

October 4, 2017

Dear Dean Stovall, Dean Hughey, and VPAA Lee:

We are pleased to submit our joint proposal for the Academic Literacy Curriculum.

Previously, the Writing Program and the Council of Provosts submitted three separate proposals that described two discrete curricula. The Writing Program's proposal outlined an undergraduate writing curriculum pegged to the needs of different student cohorts based on academic preparation levels. The proposals submitted by the Council of Provosts described a first-year curriculum that developed habits of mind for university success, critical thinking about intellectual topics, and sense of belonging through the exploration of a college theme.

The program of study described in this document departs from the earlier proposals in that it jettisons aspects of both to unite the efforts of the colleges and the Writing Program in pursuit of a common goal: helping students to develop academic proficiencies (reading, writing, critical thinking) that will enable them to engage as full participants in university and civic life. Students achieve these proficiencies by taking a deliberately scaffolded and linked course sequence. Shifting from a series of classes to a program of study, in our view, will improve students' educational experiences in academic literacy and better prepare them for success in other UCSC classes requiring critical thinking and effective communication, including the Disciplinary Communication requirement.

The strength of the proposed curriculum derives from its design, which offers a recursive structure that deepens students' learning in several domains over multiple quarters. For instance, College 1 focuses on academic reading and critical thinking; these important proficiencies are further developed and built upon in Writing 1 and Writing 2. At the same time, this curricular design separates assessment of the domains of critical thinking, critical reading, and academic writing, which will allow the colleges and the Writing Program to assess the efficacy of the program's individual parts and the course sequence as whole. Outcomes-based assessment is a central part of this proposal; the colleges and the Writing Program take seriously the responsibility to ensure that students have academically rigorous, consistent experiences in their college and writing courses.

To this end, please note that we have developed an extensive assessment process for College 1, Writing 2, and Writing 1. This process was developed in consultation with Institutional Research, Assessment, and Policy Studies (IRAPS) and will provide us with helpful data for evaluating the efficacy of the curriculum, particularly in its first year. We will use first-year assessment results to develop curricular revisions that will improve students' learning experiences in subsequent years. This process will be overseen by Senate and Unit 18 faculty, in consultation with IRAPS.

As we plan for what we hope will be next steps--course proposals for College 1 and revisions to existing classes (for instance, changes to pre-requisites for Writing 1 and Writing 2)--we ask for clarification regarding the timeline for those course proposals. The published deadlines indicate an early February submission date to CCI for fall 2018 courses. At the same time, we are aware that program statements for the colleges and Writing Program are due by December 1. We assume that the Senate's process will allow us to submit our revised program statements, course proposal, and revisions to courses according to the standard deadlines.

Enclosed you will find an executive summary of the proposal and a full length proposal. The full proposal includes the following materials:

1. An overview of the curriculum and a rationale;
2. Curricular pathways by academic preparation levels and an articulation of the learning outcomes for each course and their relationship with one another;
3. Specific information about how the courses meet ELWR and General Education standards;
4. A robust assessment plan for individual courses and the program of study as a whole;
5. A projected budget model, including enrollments, retake rates, and administrative costs;
6. Specific responses to questions posed by the Committee on Educational Policy; and
7. A framework and sample syllabus for College 1.

We look forward to receiving feedback on our joint proposal and welcome the opportunity to answer follow-up questions you might have.

Sincerely,

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Encl: Academic Literacy Curriculum Final Proposal

# **Academic Literacy Curriculum Proposal**

Submitted jointly by the Colleges and the Writing Program

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October 4, 2017

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# Executive Summary

**Introduction:** The Council of Provosts (COP) and the Writing Program have created a joint program of study, the *Academic Literacy Curriculum*, designed to provide students with an integrated first-year experience through rigorous practice in academic reading and critical thinking to improve their writing performance throughout their careers at UCSC. The curriculum consists of three main courses, College 1, Writing 1, and Writing 2, which offer sequential and developmental learning while leveraging the core strengths of each of the sponsoring units. The program of study is recursive in that students will receive repeated exposure to and practice with foundational outcomes related to reading, writing, and critical thinking. It is developmental in that, with each exposure, the expectations for performance will be raised--students will develop stronger proficiencies as they proceed.

**College 1:** The curriculum begins with a new College Core course (College 1), focused on developing students' proficiencies in reading through deep engagement with a range of academic genres and rigorous practice in developing strategies for engaging with complex and sometimes contradictory sources and concepts. The course also focuses on helping students develop "academic ethos"--critical habits of mind--by introducing foundational concepts for student success such as metacognition, self-efficacy, and interpersonal engagement across differences.

**Writing 1 & 2:** The curriculum then proceeds through a sequence of one or more writing courses keyed to individual student performance and capability, providing targeted instruction based on student needs. These courses develop students' proficiencies in writing by simultaneously building on and returning to the foundational concepts introduced in College 1. Writing 1 focuses on the development of rhetorical knowledge and strategies required to write about texts and ideas. Students also engage in metacognitive reflection about their analytical and writing processes. In Writing 2, students reflect critically on writing practice and knowledge utilized by academic discourse communities and communities of practice outside of the university, allowing them to build on these proficiencies and practices through inquiry-based research projects. These projects provide opportunities for students to analyze and synthesize ideas in source material to produce work that interprets and evaluates their own ideas and assumptions, as well as those of other writers.

**Outcomes:** The expected outcomes for Writing 1 map onto the existing outcomes for C1, and those for Writing 2 onto the existing outcomes for C2. The outcomes for the courses in the program of study are articulated: the Academic Literacy Curriculum is tied to a specific sequence of courses (College 1, Writing 1, Writing 2), as well as to the outcomes associated with C1 and C2, a feature that establishes the integrity of this curriculum.

An additional useful feature of this curriculum is that it holds students who have not satisfied the Entry-level Writing Requirement (ELWR) to a higher standard of competency described by the C1 outcomes: students who take and pass both College 1 and Writing 1 will have satisfied C1 and, by definition, ELWR.

**Assessments:** The two units will implement both classroom-based assessments and committee-based assessments in the 2018-2019 AY to determine students' success with the curriculum. **Classroom-based** assessments will be implemented through criteria-based rubrics tied to the course outcomes for College 1, Writing 1, and Writing 2. **Committee-based**

assessments of Writing 1 and Writing 2 will involve sampling of students across sections for each course and evaluating a substantial writing assignment using a criteria-based rubric. **Survey-based** assessments will be administered to all students at the end of the quarter, focusing on their self-rated skills and abilities, their self-efficacy to complete academic literacy tasks after College 1, their sense of belonging to an academic cohort, and their evaluation of College 1's learning activities. Likewise, all students in Writing 1 and Writing 2 will be surveyed after winter quarter to evaluate the impact of College 1 on students' performance.

**Budget model:** All courses in the curriculum are 5 units. Students may take each course up to two times, so long as ELWR and C2 benchmarks are met by UC and UCSC deadlines. College 1 satisfies the college requirement and serves as a prerequisite for Writing 1 and Writing 2. College 1 is a co-requisite for Writing 25 and Writing 26. Analytical Writing Placement Exam (AWPE) scores of 8 or above or the equivalent satisfy ELWR and the C1 requirement. Scores of 7/7E or below do not. Non-passing AWPE scores with an "E" (for English) designation indicate that insufficient English language skills contributed to the non-passing score. ELWR must be satisfied by the end of summer, Year 1. Students who arrive E-designated have a total of four quarters (FWS plus Summer 1) to take and pass all courses through Writing 1. C2 must be satisfied before start of 7th quarter of enrollment.

**Faculty and administrative costs:** The total cost of the curriculum is approximately \$300,000 above the cost of the current Core Course arrangement. This calculation assumes a total of 149 College 1 sections (Fall & Winter quarters), 165 Writing 2 sections (F,W,Sp,F2,W2), 69 Writing 1 sections (F,W,Sp,F2,W2), and 34 Writing 25 and 26 sections (F,W). College 1 courses are capped at 28, Writing 2 at 25, and all other courses at 20. This calculation also assumes 18 course equivalencies devoted to administering the curriculum, including overseeing the Core course, maintaining articulation (between Core and writing courses, as well as among the writing courses), assessment, and administering co-curricular support (such as tutoring).

Further details about this proposal, including class content, learning outcomes, and costs can be found in the full proposal.

# Academic Literacy Curriculum Proposal

Submitted jointly by the Colleges and Writing Program

October 4, 2017

## SECTION 1. THE ACADEMIC LITERACY CURRICULUM

The Council of Provosts (COP) and the Writing Program have created a joint program of study in academic literacy, designed to provide students with rigorous practice in academic reading and critical thinking to improve their writing performance throughout their careers at UCSC. This curriculum begins with Core (College 1), which helps students develop academic and civic proficiency in reading, critical thinking, and “academic ethos”—that is, habits of mind and practice tied to a sense of belonging and academic success. Concurrently with or following Core, students will enroll in developmentally appropriate writing courses (Writing 25 or 26, Writing 1, Writing 1/E, and/or Writing 2) that will build on these proficiencies and hone students’ ability to write effectively in multiple genres to different audiences and for different purposes. These courses prepare students for success in other UCSC courses requiring critical thinking and effective communication, including but not limited to the upper-division disciplinary communication (DC) courses all students are required to take.

### ***Rationale***

This proposal unites the efforts of the colleges and the Writing Program in pursuit of a common goal: helping students to develop academic proficiencies (reading, writing, critical thinking) that will enable them to engage as full participants in university and civic life. To reach this goal, we have designed an integrated program of study that for most students comprises two quarters of work. The education that they will receive is designed to be recursive and developmental. It is recursive in that they will have repeated exposure to and practice with foundational outcomes related to reading, writing, and critical thinking. It is developmental in that, with each exposure, the expectations for performance will be raised--students will develop stronger proficiencies as they proceed. Several foundational outcomes introduced in College 1 will support students' work with new outcomes that are introduced later in the course sequence. The length of time that students remain in the program of study corresponds to their level of preparation at time of matriculation.

### ***Specific Benefits of the Proposed Program of Study***

- It responds to CEP's request for an integrated Core course experience (College 1).
- It provides targeted instruction based on student need. The length of time that students remain in the curriculum corresponds to their level of academic preparation in writing.
- It offers a recursive structure that allows students to deepen their learning in several domains over multiple quarters. At the same time, it separates assessment of these domains. This is a good thing because it clarifies the scope of each course for students and faculty. (Previously, many domains--too many--were assessed in one course.)
- It offers a program of study built around existing curricular structures: Core (which has been here since the university's beginning), MLC, C1, and C2. We have designed this program to require no changes to the new C1 and C2 outcomes, which were designed to be more supportive of work students undertake in DC courses.
- It permits a mutually supportive partnership between the colleges and the Writing Program. Each is allowed to use its individual programmatic strengths to contribute to the program of study.

