Multilingual Curriculum 2015-16
Pilot Proposal

Context

To gain admission to the University of California, students graduating from high schools in which the primary language of instruction is other than English are required to satisfy an English Proficiency Requirement, most often by achieving a specific score on the Test of English as a Foreign Language (TOEFL). Unfortunately, TOEFL scores are a poor indicator of either overall academic potential or competency in oral and written communication in English. Thus, the need for additional assessment on joining our campus.

Once they are here, we are unfortunately forced to place them in a curriculum that is not designed with their language needs in mind. Currently, the campus cobbles together a quasi-multilingual curriculum through its offerings in the Colleges (through various forms of C1-bearing Core courses), the Writing Program (through WRIT 20-23), and the Department of Languages and Applied Linguistics (through the ACEN series). Thus far, this ad hoc approach has proven itself to be largely insufficient in providing international students with a coherent education in academic English, including the culturally elements that influence common rhetorical practices. This insufficiency became clear as we reviewed the results of the fall 2013 international frosh cohort of 107, early outcomes of the fall 2014 international frosh cohort of 209, and results of the 2014 International Summer Start.1 In addition, data gathered from faculty and student focus groups (Appendix A) underscore the need for a curriculum that meets students where they enter the university (in terms of knowledge about language and knowledge about US culture) not where we hope they enter (i.e., as students who are capable of succeeding in C1-bearing Core courses, especially those with United-States-centric topics).

None of this is surprising, especially to those on campus in close contact (teachers, advisors, retention specialists) with this population. Thus, the Writing Program and the Division of Undergraduate Education have been working to envision a stand-alone multilingual curriculum designed to serve our growing international cohort. This curriculum has three primary goals:

- Ease students’ transition into the rigorous world of reading and writing in academic English at the university level by scaffolding their learning at a pace that is targeted to their needs.

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1 For instance, for the 2013-2014 entering frosh cohort, 9% of international students entered as ELWR satisfied compared with 63% of domestic students. At the end of the 2013-2014 academic year, 79% of international students were ELWR satisfied compared with 96% of domestic students.
● Provide instruction in academic English that explicitly addresses the cultural (rhetorical) elements of communicating in academic English.
● Help students to integrate more fully into the campus and local community by building in community-based research projects (Appendix A) and developing students’ sociopragmatic competence (i.e., culturally appropriate communication skills).

These goals are aligned to educate students so that they can fully participate in the rich educational experience that UC Santa Cruz offers and retain them through graduation. Retention is key: our campus will develop a strong reputation for providing a quality educational experience for international undergraduates, and this reputation will enable further advancement of international selectivity and geographic diversity. Fall 2014, three students from the 2013-2014 cohort were barred from enrollment for failure to satisfy ELWR. While the International Education Office facilitated their transfer to Cabrillo College, and is hopeful for their return next fall, it is unfortunate that they may have to tell their friends and high school advisors that, unlike other UCs, UC Santa Cruz did not have the academic programs necessary for their success. Also unfortunate is the significant impact on international retention rates.

**Multilingual Curriculum**

Our international students come to the US with different levels of proficiencies in the four domains of listening, speaking, reading, and writing (Appendix A). Because of this range of need, students requiring additional instruction in academic English will be placed into a sequence of classes that builds their English language proficiency.

There is system-wide precedent for offering such a sequenced curriculum. For instance, UC Davis requires all international students who do not satisfy ELWR upon entry to proceed through a four-course sequential writing curriculum based on an in-house placement test ([http://esl.ucdavis.edu/undergraduate/courses.html](http://esl.ucdavis.edu/undergraduate/courses.html)). The placement result determines the number of courses that each student will take. Those at the lowest level start with the first course in the sequence and proceed from there, taking four courses in all. Others place into more advanced courses in the sequence, which means that these students will take fewer classes in the sequence. The final course in the sequence (which at Davis is outsourced to a local community college) allows students to attempt to satisfy ELWR, thus preparing them to begin the work of college-level writing.

We are proposing that UC Santa Cruz adopt a model similar to UC Davis for all international frosh who do not satisfy the ELWR, which means that UC Santa Cruz will require that all international students who test into the curriculum complete the appropriate sequence of courses. Unlike Davis, we propose to offer the courses directly rather than by subcontract. The proposed sequence will replace the current sequence of post-Core courses for these students, including Writing 20, 21, and 23. Possible articulations of the sequence with Core are discussed following the description of the course sequence.
The four course series share the following constants:

- Technology as tools for project-based collaborative projects/Multimodal text production;
- Metacognitive strategy development for all skills;
- Conceptual knowledge about writing and language (i.e., Rhetoric/Genre and Language);
- Community building (e.g., collaboration, community research, cross-cultural exchanges);
- Student-selected reading projects;
- Intensive training in areas of grammar, vocabulary, speaking, reading, composition, rhetoric, and genre.


WRIT 25, *Writing about Place* — Using the theme of “Place,” course 25 asks that students explore the UCSC discourse community, including classroom culture, then widen their lens to include the larger Santa Cruz community in which they conduct community-based research projects. Writing moves beyond the paragraph level and includes a focus on oral communication and presentation skills.

WRIT 26, *Writing about Language* — Using the theme of “Language,” course 26 teaches students about language acquisition and how to best optimize their own language learning. Students engage in a primary research project, such as investigating how highly proficient English language learners have become proficient. Through the research project, students begin to understand the nature of research while using academic discourse conventions in their own writing.

WRIT 27, *Writing about Genre* — Using the theme of “Rhetoric and Genre,” course 27 prepares students to transfer into the mainstream composition curriculum and to succeed in their discipline-specific writing courses. This class emphasizes two major concepts — genre and rhetorical situation — that are germane to preparing students to understand and respond to situations that require written communication. The focus on genre and rhetoric allow for a comparative investigation of communicative strategies across cultures, with an emphasis on communicating in Western academic contexts. On passing course 27, the final and most advanced course in the sequence, students satisfy ELWR.

Detailed proposed course information is presented in Appendix B.

The question has been raised from time to time as to whether or not pre-ELWR courses should carry workload only credit, or also count toward the 180-unit graduation requirement. The first course, Writing 24, works at the paragraph level, and thus can be considered remedial under the
first part of UC 761.b. The regulation leaves to the campus determination of policy regarding English as a Second Language, and so the Committees on Educational Policy and Preparatory Education will need to consider this for Writing 24. The remaining courses, 25–27, teach the research process and academic discourse norms, and include primary research, and thus are not remedial.

The university through the Faculty Senate has written in support of a multilingual curriculum. In March, the Academic Senate confirmed the importance of establishing such a sequence for multilingual international students in the Executive Committee’s Proposal for a Framework for International Engagement, which expresses the need to “Institutionalize ESL-track courses,” and similarly the Committee on Preparatory Education noted in its memo of March 2, 2014:

Thank you for consulting with the Committee on Preparatory Education (CPE) at our meeting of February 11. Members welcomed the overview on curriculum for international students for ELWR satisfaction. CPE Committee members are in support of your proposed curricular plan for students consisting of four or five courses based in Academic English for international speakers.

We understand students would be required to take a placement exam, and can move through the courses if they are misplaced based on the placement test score. Before any decision was made, Member Helmer recused herself.

We are hopeful that such a program will better support students’ acculturation and development in speaking, listening, reading, and writing. We also request a report on any evaluative data you collect on this program with CPE next year. In particular, we are interested in student and teacher evaluations, and comparisons in ELWR Core course pass rates for international students.

One question to be rapidly resolved is how students may best satisfy the college core course requirement.

**Placement, Assessment, & Enrollment Milestones**

Students will be placed into the class that is appropriate for their language needs. Two placement mechanisms will be used: the Analytical Writing Placement Exam (AWPE, a UC required assessment; administered on campus during International Orientation) and an on-site directed self placement (DSP) session with a trained instructors. An AWPE score that does not satisfy the UC required Entry Level Writing Requirement places students into the Multilingual Curriculum and the DSP places them within a specific course in the sequence. Directed self placement involves students in the placement process though a question and answer session that asks them about their language abilities. The DSP session will gather data regarding students’ language habit and simultaneously act as a test of their listening and speaking abilities.

Each of the courses will carry exit outcomes. Students will not be permitted to move from one course to another without having satisfied those exit outcomes.

During the quarter and under the direction of the Writing Program, faculty teaching the courses will assess students’ work with an eye toward placement; students who exceed the exit outcomes of a given course will be permitted to skip a course in the sequence if possible. ELWR

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2761.b: “Remedial work in English is defined as work primarily focused on topics in spelling, punctuation and usage, and in the basic structures of sentences, paragraphs, and short essays. Policy regarding credit for English as a Second Language will be determined by individual Divisions.(Effective Fall 1984) (Am 23 May 96)”.
satisfaction in the fourth course will be determined by the grade earned, with a passing grade (C or higher) equaling ELWR satisfaction.

Incoming first-year students placed in WRIT 27 have three (3) quarters to complete the ELWR; failure to satisfy ELWR in three quarters will result in being barred from enrolling. Students placed in WRIT 24, WRIT 25, or WRIT 26 will receive one additional quarter per course to satisfy the ELWR. Thus, a student placed in WRIT 24 at matriculation would get six quarters to satisfy the ELWR (three multilingual courses—WRIT 24, WRIT 25, and WRIT 26—plus the standard three-quarter ELWR allowance).

Some portion of International students will enroll in the Summer Academy: International (previously, International Summer Start), during which time they will be assessed and placed into one of the 4 courses, both accelerating progress toward ELWR satisfaction and reducing expenses during the academic year. About 20% of the Fall 2014 cohort joined the summer program, a percentage we aim to increase with the Fall 2015 cohort.

**College Core Course Requirements**

The College Core Course is a requirement of each college that builds community through small seminars, common readings, and plenary events among the entering class of the college. Additionally, the college core courses are currently the only UCSC courses with a C1 designation, referring to the first course in the 2-quarter composition requirement.

There are a multitude of flavors of the core course:

- Fall core courses that satisfy either C1 or C2
- Fall core courses designed for ELWR-required students that also satisfy C1
  - ELWR is satisfied by examination or portfolio, so it is possible for students to pass Core, thus ‘satisfying’ C1 but fail to satisfy ELWR after the fall quarter.
  - These sections are smaller and are taught by writing program faculty.
- Fall-winter “stretch core” designed for low ELWR-required students
  - Low ELWR-required students usually need at least one additional quarter of writing instruction (e.g., Writing 20); this approach combines the two.
- Fall 2-unit all-college course and ELWR-required courses; winter core that satisfies C1 or C2 and includes ELWR-required sections.
  - Crown College, the Writing Program, and UE piloted this approach in 2014-15. Preliminary results indicate a higher rate of ELWR satisfaction after fall than for approaches that combined ELWR satisfaction and Core. Results in spring will indicate the effects of this 2-quarter approach to writing instruction within the college learning community.

The inclusion of an additional first-year writing path means that the relationship between this pathway and the college core course must be determined. In evaluating these approaches, we will need to focus on the academic success of individual students, and which approach may best
assist them in achieving the goal of a timely UC Santa Cruz diploma. There are several possibilities here:

- **Dual enrollment with core in the first fall quarter**
  - This would have advantages of ensuring that the multilingual curriculum students are fully integrated with their college community, but would mean that two-thirds (or more) of their course-work would focus on writing, and may present the high prospect of failure in Core due to lack of preparedness to tackle the C1 reading and composition required of the course.

- **Deferment of core to the second year**
  - This would have the advantage that students would be fully prepared to tackle the C1 or C2 version of the core course in the second year, but the disadvantage of not taking full part in the fall quarter college community.

- **Deferment of core to the second year, except for plenaries and some other aspects.**
  - This would include a 1- or 2-unit fall core for community building among those students not taking core in the fall. Crown experimented with moving core to the winter quarter for most students, with 2 units in fall to allow ELWR-required students to bring their writing closer to expectations prior to tackling C1 in winter. Evaluation and refinement is underway.

- **Unlinking Core and C1**
  - This approach would enable students to progress through the multilingual curriculum, C1, and C2 continuously, completing the sequence in the earliest possible quarter. Depending on college, a 5-unit or low-unit core course could be required and could have less focus on writing instruction.

- **Consideration of WRIT 27 as C1**
  - This approach, similarly to ELWR-required core sections, would enable students to complete their college’s core course as a C2 requirement. However, such a plan may suffer from the same problem as our currently offered EWLR-required sections of Core: that is, students may pass without meeting C1 outcomes. For now, it might be better to avoid mixing ELWR and C1. A possible work around would be to offer additional units for C1 work.

- **Other possibilities not yet determined.**

As a phase-in strategy during the pilot year, it would be possible to restrict ELWR-unknown international students to half (or more) of the colleges. This would reduce the number of colleges that would need to address the relationship between the multilingual curriculum and the core course during 2015–16, and make more likely that each student would have several classmates from their own college or even residence hall. Because this approach would significantly restrict geographic diversity within the other colleges and restrict student preference in a manner we do not do for any other populations, if adopted, the approach is not advised to continue into 2016-17.
The conceptual diagram above shows the proposed paths for students within the multilingual curriculum. Students are placed within the curriculum when they begin classes at UC Santa Cruz, either as part of Summer Session’s self-supporting Summer Academy: International or their first fall quarter. ELWR-required students who attend Summer Academy are expected to move one course forward within the four-course sequence during the 7 weeks immediately preceding fall quarter. A student, of course, may be placed anywhere among the 6 courses, Writing 24 through C2. But, based on recent experience, 90% or more of entering international students will be ELWR-required, and hence be placed, via Directed Self Placement, into one of the Writing 24 through 27 courses.

