

To Whom It May Concern,

RE: College Core Courses

This letter certifies that the College Core courses at the University of California, Santa Cruz (UCSC), when combined with completion of the Entry Level Writing Requirement (ELWR), fulfill the prerequisite for enrollment in *Writing 2: Rhetoric and Inquiry* (WRIT 2) at UC Santa Cruz. WRIT 2 at UC Santa Cruz satisfies our “Composition” (C) General Education Requirement, as does English 1B at many California Community Colleges.

This letter also certifies that students’ successful completion of English 1A at a California Community College serves as an equivalent to WRIT 1. Thus, students who enter UCSC with community college credit for 1A may enroll in WRIT 2 as their next UCSC writing course.

UC Santa Cruz recommends the following: (1) when a student has completed the Core course (generically referred to in this letter as “College 1”) and is notated as having satisfied the ELWR or (2) when a student has completed College 1 and WRIT 1 (thus satisfying the ELWR), the student be permitted to enroll in English-1B-level courses. College 1 courses are coded by college name: CLNI 1, JRLC 1, CLTE 1, COWL 1, CRSN 1, CRWN 1, KRSG 1, MERR 1, OAKS 1, PRTR 1, and STEV 1.

All first-year students at UCSC are required to enroll in the Core course of their residential college. College 1 is the first step in UC Santa Cruz’s Academic Literacy Curriculum (ALC), which is comprised of College 1 followed by one or two Writing classes (WRIT 1 or WRIT 2). The College Core courses were changed from being numbered “80” to being numbered “1” in fall 2018.

Below are four paths to satisfying the prerequisite for WRIT 2 at UC Santa Cruz:

| | | | | |
|---|---|---|---|--|
| ELWR satisfied at matriculation via accepted standardized test scores | 1. Student enters UC Santa Cruz with ELWR satisfied → | 2. Student completes College 1 with C grade or higher → | 3. Enrollment allowed in WRIT 2; on completion of WRIT 2 with C or higher, C requirement is satisfied | |
| ELWR satisfied at matriculation via Directed Self-Placement | 1. Student enters UC Santa Cruz with ELWR satisfied → | 2. Student completes College 1 with C grade or higher → | 3. Enrollment allowed in WRIT 2; on completion of WRIT 2 with C or higher, C | |

| | | | | |
|--|---|---|---|---|
| | | | requirement is satisfied | |
| ELWR satisfied at matriculation by others means (community college credit) | 1. Student enters UC Santa Cruz with ELWR satisfied → | 2. Student completes College 1 with C grade or higher → | 3. Enrollment allowed in WRIT 2; on completion of WRIT 2 with C or higher, C requirement is satisfied | |
| ELWR not satisfied at matriculation via Directed Self-Placement | 1. Student enters UC Santa Cruz with ELWR unsatisfied → | 2. Student completes College 1 with C grade or higher → | 3. Student completes WRIT 1 with C grade or higher → | 4. Enrollment allowed in WRIT 2; on completion of WRIT 2 with C or higher, C requirement is satisfied |

College 1 focuses on university-level critical reading and critical thinking, among other topics.

Writing 1 and Writing 2 focus on university level writing, including rhetorical awareness and analytical writing (WRIT 1) and research-based writing and information literacy (WRIT 2). Attached to this letter is a chart that details the outcomes, workload, and expectations for Writing 1 and Writing 2.

Besides the grades students earn in their classes (including College 1 and WRIT 1), the official UC Santa Cruz transcript includes a statement of whether the Entry Level Writing Requirement is satisfied.* If this way of determining readiness for English 1B-level courses is acceptable to your community college, you may identify whether students have met the prerequisite by consulting the transcript.

I hope this letter clarifies how UCSC courses may serve as prerequisites for courses equivalent to English 1B. Please contact me or Molly Thompson, Articulation Officer in the Office of Undergraduate Admissions, if you have any questions or concerns. Molly can be reached at mflove@ucsc.edu.

Sincerely yours,
Richard Hughey, VPDUE

* Transcript text re: ELWR satisfaction:

NON-COURSE MILESTONES:

American History Requirement

Status: Completed

American Institutions Requirement

Status: Completed

Univ. of Calif. Entry Level Writing Requirement

Status: Completed

Date Completed: 09/18/2015

Senior Seminar in the Major

Status: Not Completed

UCSC Writing 1 and Writing 2 Course Outcomes and Descriptions

Writing 1/1E*: Introduction to Composition

Provides declarative knowledge and procedural knowledge about writing, with a special focus on genre, rhetorical situation, revision, editing, and making connections between texts and one's own perspective.

Course outcomes:

1. Demonstrate understanding of the purpose-driven nature of academic writing.
2. Identify and use rhetorical concepts (such as audience, purpose, context, or genre) to analyze and write about a variety of texts.
3. Use strategies such as response, analysis, interpretation, or critique to produce purpose-driven writing that draws connections between texts and student writers' perspectives.
4. Support their ideas through the use of appropriately acknowledged texts and, as appropriate, examples, personal experience, and/or observations.
5. Compose projects through multiple drafts using both writer- and reader-based strategies and revising for focus, quality of content, and/or coherence. Implement strategies to edit work according to genre and disciplinary conventions such as arrangement, language use, mechanics, or documentation style.
6. Reflect cognitively and metacognitively on processes for writing and analysis, building on strengths and addressing weaknesses.

What is it? Writing 1 is taken in the winter quarter of the first year and asks students to write in diverse genres, rather than only “the five-paragraph essay” and thesis-driven genres. Students learn to shift their writing between purposes, audiences, and genres. This course asks students to think about their writing processes and make plans for how to improve their skills and carry them into future classes. Writing 1 provides a small class size (20 students) and more hands-on support for success, including tutors.

Who is it for? The majority of first-year students place into Writing 1. Writing 1 is for students who are capable readers and writers and also know that they need time or support to meet college-level writing expectations.

What is the workload? In Writing 1, students read a range of texts, including scholarly articles/chapters and readings about how to write effectively in a variety of situations. Classroom time is spent processing difficult readings that are likely new to students. Students write 3-4 major projects, typically of about 1,000-1500 words per project.

**We also offer Writing 1E for multilingual students. Writing 1E is the same as Writing 1 except that it is designed for multilingual students and is taught by language specialists. Extra support is provided for language-related needs, and projects may incorporate students' strengths in using multiple languages.*

Writing 2/2H*: Rhetoric & Inquiry

Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts.

Course outcomes:

1. Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.
2. Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.
3. Locate relevant source material, evaluate its credibility, and cite it appropriately.
4. Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
5. Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.
6. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.

What is it? Writing 2 is taken in the winter quarter of the first year or later. It focuses on rhetorical strategies for academic writing in various genres. Students are expected to plan and execute research projects and be comfortable with the UCSC Library databases. Writing 2 has 25 students in each class and does *not* focus on sentence-level skills or provide tutors.

Who is it for? While all students must complete Writing 2 and the C Requirement by the end of their second year, most students do *not* initially place into Writing 2. Writing 2 assumes proficiency in argumentation, the ability to recognize genres, and previous background in citation.

What is the workload? In Writing 2, students write 4-5 major projects, typically of 1,000-2,000 words, possibly with a longer final project. This course is fast-paced, and more independent learning, including the reading of complex academic research texts, will be expected.

**We also offer Writing 2 Honors for students in the College Scholars Program. Writing 2H carries the same outcomes as WRIT 2 but provides an in-depth focus on conducting sustained scholarly inquiry about one topic throughout the quarter.*