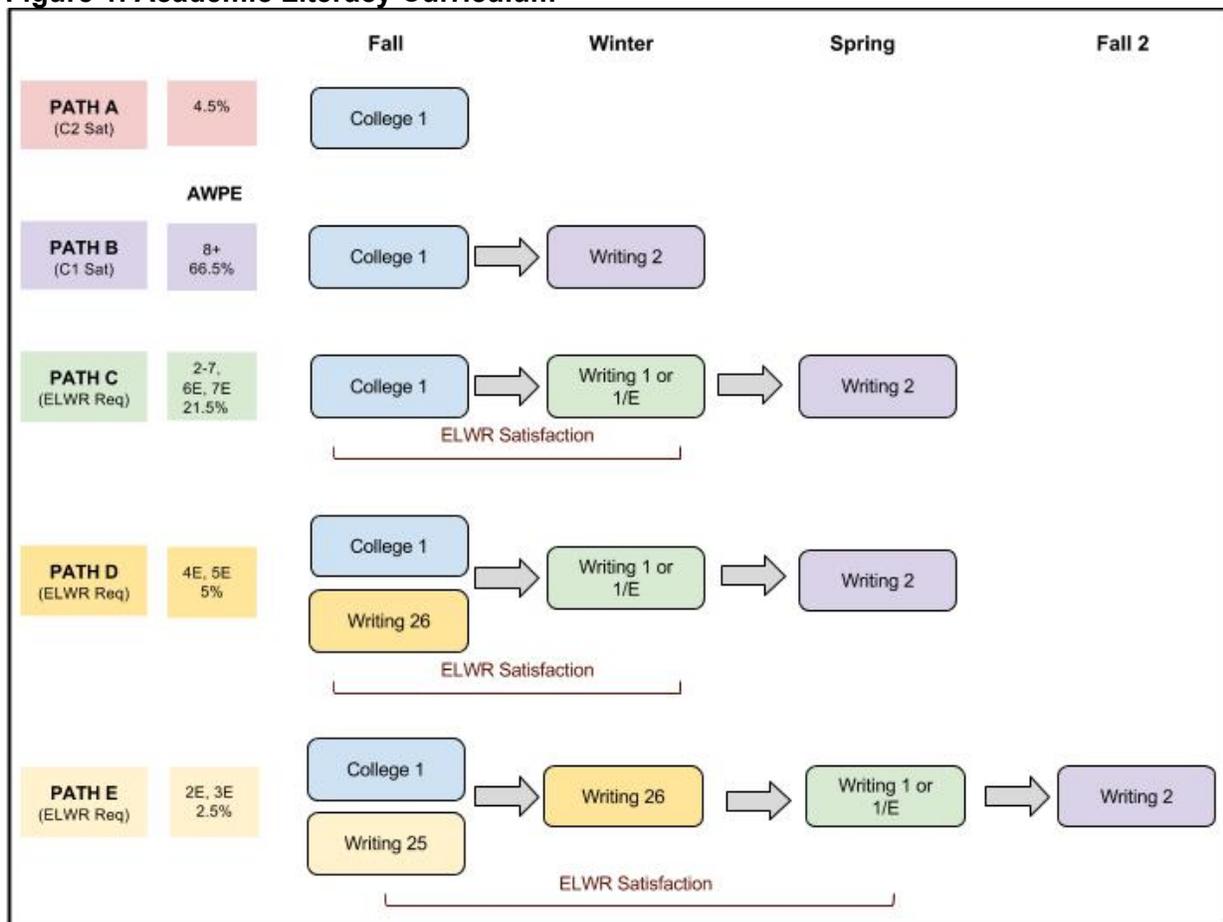
- It offers an elegant alternative solution (passing C1 = passing ELWR) to the technical problem that the revision to SR 10.5.2 was meant to solve. In 2015-16, changes to SR 10.5.2 were proposed to remedy a problem with the existing undergraduate writing curriculum: students could earn a passing grade in a C1-bearing course (Core) without having satisfied the Entry Level Writing Requirement (ELWR). Faculty's desire to curtail this practice hit a number of logistical roadblocks. One obstacle was the fact that Core is offered only in fall. Students who fail Core are required to wait a year before attempting the C1 course again. This poses problems for students' progress. In addition, Core is funded with the assumption that students will not need to retake the course. This puts additional pressure on pass rates. Finally, the current configuration makes assessment difficult. Because of the seemingly intractable nature of the problem, the Writing Program advocated for an adjustment to SR 10.5.2. However, the program of study described in this proposal removes each of these barriers *and* allows us to offer a program of study that is appropriate for all students, including those who enter as ELWR-Required. We believe that what we are proposing here aligns with the end goal desired by the changes to SR 10.5.2. It also keeps the C1 standard in place, which is necessary to prepare those who enter as ELWR-required for the work they will face in Writing 2.

## SECTION 2. CURRICULAR PATHWAYS

All students start their academic literacy path with College 1 and continue to developmentally appropriate writing courses. Students in the Multilingual Curriculum (MLC) take a developmentally appropriate language acquisition course concurrently with College 1, and move on, as appropriate, to their writing courses (see Figure 1. Academic Literacy Curriculum).

The curriculum described in this document assumes a strict interpretation of UC Senate Regulation 636D. This regulation indicates that students have one year (interpreted at UCSC as three regular quarters plus the summer) for completing the Entry Level Writing Requirement (ELWR). The MLC, combined with the newly redesigned Core course (College 1), should be sufficient support for most students to be able to satisfy the ELWR within one year. (For additional explanation, see Appendix A, question 1). Still, it would be wise to consider an exception to this strict timeline for students who qualify for the MLC. (The possibility of an exception to the time limit is built into SR 636D.) This would extend the possible timeline for ELWR-satisfaction for these students. Table 3: Projected Enrollments reflects the possibility of such an exception.

**Figure 1. Academic Literacy Curriculum**



***An Articulated Program of Study (Course Outcome Articulation)***

The Academic Literacy Curriculum is designed to capitalize on sequential and recursive learning. By distributing learning foci across College 1, Writing 1, and Writing 2, this program of study leverages the core strengths of each of the sponsoring units.

The colleges focus on developing students’ proficiencies in reading through deep engagement with a range of academic and other genres and rigorous practice of strategies for engaging with complex and sometimes contradictory sources and concepts. A traditional strength of the colleges and their faculty is their ability to engage students in deep discussion about big ideas, a well-studied “best practice” identified in student success literature. In College 1, this practice will continue alongside a clearly defined set of foci on Analysis, Critical thinking, Metacognition, Engagement with others, and Self-efficacy (“ACMES”) that all College 1 outcomes address (see Appendix B). In considering the course on its own terms, it is useful to consider ACMES as the *content* of the course, and the thematic readings tied to the intellectual traditions of each colleges as the *vehicle* for exploring this content. (For principles governing College 1, sample potential “framework texts” addressing ACMES content, and a sample draft syllabus, see Appendix D.)

As the first course in an integrated academic literacy curriculum, College 1 employs those ACMES practices in an intense study of reading. It introduces students to thinking about texts as rhetorical structures, employs a consistent vocabulary of analytical terminology (valuable in

the smooth transfer of knowledge from one setting to another), and engages students in the critical practices implied by that terminology. These include observation (accurate description and summary), analysis (recognizing purpose, audience, context, argument, evidence; identifying underlying assumptions), synthesis (drawing connections among sources and recognizing and accounting for complexity and differences), argument (developing positions and reasoning for them, extending arguments or considering alternatives, addressing counterarguments). The colleges focus as well on developing “academic ethos”--critical habits of mind--by introducing foundational concepts for student success such as metacognition, self-efficacy, and interpersonal engagement across differences (collaboration, acknowledgment of difference and respecting difference as a resource, responding to conflict).

In turn, the Writing Program develops students’ proficiencies in writing by simultaneously building on and returning to the foundational concepts introduced in College 1. Writing 1 focuses on the development of rhetorical knowledge and strategies required to write about texts and ideas. Students also engage in metacognitive reflection about their analytical and writing processes. Writing 2 allows students to build on these proficiencies through inquiry-based research projects. In Writing 2, students reflect critically on writing practice and knowledge utilized by academic discourse communities and communities of practice outside of the university.

Stripped to their central concepts--Reading (College 1), Writing (Writing 1), Research (Writing 2)--these courses make intuitive sense as a sequence. Students may not advance from one course to the next until the outcomes of the prior course are met; when students do advance, they do so having demonstrated the competency required for entry in the new class. And because of the recursive nature of each class and the sequence as a whole, College 1 serves as a prerequisite both for Writing 1 and for Writing 2. Thus the sequence is less linear (Course A => Course B => Course C) than spiral, with each new loop re-introducing and further deepening a student’s exposure to and learning of a set of concepts. This effect is especially powerful from a metacognitive standpoint: if students recognize and can name what they know or have already learned, they are alert to the point on the spiral on which they stand and can travel further along it. Thus students destined to go directly to Writing 2 after College 1 stand to gain as much from College 1 as do students taking College 1 alongside Writing 25, as the course will expect each student to engage with the material at the point on the spiral at which they begin.

As seen in Table 1: Vertical Integration of ELWR, College 1, C1, and C2 Outcomes, learning outcomes for each course in the sequence highlight the distinct aims of each course and also the recursiveness (“spiral” quality) and the interconnectedness (“vertical integration”) of their outcomes. This table is adapted from the table included as part of the CEP-approved C1 and C2 outcomes.

The last three domains included in Table 1 are especially tied to indicators of student success. “Metacognition”--thinking about one’s thinking--is a key element in students’ ability to apply concepts learned in one setting to other settings. This is a feature vertically integrated through all three courses. “Self-efficacy” (students’ belief in their ability to achieve in specific settings) is critical to students’ persistence, confidence, and engagement in their academic career; and “engagement with others across difference” is both a driver and a consequence of CEP’s request to the Council of Provosts that they construct an “untracked” Core. (In calling out engagement with others across difference, we mean to introduce concepts of collaboration, acknowledgment of difference--respecting difference as a resource--and effective means of responding to intellectual conflict as processes valued by the academy and essential to achievement within it.) These three final domains in the table of outcomes may be reasonably

expected to be areas that incoming frosh have not achieved competency in prior to matriculation and are, thus, a reason that incoming frosh should not be exempted from Core.

The expected outcomes for Writing 1 map onto the existing outcomes for C1, and those for Writing 2 onto the existing outcomes for C2. (See also the response to question #1 in Appendix A.) Importantly, the Academic Literacy Curriculum is tied to the specific sequence of courses (College 1, Writing 1, Writing 2), as well as to the outcomes associated with C1 and C2, a feature that establishes the integrity of this curriculum.

An additional useful feature of this curriculum is that it holds ELWR-required students to the higher standard of competency described by the C1 outcomes: students who take and pass both College 1 and Writing 1 will have satisfied C1 and, by definition, ELWR. This will have the salutary effect of doing away with the discouraging effect of the existing Writing 20 sequence, which, unintentionally, reinforces a deficit model of instruction with each subsequent class for those students identified as increasingly in need of specialized instruction. It also responds to CEP's request to determine ELWR status via course grades.

