UC MERCED – Spring 2022

**Writing 10-07: Reading & Composition**

M/W 11:30-1:20pm

Instructor: Paula DeBoard

**Contact info**

Email (preferred method): [pdeboard@ucmerced.edu](mailto:pdeboard@ucmerced.edu)

Office Location: COB 388

Office hours: Mondays and Wednesdays; 1:30 to 3 p.m. or by appointment.

Things best discussed via email: Clarification about deadlines or items in the syllabus/schedule of assignments; notifications about absences; questions related to technology issues (such as Zoom or Canvas); citation questions that can’t be solved by other citation resources.

Things best discussed in person: Requests to review student work; brainstorming for ideas for paper topics; discussions of a personal nature regarding attendance and academic performance, etc.

**Communication**

Each week, you will receive an announcement via Canvas on Sunday reminding you of upcoming assignments, readings and deadlines. This is based on the “schedule of assignments”—a separate document that will give you a larger picture of the semester, which is linked under Module 0 on Canvas.

**Texts & Materials**

All materials for this course are open source (available freely to the public through the internet). You will be encouraged to bookmark or download for annotation, and a copy (electronic recommended) of the assigned article must be accessible in class.

It is also strongly recommended that you bring a laptop or other “connected” device to class, as we will often participate in group work via Google docs, and we will access readings and other materials online. Whether on paper or on a laptop, it is also *strongly encouraged* that you take notes/make annotations that will be helpful for understanding material, contributing to class discussions, and completing assignments.

**UC Merced Land Acknowledgement**

At the outset of our semester, let’s pause to acknowledge the local indigenous peoples, including the Yokuts and Miwuk, who inhabited this land before us. We embrace their continued connection to this region and thank them for allowing us to live, work, learn, and collaborate on their traditional homeland.

**Merritt Writing Program/Program Learning Outcomes**

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

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

**WRI 10 Course Description**

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

**WRI 10 Course Learning Outcomes**

CLO 1: Use personal reflection to formulate positions on critical issues within the academic community and larger communities beyond.

CLO 2: Prioritize relevant questions by engaging in critical reading and synthesizing related source material, to develop assertions and support arguments that bring awareness to important topics.

CLO 3: Develop reading practices that inform writing strategies by identifying, evaluating, interpreting, and incorporating evidence effectively to meet the information need and communicate a specific purpose, demonstrating information literacy.

CLO 4: Engage in the composition process to develop arguments with clarity in prose and purpose -- in various genres and for various audiences (including faculty across-disciplines), based upon feedback from peers and instructor, around a shared set of criteria.

CLO 5: Collaborate with peers in and outside the classroom to learn from each other and to develop skills on how to be a supportive member of a team or community.

CLO 6: Recognize and reflect on cultural biases and norms, and how they impact one’s world view and writing, by practicing the linguistic choices that can construct contexts and promote equity, diversity, and inclusion.

**A note from your instructor:**

You’ve been writing for the vast majority of your life—in different formats and for different purposes. WRI 10 supplements your existing knowledge about writing with an added focus on communication in the world of higher education. The purpose of this course is not to stifle your natural writing voice, but to add another dimension to it, or as Stephen King says in *On Writing*, more tools for your writing toolkit.

In this course, we’ll explore the thorny, complex issues related to communities with which we identify. This means looking at timely and controversial topics, asking difficult questions of ourselves and each other, acknowledging our biases, and turning to research to guide our thinking. The skills learned in this course will prepare you for life at a research university.

**Diversity statement**

At UC Merced, we believe that our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience, geographic region and more — enhance our ability to achieve the university’s primary mission of research, teaching and public service. We welcome students, faculty, and staff members from all backgrounds, and our goal is that everyone here feels respected and valued. That philosophy is at the core of what we do. For more information, see these campus websites: <https://www.ucmerced.edu/diversity> or <https://www.ucmerced.edu/principles-of-community>.

Also, as an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge confidentiality to any student who wishes to disclose their immigration status, and I will work with students who require immigration-related accommodations. Please be aware that UC Merced actively works with undocumented students and helpful information can be found here: <https://undoc.ucmerced.edu/>.

**Class Procedures / Guidelines**

Attendance

WRI 10 is a course where grades in large part depend upon participation and collaboration. Your questions and contributions are central to our discussions, and therefore, our understandings of texts and the writing process.

You are responsible for material covered in class, whether you are present or not. All absences have the potential to lower your grade, since in-class work cannot be made up when missed, and from time to time, there will be in-class quizzes over assigned reading. According to department policy, a grade will be negatively impacted after three absences. After six absences, we will be left with only three options: incomplete, withdrawal, or F.

