UCONN

EARLY COLLEGE EXPERIENCE

HANDBOOK FOR ENGLISH INSTRUCTORS 2016-2017

Revised August 2016

This *Handbook for English ECE Instructors* is a guide for Connecticut high school teachers who are teaching University of Connecticut First-Year Writing courses. It is a reference containing information on the policies and UConn Early College Experience, and it includes, too, some information about the First-Year Writing courses themselves. A more complete articulation of First-Year Writing goals and practices is provided in the companion *Resource Workbook*.

Scott Campbell, ECE English Faculty Coordinator

TABLE OF CONTENTS

	Scott Campbell, ECE English Faculty Coordinator
scott.campbell@uconn.edu	Scott Campbell is the UConn Early College Experience Faculty Coordinator for the English Department. As Faculty Coordinator, Scott reviews instructor certification applications, interviews interested instructors, and organizes all professional development events for UConn ECE English instructors. Scott can be contacted for all questions related to course content, course format, grading guidelines, and pedagogy.
jason.courtmanche@uconn.edu	(Scott is on sabbatical from late August 2016 until January 2017. **Jason Courtmanche** will serve as Faculty Coordinator during the fall semester.)

First-Year Writing Office	Sarah Moon, UConn English Early College Experience Program Assistant
CLAS 162 860-486-2859 fyw.uconn@gmail.com	Sarah is the point person for ECE and can answer questions about First-Year Writing curriculum, ECE requirements and materials, and department policies.

First-Year Writing Office	Ruth Book, Assistant Director of First-Year Writing
CLAS 162 860-486-2859 fyw.uconn@gmail.com	The FYW office and program website house a variety of resources for teaching, including sample syllabi and student papers. See, too, the *Resource Handbook*.

Main English Office	
AUSTIN 208 860-486-2141 Website: http://english.uconn.edu/	Although the main English department office does not generally handle UConn Early College Experience questions or materials, it may be a useful source of some information. Open Mon. through Fri. 8:30 a.m.-noon and 1 p.m.-4:30p.m.

English Department Address:	Send specifically English UConn ECE correspondence (program materials, curriculum questions, etc.) to:
	Sarah Moon UConn Early College Experience University of Connecticut English Department 215 Glenbrook Road, Unit 4025 Storrs, CT 06269-40252002

UConn Early College Experience Program Office	Brian Boecherer, Director; Stefanie Malinoski, Program Coordinator; Jessica Parker, Program Assistant; Melanie Ochoa, Program Assistant
ROWE 330 **860-486-1045** **Brian.Boecherer@UConn.edu** **Stefanie.Malinoski@UConn.edu** **Jessica.Parker@UConn.edu** **Melanie.Ochoa@UConn.edu** **Website:** **http://www.ece.uconn.edu/**	Brian Boecherer, oversees the administration and academic standards of UConn ECE throughout the university departments. He also manages program development. Stefanie Malinoski manages the instructor certification process and all UConn ECE events for students and faculty. Jessica Parker manages the student registration process. Melanie Ochoa manages the collection of syllabi and assignments for the program and supports the implementation of academic standards.
UConn ECE Address:	UConn Early College Experience University of Connecticut 368 Mansfield Rd, U-4171 Storrs, CT 06269-4171

Registrar's Office:	Erin Mason, Office of the Registrar
Wilbur Cross Building **860-486-3331** **erin.mason@uconn.edu** **http://www.registrar.edu**	All UConn ECE instructors will receive directions on how to enter grades online through the University's Peoplesoft system at the end of each semester. Should you have any questions or concerns regarding online grading, please contact the UConn ECE program office or Erin Mason in the Registrar's office.
Homer Babbidge Library	**Gail Hill, Library Assistant**
http://www.lib.uconn.edu	UConn ECE Instructors and students have a University Net ID that can be used to gain access to thousands of online journals and databases through the Homer Babbidge Library.

UCONN EARLY COLLEGE EXPERIENCE INSTRUCTOR CERTIFICATION PROCESS

Although Connecticut teachers are already certified by the State, it is important that the Faculty Coordinator and English Department have a full understanding of an instructor's qualifications since this individual is, in essence, an adjunct faculty member for the University of Connecticut. In approving an instructor to teach a course for UConn ECE, the Faculty Coordinator is attesting that this person is qualified to teach an introductory course at the college level.

The University greatly values the efforts of UConn ECE instructors to challenge Connecticut's academically motivated students. For this reason, a partnership should exist between the UConn ECE instructor and the University Faculty Coordinator for a mutual exchange of ideas and instructional techniques. Since students receive an official University transcript for taking UConn ECE courses, the instructor and coordinator should also communicate to each other any formal changes in the course, mandatory content areas, mandatory exams, or grading strategies.

APPLICATION PROCESS

Information regarding the instructor certification process can be found in detail on the UConn Early College Experience website at www.ece.uconn.edu. Interested instructors may download an application form from this website.

Please note that students will not be allowed to register for UConn ECE courses unless official notification from the UConn ECE program office has been sent to the newly certified instructor.

APPLICATION MATERIALS

- Cover letter that explains teaching background and experience in detail.
- Résumé or curriculum vitae that includes teaching experience and any relevant training.
- Official graduate and undergraduate transcripts.
- Two recommendation letters (preferably from instructor's high school principal and department head).
- Proposed syllabus for the course(s).

DEGREE REQUIREMENTS

The preferred preparation for teaching Early College Experience English courses is a Master's of Arts degree in English with at least some coursework in rhetoric and composition (especially courses directly related to the teaching of writing). The minimum degree requirement for teachers wishing to teach Early College Experience English courses is usually a Master's of Arts degree in English; however, a candidate with Master's in Education and at least two graduate level English classes (one of which is in rhetoric and composition) may be considered.

WHEN TO APPLY

Since most university faculty are on 9-month appointments and are often away during the summer conducting research, instructor certification applications should be submitted on or before January 30th for consideration for the following fall semester.

MAINTAINING CERTIFICATION

In order to maintain certification with UConn Early College Experience, a certified instructor must attend the annual UConn ECE English Conference, held in the fall, once every two years. If attendance at the fall Conference is impossible for an instructor due to scheduling difficulties, he/she may request that attendance at the spring semester conference be accepted instead. Additionally, instructors are also required to submit curriculum materials on a regular basis. Please see the following section on Curriculum Submission.

SUBSTITUTED/UNCERTIFIED TEACHERS

A high school cannot substitute an uncertified teacher to function as a long-term replacement for an instructor who is certified with UConn Early College Experience. Obviously, circumstances may occur in which a short-term substitute is required, such as an instructor's illness. Should a school need to use a substitute for an entire semester, or for any large portion of the course, the school must first consult with the Directors of First-Year Writing and the UConn ECE program office. **Consultation regarding substitutes is mandatory for students to receive UConn credit for their course.**

DE-CERTIFICATION

Although rare, decertification of an ECE instructor occasionally occurs, for the following reasons:
1. Repeated failure to attend annual professional development workshops without cause.
2. A decision on the part of a provisionally certified instructor not to comply with the conditions of the provisional certification.
3. Repeated and intentional lack of cooperation with the UConn department's guidelines for ECE courses.

