

UWVP

UNIVERSITY WRITING PROGRAM

WEBSITE REDESIGN FUNCTIONAL SPECIFICATION REPORT

Presented by the Screen Saviors

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OVERVIEW

- 3 Background
- 4 Executive Summary
- 5 Service Provided
- 7 Interaction Framework
- 10 Visual System Style Guide
- 14 Screens and Elements
- i Appendix

otes excellence in written communication among UC Davis students and
ce of writing in the larger community. We help undergraduate and
s to master the writing skills they need to succeed as academics,
support the research mission of the university by

BACKGROUND

The overall opinions and reactions inspired by the current UWP website are well-known: they are dissatisfied, and wanting a more accessible, more appealing site. Users commonly complain information is neither easy nor quick to find, the site's appearance is dull and unrefined, and its function is much too complicated. In response to this, the University Writing Program has requested a fresh design for the website's new implementation in Fall 2018. It is our goal at ScreenSaviors, an undergraduate student group from UWP 110, to provide a new design option for UWP, implementing user concerns and feedback to better the website and user satisfaction. As such, through UX analysis, design and testing processes, we have focused on improving the current website's visual appeal and sophistication, webpage organization, information accessibility, and user-friendly functionality.

For clarification of ScreenSaviors's process in developing this UWP web design, UX is an abbreviation for User Experience, a process by which web developers and companies focus on the user. The purpose of this is to meet the needs of the user in a design that efficiently and effectively considers how, when, and in what ways users engage with the UWP website and focusing on what is needed from it.

To determine needs and guide our UX process, our first step was to develop "Personas." This is another aspect of UX design in which members of ScreenSaviors conducted online surveys, email interviews, and in-person informational interviews with the many different UWP website users (students, administrators, lecturers, etc.) to gather an understanding of user needs. Once this information was collected, ScreenSaviors developed eight personas (see Appendix) as fictional representatives of nonfictional people. These personas were used as our first test subjects before we returned to test the real users to better judge success or failure.

Throughout the process, these personas from beginning to end, and were tested to determine whether an aspect of our developing design was or was not successful through the sixteen "use cases" we created (see Appendix). Use cases are sample situations based on how real users interact with the UWP website. Apart from being go-to testing prompts, the use cases assisted in our process' efficiency; they helped determine which pages of the UWP site needed to be designed first. Rather than us ambitiously and inefficiently attempting to design the whole website at once, we first had to create the pages needed for the sample situations. In addition to discussing UX, personas, and use cases, the following report will also refer to "wireframes." These are gray-scaled paper prototypes that are free of content and intended to establish a skeletal layout for the new website design. These wireframes became the basis for the development of the design prototypes (see Appendix), the interactive web pages designed in Adobe XD by members of the ScreenSaviors and the final product of this report.

EXECUTIVE SUMMARY

One testee summed up our work as the ScreenSaviors perfectly: “I’m amazed at the look and feel of this new site. I feel like all my questions were answered without losing the original functionality of the old site.” On that note, we now present to you an updated and refreshed proposal for the new University Writing Program (UWP) department website.

We will begin by walking you through the basic framework of our project. Our first task was to confirm there are areas within the current site that need improvement, and in what direction they needed updating. To achieve this, we first began with extensive sampling (N = 107) by reaching out to various groups on campus through personal meetings and Facebook postings. We had our interviewees fill out online forms, and we gathered their contact information for follow-up interviews. After receiving some baseline information, we moved forward with more detailed in-person sampling on smaller groups of interest (undergraduate and graduate students, faculty and staff, administrators, etc.) (N = 19). These initial surveys helped us identify eight unique personas for whom we needed to redesign the UWP website.

In developing our eight personas and corresponding use cases, we arrived at two important conclusions: 1) the current UWP website provides the user with nearly everything necessary to them and is full of vital information regarding the department; 2) room for improvement mainly exists in usability, accessibility, task flow, and the site’s aesthetic design. Identifying these critical results was vital to our next steps in redesigning the site to fit the needs of eight typical users, improving the usability, and not losing functionality or details.

Our first major step towards redesign started with a whiteboard and a multitude of ideas. Amongst the six of us at ScreenSaviors, there are design majors, computer engineers, english majors, writing minors, and psychology majors. This educational diversity amongst our team members intrinsically led to a unique set of goals for our project and approaches to problem solving, all while protecting the new design from unattainable design and infrastructure goals.

From our discussions on the layout design, we produced a set of wireframes for paper prototyping with new testees. After extensive editing and perfecting, we embarked upon our search to match real testees to our persona types and get some solid feedback. The constructive criticism on task flow, overall layout, and menu bar functionality within the wireframes was extremely critical to our understanding of where to take the next steps in the UX design process. Once we had matched our personas to real people, our fresh testees left our minds full of new ideas, new approaches to use cases, and new accommodations for each persona. We went back to the whiteboard and discussed possible changes and how we would proceed to design the prototype of the website on Adobe XD.

The redesign truly took shape when our designers began to interpret the group’s vision and transform it into reality. Each designer created their own look for a template page, and together, we compared and blended the two products to create one visually pleasing, aesthetically creative, and fully functional masterpiece that fulfilled the needs of users.

In faith with the UX design process, our involvement with users did not stop with the wireframes. With our new prototype design, we conducted new tests with the full-color, functional prototypes similar to those featured in our presentation later tonight. Once again, our test group gave new insight for ways to improve the UWP website’s redesign: functional pieces to move around, color and photo elements to balance, and stylistic choices to better match the department as a whole.

After several more rounds of discussion, editing, and implementation, we present to you our final prototype design proposal for the new University Writing Program website.

SERVICE PROVIDED

I. INTRODUCTION

The following is an overview of the actions and processes, we, the ScreenSaviors, took to provide the best possible service. We followed UX design practices, making all our decisions based on feedback provided by users who have engaged with the UWP website. Our purpose in using UX Design as a means to guide the process was to create the best, more accessible product to represent the University Writing Program both as continuous with and distinct among the UC Davis identity.

