

**Course Title**

**SCRIPT / WRITING-X COURSE NUMBER**

*Winter 2021 Section 1 3 Credits 01/13/2021 to 03/17/2021 Modified 12/17/2020*

**Meeting Times**

This course takes place fully online. Weeks begin on Wednesday and end on Tuesday. *[Sample text for an asynchronous Online course]*

This course takes place on Zoom with weekly live web conference meetings on DAY at TIME (PT). Attendance is required. *[Sample text for Remote Learning courses]*

**Contact Information**

**Instructor**:

**Email:**

If you prefer not to share your email, please contact me through the [Canvas Inbox](https://community.canvaslms.com/docs/DOC-10573-4212710324).

**Office Hours [Optional]**
By appointment on Zoom. I am available to speak with you via Zoom when you need it. Please reach out to me so we can find a time that works for both of us.

**Writers’ Program Public Contact**

**Email:** writers@uclaextension.edu

**Phone: 310-825-9415**

**Description**

[Course Description]

**Objectives**

Students will:

* [fill in what topics or areas of study your course will explore]

**Outcomes**

By the end of this course, successful students will be able to:

* [fill in how students will be measurably different after completing the course]

**Materials**

The following books are required or recommended for this course:

***Book Title***

Author:

Publisher:

Edition:

ISBN:

**Evaluation**

**Criteria** *[Sample Text Follows – instructors are encouraged to write their own text that makes sense for your course and teaching style. Note that the table format of the grading criteria is required by IDLS. The points, graded activities, and notes should change to meet the needs of your course.]*

There are 100 points possible in this course.

|  |  |  |
| --- | --- | --- |
| **Points** | **Graded Activities** | **Notes**  |
| 40 points | Writing assignments | Assignment guidelines and criteria will be posted each week. Submissions that respond effectively to the assignment prompt will receive full credit. Posts or work that do not fulfill the criteria will lose points, all the way up to receiving no credit at all. Assignments should be posted as attachments to a Canvas discussion post in Word (.doc or .docx) format, Rich Text Format (.rtf), or PDF.  |
| 30 points | Participation in weekly writing workshops | Students should download and read work of their classmates, making comments on drafts using tracked changes or other markup tools. Finally, students should repost their marked up attachments and provide a 3-5 sentence discussion of their response to the work. |
| 30 points | Participation in weekly reading discussions | Your initial discussion posts should respond thoughtfully and critically to our reading assignments. Note what stood out to you about the works you read, what these pieces offer you in terms of craft lessons, what was problematic for you as a reader, and what questions you have for the class for further discussion. Posts should be at least 100 words.It is absolutely okay for you to love or hate what you read in this class, but you must be able to articulate what prompted your reaction. Read with awareness. If you react, why? Every work can teach us something useful, even work we hate.Replies to classmates should be 1-2 thoughtful sentences in length, and do more than suggest you agree or disagree with the ideas presented in the post.Discussion posts that meet the length and thoroughness expectations will receive full credit. |

**Grading Philosophy** *[Sample Text Follows]*

It can be challenging to assign grades in a course where students take creative risks, push themselves artistically, and generally work outside their comfort zones. For that reason, grades do not reflect artistic decisions you make in your writing. Instead, you are graded on how effectively you met the criteria of the assignment (the prompt).

**Grade Disputes** *[Optional - Sample Text Follows]*

If you believe a grade has been posted in error, or has been calculated unfairly, please contact me through Canvas messaging to discuss your perspective. If our conversation doesn't satisfy you, you may contact the Director of the Arts department for additional review.

**Breakdown** *[There are standard letter grade breakdowns for UCLA Extension courses. Instructors must choose the breakdown which corresponds with their course number.]*

*Grading for X 400 level courses:*

|  |  |  |
| --- | --- | --- |
| **Grade** | **Score** | **Notes** |
| A | 90% -100% | Pass |
| B | 80% -89% | Pass |
| C | 70% -79% | Pass |
| F | 69% or below | Fail |

*Grading for XL 100 level courses:*

| **Grade** | **Score** | **Notes** |
| --- | --- | --- |
| A+ | 100% - 97% | Pass |
| A | < 97% to 93% | Pass |
| A- | < 93% to 90% | Pass |
| B+ | < 90% to 87% | Pass |
| B | < 87% to 83% | Pass |
| B- | < 83% to 80% | Pass |
| C+ | < 80% to 77% | Pass |
| C | < 77% to 73% | Pass |
| C- | < 73% to 70% | Pass |
| F | < 70% to 0% | Fail |

**Course Policies**

*[Sample Text Follows – instructors are encouraged to write their own text that makes sense for your course and teaching style in this section]*

**Inclusivity Statement** *[Required – Must be the first item under Course Policies]*

Your statement should be 200-350 words that is personal in tone, focusing on your classroom. Samples will not be provided as the purpose of this statement is to write from your own experience in a manner that addresses your relationship with the students that enroll in your course. However, your Program Representative can provide you with some guideline documents that can help you articulate your statement. Your statement needs to be approved prior to your course start. Please send your draft to your Program Representative for review.