Reasons (1) and (2) are managed by the UConn ECE program office, with the full knowledge of the instructor, building principal, and UConn Faculty Coordinator. Extenuating circumstances are taken into consideration. Reason (3) requires that a specific communication process be followed:
- If a Faculty Coordinator has concerns about an instructor, s/he is required to communicate in writing with the instructor prior to these concerns rising to the level of considering decertification action.
- Should the Faculty Coordinator and instructor be mutually unable to resolve the targeted concerns, the UConn ECE Director is notified and manages the process as it develops.
  o The building principal is notified and a meeting of appropriate parties is planned.

- o   If possible, a remedial plan is developed, including benchmarks that, if met, will forestall decertification.
- o   The process seeks to balance the welfare of the students, the needs of the high school, the professional integrity of all personnel involved, and the academic integrity of the University department.

CURRICULUM SUBMISSION

The English Department requires each UConn ECE English instructor to submit very specific kinds of curriculum materials. These materials are compiled by the English Faculty Coordinator, and are used to assess the compatibility of each UConn ECE course with the First-Year Writing courses being taught on campus. These files are also used periodically to evaluate the strengths and weaknesses of each high school's program. Aside from actually observing UConn ECE classes, these files are the best means by which the department can envision the day-to-day functioning of a course. These files may also be shared with other UConn ECE instructors during conferences or by individual request. **If a file is not kept up-to-date, instructors risk becoming de-certified. Since each English course varies based on instructor, each active instructor is required to submit his or her own curriculum materials (unless courses taught by different instructors within the same school do not differ in any significant way).**

Submit curriculum materials via HuskyCT. If you have any questions, please contact Melanie Ochoa, UConn ECE Program Assistant for Academic Standards at Melanie.ochoa@uconn.edu or 860.486.3419.

SUBMISSION GUIDELINES

In order to understand the context and approach of each course, the English Department requires explicit information on the following items:

1. **Compatibility Statement**. A statement addressing the ways in which the courses are philosophically and pedagogically compatible with the principles articulated in the UConn English 1010 and 1011 course descriptions. The department asks that each certified instructor review and potentially revise the compatibility statement each new academic year. This statement will be an opportunity to re-articulate teaching goals, and it will provide the department with a description of any course aspects that may not be clear from the other submitted materials. *The Compatibility Statement is not a part of the syllabus and need not be addressed to students. The statement can be relatively informal and should be about 500-1,000 words in length.*

2. **Course Syllabus and Schedule**. A syllabus should include the items listed below. In addition to these things, the syllabus should offer a clear statement of the goals, practices, and policies of the course. The syllabus should include a description of the Information Literacy and reflective writing components. If the course serves additional curricular goals (such as AP or state standards), the syllabus should include and describe these added components. A complete syllabus includes**:**

a. **Course Description**. Indicate how this particular version of the course (readings, theme, central questions) maps onto larger course goals.

b. **Revision Process**. An explicit description of how student work circulates and is read, reviewed, and revised, including attention to how presentations, writing group feedback, individual conferences, or other activities will be used to help students to develop projects into "final" drafts.

c. **Grading**. Describe grading principles and procedures for individual projects (methods of response and evaluation) and the course as a whole.

3. **Major Writing Assignments**. Include major writing assignments that indicate contexts, intellectual and writing goals, and evaluative criteria for each assignment. (Assignments may be submitted throughout the year.)

4. **Student Writing**. Sample student essays, preferably with instructor comments. *Please limit these to two or three essays.* Ideally, these essays will be based on the assignments submitted. (Student work may also be submitted throughout the year.)

UPDATING AND MAINTAINING AN INSTRUCTOR'S FILE

It is necessary for the English Department to have curriculum files that are current. The department requests that instructors update their files every two to three years, or in the following cases:

1. When a new, certified ECE instructor begins participating in UConn ECE.
2. When a certified ECE instructor significantly changes his/her course syllabus.
3. When a participating high school revises the curriculum pertaining to the UConn ECE English course(s).
4. When UConn revises its own First-Year Writing curriculum and the UConn ECE courses are subsequently revised. Such changes will always be discussed at the annual conference and shared via email and posted on the HuskyCT site.

UPDATING INSTRUCTOR CONTACT INFORMATION

Generally, the high school's phone number and address is used to get in touch with individual instructors. Certified instructors are also added to a listserv for email communication. It is important to contact the UConn Early College Experience program office if there is a change in your contact information.

ACTIVE VERSUS INACTIVE FILES

A file is active when the school is currently running UConn English courses through UConn Early College Experience. Active files will be reviewed annually, and evaluations will be revised when new materials are submitted to the file.

An inactive file is created for schools that are not currently running a UConn course. This may be caused by an instructor's de-certification or simply by the school's decision to no longer offer ECE courses. Materials are kept on file in case the school decides to participate in the future. If a school decides to start offering English ECE courses again and the school has a fully certified ECE instructor, the English Department will re-activate that school's file. If the school's sole teacher has been decertified, a new application is necessary.

ANNUAL CONFERENCES FOR UCONN ECE INSTRUCTORS

Each fall and spring, UConn Early College Experience hosts all-day conferences for certified English instructors to come together and discuss a variety of ECE related issues. Lunch is included and instructors have the opportunity to earn Continuing Education Units for their participation.

Conference topics have ranged from specific teaching strategies to broad curriculum discussions. The conferences also provide a means for instructors to stay in touch with any important changes occurring in the First-Year Writing office.

Certified instructors must attend a UConn ECE English Conference once every two years in order to remain certified. Instructors who do not attend an English Conference once every two years risk de-certification and will be unable to offer UConn ECE courses in their high school.

SITE VISITS

As part of the University's commitment to UConn Early College Experience, the English Department has designated a Teaching Assistant to work for UConn ECE full-time as the ECE English Assistant. Part of the Assistant's job is to coordinate classroom visits.

Both the Director of First-Year Writing and the ECE Assistant are available to visit participating schools. Other experienced members of the FYW teaching staff may also conduct site visits. Visits are offered for mutual enrichment purposes and not as a means to evaluate the certified instructor's performance. Visits can be arranged by contacting the ECE English Assistant.

Certified instructors are welcome to visit a First-Year Writing course on the UConn campus. To arrange a visit, please contact the ECE English Assistant.

PROVISIONAL STATUS

All incoming instructors begin in provisional status. Provisional status becomes full status once an instructor has gone through a cycle of engagement and review that includes: attending the orientation for new instructors, submitting a complete file of course materials, attending at least one ECE conference, having a site visit, and engaging with the Faculty Coordinator in a review process. This process should be completed in the first or second year.

GENERAL EARLY COLLEGE EXPERIENCE PROGRAM INFORMATION

PROGRAM DESCRIPTION

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools. Courses are offered in over twenty disciplines and specialize in general education. High school instructors who have been certified through the University of Connecticut teach UConn ECE courses. Approximately 10,000 students in over 180 high schools take advantage of this program. UConn ECE students have an official University transcript that can be sent to the college of their choice. Many colleges and universities across the country accept UConn credits.

