

EDUCATION 179W: ADVANCED COMPOSITION

Spring 2020

M, W, F: 3pm to 3:50pm | Online until further notice (MPAA 330)

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Course overview

This is an upper-division writing course required of undergraduate students before they are able to graduate; thus the expectation is that students will learn how to write for particular real-life needs reflected by the program offering this course. Another key goal is to help students improve their writing to meet the demands of the field. As this course is offered through the School of Education, students will become familiar with genres of writing that are corner stones of the professional work that Education Sciences majors might pursue: resume/CVs/cover letters; literature reviews; policy reports/briefs; lesson plans; conference proposals; journal articles/manuscripts; and grants.

Course Objectives

Students, upon successful completion of the course, will be able to:

- Demonstrate rhetorically effective, discipline-specific writing and communication for appropriate academic, professional, and public audiences— particularly in the field of educational research.
- Demonstrate, at an advanced level of competence, use of discipline-specific research methods, genres, modes of development, and formal conventions.
- Demonstrate advanced information literacy skills by locating, evaluating and integrating information gathered from multiple sources into discipline-specific writing.

Required Texts and Tools

- All course readings will be made available on Canvas and read prior to class.
- Many readings will come from an open access textbook: Ball, C.E., & Loewe, D.M. (2017). *Bad ideas about writing*. Morgantown, WV: West Virginia University Libraries.
- All assignments will require effective uses of technology including internet-connected devices, Canvas, Google Suite, and especially Zoom.
- Contact the instructor if you need assistance with any of these tools.
- The following text is the preferred writing standards used by education practitioners and scientists:
 - American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Similar information can be found at OWL Purdue:
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Five Core Concepts of Education Sciences

1. **Social Structures and Stratification**
 - a. Students will identify how social structures create and reproduce different forms of social inequality in educational processes, and interpret empirical patterns and effects of social inequality in communities, schools and classrooms.
2. **Human Development**
 - a. Numerous sources interact with each other to influence children's development. These include factors within the child, proximal systems, such as home, peers, social networks, schools, groups, and formal organizations, as well as more distal sources of influence, such as community - including local, state, and national policies. More distal sources of influence tend to operate through their influence on more proximal sources of influence.
3. **Learning**
 - a. Numerous sources interact with each other to influence human learning. These include factors within the learner, the tools, the facilitators (teachers) and the features of the setting. Meaningful learning involves processes that may be domain-general or discipline-specific. Theories of learning allow us to analyze the affordances and constraints of the learning situation.
4. **Policy Making in Education**
 - a. Education policy choices and resource allocations involve both benefits and costs. Policy makers seek to maximize net benefits when considering policy options. Student and parent behaviors are also shaped (and can be predicted) by the benefits and costs they perceive to be associated with different courses of action. Freedom of choice among competing educational options (e.g., for preschool, K-12 and higher education) introduces a competitive element into educational “markets.”
5. **Schools As Organizations**
 - a. Governments and other organizations and institutions can regulate or influence economic activity in ways that affect the distribution of resources, individual well-being, and social welfare. Includes government regulations, diffusion of outcomes, finances, management approach and accountability systems.

Five Core Competencies of Educational Sciences

1. **Application**
 - a. Students will apply theories from Education Sciences to understand educational decisions, processes, and outcomes.
2. **Methodological Practices and Research Design**
 - a. Students will critically evaluate the quality of educational research
3. **Quantitative and Qualitative Data Literacy**
 - a. Students will be proficient with the principles in the analysis of educational scientific data.
4. **Public Skills and Citizenship**
 - a. Students will use knowledge from Education Sciences to inform debates surrounding educational practice and policy, and promote public understanding and effective community engagement.
5. **Communication**
 - a. Students will effectively communicate theories, practices, policies and research from Education Sciences with a variety of audiences.

Assignments

Writing Sample [5%]

This short composition project will ask students to explore their educational histories and identities while honing their writing craft and improving feedback skills. This open-ended project asks students about the formative moments that shaped who they are as writers.

Resume/CV/Cover Letter [5%]

Regardless of where you take your studies after you graduate from UCI you will most likely need to provide a resume (for industry jobs), CV (for academic positions), and cover letter (for almost any position). This assignment serves as a practical skill and service.