II. PERSONAS

In our initial stages, we began with the creation of personas. To do so, we created online surveys and sent them to UC Davis undergraduate and graduate students, faculty, and prospective UC Davis students. For those who were willing, we conducted follow-up interviews to gather more thorough information about different users' experiences with the UWP website. From there, we were able to form representations of different users and created use cases related to the ways in which each user would engage with the website. Some of the questions on the survey that we asked were, as followed:

- The participant's major
- Whether or not they were a writing minor
- Their career goals
- If they were a transfer student
- If they were an international student
- The average amount of time it took for them to find what they are looking for on the UWP site
- What they used the UWP site for
- Whether they use the search bar, and if yes, what for
- Their overall satisfaction with the site
- Any suggestions they would like to make to the site

III. TASK FLOWS AND WIREFRAMES

After creating the personas and use cases, we developed task flows. We wanted to determine which pages and features of the site we should keep, remove, and reorganize in order to create a more intuitive, accessible, and user-friendly site. These task flows allowed us to create a skeletal map that guided how a user would move from the Homepage to other pages, such as "Courses," and how they would move from those to more specific pages, such as "Course Requirements."

From task flows, we developed wireframes. Using the task flows we created as an map, we worked within an online web application named "LucidChart" to lay out what needed to be included in the design for optimized user satisfaction. In this process, we outlined a new interface that ranged from a new homepage, to a new menu bar, to each new subheading in the drop-down menus. This process included the placement of menu bars, the drop-down information, the headings, the text box placement for description information, the quick links, and the images.

Upon completion of the wireframes, we tested them with our original test group that helped us develop our personas, and then expanded to more users, for further feedback from different perspectives. Their testing situations were created from the original persona use cases we developed, and they were intended for our use, to receive tangible and concrete user feedback about what the design accomplished and what it did not accomplish.

Each test was considered a success, although the timeframes of completion of tests varied and sometimes was not completed on the first attempt. After each test, we asked the testees for feedback. Common suggestions given by these real users included: making sure the website was more aesthetically modern; not overloading the pages with information; and organizing and dividing information in a way that fosters efficiency and simplicity for students and faculty. This type of feedback referenced elements of the design not yet present within the wireframes, but we considered it valuable to the next step in the design process: site prototyping.

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IV. DESIGN PROTOTYPES

Using the wireframes as our outline, we began work on the design prototypes using Adobe XD. As inspiration for our work, we referenced the UC Davis Marketing Toolbox and modern web design techniques to ensure the new website's design indicated strong ties to UC Davis, but also included a sense of individuality and professionalism. We wanted the website to feel very much like a UC Davis site, but also bring in a level of sophistication that other universities' writing programs' websites have. For further inspiration, we used information gathered through interviews and testing sessions conducted previously to tailor the website to user needs and accessibility. This user feedback helped determine decisions, both large and small, such as how faculty and staff profiles would be displayed and whether the navigation bar should be printed in full capital letters or lowercase letters.

With this inspiration, the designers began to develop our prototypes. First, we began with simple design elements. For example, we wanted to make the UWP site feel like it came from UC Davis, so we used the same font (Proxima Nova) and color scheme (blue and gold) that the university uses (see Visual System/Style Guide for further information). Once these details were in place, our designers developed the design of the Homepage interface, focusing first on the header, footer, and navigation bar. These elements of the homepage became an interface template for the rest of the pages they designed. Once the interface was in place, they placed the content onto each page to maximize the web space, making it aesthetically appealing to users, professionally representative of UWP, and organized for diverse accessibility (see Interactive Framework for further information). The final results can be found in our Appendix.

When the prototypes were finished, we tested our personas once more before contacting real testees. Again, the persona use cases were used as the testing situations, and each test was a success. Afterwards, we asked our testees for their feedback regarding the interactive design prototypes. Comments were resoundingly positive: the organization flowed well; the text-to-picture balance was well set; the aesthetic of the new site was appealing, professional, and a fresh representation more befitting a university program.

As an end result, we, at ScreenSaviors, have designed a new website for the University Writing Program that, we believe, has a strong focus on improving user experience. Our work would not have been possible without input from UWP users. Receiving feedback from people who use the website regularly, and in diverse ways, helped us understand what users need and want, and what they found unnecessary on the current website and in our design. Our services resulted as this feedback transformed into a new website, fresh, professional, and representative of the University Writing Program as a highly- and nationally-ranked writing program at UC Davis.

INTERACTION FRAMEWORK

I. OVERVIEW

In our Appendix, we have included the prototypes for ScreenSaviors' design concepts for the new UWP website. Please refer to them when considering the following section, which contains detailed explanations of the functionality of our designs and the reasoning behind them. Moreover, we describe the general overview of the different screens, an in-depth structure of the screens, and the individual functions of each of the pages.

II. HOMEPAGE (APPENDIX IV)

In our redesign of the UWP website, we, at the ScreenSaviors group, began by giving the Homepage a complete makeover in regards to its design and functionality based on thoughts and ideas gathered from users. This new Homepage became the essential template for the rest of the website, including the header, footer, and color scheme. As a group, we decided the UC Davis color scheme would make the UWP website not only more connected to the University's identity as a prestigious program, but it would also fulfill user requests for a more aesthetically pleasing page with its complementary shades of blue and gold. In the header, there are six tabs ("About," "Courses," "For Student," "People," "Publications," and "Resources") that are neatly presented along with a search bar for easy functionality and straightforward navigation. In the footer, we added links to the UWP social media sites and the program's contact information for quicker user access. These Homepage elements will remain on all other pages, as they are important for easy access, and won't require users to return back to the Homepage screen to access a certain link, screen, or piece of general information.

While it is a template for the rest of the site, the Homepage design also has its own unique features, such as current events newsfeed, publications feed, and other updates on writing opportunities, that provide users with a better sense of what the University Writing Program has to offer. As such, the Homepage presents the program to future or current students, faculty, and staff who are interested through its newly-introduced department slider, current publications feed, and academic calendar features. As a finishing touch, we also included quick links at the top of the page, as suggested in many of our testing rounds, which provides users with easier access to frequently-searched pages like the "Entry Level Writing," "Upper Division Composition Exam," and "Writing Minor." In addition to the quick links, there is a login icon for faculty and staff to access the site and add their own information, to things such as their profiles or uploading a writing piece.