**Table 1. Vertical Integration of ELWR, College 1, C1, and C2 Outcomes**

\* = repeated

Domain	College 1 (Core)	Composition 1	Composition 2
<p><b>Rhetorical Knowledge</b></p>	<p>Use a range of strategies to understand and analyze texts within one or more intellectual domains.</p> <p>Recognize and comment on the relationship between the genre of a text and the intellectual context in which it was written.</p>	<p>Identify and use rhetorical concepts (such as audience, purpose, context, or genre) to analyze and write about a variety of texts.</p>	<p>Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.</p>
	<p><i>ELWR: Demonstrate the purpose-driven nature of academic writing. Identify and compose for an audience, providing appropriate context.</i></p>		
<p><b>Critical Reading and Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>* Recognize and analyze differences and contradictions in the course materials and in their own and their classmates' thinking, speech, and writing.</li> <li>* Reflect critically upon the relationships among sources of information—for instance, among the course materials, their own experiences and funds of knowledge, and the experience of other members of the course.</li> <li>* Take risks in reading, writing, and discussion, in the sense of overcoming fear of embarrassment or rejection or failure in completing assignments successfully—for example, by extending the reach of an assignment or discussion to new materials and questions, or by advocating for an unusual or unpopular point of view.</li> </ul>	<p>Use strategies such as response, analysis, interpretation, or critique to produce writing that draws connections between texts and student writers' perspectives.</p>	<p>Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.</p>
	<p><i>ELWR: Develop strategies to understand and respond to texts purposefully and in a way that includes and moves beyond summary.</i></p>		

Domain	College 1 (Core)	Composition 1	Composition 2
<b>Critical Reading and Information Literacy</b>		Support their ideas through the use of examples, personal experience, observations, and/or appropriately cited source material.	Locate relevant source material, evaluate its credibility, and cite it appropriately.
	<i>ELWR: Choose and use material from text(s) to summarize, paraphrase, and/or quote for a specific purpose, while acknowledging others' ideas.</i>		
<b>Writing (Research)</b>			Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
<b>Writing Process</b>		Compose projects through multiple drafts by revising for focus, quality of content, and/or coherence.  Implement strategies to edit their work according to genre and disciplinary conventions such as arrangement, language use, mechanics, or documentation style.	Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of standard professional English, such as arrangement, language use, mechanics, or documentation style.
	<i>ELWR: Use writer- and reader-based strategies to develop projects through multiple drafts in order to convey ideas clearly. Edit work-in-progress to meet conventions of English grammar and punctuation.</i>		

Domain	College 1 (Core)	Composition 1	Composition 2
Metacognition	Draw explicitly from knowledge gained in this class, and apply it in novel situations.	Reflect critically on their processes for writing and analysis.	Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.
	<i>ELWR: Reflect critically on writing processes to build on strengths and address areas that need development.</i>		
Self-efficacy	<p>* Reflect critically upon the relationships among sources of information—for instance, among among the course materials, their own experiences and funds of knowledge, and the experience of other members of the course.</p> <p>* Take risks in reading, writing, and discussion, in the sense of overcoming fear of embarrassment or rejection or failure in completing assignments successfully—for example, by extending the reach of an assignment or discussion to new materials and questions, or by advocating for an unusual or unpopular point of view.</p>		
Engagement with Others across Difference	<p>* Recognize and analyze differences and contradictions in the course materials and in their own and their classmates' thinking, speech, and writing.</p> <p>Foster cooperative and critical discussion among their classmates.</p> <p>Respond productively to conflict generated by fundamental questions, controversial topics, and unpopular ideas.</p>		

## SECTION 3. HOW COURSES MEET STANDARDS AND REQUIREMENTS

### ***ELWR Satisfaction***

In accordance with system-wide regulations, students must satisfy the Entry-level Writing Requirement (ELWR) before entry to UCSC or by taking an appropriate course or sequence of courses beginning in their first quarter.

In the current curriculum, students are considered “ELWR-Satisfied” if they received a score on the AWPE of 8 or higher or if they satisfied by other means (AP scores, SAT, or transfer-equivalent courses). Students with scores of 6 and below are considered “ELWR-Required” and must take ELWR-designated sections of Core, Writing 20, or the MLC.

In this program of study, students’ pathways for ELWR satisfaction are revised to account for the expected impact of College 1 and the cumulative work of the program as a whole.

Beginning in fall 2018, students are considered “ELWR Satisfied” if they receive the following scores or course grades:

- 30+ on the ACT Combined English/Writing test
- 680+ on the College Board SAT Reasoning Test, Writing section (last administered January 2016)<sup>1</sup>
- 3+ on Advanced Placement (AP) English Exam in Language and Composition
- 3+ on Advanced Placement (AP) English Exam in Literature and Composition
- 5+ on International Baccalaureate (IB) Higher Level English A: Language and Literature
- 5+ on International Baccalaureate (IB) Higher Level English A: Literature
- C or better in a transferable college course in English composition
- 8+ on the universitywide AWPE, offered in the spring of senior year in high school at various locations around the state.<sup>2</sup>

For students who do not meet any of these criteria, ELWR will be satisfied by taking an appropriate series of courses that prepare them for college-level writing and reading. According to SR 636C, students can satisfy ELWR “by successfully completing a course or program of study approved for that purpose by an appropriate agency of the Academic Senate Division of the student’s campus.” The proposed curriculum is in adherence with SR636C but needs to be approved by the Committee on Educational Policy and the Committee on Preparatory Education.

Students enter UCSC ELWR-Required with AWPE scores of 7 or below will complete one of the following pathways:

- College 1 + Writing 1/1E (AWPE 2-7, 6E, 7E);

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<sup>1</sup> After January 2016, the SAT Writing exam changed to “Evidence-Based Reading and Writing.” UCOP has not yet determined how students’ scores on this exam will satisfy the ELWR. As soon as we know the score range for ELWR satisfaction in this test, we will revise the criterion for ELWR satisfaction.

<sup>2</sup> What constitutes an “8” on the AWPE is two individual scores of “4” by exam readers. We will refer to these scores as “true 8s.”

- College 1 corequisite with Writing 25 or Writing 26 + Writing 1/1E (AWPE 2E-5E).

New in this design is the designation of students with scores of 7 on the AWPE. Currently, students do not receive a score of 7, as this score results from a "split": one reader scores it a "3" (non-passing) and another reader scores it as a "4" (passing). These split scores are resolved through a third read, thus pushing the student up to 8 or down to 6.

Based on C1 Crown data from Ritola and Sher (2016) students who satisfied ELWR with an 8 on the AWPE demonstrated lower proficiencies than students who satisfied by other means (SAT, AP, or transfer credit). As a result, we will collect data on students who score a 7 because these students are on the cusp of ELWR satisfaction and would benefit from taking a C1 course. Students who receive two scores of 4 are considered "true 8s" and will continue to Writing 2 after completing College 1.

To retrieve accurate data on students who initially score 7 on the AWPE, we will partner with UCOP and the Writing Program's ELWR coordinator.

MLC students take College 1 in fall as a corequisite to Writing 25 or Writing 26. We will work directly with the Registrar to prevent students from enrolling in Writing 1/1E until they have successfully completed Writing 26.

We also recognize that, in this program of study, some MLC students (i.e., those testing into Writing 25 or Writing 26) will be required to take two courses in their first quarter, which may impact their ability to complete qualifying courses for their majors. To find alternative pathways for MLC students to complete Writing 25 or Writing 26 in summer, we will partner with relevant stakeholders (including but not limited to Summer Session, International Education, and Undergraduate Education) during the 2017-2018 AY to discuss options for offering an International Student Academy in summer 2018.

### ***Writing 1 (C1) in the New Program of Study***

Writing 1/1E in this model satisfies the Composition 1 General Education requirement. This course will carry the Senate-approved C1 outcomes and, as a result, will not be a new course.

Please note that we will offer a number of Writing 1/E sections for students enrolled in the MLC. Students can elect to take Writing 1/E rather than Writing 1. The differences between Writing 1 and 1/E can be summed up as follows: sections with the E designation will be taught by a faculty member with expertise in Writing Studies and language acquisition, which means that the day-to-day class sessions will be designed with language learner needs in mind. Writing 1/E will carry the C1 outcomes, consistent with Writing 1.

For students with AWPE scores of 2-7 and 4E-7E, C1 will provide sufficient instruction in reading and producing college-level writing. Again, the preparation provided by College 1 and by MLC courses will allow students to develop the proficiencies needed to succeed in Writing 1.

We anticipate a higher retake rate for Writing 1 (20%) than is present in the current curriculum (4.6%) because some ELWR-Required students will need additional time to meet the C1 outcomes. Historically, these are students who enroll in Stretch Core or the Writing 20 series after failing to satisfy ELWR in Core. In order to align with students' time for completing Writing 1, we will offer Writing 1 in the summer, specifically for students in the MLC or students who need additional opportunities to complete Writing 1 by the fall of their second year.

### ***Writing 2 (C2) in the New Program of Study***

Writing 2 in this model satisfies the Composition 2 General Education requirement. This course will carry the Senate-approved C2 outcomes and, as a result, will not be a new course.

Students are considered “C2-ready” after completing College 1 and if they have an AWPE score of 8-12. We anticipate a higher retake rate for Writing 2 (7.5%) than is present in the current curriculum (6.6%).

Those who score true 8s and 9s on the AWPE will be “C2 ready” after having completed the College 1 prerequisite, because of the preparation that College 1 provides for critical reading and critical thinking. In previous assessment studies of the C1 course, students’ overall proficiencies in critical reading and critical thinking were relatively low. College 1 will allow students to develop such proficiencies and thereby allow their success in Writing 2.

## **SECTION 4. ASSESSMENT METHODS**

To assess the academic rigor of this program of study, we will use criteria-based assessment for College 1, Writing 1, and Writing 2<sup>3</sup> to assess students’ abilities to meet the College 1, C1, and C2 outcomes. We will implement both classroom-based assessments and committee-based assessments in the 2018-2019 AY to determine students’ success with the curriculum (See Table 2: Proposed Assessment Plan for the Academic Literacy Curriculum).

**Classroom-based** assessments will be implemented as an integral part of teaching College 1, C1, and C2. These rubrics will articulate the university expectations of achievement for each learning outcome associated with the course (modeled on the American Association of Colleges and Universities, AAC&U, VALUE rubrics, validated measures for assessing students’ competencies). The use of the rubrics will be beneficial for both students and instructors. Students will receive the rubrics as part of the instructional materials; they will be asked to use it for self-assessment of their skills to help them understand their proficiency level in relation to university expectations, identify their areas for improvement, and develop self-efficacy skills. These rubrics will be used by all faculty teaching sections of the course to evaluate assignments as part of grading and feedback, thus adding no extra work to instructors.