Reading Reflections [10%]

Many readings will come from the *Bad Ideas about Writing (BIAW)* textbook. The readings will provide different perspectives on writing in higher education and your development as writers. These reflections will help you reflect on your writing development, but will also help guide classroom discussions, when appropriate. When reading from BIAW your reflections will be on the readings done for the week. When reading other materials, you may choose the reading that you reflect on. You will have options on how you reflect.

Writing Portfolio [20%]

The purpose of this course is to support growth, particularly in writing skills. Students will submit a portfolio of reading reflections, drafts, and revisions, as well as, the final project. Reflection questions will also be included in the writing portfolio.

Final Paper Assignment & Presentation [30%]

In this course, for their final assignment students will have the option to write a 1) policy report/brief; 2) a series of lesson plans; 3) two conference proposals; 4) journal articles/manuscripts; 5) a mock grant application; 6) a literature review; or 7) a syllabus. Students will plan, conduct, present, and write up an original research project/grant application/policy brief/literature review/conference proposals related to one of the five core concepts or design a series of five lesson plans for a subject/standard of their choice or syllabus for a topic of their choice related to education. Choices with respect to research/teaching genre, method, and topic will be provided, depending on students' interests. The project will be scaffolded, meaning that we will work on the final project in stages: coming up with a topic and question, finding relevant sources, collecting and analyzing data, and crafting a narrative and manuscript that weaves those pieces together. Class presentations will also be held during Week 10, including an infographic of your project.

Active Participation [30%]

Active participation in all course activities is important for success in this course and can facilitate learning more generally (Freeman et al., 2014). Short activities, small- and large-group discussions, various writing tasks, mini-projects, and polls will help assess participation. Those that violate course policies or come to class unprepared to engage will see their participation grades go down. Most classes will include an activity intended to gauge reading comprehension and mastery of material. Attendance also matters. Every absence is a -1 from participation. Please avoid showing up late to class, but if you do, please join our Zoom session quietly. Weekly quizzes will be given Friday during Weeks 1-9 on lecture content.

UCI Upper-Division Writing Rubric

Category 1: Critical Thinking and Analysis

4: Mastery: The approach to the assigned topic of study is insightful, and/or creative, persuasive, unique, and worth developing; the level of thinking/analysis is sophisticated; the ideas are clearly communicated with focus and specificity; the topic is considered/discussed from several facets or perspectives; the limitations of the argument or insights posed is made clear; the writer uses discipline-specific methods for producing knowledge; the content seems expertly tailored to the disciplinary audience

3: Good: The approach is acceptable, reasonable, thoughtful; the level of thinking/analysis is appropriate; the ideas offered are usually specific and focused, some are insightful, usually communicated clearly; the writer shows an awareness of other facets or perspectives, or of some of the limitations of the argument or insights posed; the writer seems to understand the disciplinary discourse and has taken some care with including content that is appropriate to the disciplinary audience

2: Some Evidence: The approach is adequate (even if barely so); some evidence of thinking/analysis, or an attempt at analysis, is evident; some of the ideas offered are clearly delineated, thought-through, and appropriate to the task; the writer attempts to show awareness of at least one other facet or perspective, or shows at least some awareness of the need to recognize potential limitations of the argument or insights posed; the writer seems aware of the disciplinary discourse and has included content that is relevant to the disciplinary audience

1: Insufficient Evidence: The approach is inadequate or indeterminable; very little evidence of critical thinking and analysis are evident; although some of the ideas may be worthwhile, the level of insight and clarity of presentation are lacking; the writer does not take into account other facets or perspectives, or does so in an inappropriate or simplistic manner; the thinking lacks focus and clarity, but may illustrate misconceptions; little or no evidence of awareness of disciplinary audience

Category 2: Use of Evidence/Research

4: Mastery: Uses evidence/sources appropriately and effectively, with clear understanding of the disciplinary audience's expectations; considers (if appropriate) of the previous knowledge generated within the discipline (e.g., literature review); evidence/sources used help develop and exemplify the overall argument/purpose of the writer; evidence/sources are clearly and correctly represented and smoothly integrated into writer's argument/purpose; correct and appropriate use of citation methods for the disciplinary genre

