

2021-2022
Entry Level Writing Requirement Task Force
Charge, Project Phases, and Timeline

The University of California's longstanding Entry Level Writing Requirement is defined in systemwide Senate Regulation 636. A as: "...a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty."

As the UC's literacy gateway, Senate Regulation (SR) 636 has profound implications for how incoming UC students are placed in writing courses and how they begin their academic careers on our campuses. However, in recent years, UCOPE members, in consultation with Writing Program Administrators and faculty on the different campuses, have made clear that the principles, purposes, values, and language of SR 636 needs updating. Therefore, UCOPE proposes that Academic Council should establish an Entry Level Writing Requirement Task Force.

In the first stage of its work, the group will produce a preliminary report with culminating recommendations based on:

1. Data from each campus about student Entry Level Writing Requirement (ELWR) fulfillment options.
2. Data from each campus, where available, about student experience and success in relationship to these ELWR fulfillment options.
3. Summarizing and contextualizing this data with current best practices emerging from evidence-based research about writing assessment and placement.
4. Using findings to articulate the principles and purposes of the ELWR and describe the values that comprise it based on evidence-based research practices.
5. Recommendations, if necessary, for revisions or clarifications to the (above) language of SR 636.

In the second stage, the Task force will build on its work in stage one and produce a second report with additional recommendations based on:

1. Methods for ELWR satisfaction outlined in SR 636.B. and 636.C., as well as any alternative placement methods used since AY 2020.
2. Impact on students and administrative structures across campuses of revising SR 636 to allow for permanent alternative placement mechanisms determined by individual campuses.
3. Current communications and messaging about the ELWR, making recommendations for revisions if necessary.
4. Consideration of a new standing subcommittee of entry level writing course directors to report to UCOPE.

The Task Force will be convened as soon as possible, and is expected to complete the first stage of its work by the end of December, 2021, and the second stage by May, 2022.

UC Entry Level Writing Requirement (ELWR) Task Force Roster

| | |
|--|-----------------------------|
| Dana Ferris Director, University Writing Program drferris@ucdavis.edu | Co-chair (Davis) |
| Karen Gocsik Director, Analytical Writing Program kgocsik@ucsd.edu | Co-chair (San Diego) |
| Maggie Sokolik Director, College Writing Programs sokolik@berkeley.edu | Berkeley |
| Penelope Collins Associate Professor, School of Education p.collins@uci.edu | Irvine |
| Jerry Won Lee Associate Professor, English jwl@uci.edu | Irvine |
| Mitchell Chang Professor, Education and Asian American Studies mjchang@gseis.ucla.edu | Los Angeles |
| Eileen Camfield Teaching Professor, Global Arts, Media, and Writing Studies ecamfield@ucmerced.edu | Merced |
| Paul Beehler Associate Director, University Writing Program paulb@ucr.edu | Riverside |
| Mira Balberg Professor, History mbalberg@ucsd.edu | San Diego |
| Tim Dewar Lecturer SOE, Education dewar@education.ucsb.edu | Santa Barbara |
| Amy Vidali Associate Teaching Professor, Writing Program khelmer@ucsc.edu | Santa Cruz |