In consultation with Institutional Research, Assessment, and Policy Studies (IRAPS), we will develop appropriate rubrics for each course learning outcome. The Writing Program has already created a valid measure for C1 outcomes, so we will follow the same process for College 1 and Writing 2. Examples of high-quality signature assignments aligned with the rubrics will be provided to instructors as well.

Results of the assessments for each course (College 1, C1, and C2) will be collected and analyzed by IRAPS to evaluate the curriculum; they will not be used to evaluate individual instructors. These results will allow to evaluate the progress in academic levels of preparation as students proceed from College 1 to Writing 1 or from College to Writing 2.

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<sup>3</sup> Assessment of Writing 25 and 26 will also be criteria-based in alignment with the course outcomes. Faculty will integrate rubrics and grading criteria into direct instruction. In future years, we may conduct a committee-based assessment of students’ performance in 25 and 26 by examining a sample of student work. We will consult with Dr. Kimberly Helmer, MLC Lead, to determine how to institute formal assessment of 25 and 26 in the future.

**Committee-based** assessments of Writing 1 and Writing 2 will take place in winter quarter. The Writing Program will sample students across sections for each course and evaluate a substantial writing assignment using a criteria-based rubric. The methodology for these assessments will be based on the Writing Program's previous assessment studies of the C1 outcomes (College Nine and Ten, 2015; Crown 80A, 2016; and Crown 80A 2017).

**Survey-based** assessments will be used for all courses in the 2018-2019 AY. These surveys provide a student perspective on the learning experience in each course that is an important source for evaluating whether the curriculum is academically rigorous and engaging for students with different levels of academic preparation. In College 1, we will administer a survey to all students at the end of the quarter, focusing on their self-rated skills and abilities, their self-efficacy to complete academic literacy tasks after College 1, their sense of belonging to an academic cohort, and their evaluation of College 1's learning activities. This survey will be created in consultation with IRAPS and will be modeled on a series of valid measures used to study Crown 79 in 2015 and 2016.

We will also administer surveys to students taking Writing 1 and Writing 2 in winter quarter in order to evaluate the impact of College 1 on students' performance in their writing courses. This survey will be created in consultation with IRAPS.

**Table 2. Proposed Assessment Plan for the Academic Literacy Curriculum**

<b>Course</b>	<b>In-Class Assessment</b>	<b>Committee-Based Assessment</b>	<b>Survey-Based Assessment</b>	<b>Timeframe</b>
<b>College 1</b>	Rubric-based assessment of key learning outcomes modeled on AAC&U's VALUE rubrics. Rubrics will be applied to signature assignments consistent across the colleges. Outcomes-based assessment will include metacognition, critical thinking, teamwork, and analysis.	N/A	All students will complete a survey at the end of College 1. Survey responses will be analyzed.	Fall quarter for in-class assessment. Winter and spring quarters for analysis.
<b>Writing 2</b>	Rubric-based assessment of key learning outcomes based on AAC&U's VALUE rubrics. A rubric will be applied to a signature assignment consistent across the colleges. Outcomes-based assessment will include information literacy and research.	The Writing Program Assessment Committee will collect students' research projects at the end of Writing 2 to assess how well students meet the C2 outcomes with respect to information literacy and research. We will collect a representative sample of student work across various sections.	All students will complete a short survey at the end of winter in which they will report on the perceived impact of College 1 on their C2 skills and abilities.	Winter quarter for data collection. Spring quarter for analysis.
<b>Writing 1</b>	Rubric-based assessment of key learning outcomes based on the Writing Program's C1 assessments from previous years. A rubric will be applied to a signature assignments consistent across the colleges. Outcomes-based assessment will include critical reading, critical thinking, and writing.	The Writing Program Assessment Committee will collect students' final projects in Writing 1 to assess how well students meet the C1 outcomes with respect to critical reading, critical thinking, and writing. We will collect a representative sample of student work across various sections.	All students will complete a short survey at the end of winter in which they will report on the perceived impact of College 1 on their C1 skills and abilities.	Winter quarter for data collection. Spring quarter for analysis.

## SECTION 5. PROJECTED BUDGET MODEL

This section provides an overview of student placement, courses, projected enrollments, and retake rates. We also include several tables that isolate enrollments, course caps, retake rates, and administrative costs.

### ***Predictive Modeling***

- All courses in this curriculum are 5 units.
- Students may take each course up to two times, so long as ELWR and C2 benchmarks are met by UC and UCSC deadlines. (An exception to the double-take policy for Writing 1 may be possible for students whose English language proficiency indicates it.)
- Core (College 1) satisfies the college requirement and serves as a prerequisite for Writing 1 (or Writing 1/E) and Writing 2. College 1 is a co-requisite for Writing 25 and Writing 26.
- Analytical Writing Placement Exam (AWPE) scores of "true 8s" or above (or the equivalent) satisfy the ELWR and the C1 requirement. Scores of 7/7E or below do not.
- Non-passing AWPE scores with an "E" (for English) designation indicate that insufficient English language skills contributed to the non-passing score.
- ELWR must be satisfied by the end of summer, Year 1.
- Students who arrive E-designated have a total of four quarters (FWS plus Summer 1) to take and pass all courses through Writing 1 (1/E).<sup>4</sup> See Appendix C for map of possible paths taken by E-designated students.
- C2 must be satisfied before start of 7th quarter of enrollment.

**Core (College 1):** 100% of incoming frosh will take College 1. Current fail rate in Core is 1.9%. We anticipate this growing to 5%, with those students retaking College 1 in winter. The very small (<1%) group of students who fail College 1 twice, most likely also on academic probation or subject to disqualification, will work with college advising to determine the best path forward.

**Writing 2:** ~95.5% of incoming frosh take Writing 2 during the regular academic year at UCSC.<sup>5</sup> Students who arrive at UCSC ready for Writing 2 (by AWPE score of 8-12 or other approved means of satisfying C1) are considered C1 satisfied. Retake rate is estimated at 7.5%.

**Writing 1:** 29% of incoming frosh will take Writing 1 or Writing 1/E at UCSC.<sup>6</sup> Students who

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<sup>4</sup> In the current model, F-1 students in the MLC have greater elapsed time to satisfy the ELWR than do non F-1 students, and all have longer than the one-year time limit imposed by UC Senate Regulation 636D. The curriculum described in this document assumes a strict interpretation of SR 636D: all UCSC students having the same timeline (three regular quarters plus the summer) for completing the ELWR. Still, it would be wise to consider an exception to the double-take policy for E-designated students taking Writing 1. Table 1 reflects the possibility of such an exception.

<sup>5</sup> Why not 100%? The 95.5% figure accounts for 1.3% who arrive C2-satisfied and an estimated 3.2% who will satisfy C2 after matriculation via summer session or a transferrable course taken elsewhere. This proportion could increase (e.g., change to delivery method of summer courses or differences in marketing could marginally increase the number of students who take Writing 2 during summer or satisfy the C2 GE elsewhere).

<sup>6</sup> This percent accounts for students who satisfy the ELWR by means other than the AWPE. It also includes an estimate for the number of students who would have scored 7 on the AWPE if scores of 7 had been retained. The current system "normalizes" 7s by resolving them into scores of 6 (not passing) or

arrive at UCSC with AWPE scores of 2-7, without an E designation, are considered ELWR-required and will take Writing 1. Students with an E designation will have the option of enrolling in Writing 1/E (see bullet point below) in lieu of Writing 1. Total retake rate for Writing 1 (including Writing 1/E) is estimated at 20%.<sup>7</sup>

- **Writing 1/E:** ~11.6% of students arrive at UCSC with English language deficits that contribute to their non-passing AWPE scores.<sup>8</sup> This group includes both “international” (F-1 visa holders) and “domestic” English language learners. These “E-designated” students will have the option of enrolling in an available section of Writing 1/E at the appropriate time, but will not be required to do so. Almost 100% of students scoring 2 or 3 and about two-thirds of students scoring 4 will be E-designated, for example.

**Writing 26:** 5% of incoming frosh will take Writing 26. Students who post an AWPE score of 4E or 5E will take this course. Retake rate is projected at 8%.<sup>9</sup>

**Writing 25:** ~2.5% of incoming frosh will take Writing 25. Students who post an AWPE score of 2E or 3E will take this course. Retake rate is projected at 8%.<sup>10</sup>

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8 (passing). We are assuming about half of the exams originally scored 7 were resolved to 8, and about half to 6.

<sup>7</sup> Retake rate estimate based on history of 4.6% retake rate for Writing 1 and 17-35% retake rate for Writing 27.

<sup>8</sup> Percent estimated by starting with number of Es in 2015 and adding an estimate for the percent of students we think would score 7E.

<sup>9</sup> Current retake rate for Writing 26 is 5%, based on very few iterations of the course. We suspect that the retake rate should adjust upward slightly. Data set is slender for Writing 25, 26, and 1, so this is a best guess.

<sup>10</sup> Current retake rate for Writing 25 is 6%. A modest increase to 8% seems realistic.

**Table 3. Projected Enrollments<sup>11</sup> (n=3830)**

Course	Fall		Winter		Spring <sup>12</sup>		Fall 2 <sup>13</sup>		Winter 2	
	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students
College 1	142	3830	7	187	--	--	--	--	--	--
Writing 2 <sup>14</sup>	7	175	106	2647	35	856	13	323	4	84
Writing 1/1E <sup>15</sup>	3	66	43	847	18	349	4	77	1	15
Writing 26	12	234	11	205	--	16	--	--	--	--
Writing 25	10	191	1	15	--	--	--	--	--	--
<b>TOTAL</b>										

**Table 4. Course Caps**

Course	Cap
College 1	28
Writing 2	25
Writing 1	20
Writing 1/E	20
Writing 26	20
Writing 25	20

<sup>11</sup> This chart is modeled on 2015 enrollment data provided by VPDUE Richard Hughey. We are using the 2015 cohort in order to predict as accurately as possible student success and fail rates for the new curriculum.

<sup>12</sup> This column includes an estimate for the number of students likely to be barred from further enrollment for not having passed Writing 26 on the second attempt.

<sup>13</sup> This table includes estimates for the number of sections of Writing 1/1E if they were to be offered in fall and winter of Year 2, and if students were allowed to exceed the double-take rule for this class. If we adhere strictly to the one-year time limit on ELWR satisfaction imposed by SR 636D, and the campus double-take rule, these sections would not be offered and the enrollments for fall 2 would instead represent number of students barred. (Enrollments for Writing 1 in winter 2 would disappear.)

<sup>14</sup> In year one of this program, we will need to account for catalog rights of students from year 2016-2017. They are not accounted for in this model.

<sup>15</sup> In year one of this program, we will need to account for catalog rights of students from year 2016-2017. They are not accounted for in this model.