III. ABOUT

Built from the Homepage template, we added a page header to our "About" page, which assists in transforming blank space on the site into a feature that allows users to quickly understand what page they have landed on. The "About" page features the same general information as the previous site, but in a more organized fashion. Within the navigation bar, hovering over "About" creates a drop-down menu with two options: "Contact Us" and "Hours and Location." These two options can also be found on the "About" page itself. Again, these two additional pages contain the same information already present on the UWP site, but this change creates for a more clear and simple experience. We will also be including a small photo that represents the program and a text box to the right of this photo will include information regarding UWP's history, explaining why it is such a prestigious program amongst the many others at UC Davis. In the bottom of the "About" page are noticeable spaces including the "Contact Us" and "Hours and Location." These navigational and aesthetic changes were all made with the purpose of satisfying user needs, providing for the UWP department with a straightforward layout and more noticeable important information.

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IV. COURSES

On the current UWP website, there is no direct way to find the “Courses” page, and this has been cause for much frustration amongst users. To remedy this, we at ScreenSaviors have added a “Courses” tab within the navigation bar in the Homepage header for fast, simple access. When the mouse is hovered over the “Courses” tab, a drop-down menu appears with two options: “Schedules” and “Course Descriptions.” On the “Courses” page, the Homepage template header remains and the rest is structured similar to the “About” pages. There is a “Courses” header, and underneath it, is a general introduction about how UWP courses are conducted and an academic photo to compliment the screen and make an aesthetic use of blank space. Navigating away from the “Courses” page via the drop-down menu, the “Schedules” will include a list of the course offerings for the current school year (ex. 2017-2018) that can be expanded for users who prefer to see information better in their web browsers, or it can be further download as a PDF and easily printed for users who prefer to have physical copies. Also included in the “Schedules” page in a left-hand sidebar are two link to pages including “Future Courses” and “Past Courses;” like the current course schedule on the “Schedules” screen, these will also have options for expansion and PDF downloads. From the “Courses” drop-down menu, the “Course Descriptions” page includes the descriptions of the courses offered and shown on the “Schedules” page. In another left-hand sidebar there are options for users to find courses through a filter of lower division, upper division, or graduate courses and course requirements.

V. FOR STUDENTS (APPENDIX V)

The “For Students” screen follows the Homepage template like the rest of the pages. When hovering over the “For Students” tab on the navigation bar, four options appear in a drop-down menu: “Requirements,” “Testing,” “Minor,” and “Study Abroad.” On the “For Students” page, there is a “For Students” header to transform blank space, and underneath it is a text box for a brief description containing program information for students. Along with this description are photos of students, intended to change the space for aesthetic appeal and a professional appearance. To the left of the program description is a sidebar including links to the same pages present in the “For Students” navigation bar drop-down menu (“Requirements,” “Testing,” “Minor,” or “Study Abroad”) for easy and more diverse access, built to accommodate the various preferences of UWP users. On the “Requirements” screen, there are links to lower division and upper division courses (also found through the “Courses” page), and a hyperlink for easy access to the testing information regarding the Upper Division Writing Exam. On the “Testing” screen, important testing information and FAQs are listed neatly for user accessibility. A link to sign up for the Upper Division Writing Exam test is located in the sidebar menu under “Testing,” which directs users to a page with testing dates and sign-up testing forms. On the “Minor” screen there is a list of the UWP minor’s requirements. In a sidebar to the left of these requirements are links to “Forms,” “Internships,” and FAQs pages related to the UWP minor. On the “Study Abroad” screen, there are many photos advertising past students’ abroad experiences along with a detailed up-to-date description about the abroad program for the current term, as well with listed contact information.

VI. PEOPLE (APPENDIX VI)

When hovering over the “People” tab on the navigation bar, two options appear in the drop-down menu: “Staff” and “Faculty.” The “People” page follows the Homepage template, containing a “People” header, a general description of the section’s purpose, and a left-hand sidebar with links to the separate “Staff” and “Faculty” pages; the current UWP website has these pages’ contents intermingled, and from our research, this has been another source of frustration that users would like to see redesigned for simplicity and organizational purposes. On both the “Faculty” and “Staff” pages, the content includes columns and rows of square icons for faculty and staff to include professional photos of themselves with their name displayed neatly underneath. When one of these photos/names is clicked, the staff or faculty member’s profile information is displayed in a pop-up, allowing users to stay on the same page while still accessing the needed information in an organized way.

VII. PUBLICATIONS (APPENDIX VII)

The “Publications” screen, like the rest of the design pages, follows the Homepage template. Hovering over “Publications” in the navigation bar, there are four drop-down menu options: “Prized Writing,” “WOE,” “Faculty Publications,” and “Readings About Writings.” On the “Publications” page, there is the “Publications” header, and below it a text box filled with a description about UWP publications and a faculty publications slider. For the four sub-options under “Publications” (“Prized Writing,” “WOE,” “Faculty Publications,” and “Readings About Writings”), we have redesigned the links to open on the same browser tab, ensuring that users aren’t taken away from the UWP website. From the “Publications” page, the four sub-options can be found in a left-hand sidebar in addition to the navigation bar drop-down menu. The information on these pages has been left the same in comparison to the current website.