Whether or not students can complete the sequence sequentially (quarter by quarter) will depend on the approach adopted with respect to core courses, C1, and C2. This will be especially important for students who enter the sequence with Writing 24 and the number of summer quarters within their program of study. With no summer quarters and passing all courses, for example, C1 would need to be taken in winter, and C2 in spring. But, if this same student joined Summer Academy: International and completed C1 in their second summer, they could enroll in C2 core in their second fall quarter.
The current system places the student in the first composition course either in fall (standard core), winter (Crown), or fall and winter (stretch core), several quarters before the achievement of ELWR satisfaction for many students. Depending on success in core course (international students are several times more likely to fail core course, based on 2013 and 2014 data), this may need to be retaken during the second year. Also in the current system, student who do not complete ELWR by their second fall are barred from enrollment until the requirement is complete. The current system is able to, for example, move 80% of all students needing to meet ELWR at entry to satisfaction in Winter, but only 43% of international students entering needing to meet ELWR. A detailed report of first-year performance of the fall 2013 cohort is available on the Division of Undergraduate Education’s document website.

Resource Implications

While this proposed approach is expected to be far more successful for individual student success (based on experiences at other universities), it is difficult to judge the overall resource impact to the campus or to units, especially before the relationship between college core and the multilingual sequence is determined. Thus, during the pilot years, it will be necessary to regularly evaluate the approach.

- The multilingual curriculum will reduce the number of students barred from enrollment due to lack of completion of ELWR. Three international students, about 3% of the fall 2013 cohort, were barred and assisted in transitioning to Cabrillo College. While they may return, the resulting 2-quarter interruption of their studies at UC Santa Cruz due to our lack of a multilingual curriculum will certainly have an effect on their education and the campus’ overall retention and graduation.
- The curriculum will be at least as efficient (in terms of number of courses) in moving students from ELWR-required to ELWR-satisfied, and is likely to be more efficient.
- The curriculum is less likely to cause new students to feel that they are “under water,” thus improving retention, and hence graduation, rates.
- The multilingual curriculum courses are expected to be able to have a section size of no more than 20, similar to the ELWR-required core sections, but larger than the special Fall 2014 international core sections of 15.
- The curriculum will replace the sequence of 2-quarter “stretch core”, Writing 21, and Writing 23 for most international students.
- The approach to Core Course may affect resource requirements.
- Growth of international students (and national students) needing the multilingual curriculum will increase costs from year to year, as has growth in the number of entering students failing to meet ELWR.
- As international admissions gains increased selectivity, and evaluation is refined based on experience, the need for Writing 24 is likely to reduce.
- Increasing refinement of admissions criteria and higher selectivity as a result of deceleration of international student growth may result in lower portions of international students in the lowest proficiency categories.

https://www.ue.ucsc.edu/intl_ug_perf_2013-14
The multilingual curriculum will need a curriculum-specific tutoring and support program. Dedicated space for classes and support, or an International Center, should also be considered.

The multilingual curriculum will require additional administration, advising, and placement capacity.

Of course, the need for more targeted instruction in English communication can be independent of one’s visa status. That is, some international students have exceptional English competency, and some domestic students do not. Consequently, after the 2014-15 pilot year, we would expect that domestic multilingual students may be able to opt-in to an analogous pre-ELWR sequence following a similar placement activity, as in the Davis model.

Acknowledgements

The development of this proposal has been the work of many within the Writing Program and the Division of Undergraduate Education. Writing Program Lecturer with Security of Employment (LSOE) Kimberly Helmer, an expert in language acquisition, undertook needs assessment, background work and consultation, and defined the 4-course curriculum.

Project leadership includes Writing Program Chair Heather Shearer, Senior International Officer (SIO) F. Joel Ferguson, and Vice Provost and Dean of Undergraduate Education (VPDUE) Richard Hughey, in collaboration with Dean of Humanities William Ladusaw. Chair Shearer worked with the writing faculty and staff to determine the most appropriate approach. SIO Ferguson and the International Education Office closely monitors international cohorts and smoothly transitioned the international students barred due to ELWR and our lack of a multilingual curriculum. VPDUE Hughey recognized the importance of addressing the issue and supported all aspects of this effort.

The proposal has also been shaped through discussion with the Senate’s Committee on Preparatory Education and the Council of Provosts, as well as with John Tamkun (chair of the Committee on Educational Policy), Jaye Padgett (faculty advisor to the EVC for student success), and Becky George (director of the International Education Office). In addition, we have consulted with Dana Ferris of UC Davis (ESL and Writing Program director) and Bob Cole of the Middlebury Institute of International Studies at Monterey (Digital Learning Commons director).

Appendix A: Summary of 2015 Needs Analysis

In UC-wide electronic “Survey Regarding International Students” administered to writing program faculty \((n=140)\), one quarter of all respondents said that UC-admitted international students, in terms of language, were not sufficiently prepared for university work. When ranking “perceived areas of struggle,” faculty reported reading (71%) to be students’ greatest challenge, followed by oral language (65%) and writing skills (62%). A comment trend that emerged from
the survey was that “if university is committed to increasing enrollment by international students, it has (we have) a responsibility to support their learning.” Through a qualitative measure, UCSC participants echoed many of the survey findings.

Needs Analysis Focus Group Findings
Kimberly Helmer conducted eight in-depth, 90-minute semi-structured focus-group interviews to determine the experiences and perceptions of current international students (n=30)⁴ and Writing Program faculty (n=14) who work with international students. The majority of interviewed teachers had worked with students in their core (C1) courses. There they found that students struggled with reading academic texts, which affected their ability produce focused essays. Additionally, teachers reported that students had difficulty actively participating in class due to a lack of spoken language fluency and, when students did participate, some teachers reported that students had pronunciation difficulties. Related, faculty also commented that students do not completely understand U.S. classroom culture in which students are expected to actively participate in whole-class and small-group discussion. These comments generally referred to Chinese international students.

Students, all Chinese, mirrored writing program faculty (and UC at-large findings) in identifying language challenges. Students commented that course readings presented their greatest struggle due to dense academic language and their lack of cultural-historical background knowledge. Students also expressed a desire to integrate into the UCSC student community, but their underdeveloped spoken English-language skills have proven to be a barrier. Because some students commented on feeling isolated on campus, they would like formal opportunities to engage in community activities off campus. Though students expressed concern for on-time graduation, they did acknowledge that they needed preparatory course work in order to be more successful in their classes.

After surveying similar preparatory language course series, we have opted to create a four-course sequence on the well-established UC Davis model⁵ as their student body is similar to our own. These courses, what we are calling Writing 24-Writing 27, scaffold both academic English acquisition and communicative skills for international undergraduate students who have not satisfied the Entry Level Writing Requirement (ELWR). Though writing development is the primary focus, all courses include reading, speaking, and listening skill development through a content-based language-learning approach. Content-based instruction (CBI) uses discipline or thematic content as a vehicle for language instruction. The primary benefit of CBI is that the target language is embedded within a content domain that allows students to build schemata, or background knowledge, comprising lexical, syntactic, and content information. A content-based approach builds upon prior learning in a systematic way that leads to deeper learning and language acquisition. As English language learning occurs within the boundaries of a specified content, language comprehension is heightened, leading to language uptake and language use, two necessary conditions for language acquisition.

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⁴ Interviewed students came from College 9, Stevenson, Cowell, and Merrill Colleges.
⁵ UC Davis has had an ESL program since the 1980s.
Appendix B: Syllabi and Course Approval Forms
The next 52 pages consist of documents submitted to the Committee on Educational Policy through the Online Course Approval system. For each of the 4 courses, WRIT 24 through 27, the documents include:

- Request for New Course Approval
- Undergraduate Supplemental Sheet
- Draft Syllabus
## Request for New Course Approval

A supplemental sheet is required for new courses. Distance learning courses require an additional supplemental form. See page 2 for additional instructions.

### Sponsoring agency
The Writing Program

### Course #
24

### Catalog title
Writing for Academic Purposes

### AIS title (19 characters)
Writ Acad Purposes

### Academic Year
2015

### Quarter(s) offered
F  W  Sp  Sum

## New course  ☑  Distance learning course

### Catalog description
Addresses reading college-level materials and writing college-level paragraphs and short essays.

### Satisfies American history and institutions requirement

### May be repeated for credit

### General education codes (choose only one):
- CC cross-cultural analysis
- ER ethnicity and race
- IM interpreting arts and media
- MF mathematical and formal reasoning
- SI scientific inquiry
- SR statistical reasoning
- TA textual analysis and interpretation
- Perspectives: PE-E environmental awareness
- Practice: PR-E collaborative endeavor
- Practice: PR-H human behavior
- Practice: PR-C creative process
- Practice: PR-T technology and society
- Practice: PR-S service learning
- C1 composition
- C2 composition

### Prerequisites:
None

### Permanent course or offered once only. Reason:

### Credits
☑  5 credits  ☐  Less than 5 credits (number)  ☐  No credits

### Placement exam and entrance interview
Indicate enrollment criteria for courses requiring interview (exams, auditions, portfolio review, etc.)

### Concurrent enrollment (corequisite courses):

### Enrollment restriction(s):
☑  Code I, Interview only

### Majors (provide all major codes):
- Frosh  ☑  Sophomore  ☐  Junior  ☐  Senior  ☐  College Member  ☐  Graduate students

### Enrollment is Unlimited  ☐  Limited  Limit number: 20  Reason: Intensive language course
Limited enrollments are for pedagogical reasons and will be noted in the catalog course description. Enrollment limits for specific offerings of a class are set at the schedule level and should not be marked as limited on this course approval form.

### A final examination is ☑  is not ☐ required for this course.

### Responsible instructor
Kimberly Helmer

### Additional instructor(s)
Heather Shearer

### Primary activity code
SEM  09  TIE category  09  (LEC, SEM, LAB, STU, IND, FLD, FLI, STI)

### Chair/Provost/Dean of Sponsoring Agency
Date

### Divisional Dean
Date

### CEP or Graduate Council
Date

### Teaching appointment title
Lecturer with Security of Employment

### Date

University of California, Santa Cruz, Office of the Registrar  Revision of August 1, 2012
Undergraduate Supplemental Sheet  
Information to accompany Request for Course Approval

Sponsoring Agency Writing Program  
Course # WRIT 24  
Catalog Title Writing for Academic Purposes

Please answer all of the following questions.

1. Are you proposing a revision to an existing course? If so give the name, number, and GE designations (if applicable) currently held. **No**

2. In concrete, substantive terms explain how the course will proceed. List the major topics to be covered, preferably by week.

WRIT 24 is the first course of the four-course multilingual curriculum for international undergraduate students. “Writing for Academic Purposes” helps multilingual learners with reading college-level materials and writing college-level paragraphs and short essays. Through focused topical units, covering New Media, Language, Work and Leisure, and Deception, students increase their vocabulary and learn to vary their sentence structure so their writing is clearer and more academic. Students practice writing well-organized and well-developed analytical paragraphs that respond to a focused question. In addition, students learn the features of an academic essay, including thesis statements, introductions, support paragraphs, and conclusions. Student practice these features by writing at least one short essay in which they use appropriate specific evidence and analysis to support a controlling idea. To develop and refine these essays, students practice giving and getting feedback in peer writing groups. Using peer and instructor comments, students learn to revise and self-edit their work. Students gain fluency by doing ungraded writing in response to readings and explorations of assigned topics. Passing WRIT 24 allows students to take WRIT 25, which requires more reading, longer writing assignments, multimodal project design, and primary research. Some variation on focus is expected, depending on faculty text selection.

**Overview of Weekly Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Assignments (and their steps)</th>
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</table>
| Week 1 | Learner Training | ▪ Proposed language learning plan through peer consultation  
▪ Diagnostic paragraph |
| ▪ Course, instructor, and student introductions  
▪ Cross-cultural discussion of classroom norms and expectations  
▪ Discuss effective language-learning strategies  
▪ Grammar overview |
| Week 2 | Chapter 1: New Media | ▪ Paragraph 1: Opinion on the future of digital vs. print communication |
| ▪ Why do people read and write blogs?  
▪ Adjective phrases  
▪ Verb tense  
▪ Collocations |
| Week 3 | Chapter 1: New Media | ▪ Revised Paragraph 1: Opinion on the future of digital vs. print communication |
| ▪ Why do people read and write blogs?  
▪ Verb tense |
3. System wide Senate Regulation 760 specifies that 1 academic credit corresponds to 3 hours of work per week for the student in a 10-week quarter. Please briefly explain how the course will lead to the appropriate amount of work with reference to e.g., lectures, sections, reading and writing assignments, examination preparation, field trips, providing specific estimate of the number of hours devoted to each. [Please note that if significant changes are proposed to the format of the course after its initial approval, you will need to submit new course approval paperwork to answer this question in light of the new course format.]