**Table 5. Projected Retake or No Pass Rates by Course**

Course	% of Students (n=3830)	AWPE Scores	Retake or NP Rate				
			Fall	Winter	Spring	Fall 2	Winter 2
College 1	100%	2-12	5%	1%	<1%	--	--
Writing 2 <sup>16</sup>	66.5%	8-12	--	7.5%	7.5%	7.5%	7.5%
Writing 1, 1/E	21.5%	2-7, 6E, 7E	--	20%	20%	--	--
Writing 26	5%	4-5E	8%	8%	--	--	--
Writing 25	2.5%	2-3E	8%	8%	--	--	--

**Table 6. Predicted Percent of Students Not Retained by Quarter<sup>1</sup>**

Student Type	Fall	Winter	Spring	Fall 2
Non F1	2%	2%	6%	2%
F1	5%	5%	5%	--

<sup>1</sup> Based on historical data provided by Julian Fernald, Institutional Research

**Administrative Costs:** Based on our assessed need, we have earmarked 18 course equivalencies for administering the curriculum, including overseeing the Core course, maintaining articulation (between Core and writing courses, as well as among the writing courses), assessment, and administering co-curricular support (such as tutoring). The table below provides an example of how these administrative duties might be distributed.

**Table 7. Example Administrative Costs (TBD) - assume Unit 18 faculty**

Position	# of Sections	Funding Unit
Academic Literacy Program Assessment	2	UE/Humanities
College and WP Distributed Leadership	10	UE/Humanities
Tutor Administration	2	Humanities
ELWR Coordinator (incl MLC)	2	Humanities
C2 Coordinator	2	Humanities

<sup>16</sup> Upon entry, 49 students (1.3%) have already satisfied C2 and an additional 3.2% complete C2 after matriculation via a transferable course. Thus, these students are not included in this row.

## Appendix A: Responses to CEP's Questions

### **1. What will be the expected outcomes of Writing 1 (for ELWR unsatisfied students) and Writing 2 (for all students)? How do they compare with the ELWR standards (used for portfolio review) and the current C1 and C2 standards?**

The expected outcomes of Writing 1 and Writing 2 are described in the Composition 1 and Composition 2 outcomes approved by CEP in 2016. These are campus requirements.

The Entry Level Writing Requirement is a systemwide requirement, and its outcomes can be inferred from language used to assess Analytical Writing Placement Examinations.

The program of study described in this proposal distributes the work required to satisfy ELWR over two courses, College 1 and Writing 1 (see Table 1. Vertical Integration of ELWR, College 1, C1, and C2 Outcomes). Through their work in College 1, students will learn to analyze texts more capably and interact with the ideas of others, including those expressed in assigned texts and during class discussion. However, students who enter as ELWR-required will need additional practice with integrating the ideas of others into their essays, and so they will be provided opportunities to further strengthen their abilities in Writing 1. Once having passed College 1 and Writing 1, ELWR students will be ready to begin the work of Writing 2 (C2), where their work with the ideas of others will deepen even further. In the proposed program of study, students must meet C1 outcomes to pass Writing 1. Meeting C1 outcomes puts them past the ELWR goalpost and sets them up for success in Writing 2.

### **2. What will the structure and content of College 1 be so that it can dovetail both with Writing 1 and Writing 2? An alternative to addressing the concerns of having College 1 be a prerequisite for both Writing 1 and Writing 2 would be to have different assignments for the two different levels of students.**

Structure: The structure of College 1 is not fixed, though all Core courses will be designed according to principles described in the "Framework for College 1" (see Appendix D). These include recursiveness (looping back to earlier topics or assignments for deeper engagement), attention to ways of reading (methods for engaging different genres and purposes), consistent metacognitive practice, and an "anchor" assignment that all Core courses will share in order to facilitate assessment of students. As noted elsewhere in this proposal, recursive learning is learning in a spiral manner. Together with metacognitive practices that ensure that students are actively attentive to knowing what they have learned, spiral learning facilitates students' engagement at multiple levels.

While the structure is variable, Core outcomes are fixed, and each individual Core class will be designed so as to meet these outcomes and ensure that students are ready to move on to Writing 1 or Writing 2. Separate assignments for "different levels of students" will neither be necessary nor appropriate: recognized as a resource, not a deficit, difference enables students in cross-level courses to learn effectively at all levels. (It is worth noting that "level" is relative to domain: a student might be ill-prepared to read college-level sources because of language history or unfamiliarity with their genres, but might be an able and attentive listener capable of effectively engaging peers in dialogue.) Pair and small group work is especially effective in such courses, as students can be grouped to emphasize certain learning outcomes. For instance, students with similar analytical abilities might be paired in one exercise, to spur each other on,

but students with different levels of competency in engagement with others might be grouped for a different activity meant to encourage collaboration and teamwork.

Content: Like Writing Program courses, whose “content” is writing itself, College 1’s content is its intellectual focus: Analysis, Critical thinking, Metacognition, Engagement with others, and Self-efficacy. Two types of assigned readings will allow students to learn that content. The first, included in all Core courses, are readings about reading, metacognition, critical thinking, recognizing one’s assumptions, and so on: --“framework” texts that establish the type of intellectual engagement expected of the class. A second type of reading addresses the thematic or topical content of the individual college. These will include texts in different genres, of different lengths, and written for different purposes. This two-fold approach will allow students to build both conceptual and practical knowledge about reading.

**3. Please explain why CEP's preferred choice of a 3-credit College 1 course should be changed to 5 credits. As articulated in CEP’s letter, “with the removal of writing objectives from the core course, it is logical to expect that fewer credits should be sufficient.”**

The first result of the 2015 UCSC Survey of Core Lecturers was that Core faculty recognized “the unmanageable burdens placed on the course....In particular, all the reading objectives make it difficult to teach the writing objectives. They express a need for increased clarity and a more narrow focus for both C1 and Core objectives.”<sup>17</sup>

College 1 is not College 80 minus writing, but instead a new course with a targeted focus on the kinds of knowledge students require in order to thrive in Writing 1, Writing 2 and elsewhere in the university. Rather than presuming that such preparation exists when students arrive, these kinds of knowledge need to be taught. Indeed, part of the preparation of the Framework for College 1 involved making explicit the assumptions contained in the C1 and C2 outcomes about what students should *already know* by the time they arrive in those courses. For example, from outcomes in the “rhetorical knowledge” domain, it was clear that C1- and C2-ready students should be able to locate argument, purpose, and the main idea that drives a text, among other things: a clear directive for what College 1 should ensure students should be able to do, and a practice that takes time, effort, and the oversight and direction of an instructor.

Courses with a distinct process component--that is, the type of writing courses taught by the Writing Program, and in the colleges via College 80--routinely include scaffolded activities involving one or more exercises or activities in and out of class designed to prepare students for the paper that is the “end-product” of the writing process. These activities foster effective reading and teach portable analytical and critical inquiry skills. Inevitably in 10-week quarter with many expectations, such activities must happen quickly, with limited instruction and, often, almost no instructor comment. And yet to incoming college frosh, that instruction in strategies, together with instruction on the range of mysteries involved in college-level reading, is essential. How else are they to understand what genres to expect, or even what genre means? Why different disciplines maintain different conventions for expression and citation? When and why it is appropriate to skim some texts but to read every word of others several times?

Thus while College 1 lifts the main burden of focused reading instruction from C1 and C2 courses, the “removal of writing objectives” from Core simply means a more narrowly focused,

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<sup>17</sup> Fatemi, Farnaz, et al. (2016). “2015 Survey of Core Course Lecturers: Key Results and Recommendations.” University of California, Santa Cruz.

and more appropriately demanding, course--not a less rigorous one. College 1 course outcomes are similar in depth to those of other courses at UCSC that bear five units. They require rigorous engagement with course materials and assignments to show competency: students will need to complete the 12-15 hours per week expected of any five-credit course.

**4. In its letter, CEP stated that if the core course were to be a 5-credit course, it should carry one of the existing GE designations (with each college free to choose which GE designation would be most suitable). Please articulate what designation would be appropriate for each college course.**

This joint proposal is, in part, the result of a shared concern by the Council of Provosts, the Writing Program, and the Committee on Educational Policy that the existing Core courses have more educational objectives than any one course can fulfill. Adding GEs to College 1 would cripple the new course and the joint Academic Literacy Curriculum with the same burden of multiple expectations that caused CEP to ask us to revise Core in the first place. It follows from this observation that we do not support doing this, in the belief that requiring adding an existing GE designation to College 1 is a very problematic idea.

Moreover, adding existing GE designations to College 1 would violate the letter and spirit of Senate policies governing the General Education curriculum. GE courses are intended to guarantee students' exposure to a wide distribution of topics and thinking styles that are taken up by specialists within disciplines.<sup>18</sup> For that reason, the Senate established a policy that no course should fulfill more than one GE requirement. Each course bearing a GE designation is meant to focus on a specific set of learning outcomes that are associated with it and its particular disciplinary focus. College 1 will focus on critical reading as essential preparation for *writing instruction*. It is designed to achieve a set of outcomes by engaging with two types of readings: a common set of metacognitive readings that all colleges select from, coupled with thematic readings specific to each college that illustrate (among other things) these metacognitive objectives. The specific thematic focus of each College and each Core course is **interdisciplinary** and College 1 itself is **pre-disciplinary**; the qualifications shared among its instructors are, therefore, not only thematic but also in university discourse itself.<sup>19</sup>

To add an existing GE designation to College 1 would be to misunderstand the role of "Core" in the liberal arts university, which is what this class and the colleges seek to foster. College 1 is meant to anchor the longer conversation of the bachelor's degree, with an initial, canonical inquiry in which the whole college has a stake, regardless of discipline, in the form of a *colloquium*, the coming-together of students and faculty to define the common, broadly shared academic values of the bachelor's degree. College 1 manifests those values across the entire student body, establishing not only an intellectual community but also galvanizing and focusing that community as students navigate their more diverse, individual academic pathways.<sup>20</sup>

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<sup>18</sup> This feature of the GE requirements is borne out in CEP's process of approving them: instructors from any department can teach a course fulfilling the IM category, but the senators on CEP, representing a range of disciplines, ensure that course proposals reflect serious engagement with *some* disciplinary study of media, in all IM courses.

<sup>19</sup> This too, is borne out in the norms of college core on our campus: there is no invariant feature of the faculty, except that they are skilled and accomplished academics. How might our hiring practices, at the colleges, be modified to guarantee that students in an "ER" first-year core course meet the same standard of engagement with Ethnicity and Race courses as those taught by faculty in CRES, History, or Anthropology, where department chairs are unlikely to assign such a course to a member of the faculty who has not invested considerable portions of a career to that topic?

<sup>20</sup> Beyond those fundamentals, a key added function of college core at UCSC is its fulfillment of one of our

In deliberating about this question, COP recognized that certain GE designations are likely to be thought appropriate for College 1, among them CC, ER, IM, PE-E, PE-H, PE-T, and TA. However, in designing the Academic Literacy Curriculum, COP and the Writing Program have made a clear commitment to distinctive learning outcomes for College 1 that no existing designation addresses in combination with each other: analysis, critical thinking, metacognition, engagement with others, and self-efficacy. *These* are the subject matter of the College 1 we are proposing. Although each college's version of College 1 will differ somewhat in its materials and themes from the others, all versions of College 1 share the same outcomes. That's another reason why it is not appropriate to add existing GE designations to College 1.