Class participation

In this course, we will read, discuss and share complex ideas; as such, this is a course where diverse backgrounds and viewpoints will be welcome, and you should feel free to express those views appropriately. Therefore, it is necessary for us as a group to cultivate a classroom environment that fosters communal learning and a shared sense of goodwill and respect. In this course, you will learn how to dissect and discuss ideas without resorting to ad hominem attacks or falling prey to unchallenged assumptions. *All students are expected to contribute to a friendly and lively discussion—while being careful not to dominate the conversation or discourage others from participation.* Your instructor thanks you in advance for understanding and showing respect to everyone in the classroom.

Resist strongly the urge to turn to your TikTok, Twitter, Tumblr, Instagram, texts, etc. just because you have your laptop open in front of you. Your learning is important.

Time Management

This course operates on a 2-to-1 time ratio, meaning you can expect to spend at least two hours outside of class for every hour spent in class (each week = 4 hours of class + 8 hours outside of class). This time commitment allows for careful reading and annotating of assigned texts, engaging in all aspects of the writing process including research methods, drafting and peer reviewing, participating in online discussions as required and reflecting on reading. *Writing is a process that requires a considerable amount of thinking, researching and drafting, so you should plan to dedicate some time each day to this course.*

**Assignment submission**

Unless otherwise noted, all work will be submitted online via Cat Courses. Occasionally, for the purposes of peer review, you may need a physical printed copy of your work in class. See schedule of assignments for these directions.

As we’re on a tight schedule and assignments are designed to scaffold into each other, late work in WRI 10 should be avoided as much as possible. Due dates are listed in the schedule of assignments and posted well in advance on Canvas. Assignment extensions are granted on a case-by-case basis; please communicate with me if you are facing a situation where additional time is needed.

**Plagiarism Policy**

As a simple guideline, if you submit your own work created for this course, you will avoid all serious types of plagiarism. Final draft will be submitted through TurnItIn for another layer of plagiarism deterrent. Note that some forms of plagiarism are less obvious and perhaps unintentional, but must be avoided at all costs:

* Submitting work that is done in part by someone else.
* Submitting your own work that was completed for another course (such as a high school project), without permission from the instructors involved.
* Paraphrasing or summarizing a written source, including text originating from the Internet, without properly crediting and referencing the source.
* Borrowing phrases from a source without crediting the source or inserting synonyms for borrowed work while passing off the author’s ideas and structure as one’s own. *This is called patchwriting, and we’ll discuss this at length.*

For more information about the consequences of plagiarism at UC Merced, please consult the Code of Student Conduct: <https://osrr.ucmerced.edu/sites/osrr.ucmerced.edu/files/documents/code_of_conduct_600_and_700.pdf>

Bottom line: Do not insert any text in a paper that is not your own without also noting the source. We will review *how* to properly cite, and you will have many resources at your fingertips (literally) to show you how to avoid “unintentional” errors. Of course, you can always communicate with your instructor (by email, or during office hours) with specific questions. The UC Merced Library’s Ask a Librarian feature is another great resource for citing sources.

**Assignment Categories/Weights**

**Essay of Definition (15%)**

- This is our first paper in WRI 10, and it will be based on a term/phrase that is important to you and/or a community to which you belong. This term/phrase should be one that has current relevance in our world, has suffered from misconceptions or misinterpretations, has changed or is changing significantly, and with which you have a personal connection. The final draft of this essay has an expected word count of 1,250 to 1,500 words.

- Stages of this assignment include prewriting/outlining, first draft, participation in peer review, and a final draft.

**Rhetorical Analysis (10%)**

- This collaborative assignment requires you to identify and evaluate popular sources for bias, use of appeals (*ethos, pathos* and *logos*), tone and intended audience. Using presentation-style software/applications, groups will present their findings to the class. You must be present on the day of the presentation in order to receive full credit on the assignment.

**Research Proposal (10%)**

- The research proposal, while not a traditional essay, is a piece of writing that proposes the topic/issue you intend to research and discusses the process you will use to conduct that research.

- Stages of this assignment include research question(s), conference attendance and the final research proposal. Note: If the research proposal earns a “C” or higher, only one draft is required. For scores of “C-” or lower, you will be required to revise and resubmit the proposal until a higher grade is earned.

**Annotated Bibliography (15%)**

- The annotated bibliography, while not the most difficult of our assignments in WRI 10, is the *most time-consuming*. It requires you to identify twelve sources that may be useful for the writing of your proposal, and summarizing, analyzing and evaluating eight of those twelve sources.