STUDENT REGISTRATION

Each high school decides the criteria for admittance into UConn Early College Experience. Participants are typically academically motivated students who have a good chance of success in college courses. UConn ECE hosts an annual Site Representative Conference where student registration forms are distributed to each school and information on the student registration process is available. Incomplete or late registration forms are returned to the high school and are unable to be processed. Students are billed directly for all registered courses at a rate of $35 per credit with a $20 resource fee per course.

ENROLLMENT CAPS IN ECE ENGLISH

UConn ECE English courses are capped at twenty students. This means that the total number of students in any section of the course cannot exceed twenty, including students who are enrolled in the same high school section but not the UConn component. That is, even if a school allows for combined enrollments (ECE students alongside non-ECE students), the total number of students in the course cannot exceed twenty. A certified ECE instructor can teach multiple sections of ECE English within a given semester or academic year.

UNIVERSITY CREDIT

After successful completion of the course, ECE students receive university credit and a grade. This credit and grade is recorded on a University of Connecticut transcript and is available upon request. Upon entering the University, the credit automatically becomes a part of the student's academic record. If the student matriculates at other institutions, the University will furnish an official transcript of the course work to be submitted for transfer credit. University of Connecticut transfer credits are accepted at many colleges and universities across the country. Students should request a transcript online at www.registrar.uconn.edu. For additional details on credit transfer and to view the transfer credit database, visit the UConn ECE website at www.ece.uconn.edu.

FIRST-YEAR WRITING PROGRAM

Please note that a far more extensive articulation of First-Year Writing practices and policies is available in the companion piece to this *ECE Handbook*, the *Resource Workbook*. Some material from that resource is included below. In this section, we provide a quick sketch of the First-Year Writing courses, which includes discussing, briefly, how these courses fit into the UConn curriculum, some elements of the philosophy that drives these courses, and a quick topography of some typical courses.

Additional information, including many samples of FYW materials, are available at:

- The FYW Program Website (fyw.uconn.edu)
- The Early College Experience English HuskyCT site (lms.uconn.edu)

Curricular Context

Course Description. Students fulfill the University of Connecticut's First-Year Writing (FYW) requirement by passing either ENGL 1010 or ENGL 1011 (with a grade of C or above for ECE students). Both ENGL 1010 and ENGL 1011 are seminars in academic writing. Both provide students with practice and instruction in academic writing through project-based, cross-disciplinary reading and writing. Both include an emphasis on revision of formal assignments with also information literacy and reflective writing components. Although there is considerable overlap in assigned readings between the two courses, ENGL 1011: Writing Through Literature gives more attention to literary texts as significant resources for advancing student inquiry. In both courses, the student writing that emerges from these engagements takes precedence over mastery of a body of readings. *The goal of a First-Year Writing seminar is to provide a site for students to do the intellectual work of academic writing, including reading, drafting, revising, and reflecting on this work.*

FYW in General Education. UConn's FYW courses are designed as key components of a student's general education. This means that the FYW courses play an important role in a student's overall curricular trajectory and are engaged with the University's General Education Guidelines. Although FYW courses are housed within the English department, they are not introductions to the field of English. Rather, they are designed to help students practice and reflect on academic work and especially writing that can serve a diverse array of academic and personal goals. Specifically, FYW courses address General Education goals by providing:

- Preparation for writing-intensive ("W") courses
- A first component of the University's Gen Ed Information Literacy Competency
- Attention to digital literacy including use of the University's online course management tools

> *General education courses are not directed primarily at mastering a body of information or developing professional expertise. Any system of general education should provide all university undergraduate students with the foundations for learning throughout their years at the university and their entire lives; enable them to understand, appreciate, and enjoy both the past and present diversity of human achievement and perspectives at the levels of individuals, groups, and cultures and in relation to the natural world; prepare them for responsible citizenship; and give them the flexibility and skills necessary to face the changes and challenges of the future.*
> *—UConn, General Education Guidelines*

FYW in National Contexts. The UConn FYW courses have a character that is specific to the tradition and history of this university, but they are also engaged with ongoing developments in the teaching of First-Year Writing courses throughout the nation, work that is supported by research and activity in the field of rhetoric and composition (known, too, as composition studies or writing studies). The WPA Outcomes Statement for First-Year Composition and Framework for Success in Postsecondary Writing are two important articulations of the values and practices of First-Year Writing courses that that are informed by this research.

Course Philosophy: An Overview of Terms

ENGL 1010 and ENGL 1011. Despite the two course names and numbers, both ENGL 1010 and 1011 are designed to meet the very same general education requirements; *they are both, equally, seminars in academic writing.* Traditionally, the 1011 courses use the reading of literary texts as occasions for writing whereas 1010 courses use non-fiction texts, but even this distinction breaks down quite readily. Most 1010 courses have a "literary" component, even if this means only that they assign essays and/or examine texts from a wide cultural context. And most 1011 sections include argument-driven texts that complement or inform the reading of literary texts in various ways, often in the form of historical or critical engagements. Because all FYW courses are seminars in academic writing, then, we might begin an exploration of the courses through a closer examination of what these terms mean in the FYW context.

Seminar. Although we often see higher education depicted as a space where experts deliver knowledge to novices, UConn's FYW courses are seminars, which means that they are collaborative and open-ended spaces where the inquiry is driven by the students themselves. The instructor's role in a seminar is to get the conversation started and to provide contexts (with readings, feedback, central questions, and directed discussion) for this ongoing work. A seminar needs a territory for inquiry, a point of focus for the discussion that follows. The instructor helps to curate and oversee the cycles of writing and reflection that culminate in each graded essay. In turn, students pursue writing projects that enable them to select and define places where they might add to or develop the discussion at hand. **The learning in a seminar comes, then, from the experience of making and doing rather than from "lessons" provided by an expert.** The seminar setting, with its shared, participatory activity, situates the writing that happens in the course as a communication between seminar members.

Academic. First-year students may have only very limited experience with "the academy," but, as participants in our courses, they are indeed academic writers. Whereas students have often been asked to reproduce the knowledge of the academy, they often have had little experience generating questions, formulating lines of inquiry, and developing projects. Yet, **the work of the academy is devoted to making sense of the world and communicating that to others in meaningful ways**. The FYW courses are cross-disciplinary and multivalent, and they are explicitly designed to invite students into these communicative practices and purposes of academic writing. Because there is no universal model for the academic essay or paper and no linear, orderly method for learning and practicing writing, we present the courses as places to explore provisional formulations and practice intellectual work that is common to all fields. This work includes engaging with established formulations, working with and through evidence, and circulating one's own thinking with others engaged in related inquiries. The FYW courses, then, serve as sites of trial and negotiation. By semester's end, the class itself functions something like a mini-discipline, with a cohesive, if also disparate, collection of projects developed around a common set of questions and texts.

Writing. The content of a First-Year Writing seminar is threefold. There is an area of inquiry, provided by the assigned readings and whatever ancillary materials are uncovered in a student's research process. The second content includes the various insights, terms, and formulations the class develops (with the instructor's help) regarding academic writing, including considerations

of genre, audience, writing process, and so forth. We might describe this as the rhetorical content of the course. But the most vital content of the course, and the bridge between the first two, is the students' writing itself, which should serve as a primary text for the work of the course and feature prominently in most class sessions. **The core activities of the FYW seminars are writing and reflection on writing.** In producing individual writing projects with particular emphases and goals, a student gains experience in the local, specific contingencies and pressures of academic writing. In reflecting on and working with other students' writing, a student has opportunities to consider more widely the problems and possibilities inherent in the choices writers make to communicate their ideas.