It is equally important to acknowledge that adding an existing GE designation to College 1 would almost certainly disrupt enrollments in large courses in Arts, Humanities and the Social Sciences, creating difficulties for those Divisions and depriving them of the teaching assistantships necessary for the growth of graduate programs.

**5. In its April 14 letter to the Council of Provosts, CEP asked if the current themes of the colleges provide adequate opportunities for frosh to explore their areas of interest, and whether the colleges would be willing to consider updating them to cover a more diverse set of themes. Please discuss.**

Every college has a broad, intellectual theme that shapes its curriculum and co-curricular programs. The themes are not blueprints for the syllabi of the Core courses, much less for the other courses that colleges offer on a wide range of topics that address student needs and aspirations (STEM success, community service, studio arts, etc.). Should the joint proposal of COP and WP be adopted, college provosts look forward to soliciting comment from affiliated students, faculty, alumni, and staff about the opportunities that the new curriculum would create.

**6. For ELWR-satisfied students, how does the proposal differ from what UCSC did before 2005? (See the agenda of the Academic Senate meeting on May 21, 2004, <https://senate.ucsc.edu/senate-meetings/agendas-minutes/2003-2004/2004-May-21-senate-meeting/CEP-SCP1414Gewriting.pdf> ) If it does not differ from what we did prior to 2005, will it lead to the same problems for top tier students?**

Although there is a superficial similarity to what UCSC did before 2005 (that is for many students, a core course and a single writing course), there is no substantial or meaningful similarity. Prior to 2005, the campus required Core and the C requirement. These were independent courses; there was no coordination between them. In addition, since 2005, we have revised the exit point for students leaving the undergraduate writing curriculum (the exit point for those completing the C requirement and those completing C2 are different, with C2 being appropriate for setting students up for success in an appropriately designed DC course).

In contrast, we are proposing a program of study intentionally designed to dovetail across 2 or more quarters. The number of quarters required of a student will depend on that student's writing ability as assessed at entry. The level of coordination proposed--and the nature of the coordination, which relies on sequenced objectives that vertically integrate through C2 in anticipation of the DC--is unprecedented on this campus.

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most recognizable "brand" attributes, not only within the UC system but internationally: our provision of focused, small-scale academic communities that counterbalance some of the storied anonymity of research universities.

**7. If the proposed changes are different from what UCSC did before 2005, will the top tier of reading/writing capable students be exempt from College 1? If not, to the extent that successful completion of assignments will rely on writing competency, please explain how teaching this class will keep a broad spectrum of students engaged.**

Student learning outcomes for engagement with others and metacognition, in particular, are not developmental proficiencies that require stratification based on ability. The curriculum meets students where they begin and helps them to develop from there. In addition, top-tier students who are C2 complete and/or C2 ready will be learning academic habits of mind that will better prepare them university-level discourse writ large. Highly “reading/writing capable” students may nevertheless lack the maturity and experience required to thrive and excel in college--for instance, the ability to collaborate effectively or to work through ideas rather than announce them, abilities the course will cultivate. As a result, this course will appropriately challenge students, regardless of their academic preparation levels, because students will engage learning activities that are new to them.

**8. Keeping in mind the low failure rate in the present core courses, what assessment method is being proposed to ensure that those who pass it achieve the required academic outcomes of the course?**

Please see Table 2 above for a comprehensive assessment plan. We will assess students’ work in College 1 using criteria-based rubrics keyed to the outcomes of the course, including analysis, critical thinking, metacognition, engagement with others, and self-efficacy. Students will have multiple attempts to demonstrate proficiency in the learning outcomes, which will mitigate student differences in academic preparation levels. Also, please note that our anticipated retake rate for College 1 is 5%, compared with 1.9% in the current curriculum.

**9. How will the colleges ensure that their courses and curricula, especially the core course, receive the required level of Senate faculty oversight?**

The process the colleges are currently undergoing is part of Senate oversight. Another part of Senate oversight is that College 1 must be approved by CCI.

Beyond these two processes, those who apply to be Core course faculty are reviewed and deemed qualified by at least two provosts before they are interviewed. Those faculty who are further considered are typically interviewed by the provost and another faculty member of the college. If they are hired, they are assigned a mentor from the college. The provost observes at least one class and offers feedback. Student evaluations are also taken seriously, and were modified several years ago to incorporate explicit reference to the writing expectations of C1 and C2-level courses within the generic campus online evaluation. (These evaluations will need to be revised to reflect the College 1 outcomes. Faculty who are not found to be effective instructors given the expectations of the course are not re-hired. Those who are re-hired and remain at the university for 6 quarters of service have a mentoring meeting with the provost. And those who reach 18 quarters of service undergo an initial continuing review conducted by the UE Divisional Committee on Academic Personnel, which is peopled by provosts, former provosts, and other Senate faculty familiar with college curricula. Subsequent merit reviews also receive the same level of Senate scrutiny. All of these steps ensure appropriate Senate faculty oversight over the faculty teaching the Core courses.

Currently, college provosts are, de facto, the Senate faculty overseeing individual courses at their colleges, including Core courses. In this role, provosts are central to developing, reviewing and evaluating class content and teaching (provosts oversee periodic review of college instructors, which includes evaluation of class content and teaching). Provosts are appointed to their positions with these roles in mind, following procedures that involve the participation of Senate faculty, and are reviewed in part on their performance as heads of course (for Core) and custodians and creators of curricula for the colleges overall. Students submit course evaluations at the end of the quarter which, as in departments, constitute one important element of evaluation and oversight. In Core, individual provosts work in collaboration with Unit 18 faculty who serve in leadership roles (College Writing Coordinators, Core Course Coordinators), and, to varying degrees, work with all faculty on developing course content. Some faculty holding Unit 18 leadership in the Core courses have appointments predominantly with the Writing Program, and others with a college.

COP recommends two important changes to this practice as we roll out the new Academic Literacy Curriculum. The first is that the Council of Provosts *as a body* be invested with the role of Senate oversight over all Core--College 1--courses, and with ensuring that the courses continue to meet their defined outcomes. This will ensure an effective parallel with the Writing Program's oversight, in which Senate faculty oversee and approve the courses in the curriculum. It is also consistent with the oversight of other programs of study, in which the faculty with greatest knowledge of the curriculum and its demands have the greatest role in ensuring its integrity and consistency. While individual provosts, together with their consulting Core faculty, will certainly make changes to Core courses over time, regular formal review by COP of Core course syllabi and the results of College 1 assessment will ensure that the courses are designed to meet their stated outcomes and that the outcomes are indeed being met. An assessment plan has been outlined in this proposal. It is grounded in the deliberate articulation of the outcomes for College 1, Writing 1, and Writing 2.

The second recommended change is that the colleges be included in the regular cycle of external reviews overseen by the VPAA. This was a suggestion originally made by CEP. The membership of the review committee and design of their charge will clearly require discussion among the relevant Senate committees, the VPAA and VPDUE, and the colleges, as colleges and departments have some shared and some very different expectations. (For instance, unlike departments, colleges are not fundamentally engaged with the advancement of knowledge within an academic discipline; colleges are thoroughly engaged in the relationship between academic and co-curricular programming.) But together with provostial review that explicitly addresses Core, external reviews--with their cycle of self-assessment followed by external assessment, closure meeting, and mid-cycle reporting--will provide useful structure for the colleges' efforts to meet the expectations and needs of their many constituencies, including alumni. They will also acknowledge the colleges as academic units that contribute to the liberal arts education UCSC promises its students.

**10. Please explain how students passing College 1 in the MLC would be prevented from going directly into Writing 1; for example, one could envision additional requirements for entry into Writing 1, such as a minimum AWPE score.**

The Writing Program is no stranger to this potential problem or related problems. For instance, in our current system, ELWR-required students who do not satisfy ELWR in fall via Core are required to enroll in Writing 20 in winter (and if they don't satisfy ELWR in Writing 20, then Writing 21 in spring, and so on). However, there is no enforcement mechanism to support this requirement.

To solve this problem, the Writing Program, ahead of preparing its separate proposal for revisions to the undergraduate writing curriculum, submitted in Spring 2017, met with the UCSC Registrar Tchad Sanger to address enrollment concerns related to ELWR, including those involving students in the MLC. Technical solutions that can be implemented through the enrollment system to ensure that enroll in the appropriate MLC course, remain enrolled, and do not skip ahead.

## Appendix B: College 1 Outcomes as Expressing ACMES Values and Consistent with C1/C2 Key Concepts

College 1: Academic Literacy and Ethos, introduces students to critical and analytical reading at the university level. It is the required first part of an integrated program of study that continues with Writing 1 and Writing 2. College 1 offers all students a foundation for intellectual exploration and personal development as members of an academic community, by teaching reading and thinking processes essential to success at the university, and “habits of mind” that have been shown to demystify academic materials and processes and promote independent, self-reflective, and collaborative participation in campus culture. Outcomes for College 1 articulate with outcomes for both Writing 1 and Writing 2.

The assigned readings of College 1 vary according to the intellectual, creative, and ethical traditions of the colleges. However, at all colleges College 1 introduces first-year students to higher education from four distinct but related vantage points that are characteristic of membership in a university community: Analysis, Critical thinking, Metacognition, Engagement with others, and Self-efficacy (ACMES). Table 8: Articulation of College 1, ACMES, and C1/2 below indicates how these focal areas map onto the College 1 outcomes, and identifies key concepts that are consistent with key concepts of the C1 and C2 outcomes where the consistency is explicit (through shared vocabulary or synonyms) or clearly implied.

**Table 8. Articulation of College 1, ACMES, and C1/2**

Outcome	Analysis	Critical thinking	Metacognition	Engagement with others	Self-efficacy	Concepts shared with C1/C2
1. Use a range of strategies to understand and analyze texts within one or more intellectual domains.	●		●			(Learn and) use transferrable strategies for analysis
2. Demonstrate the ability to recognize and comment on the relationship between the genre of a text and the intellectual context in which it was written.		●				Understand relationship between genre and rhetorical situation
3. Reflect critically upon the relationships among sources of information—for instance, among the course materials, their own experiences and funds of knowledge, and the experience of other members of the course.		●			●	<i>Reflect critically on relationships among sources</i>

Outcome	Analysis	Critical thinking	Metacognition	Engagement with others	Self-efficacy	Concepts shared with C1/C2
4. Recognize and analyze differences and contradictions in the course materials and in their own and their classmates' thinking, speech, and writing.		●				Recognize and analyze (complex) ideas
5. Foster cooperative and critical discussion among their classmates.				●		
6. Take risks in reading, writing, and discussion, in the sense of overcoming fear of embarrassment or rejection or failure in completing assignments successfully—for example, by extending the reach of an assignment or discussion to new materials and questions, or by advocating for an unusual or unpopular point of view.		●		●	●	
7. Respond productively to conflict generated by fundamental questions, controversial topics, and unpopular ideas.	●			●		
8. Draw explicitly from knowledge gained in this class and apply it in novel situations.			●			Apply knowledge in other contexts

## Appendix C: Map of Pathways for Low-scoring E-designated Students

As required by UC Senate Regulation 636D, students will have one year to satisfy ELWR. The map below describes the paths students who begin with Writing 25 or Writing 26 could take if UCSC were to adhere strictly to the one-year limit. This map assumes a campus policy of maximum one repeat per class and a system-wide policy that ELWR must be satisfied by the beginning of students' fourth quarter.

