will learn to

* Use personal reflection to formulate positions on critical issues within the academic community and larger communities beyond
* Prioritize relevant questions by engaging in critical reading and synthesizing related source material, to develop assertions and support arguments that bring awareness to important topics
* Develop reading practices that inform writing strategies by identifying, evaluating, interpreting, and incorporating evidence effectively to meet the information need and communicate a specific purpose, demonstrating information literacy
* Engage in the composition process to develop arguments with clarity in prose and purpose -- in various genres and for various audiences (including faculty across-disciplines), based upon feedback from peers and instructor, around a shared set of criteria
* Collaborate with peers in and outside the classroom to learn from each other and to develop skills on how to be a supportive member of a team or community
* Recognize and reflect on cultural biases and norms, and how they impact one’s world view and writing, by practicing the linguistic choices that can construct contexts and promote equity, diversity, and inclusion

**Program Learning Outcomes**

All university courses are organized around broader learning goals central to their specific departments or programs. 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**
* **Select and apply the appropriate conventions of personal, academic, or professional forms of expression**
* **Synthesize diverse perspectives through collaboration in academic discourse communities**
* **Apply professional ethical standards to the research process and its public representation**
* **Craft language that reveals aesthetic awareness**

**Course Requirements** **% of Course Grade**

Essay 1 20%

Essay 2 20%

Essay 3 20%

Essay 4 20%

Reading quizzes 10%

Peer reviews, in-class assignments, participation, etc. 10%

**Method for Determining Course Grade**

Essays 1 through 4 will be given a letter grade. Your reading quiz average and the last category of the course grade above (draft workshops, etc.) will be converted to letter grades as well. In determining your course grade, I will convert all letter grades to a number, using the usual four-point system found on report cards. The breakdown is as follows:

A = 4.0 B+ = 3.25 C+ = 2.25 D+ = 1.25 F = 0

A- = 3.75 B = 3.0 C = 2.0 D = 1.0

B- = 2.75 C- = 1.75 D- = 0.75

After I have converted the major letter grades to numbers, your course grade will be determined according to the system above (under “% of Course Grade”). Please let me know by email or in person if you want to know where your course grade stands at any point in the semester.

**Reading Quizzes**

Many days will begin with a reading quiz. You will be quizzed on basic content of assigned readings (including introductions to the readings). If you read carefully and arrive before the start of each quiz, you should do well. In determining your overall quiz average, I will drop your lowest quiz grade of the semester (this will include any zero as a result of a missed class or late arrival). Quizzes cannot be made up without appropriate documentation (for instance, a signed doctor’s note if you were ill). If you know ahead of time that you will miss a particular class, let me know, because in such cases we can make arrangements for you to take the quiz at another time.

**Late Papers**

Turning in work late will jeopardize your chances of doing well in the course. **Your paper will be lowered 1/3 of a letter grade for each class it is late. (By the way, I consider an essay late even if it is submitted a short while after the deadline.)** The only exceptions to this rule are the following: 1) you know you will be absent on a paper due date and let me know at least a week in advance of the planned absence: in such cases we can make other arrangements; or 2) you were ill or had another emergency and can provide documentation similar to that described in the quiz policy (above). **Keep in mind that there may be some in-class assignments or writings that cannot be made up**.

**Plagiarism**

A plagiarized paper is one that contains work not entirely the student’s own and which fails to properly document the sources used. You will be required to use the MLA system of documentation and form. According to the MLA system, **outside material (including that which is quoted, paraphrased, or summarized) must be properly cited within the text and must also be supplemented with a works cited page at the end of the paper.** These are some examples of plagiarism:

* submitting work as your own that is done in part by someone else (with some exception when it comes to peer or teacher suggestions during draft workshops)
* paraphrasing or summarizing any source without citing it
* copying any source without using quotation marks or without citing it

For serious examples of plagiarism, such as cutting-and-pasting material from the internet without citing it, the penalty for it is an automatic “F” on the assignment (no excuses, no exceptions) and failure of the course. In addition, this could be grounds for dismissal from the university. For accidental or less serious examples of plagiarism, there will be a deduction from your grade, the amount to be determined by me.

