



Writing 2 explores the intersections of investigation, interpretation, and persuasion and hones strategies for writing and research. Students develop specific, practical ways of improving their writing through sustained critical thinking about diverse issues from multiple points of view

Writing 2: Writing Disney

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Online

Welcome to Writing 2!

Writing is a fundamental skill, an art, a social process, and sometimes a pain in the neck! Whether you enjoy writing, or avoid it until forced, this course is designed to help you become more aware of your own writing practices, and to introduce you to practices that will help you improve your writing.

We'll be using the theme of Disney to build a writing community that will allow us to explore the connections between reading, discussion, writing, critical thinking, and knowledge. Along the way we'll explore and analyze quantitative and qualitative research, read academic articles on the ways Disney shapes our culture, view some awesome films, participate in class discussion, and build a course website where we will share our critical insights and web-based research.

I'm looking forward to the class, and to this great opportunity to study two of my favorite pastimes—writing and Disney! Keep reading for some important information about our class...



Read About Awards!

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Did you visit Disneyland as a child? © Disney

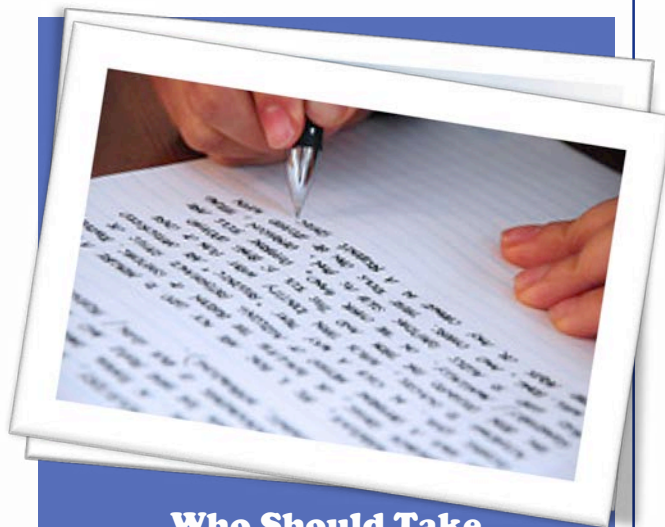
Course objectives and Policies

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What are the Objectives of the Writing Program?

In completing UCSC's two-quarter General Education Requirement in Composition, students learn how to become effective participants in university discourse, spoken as well as written. To this end:

1. Students learn—when reading, writing, listening, or speaking—to analyze rhetorical situations so as to understand that different purposes and contexts call for different strategies, different conventions, and different techniques.
2. Students learn to recognize and discuss propositions (their own as well as others') that cannot be merely demonstrated -- that is, to analyze, evaluate, and argue matters of opinion and interpretation as well as to describe matters of fact.
3. Students learn to develop effective processes for writing in different contexts and to use a variety of strategies for discovering, developing, and analyzing data and ideas, for making sense, for revising, and for editing.
4. Students learn to produce writing that:
 - o Establishes and maintains an appropriate purpose or coherent set of purposes in relation to the assignment and the audience.
 - o Employs appropriate strategies of development that accomplish their purpose in relation to the assignment, its context, and its audience.
 - o Uses sources' information and ideas accurately and effectively and cites sources appropriately.
 - o Communicates in accurate, appropriate, effective prose.
5. Students learn strategies for becoming accurate readers and critical analysts of all texts including their own.
6. Students learn how to collaborate with others (including their peers) in doing research, generating and evaluating ideas, and revising texts.



Who Should Take Writing 2?

The following enrollment conditions apply:

Writing 2 satisfies the C2 (Rhetoric and Inquiry) requirement. Students must have satisfied the Entry-Level Writing Requirement and the C1 (Introduction to University Discourse) requirement before enrolling. Students who did not pass their college Core class with a grade of C or better have not satisfied the C1 requirement. Writing 2 satisfies the C (Composition and Rhetoric) requirement for students who first enrolled at UCSC before fall 2005, only. Students must have satisfied the Entry-Level Writing requirement before enrolling.

What will You learn in Writing 2?

Students will:

1. Write a series of at least five essays (including one of at least 1500 words) and read a variety of texts that provide occasions for analyzing, synthesizing, and evaluating data and arguments.
2. Learn methods of research and approaches to using sources (i.e., the information, theories, arguments, and texts of others) that provide students with the knowledge and confidence to actively participate in the act of inquiry by composing comparative analysis, interpretation, and reasoned argument.
3. Learn specific techniques for critically analyzing sources so as to understand their purpose and context and to evaluate the credibility and relevance of their information and the persuasiveness of their evidence and reasoning.
4. Achieve solid competence and, to the extent possible, virtuosity in all facets of the writing process. This includes:
 - Learning modes of inquiry and strategies for revision that strive for complexity, nuance, and depth as well as coherence and clarity.
 - Learning to develop extended, complex arguments by orienting readers, creating clear expectations and a sufficiently explicit train of thought, effectively weaving together multiple strands of inquiry, and bringing the whole to a satisfying conclusion.
 - Learning techniques for developing a prose style that moves beyond accuracy and clarity to precision, power, subtlety, and elegance.

cont.