Writing Through Literature. The title of the ENGL 1011 course, "Writing Through Literature" means much more than writing *about* literature. ENGL 1011 is not a traditional literature course nor an introduction to literary analysis. Whereas writing about literature makes the literary text the object of study, in 1011, the literary texts (and the work of coming to terms with them) foster an outwardly directed energy. **Reading through literature means making use of literary texts to generate and support projects that extend beyond the occasion of this particular literary performance.** In a 1011 course, it is never enough to merely demonstrate productive reading of literary texts (although close, careful reading and exploration of texts is essential). Student essays should be directed toward a more specific contribution to a problem or question set up by the course readings. As in ENGL 1010, the writing projects in ENGL 1011 connect and extend texts toward new ends. In both courses, the readings provide, too, occasions for considering how writers use language and genre. [See more complete Guidelines for ENGL 1011 here.]

Diversity and Academic Writing We might describe the work of academic writing as a commitment to making meaning within diversity—making connections between disparate entities. Academic writing, in this sense, is an offering to a reader of a particular insight or material that will complicate or extend that reader's understanding of a topic. **Diversity is, then, less a topic to be covered in FYW than an essential, constituting component of the course, something that is *always* active when one writer thoughtfully engages with other writers.** A writer does not engage with a source to neutralize its impact or duplicate its contribution; writers instead seek productive engagements with other ways of seeing. In preparing the courses, we might ask how readings, including the work of all the students in the class, can serve as informing but not prescriptive resources for the ongoing work of each class member. How might writing be understood and used less as a mechanism for "solving" or controlling a topic than one that can enable better connections and deeper understandings? Our approach focuses on thoughtfulness, exploration, learning, and transformation—all the qualities (and methods) of a writer who understands the diversity of human experience.

FYW as Research. The University of Connecticut is a research site, and in this spirit we encourage instructors to experiment and try out various ways to enact the principles described here. In building the courses around inquiry, we ask students to pursue questions that do not have ready-made answers. Given the freedom instructors have to develop sites of inquiry for their students' explorations, we hold some common ground with shared expectations and practices in the shape and progress of the course. In the next section, we look at some of the guidelines and practical considerations for building a FYW seminar, and we explore some specific models or examples of the 1010 and 1011 seminars.

Course Components

Let's Get More Specific
Now that you have a good sense of the course goals and philosophy, what follows will provide an overview of the concrete components that make up the work of the course and, after this, some examples of the kinds of reading and writing assignments that occur in FYW seminars. The final component is a sample syllabus. Depending on your method of putting together a course, any of these parts can be a useful starting point for envisioning the makeup of your FYW seminar. We provide fuller descriptions and examples of all of these elements throughout the *Resource Book*.

In the most basic terms, every FYW seminar can be described as working out of the required components of ENGL 1010 and 1011 provided in the list below.

Every FYW seminar includes the following components:
   a. A minimum of thirty pages of revised, formal prose in total (or about 8,500-9,000 words), usually met through the assigning of four to six major assignments
   b. Additional short and informal writing both in and out of class
   c. Cycles of feedback and revision (including various forms of conferencing and workshopping) with each project
   d. Information Literacy (a Gen Ed requirement)
   e. Reflective writing

Thirty Pages of Revised Writing
Although expressed as a minimum page requirement, the impetus for this element is a desire to have all students in FYW seminars share similar experiences in composing and revising several major writing projects throughout the course. The nature and genre of the writing may shift and develop across multiple assignments, and some instructors may use a wider notion of project or composition that includes something more than just a quantity of pages (e.g., a multimodal assignment).

Additional Short and Informal Writing
Not all writing in FYW seminars need be high stakes (graded). Writing should be a significant part of each week's work both in and out of class.

Cycles of Feedback with Each Project
Because writing is emergent—its qualities arising from a process of trial and reflection—much of the most significant work of a FYW seminar happens in revision, once students have taken the first steps of drafting a specific writing project. Feedback includes the comments an instructor makes on each draft but includes, too, the various ways that student work circulates beyond the instructor-student dyad. Class time can be directed toward this reflection on the work that students have done as peer review, various forms of conferencing, the workshopping of specific examples, and so on. Students may also provide feedback as out-of-class assigned work.

Information Literacy
Information Literacy, an explicit component of UConn's General Education requirements, addresses making, not just receiving, knowledge and includes direct instruction in some elements of library research. In addition, we ask that FYW instructors utilize HuskyCT (or some other course management software) as a mode for storing and distributing course materials, circulate at least one cycle of papers digitally, and explore the potential for composition beyond typewritten text, including image, media, and other digital design elements. [See the FYW website for more.]

Reflective writing
Reflective writing, which includes characterizing, reconsidering, or qualifying one's work, fosters awareness and metacognition about writing (and not just writing processes). Reflective writing in FYW seminars is an ongoing activity that need not be graded or end-of-term. Reflective forms include: process notes, in-class reflections on (or presentations of) one's project, other kinds of metatexts, including placing of one's work within the context of others' work, introductory texts, and more. [See the FYW website for more.]

Typical Activities in First-Year Writing Seminars
- Working with assigned readings, either in preparation for a writing assignment, as part of revising drafts, or to illustrate rhetorical principles and generic features
- Working with student essays for similar purposes
- Writing brief, exploratory in-class essays: for example, a 15-20 minute focused free-write in preparation for discussion of a reading assignment
- Revising, individually and in groups
- Participating in writing groups and conferences during the drafting process
- Meeting with the instructor for individual conferences

The Concretes: A Checklist
We provide an even more granular listing of all the required elements of a FYW seminar in a one-page handout we call "The Concretes." The text of that document follows.

The Concretes: A Checklist

This checklist focuses on nuts and bolts and is meant to complement the more substantive FYW course goals documented elsewhere.

Over the course of the semester, you should:

- ✓ Assign at least 30 pages (or about 8,500-9,000 words) of revised, polished prose over the course of four to six major writing projects.
- ✓ For each draft of a major essay, conduct a substantial revision process (individual conference, small group conference, peer conferencing, or other model, sometimes in combination).
- ✓ Assign a reading amount appropriate to the course goals. For one semester courses, this is usually no more than 300 pages of reading. Most instructors assign far less reading in order to keep the focus on the students' own writing. (Full-year ECE courses often exceed 300 pages of reading.)
- ✓ Include an explicit Information Literacy component in at least one written assignment (often but not always one of the four major projects).
- ✓ Include a reflective component of some kind (could be a stand-alone assignment or could be built into other assignments). Often ungraded and/or ongoing.
- ✓ Ask that at least one cycle of drafts and final essays be submitted via HuskyCT or comparable course management software (e.g., Google Classroom).
- ✓ Regularly engage with student writing during class time.
- ✓ Provide written assignment guidelines for each writing assignment.
- ✓ Distribute and work on the "Ethics of Scholarship" documents (or an equivalent resource) during the work cycle for the first essay. [See website for more on ethical scholarship.]
- ✓ Provide written feedback for each student essay. Keep in mind that students cannot pass this course without submitting all major assignments.
- ✓ Assign a letter grade for each revised major essay. (Grades should not be provided for drafts.)
- ✓ Make clear to students how they might set up an appointment or office hour with you.
- ✓ Consider offering some kind of course evaluation opportunity at midterm time (can be informal).