VIII. RESOURCES (APPENDIX VIII)

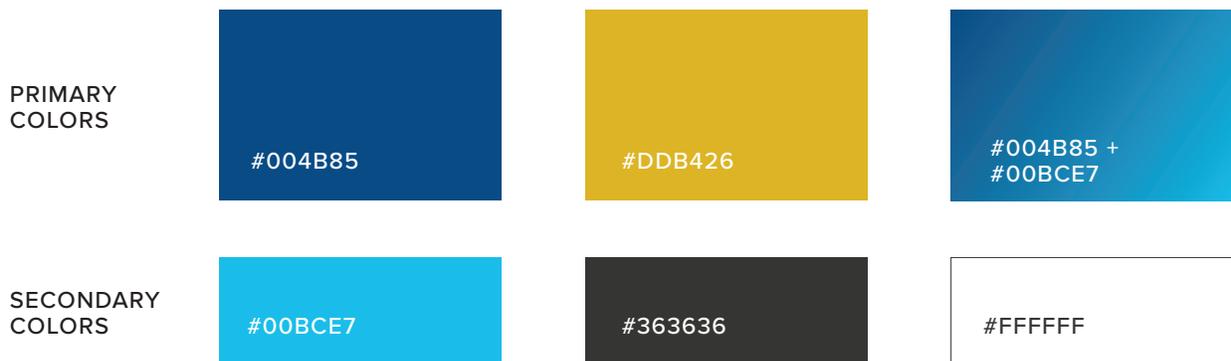
The “Resources” screen also follows the Homepage template, including its own “Resources” header. Hovering over “Resources” in the navigation bar, two drop-down options appear: “Writing Help” and “Programs.” These two pages can also be accessed from the “Resources” page directly in a left-hand sidebar, similar to the previous pages. On the “Writing Help” page, users are directed to a page with listed links, each of which features a pop-up screen similar to that in the “Faculty” and “Staff” pages. The “Writing Help” page displays information from the Student Academic Success Center (SASC), a hot link for graduate student writing consultations, and online recommendations for writing help, such as OWL Purdue. On the “Programs” page, there are links to the Writing Ambassadors Program, Writing Partner Program, and Area 3 Writing Project.

WEBSITE VISUAL STYLE GUIDE

As we were developing a new look for the site, one of the main concerns that we addressed was the user-flow, or in other words, the paths that are required to take to complete a task on a website or mobile application. Many of our users struggled to navigate the current site when we asked them to perform certain tasks, such as finding Study Abroad information, due to inconsistency of visual hierarchy. In terms of visual design, we believed it was best to implement consistency in text hierarchy and a more clear color scheme in order to establish a system of order and ease. We have included guidelines below for webmasters to follow during future updates and/or content changes to the site.

I. COLOR SCHEME

The updated website makes use of four colors and a gradient based on UC Davis brand standards. The gradient is a spectrum of the original blue and a lighter blue. The use of the gold is mainly used as an indicator. For instance, it is used to highlight links as well as a navigation indicator to indicate the current page. We also opted to set the body text to a soft black. This shade helps strike a sense of friendliness while maintaining reading legibility.



II. TYPOGRAPHY AND SIZING

In order to update the site to current UC Davis brand standards, we switched the typeface from Futura to Proxima Nova. In doing so, we also opted for consistent use of the Regular and Bold weights. The Regular font is primarily used for body text, while the Bold font presents itself in the navigation bar, headlines, and other significant headers. Below is a table that indicates directions for using each type weight.

Regular	Body Text	Footer Text			
Bold	Headlines	Nav Bar	Links	Captions	Side Bar

In addition to the Regular and Bold weights, we opted to use the Medium font when it seemed more appropriate in terms of aesthetic and hierarchy. For instance, the Quick Links in our header have been set to Proxima Nova Medium. This decision came about in our choice to strike a balance between the Navigation Bar and the Quick Links. Since the Navigation Bar is set to Bold Uppercase, the hierarchy would be interrupted if the Quick Links were stylized in the same manner. The Quick Links are a less prominent feature, but still need to be distinguished from the rest of the site's links. Moreover, opting for the Regular font would cause difficulty reading when placed against the gray background. Thus, it was best that the Quick Links were set to Medium. Overall, the Medium weight would be a good option if, in future updates, one were to run into a similar issue.

Also note that headlines, navigation, and links that are set to bold also feature a letter spacing of 25 px for aesthetic purposes and legibility.

Type sizes and image scaling are essential to a more cohesive visual design. We have included specific sizes that are meant to be followed throughout every page in the website.

Type Size

Nav Bar	30pt
Side Bar	30pt
Body Text	25pt
Footer	24pt
Quick Links	24pt

Image Scale

Header Image	Image Width = Page Width
Faculty Images	315 x 315px
Faculty Pop-Up	478 x 478px

(CONT.)

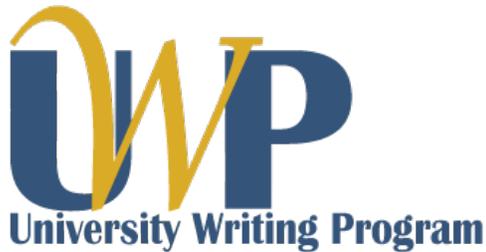
III. BRAND IDENTITY

To maintain consistency in future site updates, we have included key design guidelines to follow. This will allow an easier and correct application of the UWP website site identity and design. Our goal for users is to have an easy and satisfying experience when using the website.

LOGO

In our analysis of the site, the aesthetic of the original logo used for the UWP website appeared outdated and not representative of the accomplishments and rankings that the department has achieved. We decided to address the issue and elevate the look. We opted for a simpler, sleeker design in order to be consistent with the modern, forward-thinking look we were attempting to achieve, all while retaining the same hierarchy of the old logo for a sense of familiarity. The logo uses Proxima Nova Extra Bold for the “UWP” acronym and Bold for the spelled-out name, with a letter spacing of 50 pt. With official UC Davis brand standards in mind, we selected this particular typeface for consistency.

OLD LOGO

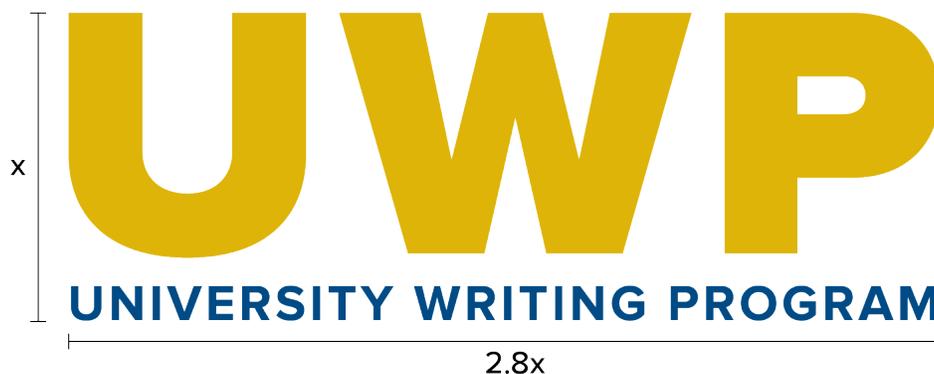


NEW LOGO



SPECIFICATIONS

In order to keep the correct proportions throughout any medium, we included a ratio to follow. The “x” represents the overall medium height. For instance, if you’d like your height set to 5 inches, then the length (2.8 x) will be need to be multiplied by 5 (2.8 x 5) for proportional dimensions. Your resulting length will be 14 inches.



