FIRST-YEAR WRITING PROGRAM GUIDEBOOK
UNIVERSITY OF GEORGIA
2022-2023
University of Georgia First-Year Writing, 2022-2023

Table of Contents

1. Introduction
   Administration
   Why Write? FYW and Academic Discourse

2. Description of First-Year Writing Courses
   English 1101: First-year Composition I
   English 1102: First-year Composition II

   Alternative Approaches to First-Year Writing:
   Honors Courses for First-Year Writing
   English Composition for ESOL Students
   Special Topics
   Reacting to the Past
   English 1102E, First-year Composition II, Online, Asynchronous

3. Policies and Procedures
   Placement
   Absences
Grade Appeals Incompletes
General Grading Weights
Plus/Minus Grading

4. Using eLW in the First-Year Writing Program
   Brief Introduction to eLW
   Digital Learning Labs

5. Evaluation of Essays in the First-Year Writing Program
   What Do Teachers Want?
   What Grades on Essays Mean
   The Grading Rubric
   Using the First-Year Writing Rubric’s Vocabulary

6. Electronic Portfolios in the First-Year Writing Program
   The First-Year Writing Electronic Portfolio
   Elements of the Portfolio
   How Are FYW Portfolios Evaluated?

7. Academic Honesty and Plagiarism
   UGA Honesty Policy
   Plagiarism

8. Resources
   Tutoring
The UGA Writing Center
Milledge Hall Writing Center
Research

The UGA Libraries
CAPS (Counseling and Psychological Services)
Disability Resource Center (DRC)

9. What Comes Next?
   Writing Certificate Program
   Writing Intensive Program (WIP)
   The Major and Minor in English
   Advanced Courses in Writing
CHAPTER 1: INTRODUCTION TO FIRST-YEAR WRITING

Office: 128 Park Hall
Telephone: (706) 542-2128

Administration:
Nate Kreuter, PhD, Director
Joshua King, PhD, Associate Director
Sara Steger, PhD, Assistant Director
Clare Reid, MA, Office Manager

Why Write? FYW and Academic Discourse

Writing is more than simply recording our thoughts, observations, and conclusions. Often it is a way of discovering what we think or feel. If it were merely the transcribing of what is in our minds, writing would never cause us any problems. Yet how many times have you sat down to write, thinking you knew what you wanted to express, only to find that your thoughts were jumbled or half-formed? Or you may have begun a writing assignment with nothing to say, but found, as you wrote, that you had a range of opinions and information about your subject. In both cases, you discovered what you actually knew or thought only in the act of writing.

Scholars and researchers have long known that writing is itself “a way of knowing.” The act of writing improves comprehension of academic material and fixes that material in our memories. Even more important, writing can play a crucial role in the process of learning itself. Writing helps us to make connections among different pieces of information and between information and ideas; it also provides us with a visible record of those connections and (for instance, in the case of multiple drafts) shows us how our ideas change over time. In other words, writing allows us to produce not just information, but knowledge.

The kind of writing focused on in First-Year Writing (FYW) is called academic discourse. At the University of Georgia, you will be asked to do many different kinds of writing for your classes. As you move into your academic major toward graduation, you will become increasingly involved in writing tasks that draw on specific genres and conventions for your academic field. Psychologists, for instance, engage in different kinds of research and writing than do literary critics. First-Year Writing cannot prepare you directly for all these advanced experiences in writing; what we do instead is to give you a grounding in
academic discourse, which lays a foundation for later thinking and writing experiences by practicing kinds of writing that seek to inform and persuade a range of audiences. In FYW courses, you will do research on various topics and, together with your teacher and fellow students, work through writing and discussion to use that information to produce knowledge. You will also test the persuasiveness of your knowledge for a variety of audiences, including your teacher, peers, and others.

Two other important goals of FYW are the arts of revision and collaborative critique. For each writing assignment, FYW classes engage in drafting and revision, and for each they engage as well in peer review. You get the opportunity to demonstrate your proficiency in these two crucial areas in the Composing/Revision and Peer Review exhibits in the Electronic Portfolio that you submit as your final requirement in the course. (The Electronic Portfolio is discussed in detail later in this book.) Your skill in these areas will stand you in good stead as you leave your current teacher and classmates, moving through the core curriculum and your chosen major at the University of Georgia. Finally, our program emphasizes writing in electronic environments that are important not only to academics and the world of business, but also to individuals in their private lives. You will experience a variety of technologies in FYW, including the program’s own electronic writing environment, eLW, which we use both for work during the semester and for constructing final FYW Electronic Portfolios.

The Instructors and Administration of UGA’s First-Year Writing Program sincerely hope that you enjoy your experiences with writing this year and that you leave our program with the skills and work habits necessary to succeed in writing tasks throughout the curriculum and in the world of work. More broadly, we hope that you leave us feeling confident of your critical thinking, your composing and revision skills, and your ability to comment intelligently on your own and others’ writing. Finally, we hope that you will continue to enjoy and practice writing during your years at the University of Georgia. For that reason, we will give you information later about further opportunities for reading and writing at UGA.