**Access to Modules** *[Optional - Sample Text Follows - Online Classes]*

Modules will become available on Wednesdays. Please do not post or turn in assignments before the first day of the module (Wednesday). If you have special circumstances, please contact me via Canvas messaging before working ahead in this course.

**Attendance and Participation** *[Sample Text Follows - Remote Learning / Classroom Courses]*

Attendance at the weekly meeting times is required. If there is an emergency or you have a commitment you can't change, let me know in advance. Make sure you still turn in your assignments, workshop feedback, etc on time.

Good participation is demonstrated through regular and thoughtful contributions to the weekly discussions, writing workshops, and in class exercises. I expect timely and professional communication with both fellow students and myself throughout the quarter.

Students must be present in class on the day their work is up for workshop.

**Course Content Guidelines** *[Strongly encouraged - Sample Text Follows]*

The Writers’ Program commits to creating a welcoming, inclusive learning environment for all students. The study of writing requires students to craft, share, and discuss works by established authors as well as peers in the classroom.

Because of this, you may encounter content that affirms and upholds structural and institutional inequities, often historical in nature, that marginalize and silence communities and fixed/unchangeable aspects of personal identity.

This kind of oppressive content is never appropriate in our classrooms. If you feel content presented by the instructor or another student is oppressive, voice your concerns about the work to the instructor directly, or discuss the situation with the Writers’ Program Student Affairs Officer.

If you encounter language, ideas, opinions, and perspectives that do not align with your personal beliefs to a degree that you cannot in good conscience fulfill the expectations of the assignment, contact your instructor to determine if an alternate reading or workshop activity can be provided for you. If a discussion with the instructor fails, contact the Writers’ Program Student Affairs Officer for further support.

**Late Work** *[Strongly encouraged - Sample Text Follows]*

All late work requires my approval to receive credit. This means we must have a conversation before the assignment is late. Work that is not turned in receives no credit. Work turned in late without permission receives no credit. Work that is turned in early in anticipation of an absence will receive full credit.

Discussion posts and responses to students submitted after the deadlines will not receive credit.

**Technology Issues** *[Optional - Sample Text Follows]*

In the event of technology failures, students must send assignments as attachments to me through Canvas messaging before the deadline. I will then post it into the forum on your behalf.

Please also contact Canvas Support to address the technology issue. You can reach Instructure for general Canvas Support by clicking on Help (located on the menu to the left) or you may reach the UCLA Extension Learning Support Monday through Friday, from 8 AM to 5 PM (Pacific Time), except holidays, at support@unexonline.zendesk.com.

**Reading and Workshopping Guidelines** *[Sample Text Follows – instructors should include workshop guidelines unless your class has no workshopping. Instructors are strongly encouraged to write their own workshop guidelines and use the workshop format that makes sense for your course and teaching style.]*

* Be open and supportive of the risks taken by your workshop peers
* Read attentively when your work is critiqued—takes notes on your own for reference
* Read and make notes on your assigned readings—come to each workshop ready to discuss

I recently attended a panel discussion called "Decentering Whiteness in Craft," (featuring Matthew Salesses, David Mura, and Luisa A. Igloria) which articulated that the way most creative workshops are run privileges whiteness and assumes a clear writer/reader identity match. The panelists suggested this has a lot of significant outcomes for workshop participants, including "presenting work they think doesn't engender failure" (David Mura). Since this class is deeply experimental in approach, levels of "failure" are expected and encouraged in each assignment.

I've taken advice from Luisa A. Igloria's notes about how to structure a more equitable workshop environment. I'm interested in hearing how this approach affects your experience in this class.

1. The writer will present the work with a brief description of their intent. What was the goal of the piece? What questions does the writer have about the piece?
2. The readers will answer these questions about the piece:
	1. What do you think this piece is trying to do?
	2. What elements of the piece surprised you or excited you?
	3. What questions do you have for this piece, or inspired by this piece?
	4. Responses to the writer's questions from the original post.
3. The writer need not remain "silent" in the thread; in fact, writers can expect to engage with feedback throughout the week.
4. At the end of the week, each writer should identify which comments, ideas, or strategies were most helpful, and where they have ongoing questions toward revising the work.

It is my hope that by adopting this approach, all students will feel an equitable stake in each pieces's workshop, including their own.

**Artistic Guidelines** *[Optional - Sample Text Follows]*

This course is designed to challenge you and expand your concepts about writing. Please be prepared to take risks with your writing, and respect and support the risks of your classmates.