- Stages of this assignment include a library research session, a first draft containing six entries and a final, full annotated bibliography including all twelve entries.

**Proposal (25%)**

- The proposal is considered the major writing assignment for WRI 10. In this assignment, you will take the research you have conducted with the annotated bibliography and compose an essay of approximately 1,500 to 2,000 words explaining the problem associated with a particular topic/issue and proposing a feasible solution to that problem. The proposal assignment is the basis for the research presentation.

**Research presentation/reflection (10%)**

- This assignment takes place in lieu of a final exam in WRI 10. The research presentation asks you to share what you have learned about research and academic writing, and the reflection asks you to consider your growth as a writer.

**Participation (15%)**

This category includes the following:

--Quizzes over assigned readings*.* Note: Unless otherwise arranged in advance, students must be present in class to receive credit for quizzes.

--Group activities/presentations on assigned readings.

--Online discussions.

--Class discussions and small group participation.

--Weekly reflections/responses that do not fall into other categories.

--There will be an opportunity for extra credit in the participation category by attending a public event on campus.

**Grades for this course will be assigned as follows.** Note that grades lower than a “C” in WRI 10 are considered failing grades.

A 100 – 92.5%

A- 92.4 - 89.5%

B+ 89.4 - 86.5%

B 86.4 - 82.5 %

B- 82.4 - 79.5%

C+ 79.4 - 76.5%

C 76.4 - 72.5%

C- 72.4 – 69.5%

D+ 69.4 – 66.5%

D 66.4 – 62.5%

D- 62.4 – 59.5%

F 59.4—0

**Incomplete Policy**

For information on an incomplete grade and official forms, please consult the UCM policy page: <https://registrar.ucmerced.edu/Assigning-I>

**Withdrawal Policy**

Information on withdrawing from a course can be found on this UCM policy page: <https://registrar.ucmerced.edu/policies/adddropwithdraw>. Note that it is your responsibility to be aware of all course deadlines for adding, dropping and withdrawing from courses.

**Resources**

Resources are available when you need help. See also the “Resources & Policy” tab on Canvas.

**Success anywhere**

The following is a one-stop shop for student concerns that may arise during this time of remote instruction due to COVID-19. Please familiarize yourself with these resources: <https://success.ucmerced.edu/>

**Academic resources**

* **Peer Assisted Learning Support** (PALS) has online tutoring available in a variety of subject areas. Visit here <https://learning.ucmerced.edu/programs/tutoring> for more information and to schedule an online tutorial session.
* For writing-specific needs, visit the **University Writing** Center at <https://writingcenter.ucmerced.edu/> to schedule live chats or have work reviewed asynchronously.
* The **Center for Engaged Teaching and Learning** (CETL) offers grammar workshops on Tuesdays from 11 a.m. to 12 p.m. Find a Zoom link here: <https://cetl.ucmerced.edu/grammar_workshops>
* **Remote instruction resources.** Visit <https://learning.ucmerced.edu/learning-tools/resources> for helpful tips and resources for navigating remote instruction.
* **Kolligian Library.** Although the library is closed, services are still available online. Visit <http://library.ucmerced.edu/about/contact/ask> to schedule an appointment with a librarian or use the live chat feature for assistance with research.

**Campus Advocacy, Resource & Education (CARE)**

The CARE office provides resources and response to issues relating to sexual violence, domestic/dating violence and stalking. Visit <https://care.ucmerced.edu/> for resources and to contact a campus advocate.

**Counseling and Psychological Services (CAPS)**

For confidential services to be provided via telephone, visit <https://counseling.ucmerced.edu/>.

**Services for Undocumented Students**

Visit <https://undoc.ucmerced.edu/> for information and resources that affect the undocumented community.

**Student Accessibility Services (SAS)**

Visit <https://access.ucmerced.edu/student-accommodation-request> to begin the progress of requesting accommodations for students with documented disabilities.

**Veteran Services**

Veterans are encouraged to visit <https://veteranservices.ucmerced.edu/> for help in obtaining educational benefits and other resources.

**­WRITING 10**

**SPRING 2022­**

**SCHEDULE OF ASSIGNMENTS­­**

Note: This document is designed to represent the specific areas of study and our major assignments in Writing 10 (rather than each individual minor assignment). It is a “*working document*”—subject to change based on scheduling circumstances that may arise during the semester. See Cat Courses for upcoming assignments and specific directions. A weekly announcement, sent on Sundays, will guide you through the expectations for that week.

**WEEKS ONE-TWO**

**Introduction to Course, Critical Thinking & Argument: *Why we think what we think***

Overview:

We’ll discuss the syllabus and course expectations, introduce ourselves, and get to know our texts for the course. As a means of engaging with the idea of academic writing, we’ll dispel some myths about what that is and examine the ways in which we present ourselves as writers.