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Chapter 2: Language</th>
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<tbody>
<tr>
<td></td>
<td>§ What happens when a language disappears?</td>
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<td></td>
<td>§ Synonyms &amp; antonyms</td>
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<td>§ Contrast and concession connectors</td>
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<tr>
<th>Week 5</th>
<th>Chapter 2: Language</th>
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<tr>
<td></td>
<td>§ What happens when a language disappears?</td>
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<td></td>
<td>§ Verb forms</td>
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<tr>
<th>Week 6</th>
<th>Chapter 3: Work and Leisure</th>
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<tr>
<td></td>
<td>§ What is the difference between work and fun?</td>
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<td>§ Reporting verbs</td>
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<td>§ Noun clauses</td>
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<tr>
<th>Week 7</th>
<th>Chapter 3: Work and Leisure</th>
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<tr>
<td></td>
<td>§ What is the difference between work and fun?</td>
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<td>§ Sentence connectors</td>
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<tr>
<th>Week 8</th>
<th>Chapter 4: Deception</th>
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<tr>
<td></td>
<td>§ How well does a picture illustrate the truth?</td>
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<td></td>
<td>§ Latin and Greek roots</td>
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<td></td>
<td>§ Quantifiers</td>
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<table>
<thead>
<tr>
<th>Week 9</th>
<th>Chapter 4: Deception</th>
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<tbody>
<tr>
<td></td>
<td>§ How well does a picture illustrate the truth?</td>
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<td></td>
<td>§ Word form</td>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Grammar Review</th>
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<thead>
<tr>
<th>Finals Week</th>
<th>Final Exam: Timed In-class Essay</th>
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|  | Paragraph 2: Definition of a term in your major or area of interest |
|  | Midterm Paragraph: Agree/disagree with a quote or readings asserting that Mandarin will be the next international language |
|  | Short reading response on language |
|  | Paragraph 3: Persuade college students to work (or play) more |
|  | Short reading response on work or leisure in other countries |
|  | Paper 1: Research essay with primary and secondary sources—Is it acceptable to lie in order to get what you want or need? |
|  | Revised Paper 1: Research essay with primary and secondary sources—Is it acceptable to lie in order to get what you want or need? |
|  | Book presentation and vocabulary notebook |
|  | Timed in-class essay |
The course will meet twice a week for 1.75 hours (or 105 minutes) and once a week for 1.2 hours (or 70 minutes) for a writing studio. Students will read independently, prepare written responses to readings, draft paragraphs and essays. The course will require students to spend 10.3 hours/week outside of class plus 4.7 in-class hours, totaling 15 hours/week.

4. Include a complete reading list or its equivalent in other media.

   Student self-selected fiction or non-fiction book

5. State the basis on which evaluation of individual students’ achievements in this course will be made by the instructor (e.g., class participation, examinations, papers, projects). Enumerate the minimum required learning outcomes for a student to pass this course. (Example: ability to do comparative analysis of a Western and a non-Western text.) Provide information on how these components are weighted.

| Paragraph 1 | 10% |
| Paragraph 2 | 12% |
| Paragraph 3 | 13% |
| Grammar Quizzes, Grammar Timed Writing, Book Presentation & Vocabulary Notebook | 25% |
| Essay 1 | 15% |
| Final | 25% |

Some minor variation in assessment criteria is possible, depending on the specific instructor.

Please see #7 for learning outcomes/goals.

6. Final examinations are required of all undergraduate courses unless CEP approves an alternate method of comprehensive evaluation (e.g., a term paper). Note: final papers in lieu of final examinations must be due during final examination week, and not before. If the course does not have a final examination, indicate the alternative method of comprehensive evaluation.

Final in-class exam

7. Please describe the learning objectives that you would ascribe to this course: What do you expect the student to be able to do or understand that would not have been expected of them before taking the class? How do these outcomes support the larger goals of the program(s) in which the course is embedded? (Example: the learning outcome of ability to do comparative analysis of a Western and non-Western text support the Literature objective of cross-cultural inquiry.)

*By the end of the quarter, students will be able to:*

**WRITING**

- Compose developed, coherent texts. At least one of these texts will be thesis-driven paper of 700 words.
- Make effective use of secondary sources in support of one’s ideas.
- Demonstrate the ability to use varied sentence structures.
- Choose words with greater accuracy and precision.
- Revise writing to eliminate major grammatical errors (i.e., those that impede a reader's understanding of the writer's text).
- Use a recognized citation system (APA, MLA, etc.).
- Use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

**READING**
- Produce a summary of a text's topical content.
- Contribute to classroom discussions to enhance others' learning of course material.
- Demonstrate an understanding of UCSC's plagiarism policies by (i) avoiding all forms of plagiarism in one's own texts and (ii) earning a passing score on the plagiarism quiz.

**SPEAKING**
- Discuss academic topics with increasing fluency, accuracy, and intelligibility.
- Initiate and begin to control turn management in face-to-face interaction in culturally appropriate ways.

**LISTENING**
- Provide "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
- Restate the ideas of classmates.

**METACOGNITIVE UNDERSTANDING AND PRACTICE**
- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

**ACADEMIC AND PERSONAL DEVELOPMENT**
- Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

**COMMUNITY**
- Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.

8. List other UCSC courses covering similar material (if any) and how the proposed course differs from these existing courses. **N/A**

9. List expected resource requirements including course support and specialized facilities or equipment for divisional review. (This information must also be reported to the scheduling office each quarter the course is offered.)

   **No specialized facilities are needed to teach this course. The course will need a typical classroom set-up, including Internet, computer access, projector, overhead projector, audio speakers, and movable chairs.**

10. If applicable, justify any pre-requisites, co-requisites, or enrollment restrictions proposed for this course. For pre-requisites or co-requisites sponsored by other departments/programs, please provide evidence of consultation.

   **Enrollment is restricted to international students who test into the curriculum. This restriction is proposed for pedagogical purposes (i.e., the curriculum is designed for a specific groups of language learners).**

11. Proposals for new or revised Disciplinary Communication courses will be considered within the context of the approved DC plan for the relevant major(s). If applicable, please complete and submit:
• the Disciplinary Communication Statement Form—new proposals (Word or PDF) or
• Disciplinary Communication—revisions to approved plans (Word or PDF)

12. If you are requesting a GE designation for the proposed course, please justify your request by answering the questions listed in the attached guidelines. Please make reference to specific elements in the course or syllabus when answering these questions.
WRIT 24: Writing for Academic Purposes  
Fall Quarter 201X ♦ Section XX

INSTRUCTOR INFORMATION
Instructor Name: Xxxx Xxxx  
Email: xxxxx@ucsc.edu  
Office location & hours: Room / Days & Times and by appointment

COURSE INFORMATION
Class Days/Times: Tuesday & Thursday (105 minutes), Friday (70 minutes)  
Location: T/R Xxxx #; F Xxxx #  
Student-selected fiction/non-fiction books for independent reading project.

Course Description:
Writing 24 is the first course of the four-course multilingual curriculum for international undergraduate students. “Writing for Academic Purposes” helps multilingual learners read college-level materials and write college-level paragraphs and short essays. Through focused topical units, covering New Media, Language, Work and Leisure, and Deception, students increase their vocabulary and learn to vary their sentence structure so their writing is clearer and more academic. Students practice writing well-organized and well-developed analytical paragraphs that respond to a focused question. In addition, students learn the features of an academic essay, including thesis statements, introductions, support paragraphs, and conclusions. Student practice these features by writing at least one short essay in which they use appropriate specific evidence and analysis to support a controlling idea. To develop and refine these essays, students practice giving and getting feedback in peer writing groups. Using peer and instructor comments, students learn to revise and self-edit their work. Students gain fluency by doing ungraded writing in response to readings and explorations of assigned topics. Passing WRIT 24 qualifies students to take WRIT 25, which requires more reading, longer writing assignments, multimodal project design, and primary research.

Course Goals:
By the end of the quarter, students will be able to:

WRITING
- Compose developed, coherent texts. At least one of these texts will be thesis-driven paper of 700 words.
- Make effective use of secondary sources in support of one’s ideas.
- Demonstrate the ability to use varied sentence structures.
- Choose words with greater accuracy and precision.
- Revise paragraphs and essay to eliminate major grammatical errors (i.e., those that impede a reader’s understanding of the writer’s text).
- Use a recognized citation system (APA, MLA, etc.).
- Use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.
RECORDING
- Produce a summary of a text’s topical content.
- Contribute to classroom discussions to enhance others’ learning of course material.
- Demonstrate an understanding of UCSC’s plagiarism policies by (i) avoiding all forms of plagiarism in one’s own texts and (ii) earning a passing score on the plagiarism quiz.

SPEAKING
- Discuss academic topics with increasing fluency, accuracy, and intelligibility.
- Initiate and begin to control turn management in face-to-face interaction in culturally appropriate ways.

LISTENING
- Provide “in the moment” summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
- Restate the ideas of classmates.

METACOGNITIVE UNDERSTANDING AND PRACTICE
- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

ACADEMIC AND PERSONAL DEVELOPMENT
- Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

COMMUNITY
- Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.

Note that in this class, students will write at least 3,500 words of polished writing (consisting of final paragraphs, writing reflections, timed writing, final essay, and final exam).

Course Policies
This class is graded as P/NP, and you must have at least a C (73%) in the class in order to receive a P. All major assignments must be completed in order to pass this class. The graded assignments for this class and their weights are listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Paragraph 1 &amp; reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Paragraph 2 &amp; reflection</td>
<td>12%</td>
</tr>
<tr>
<td>Paragraph 3 &amp; reflection</td>
<td>13%</td>
</tr>
<tr>
<td>Grammar Quizzes, Grammar Timed Writing, Book Presentation &amp; Vocabulary Notebook</td>
<td>25%</td>
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<tr>
<td>Essay 1</td>
<td>15%</td>
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<tr>
<td>Final</td>
<td>25%</td>
</tr>
</tbody>
</table>
Grading Scale:
A+ 97-100%
A- 93-96
A  90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
D  60-72
F  0-59

Major Assignments:
Homework and In-Class Work
During the quarter, you will receive short homework assignments related to class discussion or class readings.

Reflection Memos for Major Writing Assignments
You will be asked to reflect on your revision process for each paragraph and the essay. All these items will be graded for completion and effort.

Grammar Quizzes and Grammar Portfolio
Students will complete a number of small quizzes on the topics of grammar, vocabulary, organization, and so on. Some quizzes will be completed in class and others will be completed at home.

Major Writing Assignments
Assignments 1-3—Students will write several multi-draft paragraphs with strong grammar, organization, and critical thinking. Students will receive feedback on these paragraphs from teachers, peers, and others. Some paragraphs will be graded while others will be given an advisory score.

Essay—Students will write one multi-draft, multi-paragraph essay near the end of the course. It should demonstrate control of grammar, organization, and critical thinking over a larger piece of writing.

Final Exam—Students will write a timed essay for their final exam. It will be held during the scheduled final exam period and cannot be made up. Be sure to plan your travel arrangements for dates after the final exam. The final should demonstrate control of grammar, organization, and critical thinking.

Late Assignments:
Work will not be accepted late unless arrangements with the instructor have been made.

Attendance:
You may miss up to two classes for any reason, no excuse or explanation necessary. It is wisest to save those “free” absences for dates when you might actually be sick. If you miss more than two classes, your overall grade will drop by 50 points (5%) for each day.

Class will begin promptly at XXXX pm and end at XXXXXX pm (except for Fridays, when it is XXXXX). If you are more than ten minutes late or if you leave early, you will be marked absent for the day.
Poor attendance and tardiness will lower your grade since you will miss assignments that cannot be made up. If you are ill or have an emergency that prevents you from attending class, please notify the instructor by email. If you do miss class, it is your responsibility to find out what you missed and make up any assignments that can be made up. Most class handouts and assignments will be posted on eCommons. Additionally, the instructor will use eCommons to communicate with the class, so you are responsible for checking your UCSC email every day.

**Tutoring**
As part of your work in this course, you will work with a tutor who is trained by the writing program. This tutoring is provided at no additional cost to you. You will meet with this tutor 5-6 times during the quarter.

**Disability Accommodations**
Disability accommodations. If you have a documented disability requiring accommodation for this course, please contact the DRC as soon as possible. Email: drc@ucsc.edu. Phone: 9-2089.

**Academic Honesty**
From UCSC’s web site: “Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the University as an institution and all members of the University community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.”

**Individual Writing Conferences**
During weeks 4 and 10 you will be required to meet with the instructor and your writing partner for a 15-minute writing conference. You will sign up for a time that works for your schedule in the class period before the conference.

**Communication with Your Instructor**
It’s important to remember that your improvement in writing, grammar, and vocabulary depends on how much time and attention you invest. I am here to help, and I encourage you to communicate with me responsibly. Please read the syllabus before emailing me with a question (often the answer is there!). Please also note that I will not reply to emails after 10pm and make every effort to reply to all emails within 24 hours. I strongly encourage you to take advantage of office hours. Many studies show that one-on-one feedback in conferencing has a positive effect on improvement. If the office hours conflict with your schedule, please email me to make an appointment.
Notes about the calendar:
We have holidays on the following days (the campus is closed):

Our Final Exam is on XXXXXXX.

