UNIVERSITY OF CALIFORNIA, MERCED

WRITING 11: Supplemental Instruction

INSTRUCTOR:
EMAIL:
WEBSITE:
OFFICE HOURS:
OFFICE:
OFFICE PHONE:
ACADEMIC UNITS: 1 unit per semester and 2 units maximum. Students taking 1 unit may repeat this course for one additional unit only.

CO-REQUISITE
With consent of instructor and enrollment in any lower-division writing or writing-intensive course

COURSE DESCRIPTION

The best way to improve as a reader and writer is to devote more time to that development while being supervised by an experienced teacher. This course provides that extra support as it is aligned with any other lower-division writing course. For instance, a student enrolled in WRI 10, College Reading and Composition (4 units), can add up to two more units of WRI 11 that build out the curriculum for WRI 10. Although these courses will be linked in a curricular sense, the student will receive separate grades for WRI 10 and WRI 11.

Having a second or "supplemental" instructor for WRI 11 can significantly strengthen a student's understanding of audience, especially if a familiar assignment in a separate writing course like WRI 10 is modified for a new purpose in WRI 11. That modification also challenges the writer to rethink assumptions about audience that are no longer relevant and that may require changes in style, organization, and argument. More generally, WRI 11 supplements the various ways in which learning takes place and the perceptions students have towards their education. In this latter respect WRI 11 may also attend to development of speaking and listening skills.

Student Learning Outcomes:
Upon completion of this course, the student will be able to demonstrate these augmented abilities:

1. Identify and analyze the learning process, including how a variety of pedagogies and methodologies pertain to reading, writing, speaking and listening;
2. Revise a text to account for a significantly different purpose and/or audience;
3. Locate, cite, and strategically incorporate relevant evidence from academic research to support an argument.

Course Requirements:
The course is broken into curricular segments, or learning components, that will cover the different challenges of language development for academic purposes. You must complete all assignments for each component and keep a journal reflecting on your progress as a language learner. Based on one unit curriculum for WRI 11, there will be two to three short assignments or approximately one to two long assignments. Also, since attendance and punctuality are imperative in being an effective student, attendance is mandatory.

Class participation	15	points
Reading/writing journal	15	points
Midterm Self-Evaluation	15	points
Assignments (e.g., essays)	55	points
TOTAL:	100	**points**

The grading scale is as follows:
100-90% of the total points will earn the student an A in the class.
89-80% of the total points will earn the student a B in the class.
79-70% of the total points will earn the student a C in the class.
69-60% of the total points will earn the student a D in the class.

Course Requirements Outline
The following is an outline of the course requirements for Writing 11. If you have any questions about assignments, the following should give a framework of what is expected.

Class Participation: 15 points
You are expected to attend and participate in ALL class meetings and activities. Please have all assigned reading completed ***before*** the date the material will be discussed.

Reading and Writing Journal: 15 points
During the course of the semester you will keep a reading and writing journal of

your experiences as a writer. It is important to consider both the "ups" and "downs" you will experience.

Midterm Self-Evaluation: 15 points
There will be a midterm self-evaluation in the class; the majority of the self-evaluation will be based on the journals, readings, and more importantly, your writing development during the first part of the semester. This assignment is particularly important in helping you set the course for the remainder of the semester.

Essays: 55 points
You will be expected to write up to five or six assignments throughout the course . Some papers will include sections on relevant research and a bibliography that should contain no less than eight entries. These will include, but are not limited to: journal articles, book chapters, internet information, current research, etc.

Course Policies:

I encourage students with disabilities, including "invisible" disabilities such as chronic diseases, learning, and psychological disabilities, to explain their needs and appropriate accommodations to me during my office hours. Please bring a verification of your disability from the Learning Skills or DSP&S offices and a counselor or specialist's recommendations for accommodating your needs.

The student is required to abide by all rules, regulations, and policies as outlined by the student handbook of the college. If you have any problems or issues that may impact your learning or performance, please let me know. I am here to help you, the student. Your success is important to me, and I will do whatever is in my power to aid you in your learning and tutoring experience.

PROGRAM LEARNING OUTCOMES
The main objective of this course is to develop students' competence in using academic discourse. That competence will be demonstrated in program learning outcomes that recur in all writing courses:

a) collaborate successfully as members of an academic community
b) generate the requisite styles, structures, and standards of relevant professions, genres, and academic disciplines
c) apply ethical standards to the practice of academic research and public discourse
d) demonstrate engagement with the iterative processes of reading, writing, and speaking

e) craft language that reveals aesthetic awareness