Two Sample Course Ecologies

In this section, we introduce two condensed sample course descriptions that put more attention on the intellectual work of a typical FYW seminar and less on specific policies or procedures. We call these "course ecologies" because we see the instructor's role as one of bringing together a context for writing and an occasion to write. The instructor in effect designs an environment for writing that includes readings, assignment prompts, and various processes for the development and exchange of writing projects. Although attention to writing is paramount in FYW courses, the decisions that students make as writers will be in response to the material that animates this particular section of 1010 or 1011. Although the samples are fairly representative of the breadth and focus of a FYW seminar, these are just two examples of how an instructor might match a set of readings and topics to a sequence of writing assignments with cycles of conferencing and revision. The range of possible topics in a 1010 and 1011 course is essentially limitless.

SAMPLE COURSE ECOLOGY I
ENGL 1010: Seminar in Academic Writing
Bots and Bodies: Writing in a Posthuman Era

Course Inquiry: What is the impact of technology on our understanding (or experience) of identity? Where do we see this impact and why does it matter?*

> *These are questions most students will have given thought to already; the course provides a context for developing these lines of inquiry into sustained, specific academic projects. Also, I am genuinely interested in how FYW students answer these questions. I expect to learn from them.*

Assigned Readings	Student Selected Texts (Examples)
N. Katherine Hayles, *How We Became Posthuman* (selections)	*Her* (film)
Donna Haraway, "Crittercam: Compounding Eyes in Naturecultures"	*Black Mirror* (television show)
Susan Orlean, "Man and Machine: Playing Games on the Internet"	Various videogames
Joshua Foer, "The End of Remembering"	Facebook, Tumblr, Twitter
Ian Hodder, "The Entanglements of Things: A Long-Term View"	*Ex Machina* (film)
Ben Thompson, Stratechery (blog selections)	
Wendy Hui Kyong Chun, "Race and/as Technology; or, How to Do Things to Race"	
Patrick Cederberg and Walter Woodman, *Noah* (short film)	

Expectations from student work include:

- Drawing out of concepts and critical vocabulary from readings
  - For testing and potential use
  - For revision or refinement
  - For combination with other texts
- Drawing out of examples, instances, and sites from readings
  - To illustrate and explore propositions and claims
  - For use with other texts
- Development of new concepts or critical vocabulary
- Discovery and development of fresh sites of inquiry, including new readings and additional contexts
- Writing that is in dialogue with other students and addressed to readers who may benefit from the project
- Writing that engages with academic conventions (including attention to genre)

Writing Assignments

The range of assignments in this course would include some that ask students to interrogate and make use of critical terms (e.g., "distributed cognition," "zoon," or "enchainment" from Hayles,

Haraway, and Hodder, respectively) and some that ask students to develop a very specific test case of a technology impinging on identity (students have looked at ski helmets, fishing technology, Facebook pages, videogames, etc.). They might also read a cultural text (e.g. the film *Her*) through the lens of this developing critical vocabulary. Other assignments might ask students to develop a fresh term that might be used in addressing these texts and questions. InfoLit work would help students trace networks and locate sources; reflective work would ask students to describe and document their movement through a writing project. Also, in a Google Doc, we will build a shared course bibliography, gathering together (and annotating) all the texts we used throughout the semester.

Outcomes
If things go well, students will join their existing knowledge and experience (with language, identity, and technology) to terms, sites, and questions that circulate within and beyond the course readings. By the end of the course, students will have familiarity with a range of resources (both textual and rhetorical) for addressing the course questions, and they will be encouraged to develop approaches that come out of their interests. In this section, for example, students could pursue projects using legal, historical, psychological, biological, economic, cultural, or even philosophical terms and frameworks. In drafting, sharing, workshopping, and revising their writing, students will gain experience in developing academic projects that are specific, purposeful, and engaged in a shared discourse.

SAMPLE COURSE ECOLOGY II
ENGL 1011: Writing Through Literature
Living on the Boundary: Transformations and Transgressions

Course Inquiry: To what extent do we invent or inherit our identity? Who writes our "scripts" and what options do we have? How does one's movement between roles enact (and confound) existing maps of the social world?*

> *These are questions most students will have given thought to already; the course provides a context for developing these lines of inquiry into sustained, specific academic projects. Also, I am genuinely interested in how FYW students answer these questions. I expect to learn from them.*

Assigned Readings	Student Selected Texts (Examples)
Christina Rossetti, "Goblin Market"	*Juno*
Steven Millhauser "Mermaid Fever"	*Breaking Bad*
Nella Larsen, *Passing* and W.E.B. Du Bois, *Souls of Black Folk* (excerpt)	Anne Carson poems
Gloria Anzaldúa, "Chicana Artists: *Exploring Nepantla, el Lugar de la Frontera*"	*Iron Man*
Lucy Walker, *Waste Land* (documentary film screened in class)	*American Psycho*
Rebecca Solnit, "The Solitary Stroller and the City"	*The Alchemist*
Iain Borden, "Driving"	*Adventures of Huckleberry Finn*
Mark Haddon, *The Curious Incident of the Dog in the Night-time*	Claudia Rankine, *Citizen*

Expectations from student work include:
- Drawing out of examples, instances, and sites from readings
  - To illustrate and explore propositions and claims
  - For use with other texts
- Drawing out of concepts and critical vocabulary from readings
  - For testing and potential use
  - For revision or refinement
  - For combination with other texts
- Discovery and development of fresh sites of inquiry, including new readings and additional contexts
- Development of new concepts or critical vocabulary
- Writing that is in dialogue with other students and addressed to readers who may benefit from the project
- Writing that engages with academic conventions (including attention to genre)

Writing Assignments
The assignments in this course build on close work with fictional worlds but not as mere "readings" of literary texts. Students write *through* literature by connecting and extending work on one text to other contexts and questions. Texts like *Waste Land* or "Goblin Market" become

occasions for consideration of the boundaries and limits of human (and, with goblins and mermaids, non-human) action, test cases for thinking about our potential for transformation. Some assignments ask students to interrogate and make use of critical terms (e.g., "nepantla," from Anzaldúa, or "passing" from Larsen). Other assignments might ask students to develop a fresh term or discover a text that might be used in addressing these questions. InfoLit work includes development of a proposal for further research (with bibliography); reflective work asks students to describe and document their movement through a writing project.

Outcomes
Students in this course will join their existing knowledge and experience with categories and social systems to terms, sites, and questions that circulate within and beyond the course readings. By the end of the course, students will have familiarity with a range of resources (both textual and rhetorical) for addressing the course questions, and they will be encouraged to develop writing projects that come out of their interests. In this section, for example, students could explore issues of disability, race, sexuality, or place—topics that cross disciplines and continue to demand new thinking and frameworks. In drafting, sharing, workshopping, and revising their writing, students will gain experience in developing academic projects that are specific, purposeful, and engaged in a shared discourse.