Please note that the weekly calendar is subject to change at instructor’s discretion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Assignments (and their steps)</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Tues.</td>
<td>Learner Training</td>
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<td>Course, instructor, and student</td>
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<td>introductions</td>
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<td>Cross-cultural discussion of</td>
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<td>classroom norms and expectations</td>
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<tr>
<td>Thurs.</td>
<td>Learner Training</td>
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<td></td>
<td>Discuss effective language-learning</td>
<td>Proposed language learning</td>
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<td></td>
<td>strategies</td>
<td>plan through peer consultation</td>
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<tr>
<td>Friday</td>
<td>Writing Studio</td>
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<td>Diagnostic paragraph</td>
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<td>Week 2</td>
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<tr>
<td>Tues.</td>
<td>Chapter 1: New Media</td>
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<td>Why do people read and write blogs?</td>
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<td>Adjective phrases</td>
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<td>Thurs.</td>
<td>Chapter 1: New Media</td>
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<td>Verb tense</td>
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<td>Collocations</td>
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<td>Friday</td>
<td>Writing Studio</td>
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<td>Paragraph 1: Opinion on the</td>
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<td>future of digital vs. print</td>
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<td>communication</td>
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<td>Week 3</td>
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<tr>
<td>Tues.</td>
<td>Chapter 1: New Media</td>
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<td>Friday</td>
<td>Writing Studio</td>
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<td>Revised Paragraph 1: Opinion</td>
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<td>on the future of digital vs.</td>
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<td>print communication</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>Tues.</td>
<td>Chapter 2: Language</td>
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<td>What happens when a language</td>
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<td>disappears?</td>
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<td></td>
<td>Synonyms &amp; antonyms</td>
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</tbody>
</table>
| Thurs. | Chapter 2: Language  
| What happens when a language disappears?  
| Contrast and concession connectors |
|-------|-----------------------------------|
| Friday | Writing Studio |
|       | Paragraph 2: Definition of a term in your major or area of interest  
|       | Midterm Paragraph: Agree/disagree with a quote or readings asserting that Mandarin will be the next international language |
| Week 5 Tues. | Chapter 2: Language  
| What happens when a language disappears?  
| Verb forms |
| Thurs. | Chapter 2: Language  
| What happens when a language disappears? |
| Friday | Writing Studio |
|       | Short reading response on language |
| Week 6 Tues. | Chapter 3: Work and Leisure  
| What is the difference between work and fun?  
| Reporting verbs |
| Thurs. | Chapter 3: Work and Leisure  
| What is the difference between work and fun?  
| Noun clauses |
| Friday | Writing Studio |
|       | Paragraph 3: Persuade college students to work (or play) more |
| Week 7 Tues. | Chapter 3: Work and Leisure  
| What is the difference between work and fun?  
| Sentence connectors |
| Thurs. | Chapter 3: Work and Leisure  
| What is the difference between work and fun?  
<p>| Sentence connectors |
| Friday | Writing Studio |
|       | Short reading response on work or leisure in other countries |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter 4: Deception</th>
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<tbody>
<tr>
<td><strong>8</strong></td>
<td>How well does a picture illustrate the truth?</td>
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<tr>
<td><strong>8</strong></td>
<td>Latin and Greek roots</td>
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<tr>
<td><strong>9</strong></td>
<td>How well does a picture illustrate the truth?</td>
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<tr>
<td><strong>Tues.</strong></td>
<td>Word form</td>
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<tr>
<td><strong>Tues.</strong></td>
<td>Revised Paper 1: Research essay with primary and secondary sources—Is it acceptable to lie in order to get what you want or need?</td>
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<tr>
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<td>Chapter 4: Deception</td>
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<tr>
<td><strong>Thurs.</strong></td>
<td>How well does a picture illustrate the truth?</td>
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<td><strong>Friday</strong></td>
<td>Writing Studio</td>
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<tr>
<td><strong>Friday</strong></td>
<td>Book presentation and vocabulary notebook</td>
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<tr>
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<td>Revised Paper 1: Research essay with primary and secondary sources—Is it acceptable to lie in order to get what you want or need?</td>
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<td><strong>Tues.</strong></td>
<td>Word form</td>
</tr>
<tr>
<td><strong>Tues.</strong></td>
<td>Paper 1: Research essay with primary and secondary sources—Is it acceptable to lie in order to get what you want or need?</td>
</tr>
<tr>
<td><strong>Thurs.</strong></td>
<td>Grammar Review</td>
</tr>
<tr>
<td><strong>Thurs.</strong></td>
<td>Book presentation and vocabulary notebook</td>
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<tr>
<td><strong>Friday</strong></td>
<td>Writing Studio</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Book presentation and vocabulary notebook</td>
</tr>
<tr>
<td><strong>Finals Week</strong></td>
<td>Final Exam: Timed In-class Essay</td>
</tr>
<tr>
<td><strong>Finals Week</strong></td>
<td>Timed in-class essay</td>
</tr>
</tbody>
</table>
Request for New Course Approval

A supplemental sheet is required for new courses. Distance learning courses require an additional supplemental form. See page 2 for additional instructions.

<table>
<thead>
<tr>
<th>Quarter(s) offered</th>
<th>F</th>
<th>W</th>
<th>Sp</th>
<th>Sum</th>
</tr>
</thead>
</table>

| Sponsoring agency | The Writing Program | Course # | 25 |

| Catalog title | Writing about Place |

| AIS title (19 characters) | Writing Place |

| ✔ | New course | ☐ Distance learning course |

| Academic Year | 2015 |

| ✔ | Permanent course or | ☐ offered once only. Reason: |

| ✔ | 5 credits | ☐ Less than 5 credits (number) | ☐ No credits |

| Catalog description (limit: 40 words) | Students explore the UCSC discourse community, including classroom culture, then widen their lens to include the larger Santa Cruz community. Writing moves beyond the paragraph level and includes a focus on oral communication and presentation skills. |

| ✔ | Satisfies American history and institutions requirement | ☐ May be repeated for credit |

| General education codes (choose only one): | CC cross-cultural analysis | ☐ ER ethnicity and race | ☐ IM interpreting arts and media | ☐ MF mathematical and formal reasoning | ☐ SI scientific inquiry | ☐ SR statistical reasoning | ☐ TA textual analysis and interpretation |

| Perspectives: PE-E environmental awareness | Perspectives: PE-H human behavior | Perspectives: PE-T technology and society |

| Practice: PR-E collaborative endeavor | Practice: PR-C creative process | Practice: PR-S service learning |

| C1 composition | ☐ C2 composition |

| ✔ | Prerequisites: |

| Concurrent enrollment (corequisite courses): |

| Enrollment restriction(s): | Code I, Interview only |

| Majors (provide all major codes): | ☐ Frosh | ☐ Sophomore | ☐ Junior | ☐ Senior | ☐ College Member | ☐ Graduate students |

| Enrollment is | ☐ Unlimited | ☐ Limited | Limit number: | 20 | Reason: |

| Intensive language course |

| Primary activity code | SEM | TIE category | 09 | (LEC, SEM, LAB, STU, IND, FLD, FLI, STI) | 1-18 |

Limited enrollments are for pedagogical reasons and will be noted in the catalog course description. Enrollment limits for specific offerings of a class are set at the schedule level and should not be marked as limited on this course approval form.

| A final examination is | ☐ is not | ☑ required for this course. |

| Responsible instructor | Kimberly Helmer |

| Additional instructor(s) | Heather Shearer |

| Lecture with Security of Employment |

| Teaching appointment title |

| Lecturer with Security of Employment |

| Date | |

| Chair/Provost/Dean of Sponsoring Agency | Date |

| Divisional Dean | Date |

| CEP or Graduate Council | Date |

| ☐ Approved | ☐ Denied |

| ☐ Approved | ☐ Denied |

| ☐ Approved | ☐ Denied |

University of California, Santa Cruz, Office of the Registrar Revision of August 1, 2012
Sponsoring Agency **Writing Program** Course # **WRIT 25** Catalog Title **Writing about Place**

Please answer all of the following questions.

1. Are you proposing a revision to an existing course? If so give the name, number, and GE designations (if applicable) currently held. **No**

2. In concrete, substantive terms explain how the course will proceed. List the major topics to be covered, preferably by week.

**WRIT 25** is the second course in the multilingual curriculum for international undergraduates. “Writing about Place” is the primary organizing category (POC) for the course. “Place,” as course topic, was selected in direct response to international students feeling isolated from the university community and the Santa Cruz community at large. Course projects are purposely designed to foster classroom community, promote peer bonding, and create UCSC campus and Santa Cruz community connections. Through these collaborative projects, students engage in purposeful language use, which increases motivation and affords language acquisition. The course proceeds with students introducing themselves and their homes through Google Earth. Then, through ethnographic research, students document their university experience in writing, sound, and images. With this scaffolding experience, in collaborative research teams, students design their own community research projects in which they conduct and record participant interviews, photograph research sites, write scripts, and construct multimodal presentations using software such as Sound Slide, Garage Band, iMovie, or Audacity. Research topics are student created, but could include: origins of the Santa Cruz’s Farmer’s Market, Santa Cruz surf culture, stories on local musicians, artists, or writers, UCSC’s arboretum, city recycling, and so forth. Throughout this process, students use English for purposeful, authentic, and culturally appropriate communication, proven ingredients for successful language acquisition. Some variation on focus is expected, depending on faculty expertise or specialization. Regardless, the constants of the course remain on developing classroom community and building community ties through the theme of place. Grammatical topics will emerge directly from student need as determined by their written and spoken language, as is dictated by the field of applied linguistics.

**Overview of Weekly Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Major Assignments (and their steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Learner Training</strong></td>
<td>§ Proposed language learning plan through peer consultation</td>
</tr>
<tr>
<td></td>
<td>Course, instructor, and student introductions</td>
<td>§ Assign “My Freshman Year: What an International Student Learned by Becoming a Slug” project and class text, <em>My Freshman Year: What a University</em></td>
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<tr>
<td></td>
<td>Cross-cultural discussion of classroom norms and expectations</td>
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<td></td>
<td>Discuss effective language-learning strategies</td>
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<td></td>
<td>Outline major research project &amp; assignments</td>
<td></td>
</tr>
</tbody>
</table>

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Undergraduate Supplemental Sheet
Information to accompany Request for Course Approval

Academic Senate–Committee on Educational Policy
Revised May 2013
| Week 2 | **Professor Learned by Becoming a Student.** |  |
|--------|---------------------------------------------|  |
|        | **My Place**  | ▪ Google Earth tours of student home communities  |
|        |                | ▪ Stepping In and Stepping Out: Understanding Cultures (Ch.1, *FieldWorking*)  |
| Week 3 | **My New Place: UCSC** | ▪ “My Freshman Year” field notes  |
|        |                | ▪ Preliminary and revised research question(s)  |
|        |                | ▪ “My Freshman Year” draft  |
| Week 4 | **Doing Community-based Research: Forming Research Topics and Research Questions** | ▪ “My Freshman Year” draft  |
|        |                | ▪ Abstract, reaction, & vocabulary journal: *My Freshman Year: What a University Professor Learned by Becoming a Student*  |
|        |                | ▪ Preliminary and revised research question(s)  |
|        |                | ▪ “My Freshman Year” draft  |
| Week 5 | **Doing Community-based Research: Conducting Interviews** | ▪ Conduct participant interviews  |
|        |                | ▪ Learning how to ask, Learning how to listen (Ch. 5, *FieldWorking*)  |
|        |                | ▪ Interview analysis  |
|        |                | ▪ Mock interviews  |
| Week 6 | **Doing Research: Preparing for Interviews** |  |
|        |                | ▪ Drafting & crafting a text (Chapter 8, *Field Working*)  |
|        |                | ▪ Multimodal presentation design  |
| Week 7 | **Multimodal Rhetorics: Crafting Multimodal projects** | ▪ “My Freshman Year” final draft  |
|        |                | ▪ View and analyze multimodal project models  |
|        |                | ▪ Outline scripts  |
| Week 8 | **Multimodal Rhetorics: Crafting Multimodal projects** | ▪ Completed project scripts  |
|        |                | ▪ Scriptwriting  |
|        |                | ▪ Project design studios  |
| Week 9 | **Multimodal Rhetorics: Crafting Multimodal projects** | ▪ Completed multimodal projects  |
|        |                | ▪ Project design studios  |
| Week 10| **Multimodal Presentations** | ▪ Multimodal presentations  |
|        |                | ▪ Research group presentations  |
3. System wide Senate Regulation 760 specifies that 1 academic credit corresponds to 3 hours of work per week for the student in a 10-week quarter. Please briefly explain how the course will lead to the appropriate amount of work with reference to e.g., lectures, sections, reading and writing assignments, examination preparation, field trips, providing specific estimate of the number of hours devoted to each. [Please note that if significant changes are proposed to the format of the course after its initial approval, you will need to submit new course approval paperwork to answer this question in light of the new course format.]

The course will meet twice a week for 1.75 hours (or 105 minutes) and once a week for 1.2 hours (or 70 minutes) for a writing studio. Students will read independently, prepare written responses to readings, meet in collaborative multimodal research groups, conduct primary research, prepare collaborative presentations, and draft research essays. The course will require students to spend 10.3 hours/week outside of class plus 4.7 in-class hours, totaling 15 hours/week.

4. Include a complete reading list or its equivalent in other media.


5. State the basis on which evaluation of individual students’ achievements in this course will be made by the instructor (e.g., class participation, examinations, papers, projects). Enumerate the minimum required learning outcomes for a student to pass this course. (Example: ability to do comparative analysis of a Western and a non-Western text.) Provide information on how these components are weighted.

<table>
<thead>
<tr>
<th>Course Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Project: Community-based research</td>
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</tr>
<tr>
<td>Homework (Google Earth tour, language-learning plan, written and oral work, research group meeting tasks)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Some minor variation in assessment criteria is possible, depending on the specific instructor.

Please see #7 for learning outcomes/learning goals.
6. Final examinations are required of all undergraduate courses unless CEP approves an alternate method of comprehensive evaluation (e.g., a term paper). Note: final papers in lieu of final examinations must be due during final examination week, and not before. If the course does not have a final examination, indicate the alternative method of comprehensive evaluation.

Final research paper is due finals week.

7. Please describe the learning objectives that you would ascribe to this course: What do you expect the student to be able to do or understand that would not have been expected of them before taking the class? How do these outcomes support the larger goals of the program(s) in which the course is embedded? (Example: the learning outcome of ability to do comparative analysis of a Western and non-Western text support the Literature objective of cross-cultural inquiry.)

By the end of the quarter, students will be able to:

WRITING
- Compose developed, coherent analytical texts. At least one of these texts will be thesis-driven paper of 800 words.
- Make effective use of primary and secondary research in support of one's analyses.
- Demonstrate the ability to use varied sentence structures.
- Choose words with greater accuracy and precision.
- Revise writing to eliminate many critical grammatical errors (i.e., those that impede a reader’s understanding of the writer’s text).
- Use a recognized citation system (APA, MLA, etc.).
- Use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

READING
- Produce an accurate analysis of a text’s form.
- Produce a summary of a text’s topical content.
- Contribute to classroom discussions to enhance others’ learning of course material.
- Demonstrate an understanding of UCSC’s plagiarism policies by (i) avoiding all forms of plagiarism in one’s own texts and (ii) earning a passing score on the plagiarism quiz.

