Virtual Locations: eee.uci.edu; https://canvas.instructure.com/; TurnItIn.com; archive1333@gmail.com

Schedule: please refer to the “modules” on Canvas for your assignments.

Contacting Each Other:
Maureen Fitzsimmons – mfitzsim@uci.edu (ONLY USE this email address to contact Maureen; DO NOT use “Canvas” or any other email – they will not be checked or answered). If you do not receive a response from me within 48 hours then feel free to resend the email.

Office Hours: Mondays and Wednesdays, after class (please sign-up by end of class). Also by appointment.

You are responsible for checking your UCI email for class communications and notifications.

UCI Writing Center: 
http://www.writingcenter.uci.edu/about/hours-contact-info-location/

You are required to work with the writing center on at least one of the two drafts of your paper. Check online for services offered during the summer. Please note: the purpose of this requirement is twofold. First, as part of your developing writing practice, you should experiment with different ways to enhance your writing process and this experience will help you sort out whether talking to people as you are developing an idea is useful to you. Second, the writing center is available to you through your undergraduate career so, if the conferences work out to be productive, think about using them for other classes while you’re at UCI.

Guiding Ideals & Outcomes
This writing workshop will introduce and prepare you for the writing expectations at UC Irvine. The course focuses on both reading and writing in several genres that 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%)

Academic Honesty: Please read the university policy on plagiarism. As writers, we will discuss different aspects and challenges of contemporary rules regarding plagiarism. But, in terms of your work, in the broadest, most-inclusive sense: don’t plagiarize. It looks worse on your record than getting an “F.”

Class Conduct: Many aspects of this course are conducted in a workshop-style approach. Your non-anonymous writing will be read and analyzed by other students in small group and large group settings. Please be respectful and encouraging of other people (and yourself). As a workshop, lack of participation means you are not completing the course requirements and this will adversely affect your grade.

The process will be significantly easier if you keep up each week with your reading and writing. However, that will take a time commitment. If done correctly, this course will help you build a foundation upon which to build your successful writing practice; allow yourself the hours you will need each week to develop this foundation – many people allot at least 16 hours a week for the work. Also remember: as a writer, you want to work through things but not get stuck on something. If you find yourself spinning and spinning and getting nowhere ask for help (contact a friend, Maureen, the writing center…etc.) . Yelling “help!” every once in a while is part of every writer’s toolkit. If you start to fall behind talk to me.

Attendance and Timeliness: Any pattern of being late or not participating in your assigned groups will hurt your overall grade.

Additional Resources
- Researching from off campus? Set up your access to UCI’s Databases and Resources
- Need help from a UCI Librarian with a research question? Go to Ask a Librarian.