SAMPLE SYLLABUS

The syllabus provided below is a model for how the essential components of a UConn FYW seminar can be communicated in a syllabus document. This syllabus is one that is being used in FYW courses taught by new instructors at the Storrs campus. Although the schedule of due dates and class activities is not included, the course description covers all of the seminar's required components. Yes, it is a fairly long statement. You may find ways to trim or recast much of this material (and you may need to include other details pertaining to the high school course). But the sample aims to provide students with a fairly full account of what this course is and how it works.

For more sample syllabi and to see the assignments associated with this and other syllabi, please consult:

- The ECE HuskyCT site
- The FYW Program Website
- The *Instructor Resource Book*

We try to update these resources on a regular basis but please just get in touch with an ECE or FYW contact person with any questions about specific materials (or about where to find them).

SAMPLE SYLLABUS

English 1010: Seminar in Academic Writing
Borderlands, Contact Zones, Commons: Writing (about) Difference

Instructor: —
Classroom/Hours: —
Office: —
Office Hours: —
Email: —@uconn.edu

Course Overview

☞The course overview provides a first description of the course for students and is therefore crucial for setting up expectations and priorities. Notice how the second paragraph introduces the line of inquiry or specific context of this particular section. It is often important to take time on the syllabus to name and describe the ways that the specific cluster of texts and assignments in this section of the course will work together.

This course is rooted in the lived practice of academic writing. In it, we will explore how reading and writing transform ways of thinking about and engaging with communities and the world. As a way of engaging in academic work, you will put your experiences and ideas into conversation with texts, your peers, and broader contexts through language. This course is a seminar—consequently, we will be spending the semester collaboratively inquiring about and discovering new locations for thinking, discussion, and writing. You will be contributing to the intellectual work of the university, and in doing so, you will have the opportunity to investigate your own interests through shared readings and materials.

Specifically, our course will examine the place and function of difference in language and writing, along with the ways in which power dynamics can suppress (or produce or expose) difference. A text, we will find, is composed of many voices—but rather than coexisting harmoniously, these different voices often struggle with one another, with some marginalized, or even submerged, and others dominant. Moreover, these power differentials within a text tend to reflect social and cultural practices. To better understand the heterogeneity of language, we will attend throughout this semester to those silenced or otherwise less authoritative voices, as well as to marginalized writers' strategies of resistance—for example, their creative appropriation and use of dominant discourses for expressive and exploratory ends. In a sense, then, this seminar will involve a great deal of writing about writing, but also about culture, identity, and creativity.

Texts

The following readings are available in the 10th edition of *Ways of Reading: An Anthology for Writers*, edited by David Bartholomae, Anthony Petrosky, and Stacey Waite (Boston: Bedford/St. Martin's, 2014).

1. Mary Louise Pratt, "Arts of the Contact Zone"
2. Gloria Anzaldúa, "How to Tame a Wild Tongue"
3. Jonathan Lethem, "The Ecstasy of Influence"
4. Judith Halberstam, "Animating Revolt and Revolting Animation"

Course Rationale

☞We ask that every FYW syllabus include this Course Rationale. ECE courses might want to say even more about how the college course works within the high school context.

All UConn First-Year Writing courses are a part of a larger curricular ecosystem. The FYW courses provide a key component of UConn's general education requirements, preparing you for your writing-intensive ("W") courses and other academic work, and reflect goals and practices common to national standards for college writing. You can learn more about UConn's FYW courses at the program website and read the program's letter on our HuskyCT page.

Habits of Mind

☞This is a representation for students of a national context informing the course. Its inclusion in the syllabus is optional.

A publication called the Framework for Success in Postsecondary Writing, written and adopted by three national organizations dedicated to the teaching of writing, suggests that the following habits of mind are "critical for college success":

➢ Curiosity – the desire to know about the world.
➢ Openness – the willingness to consider new ways of being and thinking in the world.
➢ Engagement – a sense of investment and involvement in learning.
➢ Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
➢ Persistence – the ability to sustain interest in and attention to short- and long-term projects.
➢ Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
➢ Flexibility – the ability to adapt to situations, expectations, or demands.
➢ Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

Our English 1010 course is designed to foster these habits of mind through what the document describes as "writing, reading, and critical analysis experiences."

Course Outcomes

☞Be sure to include some statement of outcomes on your syllabus. We recommend this set or some variation of it.

By the conclusion of this course, you should be able to:

- ➢ Practice writing as an act of inquiry and discovery.
- ➢ See yourself as a writer who can enter and contribute to an academic conversation.
- ➢ Discover, inhabit, and use the writing of others in ethical and enriching ways.
- ➢ Plan your writing as an act of communication to an anticipated reading audience.
- ➢ Reflect on and practice various writing processes (including drafting and revision) and genres.
- ➢ Demonstrate basic competency with Information Literacy.

Course Components

☞FYW syllabi should include information about the following eight components. Feel free to use these descriptions or to devise your own.

Participation

This is a seminar rather than a lecture course. Therefore, the class is driven by and centered on your work. Thoughtful discourse is an essential part of this class, and you will frequently work in groups of various sizes, which means you will need to be considerate of and attentive to others. It is your responsibility to keep up with the reading, to contribute to class conversation in the form of analytical comments or questions, to participate thoughtfully in peer review activities, and to attend class regularly and on time (see attendance policy below). You should also expect that your work, along with your peers', will be circulated and shared regularly in class.

☞It is useful for your participation section to help students see that the course depends on their spoken and written contributions.

Reading

Although English 1010 is a writing course, the writing you do here has a very close relationship to reading. In fact, the process of writing begins with careful reading of a situation, a written text, or other media. You will be reading to find ways into the conversation in which an author or text is participating. Many of these texts are multi-layered and complex. You should expect to read most texts more than once. You will need

to read carefully, reread often, and take careful notes. Come to class prepared to share your thoughts and questions.

Writing

You will complete four major written projects (totaling 30 pages) in this course. In order to accomplish this, you will be doing ample writing along the way, including in-class writing, homework assignments, and drafts of these major projects. Only the final projects will be assigned individual grades, but all of your written work matters here.

Revision

Each major writing project will go through a drafting process in which you shape your ideas and experiment with ways to best communicate this work. You should expect to put significant time and effort into the revision process and for projects to shift, change, and develop as you revise. An essay must go through a drafting and revision process in order to be considered for a grade.

Conferences and Peer Review

Conferences and peer review are integral to the goals of this course. Through the drafting process of each major writing project, we will use small group or individual conferences during, in addition to, or in place of regular class meetings. The quality of your involvement in these processes is a crucial factor in your participation, and thus final grade, in this course.

Information Literacy

English 1010 provides the first stage of the University's Information Literacy Competency, including attention to university research and digital literacy. You should expect to use outside sources and scholarly research to inform your work throughout the semester. While all assignments will provide opportunities for developing Information Literacy skills, we will have at least one assignment built with this specific purpose in mind.