SPEAKING
- Present on academic topics (including one's own writing projects) with increasing fluency, accuracy, and intelligibility.
- Initiate and begin to control turn management in face-to-face interaction in culturally appropriate ways.

LISTENING
- Provide "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
- Restate the ideas of classmates.

METACOGNITIVE UNDERSTANDING AND PRACTICE
- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

ACADEMIC AND PERSONAL DEVELOPMENT
- Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.
COMMUNITY
- Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.

8. List other UCSC courses covering similar material (if any) and how the proposed course differs from these existing courses. N/A

9. List expected resource requirements including course support and specialized facilities or equipment for divisional review. (This information must also be reported to the scheduling office each quarter the course is offered.)

   No specialized facilities are needed to teach this course. The course will need a typical classroom set-up, including Internet, computer access, projector, overhead projector, audio speakers, and movable chairs.

10. If applicable, justify any pre-requisites, co-requisites, or enrollment restrictions proposed for this course. For pre-requisites or co-requisites sponsored by other departments/programs, please provide evidence of consultation.

   Enrollment is restricted to international students who test into the curriculum. This restriction is proposed for pedagogical purposes (i.e., the curriculum is designed for a specific groups of language learners).

11. Proposals for new or revised Disciplinary Communication courses will be considered within the context of the approved DC plan for the relevant major(s). If applicable, please complete and submit:

   - the Disciplinary Communication Statement Form—new proposals (Word or PDF) or
   - Disciplinary Communication—revisions to approved plans (Word or PDF)

12. If you are requesting a GE designation for the proposed course, please justify your request by answering the questions listed in the attached guidelines. Please make reference to specific elements in the course or syllabus when answering these questions.
WRIT 25: Writing about Place  
Fall Quarter 201X  ♦  Section XX

INSTRUCTOR INFORMATION
Instructor Name: Xxxx Xxxx  
Email: xxxxx@ucsc.edu  
Office location & hours: Room / Days & Times and by appointment

COURSE INFORMATION
Class Days/Times: Tuesday & Thursday (105 minutes), Friday (70 minutes)  
Location: T/R Xxxxx #; F Xxxxx #  

Course Description:
Writing 25 is the second course in the multilingual curriculum for international undergraduate students. “Writing about Place” connects students with each other, UCSC, and greater Santa Cruz. Through collaborative projects, students engage in purposeful language use in which they engage in ethnographic work, both individually and in research teams. Using technology and fieldwork, students document their university experience in writing, sound, and images. For the second major project, students form research teams, designing their own community research projects. For this project, students conduct and record participant interviews, photograph research sites, write scripts, and construct multimodal presentations using software such as Sound Slide, Garage Band, iMovie, or Audacity. Research topics are student created, but could include: origins of Santa Cruz’s Farmer’s Market, Santa Cruz surf culture, stories on local musicians, artists, or writers, UCSC’s arboretum, city recycling, and so forth. Throughout this process, students use English for purposeful, authentic, and culturally appropriate communication, proven ingredients for successful language acquisition.

Course Goals:
*By the end of the quarter, students will be able to:*

**WRITING**
- Compose developed, coherent analytical texts. At least one of these texts will be thesis-driven paper of 800 words.
- Make effective use of primary and secondary research in support of one’s analyses.
- Demonstrate the ability to use varied sentence structures.
- Choose words with greater accuracy and precision.
- Revise essays to eliminate many critical grammatical errors (i.e., those that impede a reader’s understanding of the writer’s text).
- Use a recognized citation system (APA, MLA, etc.).
- Use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

**READING**
- Produce an accurate analysis of a text’s form.
- Produce a summary of a text’s topical content.
- Contribute to classroom discussions to enhance others' learning of course material.
- Demonstrate an understanding of UCSC's plagiarism policies by (i) avoiding all forms of plagiarism in one's own texts and (ii) earning a passing score on the plagiarism quiz.

**SPEAKING**
- Present on academic topics (including one's own writing projects) with increasing fluency, accuracy, and intelligibility.
- Initiate and begin to control turn management in face-to-face interaction in culturally appropriate ways.

**LISTENING**
- Provide "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
- Restate the ideas of classmates.

**METACOGNITIVE UNDERSTANDING AND PRACTICE**
- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

**ACADEMIC AND PERSONAL DEVELOPMENT**
- Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

**COMMUNITY**
- Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.

Note that in this class, students will write at **least 4,000 words** of polished writing.

**Course Policies:**
This class is graded as P/NP, and you must have at least a C (73%) in the class in order to receive a P. All major assignments must be completed in order to pass this class. The graded assignments for this class and their weights are listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
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<tr>
<td>Homework (Google Earth tour, language-learning plan, written and oral work, research group)</td>
<td>10%</td>
</tr>
</tbody>
</table>
Grading Scale:
A+ 97-100%
A- 93-96
A 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
D 60-72
F 0-59

Major Assignments (Detailed assignment sheets will be provided on each assignment):

Homework and In-Class Work
During the quarter, you will receive short homework assignments related to class discussion or class readings.

Abstract, Reaction, & Vocabulary Journal: My Freshman Year: What a University Professor Learned
Students write a 250-word abstract of the ethnography My Freshman Year: What a University Professor Learned. Students include how they used this text to aid them write their own ethnographies. During the reading process, students keep a running vocabulary notebook of words they needed to look up in order to make sense of the text.

My Freshman Year: What an International Student Learned by Becoming a Slug
Using class texts guides, students will write an ethnographic account of being a UCSC Slug. Students will write field notes, photograph their living context and other relevant artifacts, conduct informant interviews, and then analyze collected data to answer research questions.

Digital Project: Community-Based Research & Presentation
In teams formed around a common research interest, students form research questions, which they answer through participant interviews, site visits, photography, and literature review. Students then present scripted findings using sound, voice, and images, leading classmates in question and discussion (Q&A).

Final Reflection
On completion of the course, students write a reflective essay discussing their language growth, writing development, content knowledge, community knowledge, and how well they worked as a research team. Students reflect on what worked well and what areas they still find challenging.

Late Assignments:
Work will not be accepted late unless arrangements with the instructor have been made.

Attendance:
You may miss up to two classes for any reason, no excuse or explanation necessary. It is wisest to save those “free” absences for dates when you might actually be sick. If you miss more than two classes, your overall grade will drop by 50 points (5%) for each day.
**Class will begin** promptly at XXXX pm and end at XXXXX pm (except for Fridays, when it is XXXX). If you are more than ten minutes late or if you leave early, you will be marked absent for the day.

Poor attendance and tardiness will lower your grade since you will miss assignments that cannot be made up. If you are ill or have an emergency that prevents you from attending class, please notify the instructor by email. If you do miss class, it is your responsibility to find out what you missed and make up any assignments that can be made up. Most class handouts and assignments will be posted on eCommons. Additionally, the instructor will use eCommons to communicate with the class, so you are responsible for checking your UCSC email every day.

**Tutoring**

As part of your work in this course, you will work with a tutor who is trained by the writing program. This tutoring is provided at no additional cost to you. You will meet with this tutor 5-6 times during the quarter.

**Disability Accommodations**

Disability accommodations. If you have a documented disability requiring accommodation for this course, please contact the DRC as soon as possible. Email: drc@ucsc.edu. Phone: 9-2089.

**Academic Honesty**

From UCSC's web site: “Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the University as an institution and all members of the University community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.”

**Individual Writing Conferences**

During weeks 4 and 10 you will be required to meet with the instructor and your writing partner for a 15-minute writing conference. You will sign up for a time that works for your schedule in the class period before the conference.

**Communication with Your Instructor**

It’s important to remember that your improvement in writing, grammar, and vocabulary depends on how much time and attention you invest. I am here to help, and I encourage you to communicate with me responsibly. Please read the syllabus before emailing me with a question (often the answer is there!). Please also note that I will not reply to emails after 10pm and make every effort to reply to all emails within 24 hours. I strongly encourage you to take advantage of office hours. Many studies show that one-on-one feedback in conferencing has a positive effect on improvement. If the office hours conflict with your schedule, please email me to make an appointment.

**Notes about the calendar:**

We have holidays on the following days (the campus is closed):

Our Final Exam is on XXXXXXX

*Please note that the weekly calendar is subject to change at instructor’s discretion.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Major Assignments (and their steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Learner Training</strong></td>
<td>• Proposed language learning plan through peer consultation</td>
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<tr>
<td>Tues.</td>
<td>• Course, instructor, and student introductions</td>
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<td>• Cross-cultural discussion of classroom norms and expectations</td>
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<td>• Discuss effective language-learning strategies</td>
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<tr>
<td>Thurs.</td>
<td><strong>Learner Training</strong></td>
<td>• Revised language learning plan</td>
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<td>• Outline major research project &amp; assignments</td>
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<td></td>
<td>• Assign “My Freshman Year: What an International Student Learned by Becoming a Slug” project and class text, <em>My Freshman Year: What a University Professor Learned by Becoming a Student.</em></td>
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<tr>
<td>Friday</td>
<td><strong>Writing Studio</strong></td>
<td>• Google Earth presentations</td>
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<td>• My Place</td>
<td>• Google Earth presentations</td>
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<td>• Google Earth tours of student home communities</td>
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<tr>
<td>Week 2</td>
<td><strong>My Place</strong></td>
<td>• Field note writing</td>
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<tr>
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<td></td>
<td>• Ethnographic writing (Ch.2, <em>FieldWorking</em>)</td>
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<tr>
<td>Week 4</td>
<td><strong>Doing Community-based Research: Forming Research Topics and Research Questions</strong></td>
<td>• Field note writing</td>
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<tr>
<td>Tues.</td>
<td>• “My Freshman Year” draft</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Thurs.</td>
<td>Reading self, reading cultures: Understanding texts (Ch. 3, <em>FieldWorking</em>)</td>
<td>Ethnographic writing (cont.)</td>
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<td>Reading self, reading cultures: Understanding texts (Ch. 3, <em>FieldWorking</em>) Ethnographic writing (cont.)</td>
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<tr>
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<td>Learning how to ask, Learning how to listen (Ch. 5, <em>FieldWorking</em>)</td>
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<td>Tues.</td>
<td>Drafting &amp; crafting a text (Chapter 8, <em>Field Working</em>)</td>
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<td>Multimodal presentation design</td>
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</tbody>
</table>
| Week 8 Tues.    | Multimodal Rhetorics: Crafting Multimodal projects  
|                 |   - Scriptwriting  
|                 |   - Project design studios          |                                |
| Thurs.          | Multimodal Rhetorics: Crafting Multimodal projects  
|                 |   - Scriptwriting  
|                 |   - Project design studios          |                                |
| Friday          | Writing Studio                      | Completed project scripts      |
| Week 9 Tues.    | Multimodal Rhetorics: Crafting Multimodal projects  
|                 |   - Project design studios          |                                |
| Thurs.          | Multimodal Rhetorics: Crafting Multimodal projects  
|                 |   - Project design studios          |                                |
| Friday          | Writing Studio                      | Completed multimodal projects   |
| Week 10 Tues.   | Multimodal Presentations  
|                 |   - Research group presentations   | Multimodal presentations       |
| Thurs.          | Multimodal Presentations  
|                 |   - Research group presentations   | Multimodal presentations       |
| Friday          | Writing Studios                     | Reflective essay                |
| Finals Week     | Final Reflection                    | Reflective essay                |
### Request for New Course Approval

<table>
<thead>
<tr>
<th>Quarter(s) offered</th>
<th>F</th>
<th>W</th>
<th>Sp</th>
<th>Sum</th>
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#### Sponsoring agency
- **The Writing Program**

#### Course #
- 26

#### Catalog title
- Writing about Language

#### AIS title (19 characters)
- Writing Language

#### Academic Year
- 2015

### Course Information
- **New course**
- **Distance learning course**

#### Course Details
- **Catalog description**
  
  Students explore language acquisition and how to best optimize their own language learning by engaging in a primary research project. Through the research project, students learn to use academic discourse conventions in their own writing.

- **Satisfies American history and institutions requirement**
- **May be repeated for credit**

#### General education codes
- CC cross-cultural analysis
- ER ethnicity and race
- IM interpreting arts and media
- MF mathematical and formal reasoning
- SI scientific inquiry
- SR statistical reasoning
- TA textual analysis and interpretation
- Perspectives: PE-E environmental awareness
- Perspectives: PE-H human behavior
- Practice: PR-C creative process
- Practice: PR-E collaborative endeavor
- Practice: PR-S service learning
- C1 composition
- C2 composition

#### Prerequisites:
- Successful completion of WRIT 25 or placement by exam and interview

#### Concurrent enrollment (corequisite courses):

#### Enrollment restriction(s):
- Code I, Interview only
- Indicate enrollment criteria for courses requiring interview (exams, auditions, portfolio review, etc.)

#### Majors (provide all major codes):
- Frosh
- Sophomore
- Junior
- Senior
- College Member
- Graduate students

#### Enrollment is
- Unlimited
- Limited
- Limit number: 20
- Reason: Intensive inaguge course

#### Limited enrollments are for pedagogical reasons and will be noted in the catalog course description. Enrollment limits for specific offerings of a class are set at the schedule level and should not be marked as limited on this course approval form.