**Figure 2. Pathways for Low-scoring E-designated Students**

		1st	2nd	3rd	4th				
		F1	W1	S1	X1 (session 1)	X1 (session 2)	Why Barred		
Start in WRIT 25		25-Pass	26-Pass	1E-Pass					
		25-Pass	26-Pass	1E-Fail	1E-Pass				
	Barred	25-Pass	26-Pass	1E-Fail	1E-Fail		Repeat Policy		
		25-Fail	25-Pass	26-Pass	1E-Pass				
		25-Fail	25-Pass	26-Fail	26-Pass	1E-Pass			
	Barred	25-Fail	25-Pass	26-Fail	26-Pass	1E-Fail	ELWR policy supercedes repeat policy		
		25-Pass	26-Fail	26-Pass	1E-Pass				
	Barred	25-Pass	26-Fail	26-Fail					
		25-Pass	26-Fail	26-Pass	1E-Fail	1E-Pass			
	Barred	25-Pass	26-Fail	26-Pass	1E-Fail	1E-Fail	Repeat Policy		
Start in WRIT 26		26-Pass	1E-Pass						
		26-Pass	1E-Fail	1E-Pass					
	Barred	26-Pass	1E-Fail	1E-Fail			Repeat Policy		
		26-Fail	26-Pass	1E-Pass					
		26-Fail	26-Pass	1E-Fail	1E-Pass				
	Barred	26-Fail	26-Fail				Repeat Policy		

## Appendix D: Framework for College 1

College 1 is a new course with a targeted focus on the kinds of knowledge students require in order to thrive in Writing 1, Writing 2 and elsewhere in the university and beyond. We have defined these kinds of knowledge as ways of reading (strategies), kinds of reading (genres), and academic ethos (critical habits of mind), and we have established that our courses will teach students approaches to analysis, critical thinking, metacognition, engagement with others across difference, and self-efficacy: “ACMES.”

College 1 courses are, by definition, Core courses, and Core courses are responsive to the intellectual traditions of individual colleges. Thus neither the structure nor the thematic content of these courses will be identical from one college to the next, as is also the case with courses that meet general education requirements. Yet all classes will be responsible to meet the stated course outcomes, all classes will share a set of framework readings, and all classes will share an “anchor” assignment--likely repeated at the end of the quarter--to facilitate assessment of Core classes and assessment of individual students.

### **Principles for college-specific Core courses**

Brief descriptions of sample assignments are included for several of these principles. More developed examples for all of them are available on request.

- 1. The conceptual knowledge or content of College 1 is university discourse itself.**
  - All colleges assign “framing” readings: readings about reading, metacognition, rhetorical moves, discourse communities, and so on. These readings make visible to novice readers of academic writing a kind of pragmatic knowledge about how to view texts and how to participate in an academic community that its expert members take for granted. By surfacing this assumed knowledge, these readings foster analytical habits of mind and introduce a portable critical vocabulary--that is, vocabulary that helps students “transfer” knowledge from one setting (or course) to another. The colleges will maintain a shared collection of framing readings that they may choose from for their courses. Thematic course material will serve as the vehicle for exploring main course content (ACMES).
  - Course will teach strategies for reading, analyzing, and synthesizing sources by examining thematic course content.
  - *Sample assignment:* A classic mnemonic for learning is see one, do one, teach one. A variant on this sequence addresses College 1 outcomes on metacognition (“draw explicitly on knowledge gained in this class, and apply it in novel situations”) and critical reading and thinking (“reflect critically upon the relationships among sources of information...”). This assignment asks students to keep a “commonplace book” or dialogical dictionary or “bullet notebook” focusing on key concepts. For each framing reading, students identify, define, and provide examples for key concepts it introduces (“see”/comprehend/observe) and use the terms to make sense of the college-themed topical reading in the course (“do”/apply). A mid-quarter “end-product” assignment might have students select a source(s) from a field or discipline of interest to them to analyze using critical language identified in their commonplace books (“apply”); an end-quarter group assignment might involve “translating” such reviews into public-facing genres (an annotated collection; an exhibit with interpretive wall text; a mini-conference). The sequence of activities involves recursion (those repeated notebook entries), metacognition (applying terminology to different texts and in different settings) and spiral learning (increasingly demanding applications).

**2. Thematic materials include a variety of kinds of reading.**

- Thematic readings include a range of genres of varying complexity, difficulty, length. Colleges should consider assigning a full-length book.
- The key question for selecting readings is “how does \*this\* text serve the purpose of teaching critical reading?”
- *Sample assignment:* College-specific topical readings for the course include readings from many genres. An assignment asking students to read on a single topic across multiple genres will help students “use a range of strategies to understand and analyze texts within one or more intellectual domains” (a College 1 outcome). The first part of continuing lecturer Veronica Flanagan’s “genre network” assignment, created for Writing 1, addresses this outcome with a web of sources for students to read and draw connections among. Her assignment calls for students first to “describe or observe what you notice” about the content of the selected sources and about genre features (“what is it?” “who reads it?” “what is it for?”), and then to reflect on what they’ve observed. Sources can be selected from any focused area. Hers include an NPR “Health News” story drawing on neuroscience research on the brain and language; a research article in *Nature* that is a source for the NPR story; a FAQ for patients containing factual information about MRIs; a Moth Radio Hour podcast (the neuroscience research involves brain scans conducted while subjects listen to a Moth podcast); a professional profile page on one of the researchers; a TED talk on a topic similar to that of the neuroscience research reported on by NPR.

**3. The structure of College 1 is recursive.**

- The course revisits concepts introduced previously. This can be accomplished in many ways, for instance by having students return to and extend a prior assignment or repeat an assignment with a new text in a different genre or on a different topic.
- *Sample assignment sequence:* This sequence addresses outcomes tied to rhetorical knowledge and risk-taking, as well as metacognition.
  - *First time around the spiral:* Teach genre structure (e.g., students read an article naming the structural features of a standard genre such as an article abstract). Practice (students analyze several abstracts in different disciplines for these structural features). Apply (students write abstracts of a research-backed topical reading assigned to the Core course). Reflect (how well did I understand the structural features of the genre in question--the abstract?). This assignment works well in part because most students have never written an abstract: it’s an unfamiliar formulaic structure that helps students really see overt structural elements.
  - *Second time around the spiral:* Identify features of a range of genres (e.g., students read a collection of sources on the same topic but in different genres). Apply (students select an academic source on a topic in their discipline and analyze genre features). Reflect (what do I know about conventions of a common genre in my discipline?).

**4. Metacognitive work is consistent and recurrent because critical to transfer.**

- The course emphasizes key concepts that help unlock the academic world. In assignments and in class, the course defines and employs (“signposts”) key concepts and words/phrases and their synonyms.
- Students regularly participate in metacognitive work--in reflections on their own work, in assignments meant to reveal implicit assumptions.

- *Sample assignments:* Students may reflect on what is clear and what remains fuzzy at the end of a reading or discussion. Students may reflect on their own progress on an assignment. Students may record how concepts from a reading or from class apply to other readings or different classes. Students may “translate” a paper or other assignment from one genre to another and reflect on the process and result.
5. **Procedural knowledge is taught via “write-to-learn” and similar practices.**
    - Typically taught as preliminaries to the paper/essay-as-end-product, in College 1 write-to-learn practices are the star of the show.
    - “End products” for assignment sequences must be authentic (to ensure that procedural assignments are not perceived as busywork) but do not need to be confined to traditional academic papers--or to papers at all.
    - Sample assignments include detailed assignments for applying specific reading techniques in different rhetorical situations, “stacking” sequential reading exercises, and having students produce authentic work (i.e., not make-work) drawing on the prior exercises. Two attached compilations, one put together by Lecturer Erica Halk and one by lecturer Lisa Schilz, provide examples of techniques for working with texts.
  6. **Opportunities to engage actively with others are built in throughout the quarter.**
    - Working in pairs and small groups on low-stakes, pair- or group-based assignments, starting at the beginning of the quarter, helps students build bonds with each other over a shared intellectual pursuit.
    - Working in teams on collaborative projects with clear, rubric-supported standards for success and distributed responsibility for outcomes creates opportunities for all students to participate at the same level of responsibility. Team-based projects make greater sense toward the middle and end of the quarter when students know each other and have become familiar with the critical vocabulary and expectations of the course.
    - Pair and group membership may be engineered to take advantage of student characteristics--e.g., differences or similarities in level of reading and writing competency.
  7. **Students may draw on experience and existing knowledge to respond to assignments.**
    - Students are invited to frame existing knowledge within the context of the academy.
    - Consistent use of critical vocabulary and “signposting” of key concepts, together with guidance on how to employ (vs disregard) existing knowledges, enables students to trust their grounds for participation in the academy, builds their confidence in their knowledge base, and subsequently increases self-efficacy.
    - Sample assignments might construct opportunities for students to grasp challenging course readings by connecting them to their own experience. Example: Class reads a widely read but challenging (because not overtly argument-based) essay addressing ways of reading. Students are asked to make sense of themselves as readers in a short (~2 pp.) paper by using conceptual vocabulary derived from the essay to explain their experience as readers. Students are asked to reflect on how this experience may shape their reading in their other courses.
  8. **All College 1 courses share an “anchor” activity to facilitate assessment.**
    - A shared metacognitive activity will enable continuous assessment across all colleges.
    - The same assignment offered twice, at the beginning and ending of College 1, can be used to assess individual development.

- Sample anchor activity for College 1: Regarding an assigned text in a recognizable academic genre (e.g. a short research article) and identified as “excellent research, excellently written,” students write an account of what the article says (comprehension) and why it is an excellent example of its genre (evaluation). If repeated at the end of the quarter with a different article or in a different genre, students’ use of the critical vocabulary of the course may serve as a measure of the success of the class in conveying its ideas. Used in subsequent writing classes, such an assignment could reveal permanence of transfer and further development (spiral learning). Students do not need to be expert in a genre or knowledgeable in a discipline to be able to complete this assignment. They simply need to be able to use their own observations of the source-- observations that should increase in richness and acuity after a quarter of instruction focusing on ACMES.