Reflective Writing

The reflective portion of the course includes any time spent on characterizing, reconsidering, or qualifying one's work. Often less evaluative than descriptive, reflective writing turns the critical, analytical activity that typifies academic writing back on the writing project itself, addressing questions such as:
  ➢ How does this project work?
  ➢ What characterizes the approach of this project and the "moves" that it makes?
  ➢ What work was entailed in getting to this point?

We will practice reflective writing (and reflective work more generally) throughout the semester, usually in ways that complement formal writing projects by providing opportunities for you to imagine alternatives or trace lines of thought or activity.

HuskyCT

☞Alternately, you might use Google Classroom or another school-provided tool. Part of the Information Literacy component includes the circulation of some at least some course materials in digital formats.

HuskyCT is UConn's online platform for communication and the distribution of class materials. This class will make use of HuskyCT for sharing all types of writing and collaborating with each other. It is your responsibility to be familiar with and literate in HuskyCT. You can find support at https://lms.uconn.edu/; under "Students," click on "Chat with a Support Representative." This will bring you to a home page of HuskyCT support and contact information.

Grading and Evaluation

☞*The grading policy described here offers a significant challenge to more traditional points-based grading models. We believe that a course built on sustained collaborative work and practice in a kind of writing that may be initially unfamiliar to students requires a grading model that reflects these factors. Alternative models for grading are available on our program website. Also, ECE courses should clearly describe the two grades that students receive in the course (the high school and ECE grades) and their relationship.*

Your final grade will depend on two things: your successful completion of the day-to-day work of the course (including drafts of all major writing assignments) and the quality of your work.

As for the first—your successful completion of the day-to-day work of the course—you will be awarded credit for your contributions to class, your submissions of essay drafts and other work that is satisfactory, on time, and complete, as well as your regular engagement with others' work. **If you submit passing-level and on-time work throughout the semester, you will receive at least a B for the course.** If there is missing or insufficient work, your grade may fall below a B. Substantial amounts of missing work—or simply a failure to turn in all major essays—will result in a failure of the course.

The second component is entirely about the quality of your completed major writing projects. Every major assignment will be given a grade, though later assignments will have a greater influence on your grade for the semester. Each assignment prompt will clarify priorities for high-quality work, but generally an A paper will
- ➢ respond energetically and creatively to the readings and the assignment;
- ➢ engage meaningfully with texts in a sustained manner;
- ➢ form a cohesive final project;
- ➢ contribute new formulations that successfully enter into conversation with others' work; and
- ➢ demonstrate rhetorical awareness, including knowledge of and facility with genre conventions.

In short, while your consistent and successful completion of the day-to-day work of the course will suffice for a B, it is through the quality of your writing projects that you will be able to raise your grade above the B level. If at any point you have questions or concerns about how you're doing in the course, please don't hesitate to ask.

Course Policies

☞In this example, some of these policies are more particular to the Storrs campus, but each element bears discussion in a FYW seminar, whatever its location.

Integrity and Respect

In this class you may come into contact, and perhaps conflict, with communities whose ideals and perspectives differ radically from your own. This will be interesting and productive, but it may also be uncomfortable, and we will seek to find meaning in those uncomfortable moments. As a class, we will maintain a sympathetic and compassionate outlook and keep an open mind throughout the course.

In accordance with UConn policies and Title IX, this course is a designated safe space for all students, regardless of background, ability, sexual orientation, gender identity, religion, socioeconomic status, race, or ethnicity. If you feel you have experienced discrimination or harassment at UConn, you can find support and resources at the UConn Office of Diversity and Equity. You may also contact Health Services, Counseling & Mental Health Services, and/or the Women's Center. Please note that I am a mandatory reporter to the Office of Diversity & Equity if I become aware of issues that may pose a danger to a student's health or safety. Our conversations can be private, but some information cannot be kept confidential.

Disabilities

The First-Year Writing program is committed to making educational opportunities available to all students. If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Center for Students with Disabilities (Wilbur Cross 204, 860-486-2020). They will determine with you what accommodations are necessary and appropriate, and provide me with a letter describing those accommodations. All information and documentation is confidential. Please speak with me if you have any concerns.

Ethical Scholarship

☞See more on ethical scholarship at the program website pages located here.

While it is central to our work to study and make use of the ideas and texts of others, this must be done in an ethical and appropriate way. Please review and abide by the University's code on academic misconduct (including plagiarism and misuse of sources), which can be found on the UConn Community Standards website; you will be held responsible for understanding these materials. Plagiarizing the work of others—passing off someone else's work as your own—is a very serious offense, and anyone found plagiarizing will fail the essay or the course. Please let me know if you have questions about what constitutes appropriate use and citation of other people's work.

Multilingual Scholarship
☞See program website materials [here](#).

This classroom is a multilingual and translingual space, and we speak and write across languages. I encourage you to speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course, and I encourage you to be respectful of your colleagues in this multilingual space.

Attendance, Tardiness
☞Your policies on this and the policies that follow may vary considerably.

Class attendance is important and can affect your grade. You are responsible for work missed as a result of an absence. Excessive or habitual lateness will be counted as absences. Allowances will be made for religious observances, medical or family emergencies, and mandatory athletic commitments with advanced notice.

Late Papers
It is crucial that you turn assignments in on time. Failing to do so will affect your grade and limit your ability to participate in class. All formal and informal assignments must be ready to turn in at the beginning of the class they are due [and/or uploaded to HuskyCT no later than the stated deadline]. If you have a serious need for an extension, you must contact me and receive approval at least 48 hours before the due date. There are no retroactive extensions. In the event of a crisis, contact me as soon as possible, and we will work out a solution.

Digital and Paper Copies
You are expected to back up your digital documents. Late papers due to computer crashes or other electronic issues will not be accepted. Google Drive, Dropbox, Microsoft OneDrive, or an external hard drive are all excellent options for saving your work.

Phones, Tablets, and Other Electronics
Please do not use electronic devices in class unless they are in the service of your note taking or in-class writing. Let's do our best to speak directly to one another and support a collegial environment.

Course Concerns
If you have any questions about the course, including questions about grades, please see me as soon as possible. If that conversation is not productive, please see or contact someone from the staff of UConn's First-Year Writing Program to further discuss the issues: fyw.uconn@gmail.com.

☞A Course Schedule Should Follow Next
The course schedule includes a list of important due dates and class activities.

ASSIGNMENTS

Shaping the Assignment Prompt

An assignment prompt for a First-Year Writing course locates a point of entry for student writing, defines a goal or set of goals (as well as parameters) for the intellectual work of that writing assignment, provides explicit information about how that writing project will be evaluated, and fits into the overarching line of inquiry of the course.

There are other things an assignment prompt might do, but we would like to emphasize these three: context, intellectual/writing task, and evaluative criteria. As you draft and review your own assignment prompts, please take these three aspects into consideration. You might not use these exact terms, but we'd like your prompt to be consistent with these elements.

1. **Context**. Context includes the familiar statements of where the class conversation and writing has led or what questions or problems have been set up by the readings. Context might introduce key vocabulary or concepts, and it might remind students of materials that could be looked at or explored. But context can also include suggestions about what is at stake in addressing these questions and where the inquiry may lead. Contexts may quote the readings directly as a way into the text(s) and assignment and provide a brief example of the writer's project.