3: Good: Uses evidence/sources appropriately and sometimes effectively, with understanding of the disciplinary audience's expectations; shows awareness (if appropriate) the previous knowledge generated within the discipline (e.g., literature

review); evidence/sources used generally contribute to the overall argument/purpose of the writer; evidence/sources are usually represented with clarity and with no misreading; evidence/sources are smoothly integrated into writer's argument/purpose (writer controls the ideas, the sources do not); correct and appropriate use of citation methods for the disciplinary genre

2: Some Evidence: Some evidence/sources have been used appropriately, in a way that furthers the writer's purpose/argument; some evidence of disciplinary expectations for sources/research are evident; evidence/sources are presented with some degree of clarity, although some misreading or simplistic reading may be evident; the evidence/sources may overwhelm the writer's own voice and purpose; evidence/sources are usually integrated into the prose; some awareness of the disciplinary genre's expectations for citation and quotation are evident

1: Insufficient Evidence: Evidence/sources, if present at all, are often used inappropriately or simplistically; misreading of the sources may be evident; the writing shows little or no evidence of the discipline's expectations for presenting evidence and using sources; evidence/sources are mismatched with the writer's purpose within the prose; little or no awareness or presence of citation and documentation standards for the discipline

Category 3: Development & Structure

4: Mastery: The prose exhibits a clear articulation of the genre/discipline's methods of organizing written discourse; the organization is apparent, coherent, and contributes to the overall goals; the insightful, specific, focused development of the main purpose/thesis is effectively organized in paragraphs or sections (as appropriate to the genre/discipline); sophisticated transitional devices often develop one idea from the previous one or identify their logical relations; the reader is effortlessly guided through the chain of reasoning or progression of ideas

3: Good: The prose illustrates the writer's understanding of the genre/discipline's methods of organizing written discourse; the organization is usually apparent, coherent, and contributes to the overall goals; the development of ideas is sometimes insightful, usually specific and focused, following a logical progression; appropriate transitions connect the ideas and show relations between them; the reader is guided through the chain of reasoning or progression of ideas

2: Some Evidence: The prose sometimes illustrates the writer's understanding of the genre/discipline's methods of organizing written discourse; the organization is usually apparent, and in some cases, contributes to the overall goals; the development of ideas is sometimes insightful, specific, focused, and logical; some transitional devices are employed to connect the ideas; the reader can follow the chain of reasoning or progression of ideas

1: Insufficient: The prose does not clearly illustrate the writer's understanding of the genre/discipline's methods of organizing written discourse; organization is random, simplistic or inappropriately sequential, and rarely (if ever) contributes to the overall goals; some development of ideas is evident, but there is little insight, focus or logic; the writing lacks internal coherence, using few or inappropriate transitional devices; the reader has difficulty following the progression of the reasoning or ideas

Category 4: Generic & Disciplinary Conventions

4: Mastery: The writing is styled and eloquent, with an easy flow, rhythm, and cadence; sentences have clear purpose and varied structure; sentences and paragraphing are complex enough to show skill with a wide range of rhetorical, disciplinary, or generic conventions; the writer chooses words for their precise meanings and uses an appropriate level of specificity, illustrating his/her facility with the discipline's discourse; mechanics (spelling, punctuation, grammar, usage, and paragraphing) enhance overall readability and purpose; almost entirely free of errors, evidence of careful editing and proofreading

3: Good: The writing is appropriately styled and has an easy flow, rhythm, and cadence; sentences are purposeful and varied in structure; sentences and paragraphing show an appropriate use of rhetorical, disciplinary, or generic conventions; the writer usually chooses words for their precise meanings and uses an appropriate level of specificity, illustrating his/her understanding of the discipline's discourse; mechanics (spelling, punctuation, grammar, usage, and paragraphing) contribute to overall purpose; almost free of errors, evidence of editing and proofreading; when errors do occur, they do not detract from readability

2: Some Evidence: The writing illustrates some aspects of polished style and rhythm appropriate to the discipline/genre; sentences are varied in structure and sometimes show the writer's understanding of how to use rhetorical, disciplinary, or generic conventions; the writer sometimes chooses words for their precise meanings and some level of specificity is evident; mechanics (spelling, punctuation, grammar, usage, and paragraphing) contribute to overall purpose; errors may occur, but they usually do not detract from readability

1: Insufficient Evidence: The writing illustrates no (or very little) ability to use polished style and rhythm; sentences often lack purpose, with little variety in structure; sentences and paragraphing show a lack of understanding of how to use rhetorical, disciplinary, or generic conventions; word choice is often inappropriate and generalized, showing little understanding of disciplinary discourse; mechanics (spelling, punctuation, grammar, usage, and paragraphing) detract (or rarely contribute to) overall purpose; errors occur throughout, illustrating an inability to control language or a severe lack of editing and proofreading

Course Policies

Academic Dishonesty

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles, and will be reported. For more information, please visit: <http://aisc.uci.edu>.

