WRITING 1

CURRICULAR GUIDELINES

(Revised April 2020)

**COURSE TITLE**

**Writing 1: "Approaches to University Writing"**

**PREREQUISITES**

None

**CATALOG DESCRIPTION**

Principles of critical reading, thinking, and writing in the university and in non-academic contexts. Students analyze academic discourse, develop rhetorical strategies for writing for diverse audiences, and practice a range of strategies for addressing writing as a complex and collaborative process. Students must earn a minimum grade of C to meet the Entry Level Writing Requirement (ELWR).

**COURSE DESCRIPTION**

Writing 1 introduces students to the range of reading, critical thinking, and writing tasks required of members of the university community. The course takes a multidisciplinary approach that fosters awareness of the diverse academic discourse communities within the university. Students read, discuss, and write about university-level texts—analyzing underlying assumptions and points of view, drawing inferences, and offering interpretations. The course emphasizes the writing process (e.g. invention, drafting, revision, editing), rhetorical concerns (audience, purpose, tone, organization, development, coherence), and mechanics (punctuation, grammar, usage). Emphasizing assignments that ask students to engage with sources in meaningful ways, the course aims to help students write effectively in other university courses and in non-academic contexts. A variety of informal writing tasks, including in-class exercises, online forums, blogs, and metacognitive reflection, also develop critical thinking and writing fluency.

***Academic Communities for Excellence (ACE)***

Sections of Writing 1 are offered to students participating in the EOP Program. The requirements in these sections are identical to those in Writing Program courses. Classes are smaller and students who have not fulfilled the ELWR are encouraged to continue throughout a two-course sequence with the same instructor. CLAS provides a dedicated tutor to support each ACE writing section. There are also educational events offered to students enrolled in ACE writing sections.

**BACKGROUND**

English language writing competence, defined as the ability to use English "correctly, clearly, and pertinently on all the lines upon which . . . thought is exercised," has been a UC requirement since 1897.

All students who will enter the University of California as a first-year must demonstrate their command of the English language by fulfilling the Entry Level Writing Requirement (formerly known as Subject A requirement).

Students can meet this requirement by scoring:

* score 3 or higher on either of the Advanced Placement English exams
* score of 30 or higher on the ACT combined English Language Arts (ELA)
* score 680 or higher on pre-2017 SAT Writing exam
* score 5 or higher on the International Baccalaureate higher level English A Examination
* score 6 or higher on the International Baccalaureate standard level English A1 Examination
* receive passing score (8 or higher) on the University of California Analytical Writing Placement Exam
* receive a grade of C or higher in appropriate transfer English composition course

University policy requires students who enter UCSB without fulfilling the ELWR to enroll in Writing 1 (or its equivalent) by their third quarter at UCSB. Students must earn a minimum grade of C to meet the ELWR.

**CURRICULAR PREMISES**

Writing 1 introduces students to and provides practice in the intellectual activities of reading, thinking, and writing necessary to achieve proficiency in the academic communities. Writing 1 therefore stresses the integration of reading, thinking, and writing, while building on the literacy practices students already possess.

The writing sequence in general (Writing 1, 2, 50, 105, 107, 109), and Writing 1 in particular, is based on the premise that students must make a major intellectual shift as they transition from high school to college writing. In the university, they must learn to question, to apply ideas to the world beyond the text, and to formulate and critically assess their own positions. The purpose of reading and writing shifts from summarizing or reporting to higher level response, analysis and interpretation. Thus, the challenge for students in Writing 1 is not to master skills they should have learned in high school, but rather to practice the kinds of university-level intellectual tasks they have not yet previously encountered.

**CURRICULAR REQUIREMENTS**

**Readings and Subject Matter**

Instructors assign a variety of article-length and even book-length readings representative of those typically required in undergraduate work—that is, readings similar in content, form, style, and difficulty, to those that students are being assigned in their other courses. Readings and other course materials afford opportunities for students to engage with a wide variety of texts for different purposes and along a spectrum of difficulty and length. As in other lower-division Writing Program courses, the primary purpose of the readings is not for students to master the content of a given body of material, but rather to stimulate the development of their writing, critical reading, and critical thinking skills across a range of genres and in a range of academic disciplines. Instructors typically construct online course readers using open-source resources or library databases.