2. **Intellectual/writing work**. The intellectual task of an assignment prompt should provide specific, feasible goals for a writing project, and *it should be framed as a writing assignment*. That is, in addition to spelling out a chief goal for the thinking required of students (e.g., examine race as a factor of identity), the prompt should make explicit mention of how writing will serve that goal (e.g., introduce and defend a term that Appiah *doesn't* use but that you think belongs in this conversation). This component likely includes some discussion of genre, audience, or other rhetorical considerations, and should avoid language that may be vague to a student audience without contextual clues on how the students will accomplish the writing work. For example, if we ask students to "analyze Bechdel in order to make an argument about memory," we should be sure that we have addressed the question of what analyzing or making an argument entails.

3. **Evaluative criteria**. While we discourage you from using a rigid, scaled rubric, we ask that you provide a description of what you will be looking for in student writing and how you will be defining success. This might be a useful place to address the questions of *why* you're asking for this work, *who* the intended audience is, and *what* components are required. *In our review of assignments used in FYW courses, we noticed that it was evaluative criteria that was most likely to be missing from assignment prompts.*

Finally, strong assignment prompts tend to be about one page in length. Some instructors provide more context or additional details about process, calendar, or options that take the assignment onto additional pages. Do what you can to outline the gist of the project as succinctly and clearly as possible.

☞*Sample assignment prompts are located on the ECE English HuskyCT site.*

Further Assignment Guidelines and Suggestions
First-Year Writing courses emphasize how academic writers work creatively with the texts of others in order to engage in various forms of academic inquiry. This work is driven by writing that seeks to open up a site for further engagement and analysis. "Texts" in this context includes not only written documents but also anything that can be read and interpreted, including visual documents, objects, people, or places. The governing assumption of these courses is that we write academic prose to investigate aspects of the world that we wish to better understand. Effective assignments therefore require that students do something with their reading beyond just analysis and interpretation. They ask students to address their purpose for writing.

Sequencing FYW Assignments
When designing the sequence of assignments for your course, consider how each individual assignment will build on both the previous assignment(s) and how it will contribute to and potentially trouble the larger questions that the course is exploring. There are several ways to develop an assignment sequence that will leave room for critical inquiry.

When considering the sequence of assignments, instructors may ask:
- What is the main inquiry the course will explore? How will that inquiry relate to writing and/or language and allow students to begin thinking about reading and writing in new ways?
  - *For example, one of the new TA syllabi asks how we negotiate personal and collective identities through language and various modes of communicating.*
- How do I expect students to contribute to that inquiry? Is there room for them to draw on their own interests and experiences?
  - *Do my assignments and text selections allow for students to explore a diversity of experiences? Do my assignments foreclose certain experiences or backgrounds? (e.g., do my assignments allow for contributions from international students?)*
- How do I want to shape the course? Should students begin with a critical (theoretical or conceptual) text that will function as a frame for the work they will be doing, or might we begin with more local, student-driven inquiries that come back to (or into) critical texts?
  - *For example, a course focused on dystopia could begin with an exploration of a recent film or novel depicting an apocalypse; a different version of the same course could begin with a theorization of "zombie sociability" from a recent scholarly article. In either version, a second or third assignment could put the two texts in dialogue.*
- How will each assignment build on the previous one? Will students be able to develop and engage with ideas they developed previously, while still working on the new assignment?

Characterizing FYW Assignments

We have identified several ways to characterize academic writing where scholars and authors write through rather than only about texts. Though the ways of writing described here often overlap and coexist, they offer some starting points for considering what academic writing can do. This somewhat cursory list characterizes work we and our students tend to see (and do) in academic writing.

- o Coming to terms (from Joseph Harris' *Rewriting*)
- o Using frame and case/lens and artifact
    - Frames or lenses are typically critical texts or concepts that students use to consider a specific, tangible case or artifact, such as an account, a fictional text or narrative, a film, evidence from a historical or contemporary event, etc.
- o Developing a term
- o Developing a site
- o Tracing a network
- o Testing a way of seeing
- o Examining limits and possibilities
- o Creating an account of (or theorizing)
- o Working and writing with more than alphabetic texts (multimodal)
    - E.g. films, graphic novels, songs, music videos, etc.
- o Developing multimodal projects
    - E.g. Presentations, blog posts, videos, sketchnotes, etc.
- o Reflecting
    - Students may have a tendency to view reflective assignments as an opportunity to demonstrate learned knowledge (e.g. what their writing is saying), rather than reflect on their writing more holistically (e.g. what their writing is doing). To have students reflect on their writing in more critical ways, instructors may assign portfolios with an introduction or reflective assignments that ask students to analyze their writing through/with the course inquiry in order to develop that inquiry further.

This list of assignment types should not become set in stone; in fact, every project should ask students to articulate and work through the moves they make in their writing. New forms and new versions of these forms will surely emerge. And, of course, many of the texts students encounter in the seminar—including those of their fellow students—will provide examples of the choices writers make to advance their own projects. A chief goal of writing assignments is to build in this metacognitive element of attending to the *kind* of writing that is possible within academic contexts.

APPENDIX I

ECE Policy on AP English

UConn's English 1010/1011 writing seminars and Advanced Placement courses have some common ground but can vary significantly in terms of assumptions, goals, and practices. For example, whereas AP courses (at the administrative level) could be said to prioritize testable knowledge, UConn FYW courses begin with the expectation that successful student writing will advance and in ways transform the terms and effects of the class conversation. FYW courses are intended to provide students with experience as academic writers, and they therefore emphasize the collaborative and interactive qualities of academic inquiry. The circulation of student work and the continued reflection on and revision of this work is essential in FYW courses.

Despite differences, at many sites Advanced Placement courses are merged with UConn FYW courses. And many crafty teachers find ways to bring the two worlds together in meaningful ways. What follows is a policy supporting the productive coexistence of ECE and AP courses. We welcome any feedback or suggestions for revision.

1. ECE and AP can co-exist in the same course.
2. They should do so *openly*, with AP elements included on ECE syllabi.
3. Because of the much greater amount of class time in high school classes (compared to on campus courses), what is important is that ECE goals be met, not that every day or hour be spent on ECE activity. That is, AP activity may complement ECE. But even when it does not, it need not be prohibited.
4. AP work can support ECE work in a number of specific ways. For example, AP Literature work can provide practice with close reading and analysis of texts, tools that are essential, too, in ECE courses. AP Language work can provide rhetorical frameworks and terms that can be helpful for student writers (although FYW courses rarely posit a completely stable or universal rhetorical schema).
5. ECE/FYW courses depend on the development and revision of four to six major writing projects, with attention, too, on the Information Literacy and Reflective Writing components. As long as these requirements are met, the course can have additional elements, including various AP activities.

There are of course some significant differences between AP and ECE, and these differences need to be acknowledged (and understood) by teachers, students, and ECE administrators. If you feel that for whatever reason your AP and ECE elements are in tension, let us know. We can work with you to develop some plans for addressing AP and ECE coexistence.