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 in meeting these goals.

**Attendance**

Because this course is designed in a workshop format, you cannot fulfill the requirements of the course unless you attend regularly and on time. Your questions and contributions are central to our discussions and, therefore, our understandings of readings and the drafting process. **More than three unexcused absences will negatively affect your course grade. Six absences for**

**any reason (excused or unexcused) will result in failure of the course.** If you must be absent for a

legitimate reason, please let me know in advance. I usually will grant you permission to miss class for a good reason if you let me know ahead of time. For unplanned absences, in order for the absence to be excused, you must provide documentation on the day you return to class. Examples of legitimate reasons for missing class without prior warning include serious illnesses and family emergencies. Examples of unacceptable reasons for missing class (whether I am notified ahead of time or not) include going to work, attending another teacher’s office hours, or participating in a review session for another class during our class time.

**A Note on Cell Phones**

Turn off cell phones and portable music players when you enter the classroom. **Unless I say**

**otherwise, at no time during class should these devices be used**. **If you’re on you’re on your cell**

**phone, you’re not really in class in any meaningful sense, and thus I reserve the right to mark**

**absent anyone who is using their phone during class.**

**Class Participation:**

This is primarily a discussion class and will have as little lecture as possible.  Because of the nature of this course, it is vital that we share our ideas and observations with each other.  Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with me or anyone else.

**Participation includes:**

* Coming to every class with a laptop and any other appropriate materials
* Thorough preparation by reading all assignments and having all drafts and papers completed by the beginning of the class on the day they are due
* Engaged participation in class discussion
* Listening to your peers closely
* Asking questions of both me and your peers when you are unclear on anything
* **Asking thoughtful questions counts as participation**

**ACADEMIC SUPPORT SERVICES:**

## Technical Support: If you have problems with your computer, technology, IT-related questions, support, including CatCourses/Canvas, please contact the Office of Information Technology (OIT) Service Desk at (209) 228-4357 or submit an online request any time of the day any day of the week through the [Service Now](https://it.ucmerced.edu/ServiceNow_Links) online site, or visit the [OIT website](https://it.ucmerced.edu/) to see a full range of services. The [Service/Help Desk hours](https://it.ucmerced.edu/about-us) are Monday – Friday from 8:00 AM – 5:00 PM.

UC Merced has also prepared these sites to assist students in Fall 2020 with technological needs, including loaner laptops, personal hot spots to connect to the Internet, and technological guidance:

[Technology Resources](https://ue.ucmerced.edu/technology-resources)**:** UC Merced ***Technology for Undergraduates*** – UC Merced recommends that students have access to internet and a computer or laptop. If you do not have access to a functional computer or laptop, you can request one on loan from the Division of Undergraduate Education. The webpage also explains how financial aid may be used to purchase a laptop.

[Emergency Preparedness Student Resources](https://emergency.ucmerced.edu/covid19-resources-students)**:** This comprehensive site includes resource descriptions and links for the following: Away from Campus Checklist, Distance Learning, Learning Support (including the library, tutoring, the University Writing Center), Staying Well, & Remote Student Services (including academic advising, the Registrar, and diversity toolkit).

[Campus Ready Student Information](https://doyourpart.ucmerced.edu/student-information)**:** This site includes Student Communications, Student Town Halls, Student FAQs (Course Instruction, Registration, Financial Aid, New Student Orientation, Housing, Health Services, & Transportation & Parking).

[Accessibility Services](http://disability.ucmerced.edu)**:**UCM Accessibility Services is located in the Student Services Building (SSM 230), and for more information please visit <http://disability.ucmerced.edu/> or call (209) 228-6996. Students who may need accommodation as outlined by Accessibility Services, please see me the first day of classes. You may also email me or visit me during office hours.