#### A final examination is
- Required for this course
- is not required for this course

#### Responsible instructor
- Kimberly Helmer

#### Additional instructor(s)
- Heather Shearer

#### Chair/Provost/Dean of Sponsoring Agency
- Date

#### Divisional Dean
- Date

#### CEP or Graduate Council
- Date

#### University of California, Santa Cruz, Office of the Registrar

**Revision of August 1, 2012**
Sponsoring Agency: Writing Program
Course #: WRIT 26
Catalog Title: Writing about Language

Please answer all of the following questions.

1. Are you proposing a revision to an existing course? If so give the name, number, and GE designations (if applicable) currently held.  No

2. In concrete, substantive terms explain how the course will proceed. List the major topics to be covered, preferably by week.

WRIT 26, “Writing about Language,” is the third course in the multilingual curriculum for international undergraduates. “Language” is the primary organizing category (POC) for the course. Language as course topic was selected because it directly builds students’ metalinguistic and metacognitive awareness so they are better able to manage their own language learning acquisition by providing theoretical rationale for what is done in the classroom and what they need to do outside classroom walls in order to maximize language learning. Students learn that language is not simply comprised of grammatical features, but includes sociopragmatic norms (i.e., culturally appropriate verbal and non-verbal behavior). For the course’s major project, students engage in primary research on a language acquisition topic. For instance, students in cooperative research groups investigate how highly proficient multilingual individuals have gained their language competence in the target language. Students learn how to form research questions, design data gathering instruments, analyze data to form findings, and reach conclusions that they then apply to their own English language-learning contexts. Students create cooperative multimodal presentations that scaffold their academic writing for an empirically based research paper. Throughout this process, students use English for purposeful, authentic, and culturally appropriate communication, proven ingredients for successful language acquisition. Students also engage in an independent “pleasure” reading project, as many in the field of language acquisition posit that sustained pleasure reading most benefits grammar and vocabulary acquisition. Some variation on focus is expected, depending on faculty expertise or specialization. Regardless, the constants of the course remain on developing student awareness regarding the complexity of language with a focus on metalinguistic awareness. Grammatical topics will emerge directly from student need as determined by their written and spoken language, as is dictated by the field of applied linguistics.

Overview of Weekly Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Major Assignments (and their steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Learner Training</td>
<td>▪ Proposed language learning plan</td>
</tr>
<tr>
<td></td>
<td>▪ Course, instructor, and student introductions</td>
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<td></td>
<td>▪ Cross-cultural discussion of classroom norms and expectations</td>
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<td></td>
<td>▪ Discuss effective language-learning strategies</td>
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<tr>
<td></td>
<td>▪ Outline major research project</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>SLA Theory</td>
<td>▪ Revised language learning plan</td>
</tr>
<tr>
<td></td>
<td>▪ Interlanguage</td>
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<tr>
<td></td>
<td>▪ Motivation</td>
<td></td>
</tr>
</tbody>
</table>
3. System wide Senate Regulation 760 specifies that 1 academic credit corresponds to 3 hours of work per week for the student in a 10-week quarter. Please briefly explain how the course will lead to the appropriate amount of work with reference to e.g., lectures, sections, reading and writing assignments, examination preparation, field trips, providing specific estimate of the number of hours devoted to each. [Please note that if significant changes are proposed to the format of the course after its initial approval, you will need to submit new course approval paperwork to answer this question in light of the new course format.]
The 5-unit course will meet twice a week for 1.75 hours (or 105 minutes) and once a week for 1.2 hours (or 70 minutes) for a writing studio. Students will read independently, prepare written responses to readings, meet in collaborative research groups, conduct primary research, prepare collaborative presentations, and draft research essays. The course will require students to spend 10.3 hours/week outside of class plus 4.7 hours in-class, totaling 15 hours/week.

4. Include a complete reading list or its equivalent in other media.

Student-selected fiction/non-fiction books for independent reading project


5. State the basis on which evaluation of individual students’ achievements in this course will be made by the instructor (e.g., class participation, examinations, papers, projects). Enumerate the minimum required learning outcomes for a student to pass this course. (Example: ability to do comparative analysis of a Western and a non-Western text.) Provide information on how these components are weighted.

<table>
<thead>
<tr>
<th>Course Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project: Language acquisition research project and paper</td>
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</tr>
<tr>
<td>Project: Independent reading project and vocabulary journal</td>
<td>20%</td>
</tr>
<tr>
<td>Homework (language-learning plan, written and oral work, research group meeting tasks)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Some minor variation in assessment criteria is possible, depending on the specific instructor.

Please see #7 for learning outcomes/learning goals.

6. Final examinations are required of all undergraduate courses unless CEP approves an alternate method of comprehensive evaluation (e.g., a term paper). Note: final papers in lieu of final examinations must be due during final examination week, and not before. If the course does not have a final examination, indicate the alternative method of comprehensive evaluation.

Final reflective essay is due finals week.

7. Please describe the learning objectives that you would ascribe to this course: What do you expect the student to be able to do or understand that would not have been expected of them before taking the class?
How do these outcomes support the larger goals of the program(s) in which the course is embedded? (Example: the learning outcome of ability to do comparative analysis of a Western and non-Western text support the Literature objective of cross-cultural inquiry.)

By the end of the quarter, students will be able to:

WRITING
- Compose developed, coherent analytical texts. At least one of these texts will be thesis-driven paper of 1,000 words.
- Make effective use of primary and secondary research in support of one's analyses.
- Demonstrate the ability to use varied sentence structures.
- Choose words with greater accuracy and precision.
- Revise essays to eliminate most critical grammatical errors (i.e., those that impede a reader's understanding of the writer's text).
- Use a recognized citation system (APA, MLA, etc.).
- Accurately use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

READING
- Produce an accurate analysis of a text's form.
- Produce a summary of a text's topical content.
- Articulate the implications suggested by a text (i.e., the content below the surface, connotation)
- Contribute to classroom discussions to enhance others' learning of course material.
- Demonstrate an understanding of UCSC's plagiarism policies by (i) avoiding all forms of plagiarism in one's own texts and (ii) earning a passing score on the plagiarism quiz.

SPEAKING
- Present on academic topics (including one's own writing projects) with increased fluency, accuracy, and intelligibility.
- Initiate and control turn management in face-to-face interaction in culturally appropriate ways.

LISTENING
- Provide "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
- Restate the ideas of classmates.

METACOGNITIVE UNDERSTANDING AND PRACTICE
- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

ACADEMIC AND PERSONAL DEVELOPMENT
- Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

COMMUNITY
- Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.
8. List other UCSC courses covering similar material (if any) and how the proposed course differs from these existing courses.  **N/A**

9. List expected resource requirements including course support and specialized facilities or equipment for divisional review. (This information must also be reported to the scheduling office each quarter the course is offered.)

   No specialized facilities are needed to teach this course. The course will need a typical classroom set-up, including Internet, computer access, projector, overhead projector, audio speakers, and movable chairs.

10. If applicable, justify any pre-requisites, co-requisites, or enrollment restrictions proposed for this course. For pre-requisites or co-requisites sponsored by other departments/programs, please provide evidence of consultation.

   Enrollment is restricted to international students who test into the curriculum. This restriction is proposed for pedagogical purposes (i.e., the curriculum is designed for a specific groups of language learners).

11. Proposals for new or revised Disciplinary Communication courses will be considered within the context of the approved DC plan for the relevant major(s). If applicable, please complete and submit:
   - the Disciplinary Communication Statement Form—new proposals ([Word](#) or [PDF](#))
   - Disciplinary Communication—revisions to approved plans ([Word](#) or [PDF](#))

12. If you are requesting a GE designation for the proposed course, please justify your request by answering the questions listed in the attached guidelines. Please make reference to specific elements in the course or syllabus when answering these questions.
WTG 26: Writing about Language  
Fall Quarter 201X ✶ Section XX

**INSTRUCTOR INFORMATION**

Instructor Name: Xxxx Xxxx  
Email: xxxxx@ucsc.edu  
Office location & hours: Room / Days & Times and by appointment

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**COURSE INFORMATION**

Class Days/Times: Tuesday & Thursday (105 minutes), Friday (70 minutes)  
Location: T/R Xxxxx #; F Xxxxx #  
Course Texts:


Student-selected fiction/non-fiction books for independent reading project.

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**Course Description:**

Writing 26, “Writing about Language,” is the third course in the multilingual curriculum for international undergraduates. Understanding language-learning processes helps language learners be more effective learners. By building students’ metalinguistic and metacognitive awareness, learners are better able to manage their own language learning acquisition, understanding what is done in the classroom and what they need to do outside classroom walls in order to maximize language learning. Students learn that language is not simply comprised of grammatical features, but includes sociopragmatic norms (i.e., culturally appropriate verbal and non-verbal behavior). For the course’s major project, students engage in primary research on a language acquisition topic in which they form cooperative research groups. For this study, students investigate how highly proficient multilingual individuals have gained their language competence in the target language. Students learn how to form research questions, design data gathering instruments, analyze data to form findings, and reach conclusions that they then apply to their own English language-learning context. Students then create multimodal presentations and write empirically based research papers. Students also engage in an independent “pleasure” reading project, as many in the field of language acquisition posit that sustained pleasure reading most benefits grammar and vocabulary acquisition.

**Course Goals:**

By the end of the quarter, students will be able to:

**WRITING**

- Compose developed, coherent analytical texts. At least one of these texts will be thesis-driven paper of 1,000 words.
- Make effective use of primary and secondary research in support of one’s analyses.
- Demonstrate the ability to use varied sentence structures.
- Choose words with greater accuracy and precision.
- Revise essays to eliminate most critical grammatical errors (i.e., those that impede a reader’s understanding of the writer’s text).
- Use a recognized citation system (APA, MLA, etc.).
• Accurately use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

READING
• Produce an accurate analysis of a text's form.
• Produce a summary of a text's topical content.
• Articulate the implications suggested by a text (i.e., the content below the surface, connotation)
• Contribute to classroom discussions to enhance others' learning of course material.
• Demonstrate an understanding of UCSC's plagiarism policies by (i) avoiding all forms of plagiarism in one's own texts and (ii) earning a passing score on the plagiarism quiz.

SPEAKING
• Present on academic topics (including one's own writing projects) with increased fluency, accuracy, and intelligibility.
• Initiate and control turn management in face-to-face interaction in culturally appropriate ways.

LISTENING
• Provide "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
• Restate the ideas of classmates.

METACOGNITIVE UNDERSTANDING AND PRACTICE
• Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

ACADEMIC AND PERSONAL DEVELOPMENT
• Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

COMMUNITY
• Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.

Note that in this class, students will write at least 4,500 words of polished writing.

Course Policies:
This class is graded as P/NP, and you must have at least a C (73%) in the class in order to receive a P. All major assignments must be completed in order to pass this class. The graded assignments for this class and their weights are listed below:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
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<td>Multimodal Presentation: Findings &amp; Language learning action plan presentation—“Putting it all</td>
<td>10%</td>
</tr>
</tbody>
</table>


Project: Independent reading project and vocabulary journal 20%

Homework (language-learning plan, written and oral work, research group meeting tasks) 20%

Grading Scale:

A+ 97-100%
A- 93-96
A 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
D 60-72
F 0-59

Major Assignments (Please note, detailed assignment instructions will be provided):

Homework and In-Class Work
During the quarter, you will receive short homework assignments related to class discussion or class readings.

Independent Reading Project and Vocabulary Journal
Students write a 250-word abstract of a self-selected book-length piece of fiction or non-fiction. Students then reflect on how their reading influenced their language acquisition. Were the researchers right? Is reading the best way to learn grammar, vocabulary, and writing? During the reading process, students keep a running vocabulary notebook of words they needed to look up in order to make sense of the text.

Language Acquisition Research Presentation and Paper
Students will investigate how a highly proficient language learner has acquired their target language. Students will form research and interview questions, conduct participant interviews, analyze data, present findings and pedagogical implications. Data will be presented to the class using multimodal software.

Late Assignments:
Work will not be accepted late unless arrangements with the instructor have been made.

Attendance:
You may miss up to two classes for any reason, no excuse or explanation necessary. It is wisest to save those “free” absences for dates when you might actually be sick. If you miss more than two classes, your overall grade will drop by 50 points (5%) for each day.
Class will begin promptly at XXXX pm and end at XXXX pm (except for Fridays, when it is XXXX). If you are more than ten minutes late or if you leave early, you will be marked absent for the day.

Poor attendance and tardiness will lower your grade since you will miss assignments that cannot be made up. If you are ill or have an emergency that prevents you from attending class, please notify the instructor by email. If you do miss class, it is your responsibility to find out what you missed and make up any assignments that can be made up. Most class handouts and assignments will be posted on Smartsite. Additionally, the instructor will use Smartsite to communicate with the class, so you are responsible for checking your UC Davis email every day.

Tutoring
As part of your work in this course, you will work with a tutor who is trained by the writing program. This tutoring is provided at no additional cost to you. You will meet with this tutor 5-6 times during the quarter.

Disability Accommodations
Disability accommodations. If you have a documented disability requiring accommodation for this course, please contact the DRC as soon as possible. Email: drc@ucsc.edu. Phone: 9-2089.

Academic Honesty
From UCSC's web site: “Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the University as an institution and all members of the University community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.”

Individual Writing Conferences
During weeks 4 and 10 you will be required to meet with the instructor and your writing partner for a 15-minute writing conference. You will sign up for a time that works for your schedule in the class period before the conference.

Communication with Your Instructor
It’s important to remember that your improvement in writing, grammar, and vocabulary depends on how much time and attention you invest. I am here to help, and I encourage you to communicate with me responsibly. Please read the syllabus before emailing me with a question (often the answer is there!). Please also note that I will not reply to emails after 10pm and make every effort to reply to all emails within 24 hours. I strongly encourage you to take advantage of office hours. Many studies show that one-on-one feedback in conferencing has a positive effect on improvement. If the office hours conflict with your schedule, please email me to make an appointment.