Main course outcomes addressed:

CLO 2: Prioritize relevant questions by engaging in critical reading and synthesizing related source material, to develop assertions and support arguments that bring awareness to important topics.

CLO 6: Recognize and reflect on cultural biases and norms, and how they impact one’s world view and writing, by practicing the linguistic choices that can construct contexts and promote equity, diversity, and inclusion.

WEDS, 1/19 Introduction to course, texts & classmates

Threshold concepts of writing

Confronting our biases

SAT, 1/22 Discussion due by 11:59 p.m.: Based on “The Dangers of a Single Story” by Chimimanda Ngozi Adichie

MON, 1/24 Reading due: “What is Academic Writing?” by L. Lennie Irvin

In class: Misconceptions about academic writing

WEDS, 1/26 Reading due: “The Sixth Paragraph: A Re-Vision of the Essay” by Paul Lynch and “I Need You to Say I” by Kate McKinney Maddalena

In class: First major assignment (Essay of Definition introduced)

SAT, 1/29 Due by 11:59 p.m.: Reflection on academic writing.

**WEEKS THREE-FIVE**

**Essay of Definition: *How we use words & why they matter***

Overview: During these weeks, we’ll write our first formal essay for the course, building off a term and definition in which you have a personal stake. We’ll engage with all stages of the writing process (brainstorming, prewriting, drafting, reviewing, and revising) to produce the finished product.

Main course outcomes addressed:

CLO 1: Use personal reflection to formulate positions on critical issues within the academic community and larger communities beyond.

CLO 4: Engage in the composition process to develop arguments with clarity in prose and purpose -- in various genres and for various audiences (including faculty across-disciplines), based upon feedback from peers and instructor, around a shared set of criteria.

CLO 5: Collaborate with peers in and outside the classroom to learn from each other and to develop skills on how to be a supportive member of a team or community.

MON, 1/31 Reading due: (Sample essays of definition)

“American Education is Founded on White Race Theory” by Anthony Conwright

“Keep Racist Critical Race Theory Ideology Out of K-12 Classrooms” by Jonathon Butcher and Mike Gonzalez

In class: Prewriting and Drafting strategies

WEDS, 2/2 In class: Lesson on ethos, pathos and logos in argument; discussion of fallacies and credibility

SAT, 2/5 Response due on CC by 11:59 p.m.

MON, 2/7 Reading due: “How to Write Meaningful Peer Response Praise”

In class: Peer Review strategies / essay drafting

WEDS, 2/9 Due @ beginning of class: First draft of Essay of Definition

In class: Peer review

SAT, 2/12 Reflection on Peer Review due by 11:59 p.m.

MON, 2/14 Reading due: “Backpacks v. Briefcases: Steps Toward Rhetorical Analysis” by Laura Bolin Carroll

In class: Introduction to Rhetorical Analysis (second Major Assignment), discussion of reading strategies

WEDS, 2/16 Reading due: “How Fake News Goes Viral: A Case Study” by Sapna Maheshwari

In class: Strategies for determining source credibility

SAT, 2/19 Essay of Definition due by 11:59 p.m.

**WEEKS SIX-SEVEN:**

**Rhetorical Analysis: *How arguments work***

Overview: The focus during this unit is on media/information literacy. Working with a group, students will track the coverage of a national event or issue across various platforms and reflect on their findings.

Main course outcomes addressed:

CLO 3: Develop reading practices that inform writing strategies by identifying, evaluating, interpreting, and incorporating evidence effectively to meet the information need and communicate a specific purpose, demonstrating information literacy.

CLO 5: Collaborate with peers in and outside the classroom to learn from each other and to develop skills on how to be a supportive member of a team or community.

MON, 2/21 No school: President’s Day

WEDS, 2/23 In class: Group work on rhetorical analysis project

SAT, 2/27 Due by 11:59 p.m.: Group progress report

MON, 2/28 Work period for rhetorical analysis presentations

WEDS, 3/2 In class: Rhetorical analysis presentations

SAT, 3/5 Due by 11:59 p.m.: Reflection on rhetorical analysis

**WEEKS EIGHT-TEN:**

**Research Proposal: *The art & science of research***

Overview: In this unit, students will formulate a research question, engage in the steps of the research process, and produce a research proposal (a plan of what you intend to research and how it will be done).

Main course outcomes addressed:

CLO 2: Prioritize relevant questions by engaging in critical reading and synthesizing related source material, to develop assertions and support arguments that bring awareness to important topics.