[Kolligian Library](http://library.ucmerced.edu)**:**Visiting the library (and becoming familiar with its resources) is an important part of transitioning into university life. If you have any library related questions or requests for assistance, you are encouraged to contact a librarian via this [online form](http://library.ucmerced.edu/contact/schedule-a-research-consultation), Library Services Desk phone (209)-228-4444, [live 24/7 chat and Zoom appointments](http://library.ucmerced.edu/about/contact/ask).

[University Writing Center](https://writingcenter.ucmerced.edu/)**:** The UC Merced University Writing Center offers online personal assistance with trained Writing Consultants supervised by its Director with *all stages* of the writing process. At the Writing Center, trained undergraduate writing consultants can help you with interpreting an assignment; developing a thesis or research question; organizing and developing ideas; responding to feedback; revising and clarifying arguments; analyzing readings; and incorporating evidence. The Center is located in Kolligian Library 296, and it is open 9:00 AM-5:00 PM Monday-Thursday, 9:00 AM-3:00 PM Friday, and 5:00-8:00 PM Sunday. To make an appointment, click the link above.

[Peer Mentoring](https://mentoring.ucmerced.edu/)**:** The mission of the Success Mentor Program is to empower first-year students to develop strategies and skills that will advance academic, intrapersonal and interpersonal development through one-on-one mentoring with juniors and seniors who have demonstrated personal and academic success at UC Merced. 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. For more information see [this link](file:///C:\Users\svarnot\Desktop\mentoring.ucmerced.edu), or to apply, access the application directly through [this link](https://docs.google.com/forms/d/e/1FAIpQLSeVMmF-VrQTprbFy34UmF-d4imRCh_CPPK-RVdxbv1ftbNmYw/viewform), or email Stephanie Garcia, Coordinator, at [successmentors@ucmerced.edu](mailto:successmentors@ucmerced.edu). I encourage you all to apply – awesome resource.

[Counseling and Psychological Services](http://counseling.ucmerced.edu/)**:** The counseling and psychological services offers students counseling in a number of areas. For more information, visit <http://counseling.ucmerced.edu/>.

# Paper Format

All out of class work, unless otherwise noted, must be typed according to MLA (Modern Language Association) guidelines. These are the most crucial ones:

* Font: “Courier New” or Courier, 12-point. No exceptions—most fonts, including Times New Roman, are much more compressed, and therefore harder to read and grade.
* Margins: 1-inch on all sides (top, bottom, left, and right)
* All pages: last name appears followed by the page number in the top **right** corner (you may start this on page two, if you wish)
* Title page and folder: please do ***not*** include a title page or place it in a folder before turning it in. The title should appear ***exactly*** as in the example below (no underlining, etc.).
* Title: make sure it is centered and capitalized at the beginning of most words. Do not capitalize articles (such as ***a***, ***and***, ***the***), prepositions (such as **w*ith***, ***in***, ***by***, ***to***) and conjunctions (such as ***for***, ***and***, ***nor***, ***but***, ***or***, ***yet***, ***so***). Do not boldface or underline the title.
* Spacing: all lines are double-spaced (set your computer to double-spacing from the very first line [i.e. your name] and ***do not introduce extra spaces between paragraphs, or title and text, etc.***)
* **Instructions for first page**: in the top ***left*** corner, type, in double-spaced order: your name, followed by my name (Dr. Webb), followed by the course (Writing 10), followed by the date (presented in the manner of this example: 18 April 2009). After these items, present a thoughtful and meaningful title (something that indicates your topic and focus or perspective), centered.

Binding: staple the paper in the top left corner (no paper clips, please)

**An example of Courier New, 12-point font (use it and the following format or you’ll receive a deduction in your grade):**

Student’s full name

Dr. Webb

Writing 10

The date (Day, month, then year: e.g. 21 April 2020)

An Appropriate and Meaningful Title

Begin your essay here, remembering to indent

paragraphs five spaces. There should be no extra spaces

between paragraphs(such as triple or quadruple spacing).

This is an example of Courier New, 12-point font. Note how

much bigger it is than the print at the top of the page.

By the way, please hold on to all work and instructions

this semester. I may ask you at any time to go back and

use part of a prior assignment, paper, or set of instructions.