Summer Bridge

Guiding Ideals & Outcomes
This writing workshop will introduce and prepare students for the writing expectations at UC Irvine. The course focuses on both reading and writing in several genres students will encounter in their lives in the academy. The reading and writing practices they will learn in this course will help them succeed in their other courses and prepare them to engage responsibly and effectively in the university community. This course considers writing in a larger communication context that includes digital literacy and speech. Students will write in and out of class, learn about sources and source analysis, engage in peer review, revise, and present findings. Their assignments will require them to summarize, analyze, and evaluate texts and manifest an understanding of how each of these are different in a cogent thesis driven argument. All of their claims will need to be supported by both primary and secondary sources.

Expected Course Outcomes
- Writing is a process, and writing and reading are integrated practices.
- Writing is a mode of learning and communicating.
- Writing is a rhetorical act that emerges from a context, addresses an audience, and serves a purpose.

Student Learning Objectives
Rhetoric & Composition
- Recognize forms of rhetorical persuasion.
- Craft a substantive, motivated, and balanced argument.
- Plan, draft, and revise effectively.
- Write clear, correct, coherent prose.
- Evaluate and improve reading, writing, and organizing processes.
- Respond productively and constructively to the writing of others.
- Attend to and control surface features and conventions including grammar, punctuation, syntax, and spelling.

Multimodal Composition & Communication
- Understand the distinctive rhetorical properties and effects of delivering arguments in written forms vs. oral and visual.
- Arrange, display, and deliver arguments and evidence clearly and coherently.

Overview of Assignments / Grading
Students will craft a multi-modal composition over the course of the term and also make an oral presentation to the class. Students will participate in class discussions, peer review, group activities, and developmental/invention exercises.
- Composition (developmental work, multiple drafts, and graphical evidence) (70%)
- Presentations (15%)
- Participation. (15%)

Additional Resources
- Researching from off campus? Set up your access to UCI’s Databases and Resources
- Need to submit your work to TurnItIn?
- Need help from a UCI Librarian with a research question? Go to Ask a Librarian.
- Want in-depth feedback and an additional perspective on your work? Consult a Writing Specialist or a Peer Tutor from the Center for Excellence in Writing and Communication either in person or online.