DOS AND DON'TS

In our analysis of the site, the aesthetic of the original logo used for the UWP website appeared outdated and not representative of the accomplishments and rankings that the department has achieved. We decided to address the issue and elevate the look. We opted for a simpler, sleeker design in order to be consistent with the modern, forward-thinking look we were attempting to achieve, all while retaining the same hierarchy of the old logo for a sense of familiarity. The logo uses Proxima Nova Extra Bold for the "UWP" acronym and Bold for the spelled-out name, with a letter spacing of 50 pt. With official UC Davis brand standards in mind, we selected this particular typeface for consistency.

DOS



DO create a black and white logo if it is appropriate



DO include images as a background. Ensure that sure the logo is still legible.



DO include a color background, but only using the colors part of the color scheme

DON'TS



DON'T rotate the logo



DON'T use colors that are not a part of the color scheme



DON'T distort or warp the logo



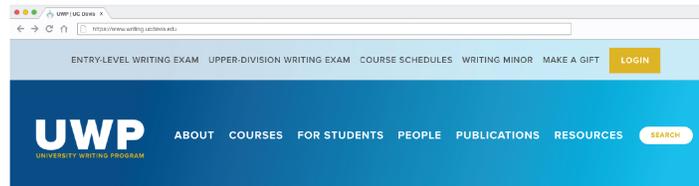
DON'T change the typeface

SCREENS AND ELEMENTS

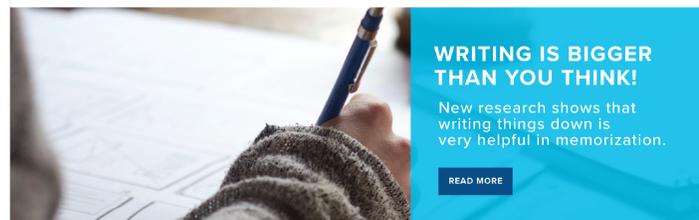
I. HOMEPAGE

The Homepage is one of the pages that will stay frequently updated. Even so, structure of the page will remain the same: the header will always be at the top, the content in the middle, and the footer at the end. Furthermore, the look of the header and footer should always remain the same, even during updates. Images used on the site should be high-resolution and clear in order to maintain the level of sophistication of the site.

Header



Content



LATEST NEWS



UPCOMING EVENTS



Could Cheese be the Answer to the French Paradox?
Katie Rodger explains the possible correlation between the French's diet of high quantity of saturated fats to the cheese stimulant called alkaline phosphatase.

Read her article [here!](#)



Study Abroad in Australia
Info Session
March 13, 2018, 12-1 PM
International Center Room 3119
Term: Fall 2018

Click [here](#) for more information.



Could Cheese be the Answer to the French Paradox?
Katie Rodger explains the possible correlation between the French's diet of high quantity of saturated fats to the cheese stimulant called alkaline phosphatase.

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Study Abroad in Australia
Info Session
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Term: Fall 2018

Click [here](#) for more information.

FEB 27 Winter Internships and Career Fair

CLICK HERE FOR MORE EVENTS!

Footer



II. POP-UPS

In analyzing the site, we found that users were often displeased in clicking links that resorted to new pages. To address this issue, we decided to make use of more pop-ups that allowed for them to remain on the same page while being able to achieve the desired task. We have provided some examples below that indicate how to stylize pop-ups and when.

Please note that that forms are always pop-ups, as our findings indicated that it was cumbersome to direct users to a new page. Pop-ups are limited to two columns, and are only used to supplement web pages. They make use of the same typography standards set in the Website Visual Style Guide. Please also note that they do not serve as a replacement for entire pages. Use only when deemed appropriate, such as the examples provided.

The screenshot shows the top navigation bar of the University Writing Program (UWP) website. Below the navigation is a blue banner with the text "FOR STUDENTS- TESTING". A pop-up form titled "UPPER DIVISION WRITING EXAM SIGN UP" is overlaid on the page. The form includes a date selector (currently set to "JANUARY 27, 2018"), a time selector (currently set to "8:30 AM"), and input fields for "Full Name:", "Student ID:", "E-Mail:", "Year", and "Phone:". There is also a checkbox for "Do you need special accommodations?" and a question "Is English your first, or primary, language? If not, what is?" with "Yes" and "No" radio buttons. A "SUBMIT" button is at the bottom of the form. Below the form, there is a yellow box titled "WHAT TO BRING" with the text "Please make sure to bring the following items to your exam:".

The screenshot shows a faculty profile for Alex Abernathy, a lecturer. The profile includes a photo, contact information (E-Mail: aabernathy@ucdavis.edu, Phone: 530-123-4567, Office: 500 Voorhies, Hours: Monday 10:00-12:00p, Wednesday 10:00-12:00p), and a list of courses for Winter 2018. The courses are: UWP 23 MW 4:10-6:00 / 159 OLSON TR 2:10-4:00 / 125 WELLMAN TR 4:10-6:00 / 1106 HART. The profile also includes sections for Biography, Education, Awards, and Publications.

(CONT.)

III. CONTENT PAGE

All content pages have similar, if not, the exact same structure. Each page will have:

1. a header image with the page title
2. a sidebar with links to other pages
3. the main content.

The page is divided into $\frac{1}{3}$. The content takes up $\frac{2}{3}$ of the right side, with some exceptions (i.e. Faculty page), while the sidebar takes up $\frac{1}{3}$ of the left side of the page. The header image and sidebar will remain the same in style and size throughout every page.