Notes about the calendar:
We have holidays on the following days (the campus is closed):

Our Final Exam is on XXXXXX
Please note that the weekly calendar is subject to change at instructor’s discretion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Major Assignments (and their steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Tues.</td>
<td><strong>Learner Training</strong>&lt;br&gt;  - Course, instructor, and student introductions  - Cross-cultural discussion of classroom norms and expectations</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td><strong>Learner Training</strong>&lt;br&gt;  - Discuss effective language-learning strategies  - Outline major research project</td>
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<tr>
<td>Friday</td>
<td><strong>Writing Studio</strong></td>
<td></td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Tues.</td>
<td><strong>SLA Theory</strong>&lt;br&gt;  - Interlanguage  - Motivation  - Language distance</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td><strong>SLA Theory</strong>&lt;br&gt;  - L1 academic-linguistic proficiency  - Noticing</td>
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<tr>
<td>Friday</td>
<td><strong>Writing Studio</strong></td>
<td></td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;Tues.</td>
<td><strong>Language Learning in School</strong>&lt;br&gt;  - View: Speaking in Tongues</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td><strong>Language Learning in School</strong>&lt;br&gt;  - View: Speaking in Tongues  - 5-Minute Linguist mini-presentations, connecting case studies to theory</td>
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</tr>
<tr>
<td>Friday</td>
<td><strong>Writing Studio</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Tues.</td>
<td><strong>Doing Research: Forming Research Questions and Forming Interview Questions</strong>&lt;br&gt;  - Learning how to ask, Learning how to listen  (Chapter 5, FieldWorking)</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td><strong>Doing Research: Forming Research Questions and Forming Interview Questions</strong>&lt;br&gt;  - Learning how to ask, Learning how to listen</td>
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<td></td>
<td>listen (Chapter 5, <em>FieldWorking</em>)</td>
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</tr>
</tbody>
</table>
| **Friday**           | **Writing Studio**                 | ▪ Revised research question(s)  
▪ Revised interview questions |                      |
| **Week 5**           | **Doing Research: Conducting Interviews**  
▪ Interview analysis  
▪ Mock interviews | ▪ Participant interviews conducted  
▪ Participant interviews conducted |                      |
| **Tues.**            |                                    |                          |                      |
| **Thurs.**           |                                    |                          |                      |
|                      | **Doing Research: Conducting Interviews**  
▪ Interview analysis  
▪ Mock interviews | ▪ Participant interviews conducted  
▪ Participant interviews conducted |                      |
| **Friday**           | **Writing Studio**                 | ▪ Independent reading project and vocabulary journal |                      |
| **Week 6**           | **Doing Research: Writing Up Data**  
▪ Drafting & crafting a text (Chapter 8, *FieldWorking*) | ▪ Participant interviews conducted |                      |
| **Tues.**            |                                    |                          |                      |
| **Thurs.**           |                                    |                          |                      |
|                      | **Doing Research: Writing Up Data**  
▪ Drafting & crafting a text (Chapter 8, *FieldWorking*)  
▪ Multimodal presentation design | ▪ Participant interviews conducted |                      |
| **Friday**           | **Writing Studio**                 | ▪ Interview write-ups; Project designs |                      |
| **Week 7**           | **Multimodal Data Presentations**   | ▪ Presentations: Data analysis & Data sharing  
▪ Presentations: Data analysis & Data sharing |                      |
| **Tues.**            |                                    |                          |                      |
| **Thurs.**           |                                    |                          |                      |
|                      | **Multimodal Data Presentations**   | ▪ Presentations: Data analysis & Data sharing  
▪ Presentations: Data analysis & Data sharing |                      |
| **Friday**           | **Writing Studio**                 | ▪ Data write-ups |                      |
| **Week 8**           | **Writing Up Research**  
▪ Methods & Findings  
▪ Literature review  
▪ Introduction & Pedagogical Implications | ▪ Presentations: Data analysis & Data sharing  
▪ Presentations: Data analysis & Data sharing |                      |
| **Tues.**            |                                    |                          |                      |
| **Thurs.**           |                                    |                          |                      |
|                      | **Writing Up Research**  
▪ Methods & Findings  
▪ Literature review  
▪ Introduction & Pedagogical Implications | ▪ Presentations: Data analysis & Data sharing  
▪ Presentations: Data analysis & Data sharing |                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Writing Studio</td>
<td>Draft: Methods &amp; Findings</td>
</tr>
<tr>
<td>Week 9 Tues.</td>
<td>Findings and Pedagogical Implication Presentations</td>
<td>Research group presentations</td>
</tr>
<tr>
<td>Thurs.</td>
<td>Findings and Pedagogical Implication Presentations</td>
<td>Multimodal Presentations: “Putting it all together”</td>
</tr>
<tr>
<td>Fridays</td>
<td>Findings and Pedagogical Implication Presentations</td>
<td>Multimodal Presentations: “Putting it all together”</td>
</tr>
<tr>
<td></td>
<td>Week 10 Tues.</td>
<td>Writing Workshop &amp; Conferences</td>
</tr>
<tr>
<td></td>
<td>Thurs.</td>
<td>Writing Workshop &amp; Conferences</td>
</tr>
<tr>
<td>Fridays</td>
<td>Writing Studio</td>
<td>Penultimate drafts of research paper</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Final Projects</td>
<td>Final Project: Language acquisition research paper</td>
</tr>
</tbody>
</table>
A supplemental sheet is required for new courses. Distance learning courses require an additional supplemental form. See page 2 for additional instructions.

**Quarter(s) offered**
- F
- W
- Sp
- Sum

**The Writing Program**  
Course #  

**Writing about Genre**  

**Catalog title**  

**AIS title (19 characters)**  

**Request for New Course Approval**

- Permanent course or offered once only. Reason:  
- 5 credits  
- Less than 5 credits (number)  
- No credits

**Catalog description**

- Satisfies American history and institutions requirement  
- May be repeated for credit  
- CC cross-cultural analysis  
- ER ethnicity and race  
- IM interpreting arts and media  
- MF mathematical and formal reasoning  
- SI scientific inquiry  
- SR statistical reasoning  
- TA textual analysis and interpretation  
- Perspectives: PE-E environmental awareness  
- Perspectives: PE-H human behavior  
- Perspectives: PE-T technology and society  
- Practice: PR-E collaborative endeavor  
- Practice: PR-C creative process  
- Practice: PR-S service learning  
- C1 composition  
- C2 composition

**Prerequisites:**

- Successful completion of WRIT 26 or placement by exam and interview

**Concurrent enrollment** (corequisite courses):

**Enrollment restriction(s):**

- Code I, Interview only  
- Majors (provide all major codes):  
- Frosh  
- Sophomore  
- Junior  
- Senior  
- College Member  
- Graduate students  
- Unlimited  
- Limited  
- Limit number:  
- Reason:  

- Intensive language class  
- SEM  
- TIE category

- Primary activity code (LEC, SEM, LAB, STU, IND, FLD, FLI, STI)

- Teaching appointment title

**Responsible instructor**

Heather Shearer

**Additional instructor(s)**

Kimberly Helmer

**Chair/Provost/Dean of Sponsoring Agency**

Date

**Divisional Dean**

Date

**CEP or Graduate Council**

Date

- Approved  
- Denied

- Approved  
- Denied

- Approved  
- Denied

University of California, Santa Cruz, Office of the Registrar  Revision of August 1, 2012
Undergraduate Supplemental Sheet
Information to accompany Request for Course Approval

Sponsoring Agency: WRIT  Course #: 27  Catalog Title: Writing about Genre

Please answer all of the following questions.

1. Are you proposing a revision to an existing course? If so give the name, number, and GE designations (if applicable) currently held. No

2. In concrete, substantive terms explain how the course will proceed. List the major topics to be covered, preferably by week.

Writing 27 is the fourth and final course in the multilingual curriculum. Students who pass the class satisfy the Entry Level Writing Requirement. The focus of this course is "genre and rhetoric." This focus has been chosen because it offers a robust framework through which students can learn to assess and produce genres [types of writing/texts] they encounter. In essence, it addresses students' needs by providing them with metacognitive training in approaches texts (broadly defined) as readers and writers/composers. Research on Teaching for Transfer (TFT) suggests that increasing students’ metacognitive awareness about writing through concepts like genre is a good way to improve their ability to write in different contexts (see, for example, Yancey, Robertson & Taczak, Writing Across Context: Transfer, Composition, and Sites of Writing, 2014). Raising their genre awareness trains them to uncover similarities and differences across communicative situations and determine what questions they need to ask and answer to be successful in completing different writing tasks. One of our primary goals, then, is to prepare students to identify, access, and attempt to reproduce language habits that are valued at the university and beyond. In addition, the focus on genre and rhetoric also allows easy access to conversations about discourse conventions at UCSC, the US university system, and the US as a whole. Thus, the theme of WRIT 27 connects easily with those in WRIT 24, WRIT 25, and WRIT 26. Each section of WRIT 27 carries the same outcomes. However, the weekly schedule of the course will vary according to student need (i.e., some things will take less time than anticipated, some things more) and instructor judgment. The course outline and sample syllabus presented in this CEP form represent one manifestation of the course. Taken as a whole, however, every section of WRIT 27 will address the following topics and learning goals:

- Genre, genre conventions, rhetorical situation (audience, purpose, context, timing) and their value for helping us to develop as readers and writers.
- Analyzing different genres to see how texts respond to and are implicated in different aspects of rhetorical situations (audience, purpose, context, timing).
- Refining a writing process (pre-writing, drafting, revising, editing) appropriate for completing writing assignments at the university.
- Producing analytical essays that cohere at the whole-essay, paragraph, and sentence level.
- Producing analytical essays that make use of primary and secondary sources.
- Supporting one’s analysis through the use of evidence.
- Analyzing non-fiction, university-level texts with respect to their meaning and form.
- Expanding and refining one’s vocabulary.
- Using a recognized documentation system.
- Avoiding all forms of plagiarism.

Academic Senate–Committee on Educational Policy
Revised May 2013
### Weekly Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Focus</th>
<th>Major Assignment</th>
</tr>
</thead>
</table>
| Week 1 | **Writing & Genres**  
*Developing a Writing Process*  
- Course, instructor, and student introductions  
- Cross-cultural discussion of classroom norms and expectations  
- Discussion of writing processes: What works? What doesn’t work? What ideas can we share?  
- Assign “1: Writing and Genres” (Johnson-Sheehan); “MM1: Introduction” (DeVoss); | WP1: Rhetorical Analysis |
| Week 2 | **Topic, Angle, Purpose**  
- Assign, “2: Topic, Angle, Purpose” (Johnson-Sheehan); “MM2: Analyzing Written Words” (DeVoss); “26: Quoting, Paraphrasing, and Citing,” pp. 477-484 (Johnson-Sheehan); “MM14: Integrating and Documenting Sources” (DeVoss). | WP1: Rhetorical Analysis |
| Week 3 | **Readers, Contexts, and Rhetorical Situations**  
- Assign “3: Readers, Contexts, and Rhetorical Situations” (Johnson-Sheehan); “MM4: Analyzing Static Images” (DeVoss); “26: Quoting, Paraphrasing, and Citing,” pp. 484-489 (Johnson-Sheehan). | WP1: Rhetorical Analysis  
Plagiarism Quiz |
| Week 4 | **Finding Sources and Collecting Information**  
- Assign “25: Finding Sources and Collecting Information” (Johnson-Sheehan); “21: Using Basic Rhetorical Patterns” (Johnson-Sheehan). | WP 2: Review |
| Week 5 | **Strategies for Shaping your Texts**  
- Assign “6: Reviews” (Johnson-Sheehan); “20: Developing paragraphs and sections” (Johnson-Sheehan); “19: Drafting Introductions and Conclusions” (Johnson-Sheehan); “21: Using Basic Rhetorical Patterns” | WP 2: Review |
| Week 6 | **Using Argumentative Strategies**  
- Assign “22: Using Argumentative Strategies” (Johnson-Sheehan); “MM5: Analyzing Moving Images” (DeVoss); “MM3: Analyzing Moving Images” (DeVoss) | WP 3: Position Paper |
| Week 7 | **Using Argumentative Strategies, cont.**  
- Assign “MM6: Analyzing Multimodal Texts” (DeVoss) | WP 3: Position Paper |
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<tr>
<th>Week</th>
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<td>Week 8</td>
<td>Crafting Multimodal Projects in Collaboration with Others</td>
<td>Assign “5: Profiles” (Johnson-Sheehan); “23: Working Collaboratively with Others” (Johnson-Sheehan); “MM7: Starting Your Own Multimodal Project” (Devoss); “MM9: Planning Your Project”; “MM10: Managing Your Project” (Devoss).</td>
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3. Systemwide Senate Regulation 760 specifies that 1 academic credit corresponds to 3 hours of work per week for the student in a 10-week quarter. Please briefly explain how the course will lead to the appropriate amount of work with reference to e.g., lectures, sections, reading and writing assignments, examination preparation, field trips, providing specific estimate of the number of hours devoted to each. [Please note that if significant changes are proposed to the format of the course after its initial approval, you will need to submit new course approval paperwork to answer this question in light of the new course format.]

The course will meet twice a week for 1.75 hours (or 105 minutes) and once a week for 1.2 hours (or 70 minutes) for a writing studio. Students will read independently, prepare written responses to readings, meet in collaborative writing groups, conduct primary research, prepare in-class collaborative presentations, and draft analytical essays. The course will require students to spend 10.3 hours/week outside of class plus 4.7 in-class hours, totaling 15 hours/week.