### ***Process of Designing College 1***

Nine lecturers (one from each college except College Nine) and two provosts met weekly and sometimes bi-weekly for two months in late summer 2017. Members included faculty with primary affiliations with the Writing Program and with primary affiliations with one of the colleges. The group worked on three projects: Reviewing and revising the draft College 1 outcomes submitted with two prior Core proposals; developing assignment sequences designed to address these outcomes; and creating a group of principles--a "framework"--for College 1. A subset of this group also worked with Provost Elizabeth Abrams to design and facilitate the Core Professional Development Workshop, meant to help Core faculty conceptualize the shift from teaching College 80 (Core-as-writing-class) to College 1 (Core-as-reading-class), and to start developing materials for these classes. This workshop was held on September 22 with over 40 participants in addition to the workshop facilitators.

A Google Drive folder with materials used and created by both groups is available for viewing by request.

#### *College 1 Collaborative members:*

Elizabeth Abrams, Merrill College, Writing Program, & Council of Provosts  
Margaret Amis, Cowell College & Writing Program  
Caren Camblin, Stevenson College  
Marilyn Patton, Crown College  
Manel Camps, Crown College & Council of Provosts  
Jessie Dubreuil, Merrill College & Writing Program  
Laura Martin, Porter College  
Lisa Schilz, Kresge College & Writing Program  
Andrea Seeger, Oakes College  
Joy Hagen, Rachel Carson College & Writing Program  
Erica Halk, College Ten & Writing Program

#### *Core Professional Development Workshop Facilitators*

Elizabeth Abrams, Merrill College & Writing Program  
Marilyn Patton, Crown College  
Jessie Dubreuil, Merrill College & Writing Program  
Lisa Schilz, Kresge College & Writing Program  
Erica Halk, College Ten & Writing Program

## **Sample Bibliography: Potential College 1 Readings on Reading and Other College Meta-Concepts**

*This is a starter list of potential “framework” texts. All College 1 classes will assign a collection of framework texts to establish the ACMEs content of the course. A small selection of these readings or similar may be assigned in common by all ten classes, with the rest variable--though readings should also be selected for best “fit” with the topical selections for the course. (For example, Shanahan et al. might be a better fit for Crown than for other colleges, and Madigan et al. for Colleges Nine and Ten, and Sensoy and DiAngelo for College Ten.)*

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## Sample College 1 DRAFT Syllabus

### Erica Halk College Ten & Writing Program

This sample syllabus below should be read as an example of syllabus construction for College 1. It was designed with the College 1 outcomes in mind. It is one of nine syllabi-in-progress created by members of the College 1 Collaborative as part of our College 1 framework project. It does not include descriptions of major “end-product” assignments nor the anchor assessment assignment described in Principle 8, above. “Engagement with others” activities will appear in the more granular form of daily lesson plans and in formal assignments.

Note that the course is set up to feature ACMES as course “content.” Items listed under “Possible Readings” are linked to this content.

Topical readings tied to college themes are mentioned under “Possible Activities & Assignments”: that is, topical readings are part of praxis part of the course. Students will encounter and discuss and write about the “big ideas” of each Core class as they practice the ACMES concepts introduced in “Possible Readings.” (Note that in this syllabus most topical readings have not yet been identified.)

The course structure employs a rhetorical metaphor (“conversation”) to establish a learning trajectory (listen/engage/extend/decipher context). This metaphor serves to shape the course into units, and also provides a key to understanding the logic of the learning activities. Thus “map/summarize” activities, which have to do with comprehension and organization, are tied to the metaphor of “listening to the conversation”--the kind of work new participants in an ongoing conversation need to do to ascertain what the conversation is about before plunging in.

The syllabus suggests metacognitive activities throughout, but especially in the latter half, when the course is readying students to move to their subsequent classes.

MODULES	WEEKS	SUGGESTIONS (focus, readings, assignments, assessments)
<u>Introduction</u> <i>(might begin unit 1 in week 1)</i>	1	<b>Possible Readings:</b> <ul style="list-style-type: none"><li>• An introductory piece that prepares students for the type of thinking or intellectual engagement expected of them at the university (as different than high school or elsewhere), perhaps Andrea Lunsford’s “Thinking Rhetorically” (?) → sets up <b>Burkean conversation metaphor that can frame the class.</b></li><li>• Reading on what metacognition is (since it will be key to the course and woven throughout), perhaps the short piece from Howard Tinburg “Cognition Is not Metacognition”</li></ul>

		<p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>● Syllabus analysis (what kind of student does this syllabus ask for, etc. → will help introduce class, course expectations, “ethos” of class and of university)</li> <li>● Some opening questions: What does it mean to read? What does it mean to read critically? What does it mean to read analytically? What counts as a text?</li> <li>● Examine a short thematic Core text and explore how it demonstrates that that author(s) thought rhetorically (this is not so much about writing as it is about “academic ethos,” about being a responsible member of an ongoing conversation, which is what our students will do as readers and thinkers → this activity pairs with the Lunsford reading)</li> </ul>
<p><b>Unit 1:</b> Listen to the Conversation (what is said and how it is said)</p>	<p>2</p>	<p><b>Reading to comprehend.</b> In order to analyze and think critically, one must first understand the <b>purpose and perspective</b> of a text. What is the author(s) saying and what are they trying to accomplish through the text?</p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>● Graff and Birkenstein on <i>They Say/I Say</i> (just one chapter, to demonstrate academic “moves” in written texts)</li> <li>● Miller and Jurecic, <i>Habits of the Creative Mind</i> reading on how authors use text</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>● Read a couple of complex texts on the college theme (complex in different ways → perhaps because of disciplinarity, because of location or implied nature of argument/purpose, because of counter-argument and rebuttal structure, etc.) and <b>MAP and/or SUMMARIZE</b> the texts → to do so, students will need to identify voice markers and other textual cues, make sense of key concepts, use introductory and concluding material as guides, distinguish between what is implicit and explicit, etc. Students will reflect on their approaches to unpacking these texts.</li> <li>● Have students take “<b>what it says</b>” and “<b>what it does</b>” <b>notes</b> → the goal here is to see how the moves a writer makes help readers understand content. Students will reflect on this strategy.</li> <li>● Explore how a couple of the college themed readings use text in different ways → students reflect on what they learned about text in writing (i.e. not just evidence, text can be theory/framework, voice/perspective, context/history, a way to add depth/complexity, etc → this should deepen their understanding of complex texts that use text in novel ways).</li> </ul>

<p><b>Unit 1:</b> Listen to the Conversation (what is said and how it is said)</p>	<p>3</p>	<p><b>Reading rhetorically.</b></p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 from Johnson-Eilola on rhetorical situation</li> <li>• Reading on genre</li> <li>• Reading on multimodality</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete rhetorical-like analyses of two college-themed texts: one monomodal and one multimodal. Include a metacognitive piece. The rhetorical analyses are NOT formal essays (e.g. no thesis statements). Perhaps they could even be multimodal → students could tape their ideas → the ideas here matter (insight and clarity)</li> </ul>
<p><b>Unit 2:</b> Engage in the Conversation</p>	<p>4</p>	<p>Introduction to idea that <b>reading is dialectical</b> -- we enter into conversation with texts. Meaning does not reside solely in texts nor does it reside solely in the readers, but in the interaction between the two. <b>Reading is active, recursive, contextual.</b></p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• Reading from Salvatori on dialectical nature of reading (or something from Bartholomae)</li> <li>• Reading from Miller and Jurecic on re-reading</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Do some sort of reading process or annotation activity (different ways of conversing with texts) → apply to college-themed reading.</li> <li>• Ask questions to dig into a text -- what kinds of questions are fruitful, critical, etc? → apply to college-themed reading and use these questions to generate class conversations/ debates.</li> <li>• Read and re-read a challenging text (on the college theme) and then complete a metacognitive reflection on the process and experience of re-reading it → what was learned by re-reading it and engaging conversationally with it?</li> </ul>
<p><b>Unit 2:</b> Engage in the Conversation</p>	<p>5</p>	<p>Introduction to <b>analysis as slowing down, observing</b>, This builds off of Lunsford's "Thinking Rhetorically." And should also build off of the idea of conversing with a text.</p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from Rosenwasser and Stephen on analytical thinking and/or handouts on these strategies (e.g., "notice, focus, rank, and say why")</li> <li>• Reading from Miller and Jurecic on observation leading to analysis</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p>

		<ul style="list-style-type: none"> <li>Miller and Jurecic activity: observe a place or object multiple times from multiple perspectives on different days at different times. What do you notice? Reflect on process. Then do the same thing with a text (college theme). This should be followed up with a metacognitive reflection.</li> </ul>
<p><b>Unit 3:</b> Further the Conversation</p>	6	<p>Continue work with <b>analysis. Develop further, with emphasis on multimodality.</b></p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>Rosenwasser and Stephen material on “The Method”</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>Apply Rosenwasser and Stephen’s “the method” to a couple of college-themed readings (multimodal). This should build nicely off of the previous week(s). Metacognitive reflection.</li> <li>The above analyses could lead to students creating their own prompt or projects (the creation of prompts could be an assignment in and of itself or students could create a project for themselves which they then complete and submit during finals week).</li> </ul>
<p><b>Unit 3:</b> Further the Conversation <i>(the project in this week/unit may need to be extended)</i></p>	7	<p><b>Analysis → Synthesis (conclusions, positions)</b></p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>Provide students with multiple readings on a complex topic on the college theme (not just pro and con, but multiple, nuanced perspectives). Again, these can/should be multimodal texts.</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>In groups, students analyze the readings based on what they have learned in weeks 1-5 and/or play the believing and doubting game (read with and against the grain) BEFORE coming to their own conclusions [i.e. break it down before synthesizing it, maybe use a synthesis chart in planning process] → could lead to a town hall “debate” or stakeholders discussion where different groups take on different identities (NOT a pro/con debate). Metacognitive reflection.</li> </ul>
<p><b>Unit 4:</b> Deciphering the Conversations of Your Discourse Community</p>	8	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>Discourse community (Swales)</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>Explore discourse communities that students are a part of and want to be a part of. Analyze. What discourse community/communities are students members of at the university as part of their majors or proposed majors? Locate three sample texts in their majors or proposed majors.</li> </ul>

<p><b>Unit 4:</b> Deciphering the Conversations of Your Discourse Community <i>(this unit will probably bleed over into week 10 b/c of Thanksgiving)</i></p>	<p>9</p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• Read texts from major/discourse community.</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Analyze these texts. Complete some sort of meta-paper exploring how to read and not read these texts? How to comprehend? How to decipher genre? How to engage in conversation? How to analyze? Etc.</li> </ul>
	<p>10</p>	<p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Possible Activities &amp; Assignments:</b></p> <ul style="list-style-type: none"> <li>• Final meta reflection.</li> <li>• Final creative college-themed project</li> </ul> <p><i>[These final activities can be due during finals week]</i></p>
	<p><b>Finals</b></p>	