The screenshot shows a web browser window displaying the University Writing Program (UWP) Resources page. The browser address bar shows the URL: <https://www.writing.ucdavis.edu/resources/writing-help>. The page features a navigation menu with links for ENTRY-LEVEL WRITING EXAM, UPPER-DIVISION WRITING EXAM, COURSE SCHEDULES, WRITING MINOR, MAKE A GIFT, and a LOGIN button. The main navigation bar includes UWP UNIVERSITY WRITING PROGRAM, ABOUT, COURSES, FOR STUDENTS, PEOPLE, PUBLICATIONS, RESOURCES (highlighted), and a SEARCH button. The page title is RESOURCES. The main content area is divided into three sections: 1. WRITING HELP (with a dropdown arrow) containing SASC, GRADUATE WRITING CONSULTATIONS, and PROGRAMS. 2. Student Academic Success Center (SASC) featuring a photo of two students and text describing the center's mission. 3. Graduate Writing Consultations featuring a photo of a student writing and text about scheduling appointments. Below these is a WEBSITES FOR WRITING HELP section with links to Owl Purdue, Oxford English Dictionary, Grammarly, Thesaurus, and Chegg. The footer contains the UWP logo, contact information, office hours (Monday-Friday 9 AM-4 PM), and social media links.

APPENDIX

- i. Personas
- xiii. Prototypes

PERSONAS

ADMINISTRATOR

Alison Park



Patient

Helpful

Creative

Goals

- Do more personal writing
- Find more resources for students' success
- Become a better academic advisor

Bio

Allison has been an academic advisor and coordinator for UC Davis' university writing program dating back to 2009. Allison became an academic advisor for the program because of her passion to help watch students reach their academic and personal goals.

With Allison's job regularly helping students with their classes and finding internship opportunities, she finds that she uses the UWP website daily. Considering her regular use of the site, Allison has found lots of issues with it over the years. She finds often that it's hard to show her students resources and internship opportunities, as they are never as up-to-date as they really should be. Allison feels she could be a better academic advisor for her students if the website reflected better both for her uses and her students uses. With simple updating and design changes, she feels that her students will be able to succeed better.

Motivation

Incentive

Growth

Power

Social

Get in touch



Technology Comfort Levels

Technical

Social Media

Mobile Devices

Special Skills (programming, graphic design, etc)

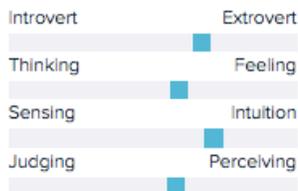
*"It's better to take many small steps in the right direction than to make a great leap forward only to stumble backward" -Old Chinese Proverb**

Age: 37

Work: Administrator

Location: Davis, CA

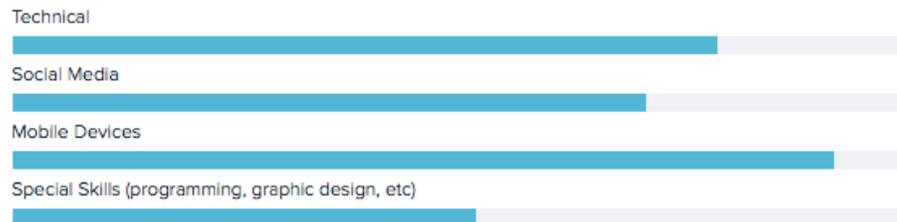
Personality



Alison Park Use Cases



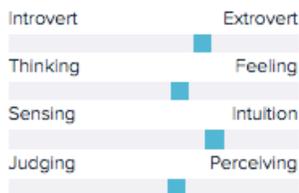
Technology Comfort Levels



*"It's better to take many small steps
in the right direction than to make
a great leap forward only to
stumble backward" -Old Chinese
Proverb**

Age: 37
Work: Administrator
Location: Davis, CA

Personality



Use Case 1

Alison attempts to show a student during their academic advising session what the requirements are for minoring in the university's writing program. Her student is very confused with navigating the website to see his requirements needed in order to minor in writing because it even took her awhile to find the requirements section on the website.

Use Case 2

Alison attempts to show an eager student who is looking for different resources and Internship opportunities the current information available, but she has to look through her email instead to find all of the current opportunities as the website is only showing stuff from months ago, which make both her student and herself frustrated.

CONTINUING LECTURER

Elizabeth Jones



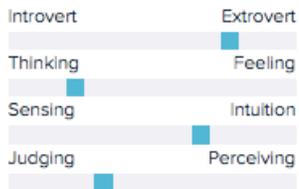
"The highest result of education is tolerance." -Helen Keller

Age: 37

Work: Continuing Lecturer

Location: Davis, CA

Personality



Inspired

Bright

Passionate

Honest

Goals

- Publish more writings and research
- Earn PhD
- Make connections with passionate students

Bio

As a child, Elizabeth loved to listen to others' stories. Eventually, she began to write them down. Her interest grew throughout the years to analyzing other people's written stories, both fictional and nonfictional. Now, Elizabeth is pursuing her PhD in Creative Writing and English.

Elizabeth began teaching at UC Davis as a Continuing Lecturer in the Writing program. She enjoys helping students improve their writing and critical thinking abilities and hopes to teach at here as a professor.

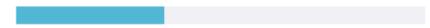
Elizabeth uses the UWP website to look at her and her colleagues course schedules, as well as to help students in finding resources and posting her published works. She has received many emails from students confused and lost on finding resources on the website, so she wishes it was easier and more apparent for student use. Elizabeth has also noticed that many resources, programs, and opportunities for students go unnoticed because a lack of advertising or they are simply too hidden.

Motivation

Incentive



Growth



Power



Social



Hobbies

- Reading autobiographies/biographies
- Earn PhD
- Make connections with passionate students

Get in touch



Elizabeth Jones Use Cases



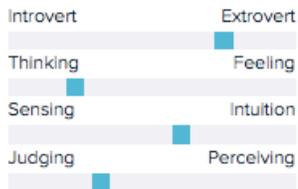
"The highest result of education is tolerance." -Helen Keller

Age: 37

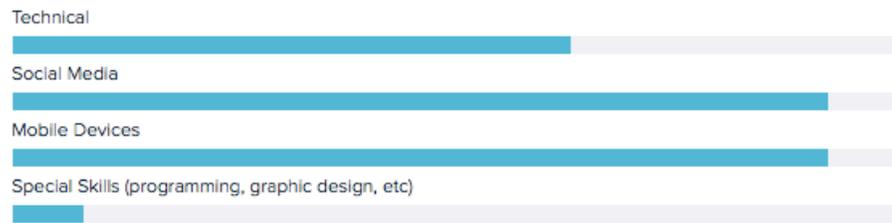
Work: Continuing Lecturer

Location: Davis, CA

Personality



Technology Comfort Levels



Use Case 1

During Elizabeth's office hours, a student came to ask her for help on signing up for a writing consultation for his thesis paper. She showed him on the website how to get to the appointment page (Programs and Services → Graduate Writing Consultations → Graduate Writing Consultation Registration), but then reminded him that consultations were not available during Spring quarter. She went to the faculty page to give him a professor's name who could answer his questions regarding these consultations. The next day, Elizabeth sent an email to her students to remind them that there are no consultations during Spring quarter since the website did not have this information.