4. Include a complete reading list or its equivalent in other media.

5. State the basis on which evaluation of individual students’ achievements in this course will be made by the instructor (e.g., class participation, examinations, papers, projects). Enumerate the minimum required learning outcomes for a student to pass this course. (Example: ability to do comparative analysis of a Western and a non-Western text.) Provide information on how these components are weighted.

Minimum required learning outcomes:
- Use the language of genre and rhetoric to produce analyses of texts.
- Produce genres that respond effectively to a given rhetorical situation (aka, "call to write").
- Produce one text that satisfies ELWR.

Students will be assessed on all work produced in the course, but each student’s final grade will be determined largely by the quality of the final drafts he or she produces on major projects in the course. No more than 20% of a student’s final grade will be determined by something other than final drafts of projects.

Major projects................................................ 80%
Homework, class participation, plagiarism quiz...... 20%

Major projects could take a number of forms. One possible set of projects is as follows:

**Major Assignments**

*Reflection Memos for Major Writing Projects*
You will be asked to reflect on your revision process for each paragraph and the essay. These will be graded for content and form.

*Writing Project 1: Rhetorical Analysis*
Write a 3-4 page rhetorical analysis of the text provided to you in class. Your analysis should name the genre that you are analyzing and define the key concepts (i.e., those involving genre and rhetoric) that you will use to study the document. At the start of your analysis, provide a summary of the text’s content and enough background information to contextualize the document for your readers. Then, offer a close rhetorical analysis of the text, explaining why it is effective or not.

*Writing Project 2: Review*
Write a 2-3 page rave review about something you despise. Think of something you have recently experienced that you absolutely loathed. You should choose something that people would be able to experience for themselves – a book, a class, a sport, a restaurant, a vacation spot. First, as a brainstorming exercise, write down exactly what you hated about the experience, just to get it out of your system. Then put yourself in the position of someone who would have actually enjoyed the same thing. Write your (rave) review, using as many details from your original brainstorm as you can. Consult primary and secondary sources to collect viewpoints and details you need to complete your review. (However tempting it may be, do not get carried away by sarcasm or irony.)

*Writing Project 3: Position Paper*
Write a 4-5 page position paper in which you explore two sides of a contentious local issue. Pick an issue that affects you directly and try to represent two opposing sides (one should be your own). Explain your opponents’ side clearly and fairly while pointing out the limitations of their position. Explain your position and concede any limitations to your side. Your overall purpose is to persuade your readers that
your understanding of the issue is at least reasonable. If you’re feeling ambitious, you could attempt to persuade your readers that your position is stronger than your opponents’ position.

**Writing Project 4: Profile of Successful Communicator (group project)**
Create a profile about a contemporary figure that you consider to be a successful communicator. This person does not need to be from the United States or speak English (you will need to translate texts/words into English). Using the Internet and print sources (and interviews, if appropriate), collect a variety of viewpoints on this figure and his or her communication style. Your goal in your research is to widen your own perspective. Then, paint a verbal and visual portrait of this person that demonstrates his or her communicative savvy-ness. Be sure to use course concepts regarding genre and rhetoric to develop the content of your profile.

6. Final examinations are required of all undergraduate courses unless CEP approves an alternate method of comprehensive evaluation (e.g., a term paper). Note: final papers in lieu of final examinations must be due during final examination week, and not before. If the course does not have a final examination, indicate the alternative method of comprehensive evaluation.

   Final project presentations will be required in lieu of a final examination.

7. Please describe the learning objectives that you would ascribe to this course: What do you expect the student to be able to do or understand that would not have been expected of them before taking the class? How do these outcomes support the larger goals of the program(s) in which the course is embedded? (Example: the learning outcome of ability to do comparative analysis of a Western and non-Western text support the Literature objective of cross-cultural inquiry.)

**WRITING**
- Compose fully developed, coherent analytical texts. At least two of these texts will be thesis-driven papers of at least 1,000 words.
- Make effective use of primary and secondary research in support of one’s analyses.
- Demonstrate the ability to use varied sentence structures.
- Choose words with accuracy and precision.
- Build on informal, generative writing to develop polished final drafts of texts.
- Revise essays to eliminate all critical grammatical errors (i.e., those that impede a reader's understanding of the writer's text).
- Correctly use a recognized citation system (APA, MLA, etc.)
- Accurately use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

**READING**
- Produce an accurate analysis of a text's form.
- Produce an accurate summary of a text's topical content.
- Articulate the implications suggested by a text (i.e., the content below the surface, connotation)
- Contribute to classroom discussions to enhance others' learning of course material.
- Demonstrate an understanding of UCSC's plagiarism policies by (i) avoiding all forms of plagiarism in one's own texts and (ii) earning a passing score on the plagiarism quiz.

**SPEAKING**
- Present on academic topics (including one’s own writing projects) with increased fluency, accuracy, and intelligibility.
- Initiate and control turn management in face-to-face interaction in culturally appropriate ways.
LISTENING

- Provide accurate "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
- Accurately restate the ideas of classmates.

METACOGNITIVE UNDERSTANDING AND PRACTICE

- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

ACADEMIC AND PERSONAL DEVELOPMENT

- Demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

COMMUNITY

- Demonstrate greater cooperative learning skills and strategies, learning to rely on one another as valuable personal and academic resources.

8. List other UCSC courses covering similar material (if any) and how the proposed course differs from these existing courses.
   No course currently offered teaches to and assesses the set of outcomes described in the answer to question #7.

9. List expected resource requirements including course support and specialized facilities or equipment for divisional review. (This information must also be reported to the scheduling office each quarter the course is offered.)
   No specialized facilities are needed to teach this course. The course will need a typical classroom set-up, including Internet, computer access, projector, overhead projector, audio speakers, and movable chairs.

10. If applicable, justify any pre-requisites, co-requisites, or enrollment restrictions proposed for this course. For pre-requisites or co-requisites sponsored by other departments/programs, please provide evidence of consultation.
    Successful completion of WRIT 26 or entrance by exam and interview. Enrollment is restricted to international students who test into the curriculum. This restriction is proposed for pedagogical purposes (i.e., the curriculum is designed for a specific groups of language learners).
Course Description
WRIT 27 is the fourth and final course in the multilingual series for undergraduate international students. This writing-intensive course uses the concepts of genre and rhetoric to develop your critical reading and writing abilities. Together, we will explore the concepts of genre and rhetoric as writers and readers. This means that we will analyze texts so that we can understand their topical content (that is, what stated and implied) and their structural content (that is, how the texts are "put together"). In addition, we will develop our listening and speaking abilities by practicing the "moves" of spoken discourse that are appropriate for use in the university setting. Earning a passing grade (C or better) in this class allows you to satisfy the Entry Level Writing Requirement.

Course Goals
By the end of the quarter, you will be able to:

WRITING
- Compose fully developed, coherent analytical texts. At least two of these texts will be thesis-driven papers of at least 1,000 words.
- Make effective use of primary and secondary research in support of your analyses.
- Demonstrate the ability to use varied sentence structures.
- Choose words with accuracy and precision.
- Build on informal, generative writing to develop polished final drafts of texts.
- Revise essays to eliminate all critical grammatical errors (i.e., those that impede a reader’s understanding of the your text).
- Correctly use a recognized citation system (APA, MLA, etc.)
- Accurately use general academic vocabulary and task-specific content vocabulary to demonstrate an emerging tone and/or style.

READING
- Produce an accurate analysis of a text’s form.
- Produce an accurate summary of a text’s topical content.
- Articulate the implications suggested by a text (i.e., the content below the surface, connotation)
- Contribute to classroom discussions to enhance your classmates’ learning of course material.
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- Provide accurate "in the moment" summaries of multimodal texts that make use of sound and images (podcasts, screencasts, videos).
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- Demonstrate self-awareness and identify strategies for improving reading, writing, speaking, and listening.

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- Demonstrate the knowledge and skills necessary to understand your own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize UCSC services and peer interaction to fulfill these goals.

**COMMUNITY**
- Demonstrate greater cooperative learning skills and strategies, learning to rely on your peers as valuable personal and academic resources.

**Minor Assignments**

**Homework and In-Class Work**
During the quarter, you will receive short homework assignments related to class discussion or class readings. You must complete these on time; late work will not receive credit or feedback.

**Quizzes**
Your will complete a number of small quizzes on course readings and concepts. Some will be completed in class, but others will be completed outside of our class sessions. All quizzes will be open book. Some quizzes will be “open brain” (completed in collaboration with your classmates or others) and open book.

**Independent Reading Journal**
For each major writing assignment, you will do research to find a source of information (for example, a reading, TED talk, or audio piece) that adds to your knowledge of genre being produced for that assignment. You will write a brief summary of your reading/supporting piece and write a short commentary about how that has added to your understanding of a specific genre.

**Major Assignments**

**Reflection Memos for Major Writing Projects**
You will be asked to reflect on your revision process for each paragraph and the essay. These will be graded for content and form.

**Writing Project 1: Rhetorical Analysis**
Write a 3-4 page rhetorical analysis of the text provided to you in class. Your analysis should name the genre that you are analyzing and define the key concepts (i.e., those involving genre and rhetoric) that you will use to study the text. At the start of your analysis, provide a summary of the text’s content and enough background information to contextualize the document for your readers. Then, offer a close rhetorical analysis of the text, explaining why it is effective or not.
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<tr>
<th>Course Participation, homework, informal writing, quizzes</th>
<th>20%</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal writing projects¹</td>
<td></td>
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</tr>
<tr>
<td>Rhetorical Analysis (15%)</td>
<td></td>
<td>A+  97-100</td>
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<tr>
<td>Review (15%)</td>
<td></td>
<td>A   93-96</td>
</tr>
<tr>
<td>Position paper (25%)</td>
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<td>A-  90-92</td>
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<tr>
<td>Multimodal project: Profile (25%)</td>
<td></td>
<td>B+  87-89</td>
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<tr>
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<td>B   83-86</td>
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<td>D   60-72</td>
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<td>F   0-59</td>
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</tbody>
</table>

Course Policies

Grading
You must have at least a C (73%) in the class in order to pass. All major assignments must be completed in order to pass this class.

Late Assignments
Late assignments are not accepted and will earn a failing grade. However, extensions on major projects can be requested at least 48 hours ahead of a deadline and in writing via email. Requesting an extension does not mean that you will receive the extension. In-class work. Completing in-class work is vital to fulfilling the outcomes of this course. You cannot make up missed in-class work.

Attendance
Class will begin promptly at XXXX pm and end at XXXXX pm (except for Fridays, when it is XXXX). If you are more than ten minutes late or if you leave early, you will be marked absent for the day.

¹ Note: Each formal writing project will be accompanied by a 1-2 page reflection memo that addresses the genre consideration you made when planning and composing your project.
Missing more than three class sessions could cause you to earn a non-passing grade in the course. There are no exceptions to this. If you find that you cannot participate fully in the class due to serious illness or other life emergencies, please consult with your advisor, who can provide you with information about how to withdraw from the class. Friday workshops are not optional. Please note that three tardies will count as an absence. If you violate the attendance policy, you will not be able to satisfy the Entry Level Writing Requirement through your work in the course.

Tutoring
As part of your work in this course, you will work with a tutor who is trained by the writing program. This tutoring is provided at no additional cost to you. You will meet with this tutor 5-6 times during the quarter.

Disability Accommodations
Disability accommodations. If you have a documented disability requiring accommodation for this course, please contact the DRC as soon as possible. Email: drc@ucsc.edu. Phone: 9-2089.

Academic Honesty
From UCSC’s web site: “Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the University as an institution and all members of the University community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.”

Plagiarism is the act of turning in someone else’s work as your own, turning in a paper/work from the Internet, or not giving credit for information obtained from source material. Plagiarism in any form is unacceptable. If you plagiarize, you will receive no credit for that assignment. To avoid plagiarism, you must clearly acknowledge the source of any borrowed language or ideas that you use in your papers. Please see the following website for more information, see UCSC’s Student Guide to Academic Integrity: https://www.ue.ucsc.edu/ai_student-guide

Communication with Your Instructor
It’s important to remember that your improvement in writing, grammar, and vocabulary depends on how much time and attention you invest. I am here to help, and I encourage you to communicate with me responsibly. Please read the syllabus before emailing me with a question (often the answer is there!). Please also note that I will not reply to emails after XXpm and make every effort to reply to all emails within 24 hours, M-F. I strongly encourage you to take advantage of office hours. Many studies show that one-on-one feedback in conferencing has a positive effect on improvement. If the office hours conflict with your schedule, please email me to make an appointment.

Basic expectations
Come to class on time with all homework completed and be ready to participate fully in the day’s activities. Submit all work on time, in the specified manner described on your assignment sheets, and prepared in accordance with course standards. Most importantly, bring with you an open mind: be ready to learn. Meeting these basic expectations does not guarantee that you will earn a passing grade in the class; doing so merely qualifies you to earn a passing grade in the class.
Course Calendar
Please note that the weekly calendar is subject to change. Consult our Google Classroom for daily homework assignments.

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- Cross-cultural discussion of classroom norms and expectations  
- Discussion of writing processes: What works? What doesn’t work? What ideas can we share?  
- Assign “I: Writing and Genres” (Johnson-Sheehan); “MM1: Introduction” (DeVoss); | ▪ WP1: Rhetorical Analysis |
| Week 2 | Topic, Angle, Purpose  
- Assign, “2: Topic, Angle, Purpose” (Johnson-Sheehan); “MM2: Analyzing Written Words” (DeVoss); “26: Quoting, Paraphrasing, and Citing,” pp. 477-484 (Johnson-Sheehan); “MM4: Integrating and Documenting Sources” (DeVoss). | ▪ WP1: Rhetorical Analysis |
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