Every assignment should be a first or mostly-first draft in order to allow for the greatest level of discovery for future revisions. You are not expected to reinvent the wheel in this class. Identifying the possibility that wheels can exist is enough.

**The Writers’ Workshop [Please include this policy verbatim unless your class has no workshopping]**

Instruction in the Writers’ Program follows the guidelines established by the Association of Writers and Writing Programs (AWP) guidelines for the teaching of creative writing, which include a “challenging writers’ workshop” as a hallmark. They define this as

*…a seminar in which students critique one another’s work under the mentorship of an accomplished writer-teacher. The workshop is writing intensive, offering each student multiple opportunities for submission and revision of creative work.* (AWP)

This method of instruction is considered the gold standard for developing writers at all levels of expertise, and workshopping is a key learning tool in nearly every course offered by the Writers’ Program. Workshopping teaches you to read and respond to written work from a variety of perspectives, and hearing critique of your own writing will help you understand how successfully your work achieves your goals. Every student is expected to participate fully in workshopping activities as defined by and guided by Writers’ Program instructors.

**Scope of Work for Instructors [Please include this policy verbatim]**

Each Writers’ Program instructor has signed an agreement to teach the curriculum in their course, following a syllabus of their own design with approval by the Writers’ Program director. Instructors are never obligated to read, review, critique, respond to, or otherwise address student work that has not been developed for their course or in response to specific assignments in their course. Individualized instruction like this falls into the categories of Consultation and Mentorship, which are separate services your instructor can provide through special arrangement with the Writers’ Program.

**Underage Students [Please include this policy verbatim]**

As UCLA's principal provider of continuing education, the majority of UCLA Extension courses are designed for the post-baccalaureate professional-level student. Enrollment is therefore normally reserved for adult students 18 years of age and older. The Writers’ Program may consent to enroll younger students based on special academic competence and approval of the instructor. Minors who enroll in a Writers’ Program course without first receiving permission from both the department and the instructor are subject to withdrawal. To request approval, please contact the Writers’ Program at 310-825-9415.

**Institutional Policies**

*[This section is standard, institutional language that is pre-populated into your Canvas syllabus. Please include this text verbatim.]*

**Student Conduct**

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at: https://www.uclaextension.edu/pages/str/studentConduct.jsp (https://www.uclaextension.edu/pages/str/studentConduct.jsp)

**Services for Students with Disabilities**

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension’s Service for Students with Disabilities Office at (310) 825-7851 or by email at access@uclaextension.edu. For complete information see: https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp (https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp)

**Incompletes**

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete*/*I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see: https://www.uclaextension.edu/pages/str/grading.jsp (https://www.uclaextension.edu/pages/str/grading.jsp)

**All Grades are Final**

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

**Sexual Harassment**

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, Suite 113, 10995 Le Conte Ave., Westwood; Voice/TTY:

(310) 825-7031. View the University’s full Policy on Sexual Harassment and Sexual Violence at http://policy.ucop.edu/doc/4000385/SHSV (http://policy.ucop.edu/doc/4000385/SHSV).

**Additional Items**

*[This section is standard, institutional language that is pre-populated into your Canvas syllabus. Please include this text verbatim.]*

**Course and Instructor Evaluation**

UCLA Extension values your feedback on course and instructor evaluations. We ask all students to take a few minutes to complete an end-of-course evaluation survey. Updates to the course and instruction are influenced by your feedback. Understanding your student experience is essential to ensure continuing excellence in the online classroom and is appreciated by your instructor and the UCLA Extension academic leadership.

Your participation in a survey is voluntary, and your responses are confidential. After instructors submit grades, they will be given an evaluation report, but this report will not contain your name.

**About Your Online Course Materials**

Please note the following about online course components at UCLA Extension:

Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.

Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.

**UCLA Extension Canvas and Learning Support**

**For immediate 24/7 Canvas technical support**, including holidays, click on **Help** (located on the menu to the left) where you can call or chat live with a Canvas Support representative.

**UCLA Extension Instructional Design and Learning Support**

The UCLA Extension Learning Support staff assists both students and instructors with Canvas-related technical support, as well as general and administrative questions.

Learning Support staff is available Monday through Friday, from 8 AM to 5 PM (Pacific Time), except holidays:

Email: support@unexonline.zendesk.com

Website: <http://support.uclaextension.edu>

**Schedule**

|  |  |  |
| --- | --- | --- |
| **When** |  **Lesson** | **Notes** |
| **Week 1** | *[Include a title or theme that best reflects the week's learning]* | *[The three-column format for this section is standard. Include relevant lesson topics, resources, and assignments for each week]* **Lesson Topics:** **Read / Watch:** **Activities / Assignments:**  |
| **Week 2** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 3** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 4** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 5** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 6** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 7** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 8** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 9** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
 |
| **Week 10** |  | **Lesson Topics:** **Read / Watch:** **Activities / Assignments:** *
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