Use Case 2

Elizabeth was invited to give a speech as a guest to one of her colleague's classes. She needed to ask him a few questions beforehand, so she looked up his office hours on the UWP website (People → Office Hours). She also wanted to write down the time and room his class was in, so she wrote found that information (Academics → Course Schedule → Class Schedule Winter 2018 PDF).

GRADUATE STUDENT

Michael Rogers



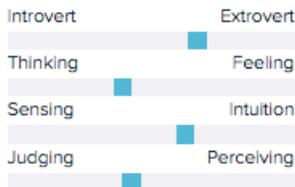
"The moment you doubt whether you can fly, you cease for ever to be able to do it." -J.M. Barrie, Peter Pan

Age: 24

Work: Graduate Student

Location: San Ramon, CA

Personality



Creative

Athletic

Thoughtful

Goals

- Finish his thesis in the next year
- Be the best TA possible to his students

Bio

Michael graduated from UC Davis in 2015 with a Bachelor of Arts in English and History. He decided to stay at Davis when his favorite University Writing Program (UWP) professor offered him a research position. Michael is pursuing his graduate degree in English and is currently working on his Creative Writing thesis. Michael works as a Teaching Assistant for the UWP program to cover his living expenses. He is currently engaged and hopes to have a steady job lined up in the next five years so he can start a family.

Michael uses the UWP website every quarter when he needs to let his undergraduate students know about office hours, check his teaching evaluation results, and search for course offerings. He struggles using the website, particularly in navigating to find what he is looking quickly. Between grant applications and meticulously editing his thesis, Michael is too busy to discuss his complaints with the UWP department administrators. However, he is looking for a more user-friendly UWP website layout that will allow him to get work done faster.

Motivation

Incentive

Power

Social

Hobbies

- Hiking, working out
- Experimenting with creative writing
- Writing an autobiography

Get in touch



Michael Rogers Use Cases



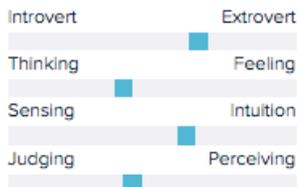
"The moment you doubt whether you can fly, you cease for ever to be able to do it." -J.M. Barrie, Peter Pan

Age: 24

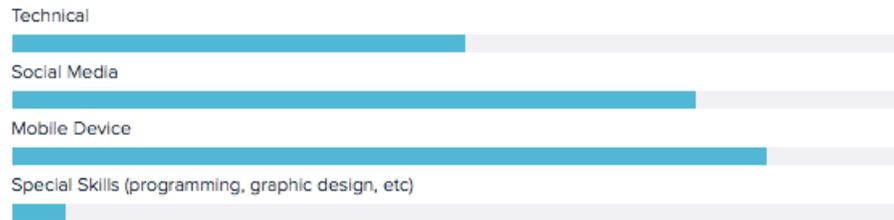
Work: Graduate Student

Location: Davis, CA

Personality



Technology Comfort Levels



Use Case 1

At the beginning of every quarter, Michael needs to update his office hours to be accessible to his students whenever they need assistance. During his first quarter as a graduate student, Michael ran into trouble updating his office hours on the UWP website. The website was very busy and intimidating and it seemed to him that it lacked updating. He was deterred from moving forward and changing them since he knew it would take a while to implement changes, so he just let his students know via the syllabus on the class Canvas site.

Use Case 2

Michael had been working on a couple of papers that he was proud of and he wanted to share them with the rest of the UC Davis academic community. One of the ways graduate researchers usually do this is by publishing their work on their department websites and naturally, this is the step he took. Unfortunately, there were no clear directions as to how Michael could accomplish this, so he missed this opportunity. He hopes that there is more information regarding publishing in the future.

HIGH SCHOOL STUDENT

Melissa Goldenstine



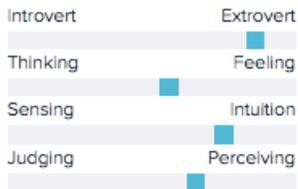
"You can have results or excuses. Not both." -Arnold Schwarzenegger

Age: 19

Work: Prospective High School Student

Location: San Ramon, CA

Personality



Creative

Passionate

Active

Leader

Goals

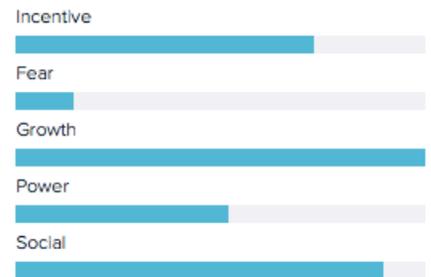
- Work for the California Aggie
- Make lifelong friends
- Becoming an officer

Bio

Melissa is a senior in high school living in San Ramon, California with her family. She has just finished applying to colleges for Fall 2019 and is eagerly awaiting to receive acceptance letters. UC Davis is her first choice, and Melissa has applied as a Communications Major and Writing Minor. However, she still isn't entirely sure what the UWP program has to offer. Over the many times she's attempted to look at the website, she is still confused about the minor's requirements and the different UWP resources available.

Melissa is currently the president of the speech and debate team at her high school, with her great passion for talking in front of large groups of people. She's also a team member of her school's monthly newspaper, where she found her love of writing. While balancing her clubs at school and 4.0 GPA, Melissa also spends ten hours a week volunteering at her local nursing home where her grandma is a resident.