CLO 3: Develop reading practices that inform writing strategies by identifying, evaluating, interpreting, and incorporating evidence effectively to meet the information need and communicate a specific purpose, demonstrating information literacy.

MON, 3/7 Due: bring possible research topics to class

Reading due: “Assessing Source Credibility for Crafting a Well-Informed Argument” by Warrington, Kovalyova & Cindy King

In class: Forming research questions and engaging in the research process

WEDS, 3/9 Reading due: “Looking for Trouble: Finding Your Way into a Writing Assignment” by Catherine Savini

In class: Introduction to Research Proposal & Annotated Bibliography

SAT, 3/12 Topic brainstorming and research questions due by 11:59 p.m.

MON, 3/14 Due: Library pre-search activities

Library research day

TUES, 3/15-

THURS, 3/17: Research conferences

WEDS, 3/16 In class: Strategies for reading academic writing

SAT, 3/19 Reflection on library research due.

MON, 3/21 No class: Spring break!

WEDS, 3/23 No class: Spring break!

SAT, 3/26 Research proposal due by 11:59 p.m.

**WEEKS ELEVEN-TWELVE**

**Annotated Bibliography: *Gathering information & formulating ideas***

Overview: Over these weeks, students will analyze and evaluate sources for their credibility and usefulness in the proposal. An annotated bibliography will be submitted.

Main course outcomes addressed:

CLO 3: Develop reading practices that inform writing strategies by identifying, evaluating, interpreting, and incorporating evidence effectively to meet the information need and communicate a specific purpose, demonstrating information literacy.

CLO 4: Engage in the composition process to develop arguments with clarity in prose and purpose -- in various genres and for various audiences (including faculty across-disciplines), based upon feedback from peers and instructor, around a shared set of criteria.

MON, 3/28 In class: Paraphrasing, summarizing & quoting activity

WEDS, 3/30 In class: Group check-in/support on sources

Work period for annotated bibliography

SAT, 4/2 First half (six sources) of annotated bibliography due.

MON, 4/4 Reading due: “The Case for Reparations” by Ta-Nehisi Coates

In class: Argument analysis & mini-proposals

WEDS, 4/6 In class: “How Restorative Justice Could End Mass Incarceration” (TED Talk) by Shannon Silva

In class: Argument analysis & introduction drafting

SAT, 4/9 Full annotated bibliography (twelve sources) due.

**WEEKS THIRTEEN- FOURTEEN**

**Proposals: *Writing for change***

Overview: In these weeks, we’ll draft the final paper for this course, the proposal, focusing on rhetorical strategies and linguistic choices.

Main course outcomes addressed:

CLO 4: Engage in the composition process to develop arguments with clarity in prose and purpose – in various genres and for various audiences (including faculty across-disciplines), based upon feedback from peers and instructor, around a shared set of criteria.

CLO 6: Recognize and reflect on cultural biases and norms, and how they impact one’s world view and writing, by practicing the linguistic choices that can construct contexts and promote equity, diversity, and inclusion.

MON, 4/11 Reading due: “Twelve Minutes and a Life” by Mitchell S. Jackson

In class: Narrative strategies in academic writing/essay drafting

WEDS, 4/13 In class: Drafting body paragraphs

SAT, 4/16 Due by 11:59 p.m. Partial essay and progress report

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MON, 4/18 In class: drafting the conclusion

WEDS, 4/20 Due @ beginning of class: first draft of proposal

In class: Peer review

SAT, 4/23 Due by 11:59 p.m.: Reflection on peer review

**WEEKS FIFTEEN – SIXTEEN**

**Presenting & Publishing: *Bringing ideas into the public sphere***

Overview: In our final weeks, students will use peer and instructor feedback to revise their drafts and submit a final proposal. In an individual presentation, students will discuss their research process and what they learned in writing the proposal.

Main course outcomes addressed:

CLO 1: Use personal reflection to formulate positions on critical issues within the academic community and larger communities beyond.

CLO 4: Engage in the composition process to develop arguments with clarity in prose and purpose -- in various genres and for various audiences (including faculty across-disciplines), based upon feedback from peers and instructor, around a shared set of criteria.

CLO 6: Recognize and reflect on cultural biases and norms, and how they impact one’s world view and writing, by practicing the linguistic choices that can construct contexts and promote equity, diversity, and inclusion.

MON 4/25 In class: Editing, polishing, and publishing

WEDS, 4/27 Individual paper conferences.

SAT, 4/30 Final draft proposal due.

MON, 5/2 Research presentations

WEDS, 5/4 Research presentations

SAT, 5/7 Course reflection due