Don Rothman Writing Award:

The purpose of the Don Rothman Writing Award is to honor the achievements of one or more first-year students in the genre of nonfiction, academic, analytic writing, and to recognize excellence in writing pedagogy. Up to five students will receive an acknowledgment and monetary award up to \$300 during a Fall 2016 awards ceremony. Any *first-year* C1 or C2 student is eligible to submit a Core or Writing 2 essay to the 2015-2016 Humanities Don Rothman Writing Award competition.

T.E.A.M.

Together Everyone Achieves More

I love this saying. Two of the fundamental principles of communication are that it is the most basic human capability and that it is inherently social—it binds us together as a team. But successful teamwork requires some ground rules. Here are a few important course policies that establish some ground rules and help us build a successful team:

- Be present. Even though we are not meeting in the same classroom on campus, we are still a class, and your timely interaction with your peers is an important part of your success and theirs!
- Be disciplined. Check our course website on Canvas on a regular basis, and be sure you are allotting the required time to the course to review the material, engage in discussions, provide responses to peers.
- Turn in your work on time writing is a process, and if you aren't finished with step A, it's hard to progress to step B!

Communication

Good communication is essential to building a team, and essential to learning. Here are the best ways to contact me:

Email: I answer all emails within 24 hours.

lwhitley@ucsc.edu

Campus Office: My office is in SS2, Rm 56B

Virtual Office: I'll be online in my [virtual office](#) every Monday from 9-10, and by appointment.

Phone: For emergencies, or when I am holding office hours, you can reach me by phone (650) 787-4452

Text: If you have an important question, and waiting up to 24 hours for me to return an email is not an option, you can text me, but only between 7 AM and 9 PM. I'll answer as soon as possible.

Accommodations

I'm dedicated to the success of each and every one of my students. I'm happy to discuss ways to incorporate and acknowledge differing abilities in this class.

In addition, if you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Academic Integrity

Academic honesty, from acknowledging sources to doing your own work, is central to writing. In this course, we'll be discussing the importance of citations, research, acknowledgment, feedback, and honesty. For your reference, here are some valuable campus resources:

Library guide "[Why Cite Your Sources](http://library.ucsc.edu/help/howto/why-cite-your-sources)" <<http://library.ucsc.edu/help/howto/why-cite-your-sources>>, and [NetTrail \(Section XI, Info Ethics\)](http://nettrail.ucsc.edu/ethics/index.html) <<http://nettrail.ucsc.edu/ethics/index.html>>.

GRADING

Final grades given in Writing 2 are comprehensive. They account for all aspects of a student's work over the quarter -- the conceptual work of reading, thinking, and writing; the cooperative work of participating in a writing community; and the procedural work of completing reading and writing assignments, meeting deadlines, and attending class, writing group meetings, and conferences.

Writing Program faculty members will determine a student's final grade by considering all of his or her work at the quarter's end. During the quarter, students will receive written assessment and advice concerning what their work has accomplished and how it can be improved rather than letter grades on individual assignments.

Note: The final grade of D in Writing 2 grants credit towards graduation, but it does not satisfy the Rhetoric and Inquiry (C2) General Education Requirement. Students who receive the grade of either D or F must repeat Writing 2 to satisfy the C2 requirement.

A (or P)

The grade of A is appropriately given to students whose preparation for and execution of all course assignments (for example, reading, in-class discussions, presentations, group projects, informal writing, essay drafts, and revisions, etc.) have been consistently thorough and thoughtful. In addition, by the end of the quarter students who earn an A are consistently producing essays that are ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful and controlled, effectively developed, and effectively edited.

B (or P)

The grade of "B" is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. By the end of the quarter, students who earn a B are consistently producing essays that are clearly competent in that they meet the demands of assignments, are controlled by an appropriate purpose, are sufficiently developed, and are accurately edited. A "B" performance may well reveal areas of strength that are not sustained throughout.

C (or P)

The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions.

D or (NP)

The grade of D is appropriately given to students whose work has been unsatisfactory in some significant way: they have not completed all the course requirements and/or their essays have not yet achieved the level of competency described in the Writing Program's standard for passing work in Writing 2. Students receiving a D must repeat Writing 2 to satisfy the C2 requirement.

F or (NP)

The grade of F is appropriate for students whose work in Writing 2 is so incomplete or so careless that it does not represent a reasonable effort to meet the requirements of the course.



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