Regrades

If you feel you deserve more points than awarded on an assignment, you may appeal your grade. Your formal appeal, which presents a clear argument as to why more points are merited, must be given to the instructor no later than one week after you receive the grade. Be aware that, upon full review, the instructor may decide to adjust your grade up or down.

Student Behavior

Due to the nature of the class, consideration for others is paramount. Students who engage in disrespectful or distracting behaviors may be directed to leave our Zoom session. This includes: sleeping, arriving late or leaving early, recreational computer or mobile device use, and side conversations. Please be considerate, respectful, and professional. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences.

Attendance and Tardiness

Students are expected to do the assigned readings prior to each lecture and to be prepared to discuss them in class. Students should anticipate questions, quickwrites, and individual and group activities through which they must demonstrate having read the assignments.

Disability Services

Students with special needs should contact the Disability Services Center at <http://disability.uci.edu> to make arrangements for this course. Students with documented disabilities that require special services are responsible for informing the instructional team at the start of term.

Writing Center

The Center for Excellence in Writing and Communication provides three types of services to undergraduate students. Information is available on: <http://www.writingcenter.uci.edu/>.

- Online Consultations: Students may submit an essay draft via email by following the instructions on the website.

Grading Scheme

Assignment	Points
Writing Sample	5
Resume/CV/Cover Letter	5
Active Participation	30
Reading Reflections	10
Writing Portfolio	20
Final Research Project	30
Total Points	100

Grading Scale

A+ ≥ 99 > A ≥ 94 > A- ≥ 90 > B+ ≥ 87 > B ≥ 84 > B- ≥ 80 > C+ ≥ 77 > C ≥ 74 > C- ≥ 70 > D+ ≥ 67 > D ≥ 64 > D- ≥ 60 > F

A Note on Using Zoom:

- Moving forward, I would like to inform the class that the sessions will be recorded.
- I can provide other means of participation for students who do not want to be recorded (e.g., participating in Zoom without video, submitting questions and comments through the chat function).
- I will not require students who have placed a FERPA block on their directory information to use their name or their camera during class.
- Students who do not want their surroundings to be visible are encouraged to use Zoom's virtual background feature, if feasible, or, to participate without video. Be mindful of others who may not wish to be visible or recorded in the background.

Date	Assigned Reading/Course Agenda	Assignments
Week 1		
M M.30	Introductions, Syllabus, Norms, Writing Sample In Zoom reading and reflection: America is Facing a Literacy Crisis (BIAW)	<ul style="list-style-type: none"> • Writing Sample assigned in class • Submit Writing Sample by Wednesday, A.1, by 11: 59pm on Canvas
W A.1	Standards of APA, Conducting Literature Reviews Read: First Year Composition Prepares Students for Academic Writing (BIAW)	
F A.3	Genres of Educational Writing Read: First-Year Composition Should be Skipped (BIAW)	<ul style="list-style-type: none"> • Quiz 1 • Submit Reading Reflection 1 by 11:59pm on Canvas
Week 2		
M A.6	Review of Core Concept 1: Social Structures and Stratification I Read: Inequality, Power, and School Success Preview	<ul style="list-style-type: none"> • Resume/CV/Cover Letter assigned during session • Submit Resume/CV/Cover Letter by Sat. A.11, by 5pm on Canvas
W A. 8	Review of Core Concepts 2 (Human Development I) & 3 (Learning I) Read: How People Learn (Introduction)	
F A. 10	Review of Core Concepts 4 (Policy I) & 5 (Schools as Organizations I) Read: Analyzing Schools as Organizations Workshop: Writing Sample	<ul style="list-style-type: none"> • Quiz 2 • Submit Reading Reflection 2 by 11:59pm on Canvas
Week 3		
M A.13	Final Paper Assignment (Options) Research/Teaching Topic Read: Framework for Success in Postsecondary Writing	Submit: Research Topic/Problem Statement by A.14, by 11:59 PM on Canvas