***Starting Lines***

Instructors are also encouraged to adopt *Starting Lines,* an annually published collection of the best work of students in Writing 1, Writing 2, and Linguistics 12 as a supplemental text. Published annually by the Writing Program, this anthology is available for purchase through the campus bookstore. Using a student anthology as a text also offers several advantages for Writing 1 instructors because assignments in Writing 1 are sufficiently standardized (i.e. summary, narrative, critique, argument, synthesis, etc.) to make an anthology useful across sections as a ready source of writing samples representing the range of forms and styles students are expected to produce. Instructors of Writing 1 should encourage students to retain their copy of Starting Lines for use in Writing 2.

Publication of student work is particularly powerful for the population of writers in this course. Writing 1 students often are aware of their need to work further on their writing and reading skills; even those who believe they are solid students may be unsure of themselves as writers because they have failed to fulfill the ELWR. Reading published student writing—and having opportunities to publish their own work—reinforces that Writing 1 students are successful writers. It also reinforces that student writing has an audience beyond the instructor. Using an anthology of student work as part of instruction can begin a process that enlarges students’ perception of audience, enhances their motivation for writing, improves their confidence, and helps them to see themselves as contributing members of a community of academic writers.

**Writing Assignments**

Writing assignments provide students with opportunities to practice and develop the kind of prose expected in their university course work--prose that is insightful, focused, grounded in evidence, logical, coherent, clear, succinct and also adheres to the conventions of standard academic English.

In Writing 1, students develop the flexibility to respond to a wide range of writing tasks in diverse contexts. Students learn to identify and use various forms of evidence, including quotation, summary, and paraphrase. They also practice strategies for addressing the writing process, from drafting to revising and editing. Instructors typically meet individually with students to monitor their writing progress regularly.

Writing 1 students write, in the course of the quarter, approximately 18-20 pages (6,500 words) of prose. This writing requirement is typically met through a combination of appropriate informal assignments (reading logs, journals, rough drafts, short in-class papers and exercises, forum posts, blogs, metacognitive reflection) and formal assignments (summary, exposition, argument, comparison/contrast, critical analysis, and synthesis papers). Multi-modal writing assignments provide students with opportunities to practice and develop the range of prose expected in their university course work--prose that is insightful, focused, and grounded in evidence. Individual papers may be relatively brief, but should display control of expository and rhetorical strategies, an appropriate awareness of audience, and an ability to develop ideas that respond to assigned readings.

G**rading**

The student's grade should be based primarily on the formal writing they do in the course; instructors may consider reading logs, informal writing assignments and exercises, and attendance and class participation.

**LEARNING OUTCOMES**

After completing Writing 1, students should be able to:

* apply strategies for actively engaging with university-level texts by analyzing underlying assumptions and points of view, drawing inferences, and offering interpretations
* create academic compositions that demonstrate active engagement with the texts and ideas of others;
* enact a writing process that involves inventing, drafting, organizing, revising, editing, and proofreading
* apply rhetorical considerations of audience, purpose, context, organization, and coherence to your writing
* practice with conventions of standardized written English and make intentional decisions about where, whether, and why to use them
* develop your own voice and style as an academic writer
* understand and practice multimodal writing that integrates visual, spatial, and linguistic practices in a variety of mediums
* apply metacognitive awareness of your own writing process to facilitate your ongoing development as a writer

In addition to the curricular goals listed above, Writing 1E students should be able to:

* Broaden their familiarity with the field of engineering, including professional, social, and ethical issues;
* Evaluate and articulate the unique role that science and engineering play in the humanities and social sciences, including history, philosophy, psychology and current global issues;
* Recognize, extend and articulate classical rhetorical forms to the engineering realm, including critical consideration of the engineer's specialized role in academia, business and government, resource management, and democratic institutions.