W A.15	Researching the Issue Read: Research Starts with Answers (BIAW)	Submit: Background to the Problem Statement by A.16, by 11:59 PM on Canvas
F A.17	What Do We Know Already Read: The Traditional Research Paper is Best (BIAW) Revise: Resume/CV/Cover Letter	<ul style="list-style-type: none"> • Submit: Three Literature Review Summaries by A.19, by 11:59 PM on Canvas • Submit Reading Reflection 3 by 11:59pm on Canvas • Quiz 3
Week 4		
M A.20	Quantitative Research Read: Logos is Synonymous with Logic (BIAW)	<ul style="list-style-type: none"> • Literature Review Assignment • Submit: Literature Review by M.2 by 5pm on Canvas
W A.22	Qualitative Research Read: Leave Yourself Out of Your Writing (BIAW)	
F A.24	Mixed Methods Read: Rubrics Oversimplify the Writing Process (BIAW) Workshop: Research Topic & Problem Statement	<ul style="list-style-type: none"> • Quiz 4 • Submit Reading Reflection 4 by 11:59pm on Canvas
Week 5		
M A.27	Social Structures and Stratification II Read: There is One Correct Way of Writing and Speaking (BIAW)	
W A.29	Social Structures and Stratification III Read: Strunk and White Set the Standards (BIAW)	
F M.1	Social Structures and Stratification IV Read: Popular Culture is Killing Writing (BIAW) Workshop: Literature Review	<ul style="list-style-type: none"> • Quiz 5 • Submit Reading Reflection 5 by 11:59pm on Canvas

Week 6		
M M.4	Human Development II Read: Writers are Mythical, Magical, and Damaged (BIAW)	<ul style="list-style-type: none"> • Methods/Teaching Plans Assignment • Submit Tentative Methods/Teaching Plans by M.9 by 5pm on Canvas
W M.6	Human Development III Read: Only Geniuses can be Writers (BIAW)	
F M.8	Human Development IV Read: Writer's Block Just Happens to People (BIAW) Workshop: Methods/Teaching Plans	<ul style="list-style-type: none"> • Quiz 6 • Submit Reading Reflection 6 by 11:59pm on Canvas
Week 7		
M M.11	Learning II Read: Face-to-Face Courses are Superior to Online Courses (BIAW)	<ul style="list-style-type: none"> • Analytical-Assessment Plans Assignment • Submit Analytical-Assessment Plans by F.M16 by 5pm on Canvas
W M.13	Learning III Read: You're Going to Need This for College (BIAW)	
F M.15	Learning IV Read: Digital Natives and Digital Immigrants (BIAW) Workshop: Analytical/Assessment Plans	<ul style="list-style-type: none"> • Quiz 7 • Submit Reading Reflection 7 by 11:59pm on Canvas
Week 8		
M M.18	Policy II Read: Grammar Should be Taught Separately as Rules to Learn (BIAW)	<ul style="list-style-type: none"> • Implications & Discussion Assignment • Submit Implications & Discussion by F.M23 by 5pm on Canvas

W M.20	Policy III Read: Formal Outlines are Always Useful (BIAW)	
F M.22	Policy IV Read: Citing Sources is a Basic Skill Learned Early On (BIAW) Workshop: Implications & Discussion	<ul style="list-style-type: none"> • Quiz 8 • Submit Reading Reflection 8 by 11:59pm on Canvas
Week 9		
M M.25	NO CLASS	<ul style="list-style-type: none"> • <i>Submit References, Tables, Figures, Appendices by S.M30 by 5pm on Canvas</i> • <i>Infographic Assignment</i> • <i>Submit draft of Infographic by S.M30 by 5pm on Canvas</i>
W M.27	<i>ONLINE SESSION: Schools as Organizations II & III</i> Read: <i>The More Digital Technology, the Better (BIAW)</i>	
F M.29	Schools as Organizations IV Read: Gamification Makes Writing Fun (BIAW) Workshop: Peer-Review of Final Paper	Quiz 9 Submit Reading Reflection 9 by 11:59pm on Canvas
Week 10		
M J.1	Class Presentations	
W J.3	Class Presentations	
F J.5	Class Presentations Workshop: Writing Portfolio	
Finals		
F J.12	Due 11:59PM	Submit Writing Portfolios Submit Final Reflection