Motivation



Hobbies

- Going on hikes with friends
- Volunteering
- Writing short stories

Get in touch



Melissa Goldenstine Use Cases



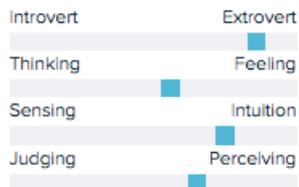
*"You can have results or excuses.
Not both." -Arnold Schwarzenegger*

Age: 19

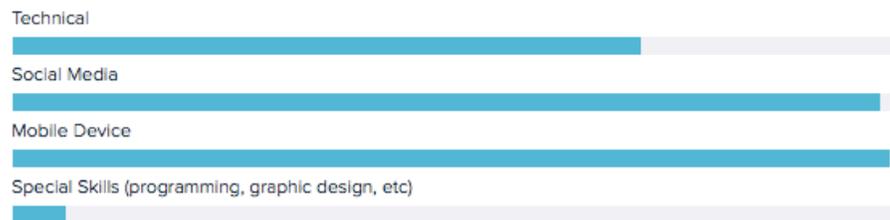
Work: Prospective High School Student

Location: San Ramon, CA

Personality



Technology Comfort Levels



Use Case 1

Melissa attempts to look up the requirements to become a minor in writing through the UC Davis UWP website but struggles to navigate it; the drop-down menu options aren't organized in a clear way to easily find what she is are looking for. Melissa decides to just Google search her questions. She didn't even realize that the UWP website has a search function on it.

Use Case 2

Melissa attempts to look up the requirements to become a minor in writing through the UC Davis UWP website but struggles to navigate it; the drop-down menu options aren't organized in a clear way to easily find what she is are looking for. Melissa decides to just Google search her questions. She didn't even realize that the UWP website has a search function on it.

LECTURER

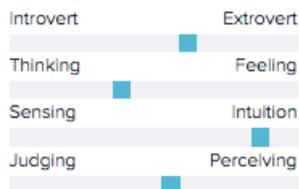
Tomi Peterson



"The best thing about the future is that it comes one day at a time."
- Abraham Lincoln

Age: 35
Work: Lecturer
Location: Davis, CA

Personality



Determined Bookish Family-Orientated

Copassionate

Goals

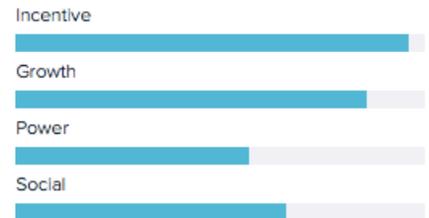
- Achieve PhD
- Become a professor
- Gain more job stability

Bio

Tomi is a mother of two young children, and she tries to spend as much time with her family as she can when she isn't lecturing at UC Davis. As a child, she had a deep interest in history books, documentaries, and museums. In college, she majored in history and developed an interest in writing due to her heavy coursework. As such, she pursued an English Literature and Composition minor, and eventually achieved an MA in English. Next, she plans to get her PhD.

Tomi's career began at UC Davis when her Master's advisor offered her a chance to teach a few lectures. Later, she was offered a position as a year-to-year lecturer in the University Writing Program, specializing in writing for history. She enjoys helping students get excited about history and writing and strives to help them make their papers interesting and insightful. Tomi uses the UWP website to find her colleagues' office hours and instructor resources. She also believes there are important resources that students are missing because of the poor design and layout.

Motivation



Hobbies

- Running
- Reading literature classics
- Watching documentaries on East Asian Civilizations

Get in touch



Tomi Peterson Use Cases



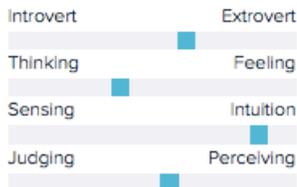
"The highest result of education is tolerance." -Helen Keller

Age: 35

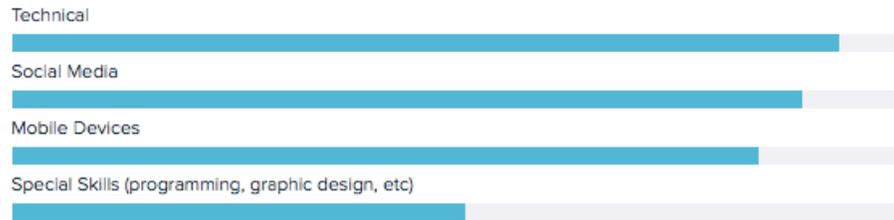
Work: Lecturer

Location: Davis, CA

Personality



Technology Comfort Levels



Use Case 1

Since Tomi is so busy with work and family, she often has to do work on the go such as waiting in line at the grocery store. Thus, what she would normally do on a desktop or laptop has to be done on mobile. She especially needs to make use of the UWP website's instructor resources, but the pages' features overlap and are difficult to scroll through. As a busy mother and teacher with little time to spare, she wishes the website was more mobile friendly.

Use Case 2

Tomi has many students who are history majors, and they're interested in learning more about a country's history through the UC Davis study abroad program. She receives many emails each quarter asking about where to find more information about writing programs within the study abroad program. What little information there is, it's in a small space on the bottom right of the homepage; it's easy to miss. Tomi would like to see more of the homepage, or a tab, completely dedicated to UWP abroad.

TRANSFER STUDENT

Joseph Williams-Gonzales



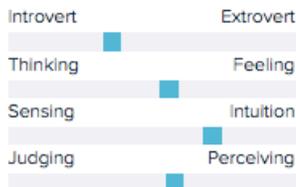
"The harder you work for something, the greater you'll feel when you achieve it." -Unknown

Age: 19

Work: Prospective Transfer Student

Location: Hayward, CA

Personality



Leader

Advocate

Helpful

Driven

Goals

- Work for The California Aggie
- Publish a piece for The New Yorker
- Make lifelong friends

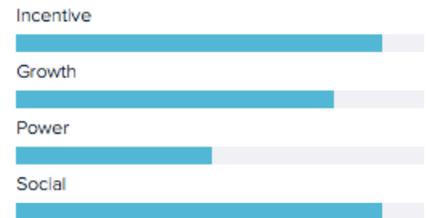
Bio

Joseph is an English Major attending his second year at Chabot College in Hayward, California. He has recently applied to several colleges for transfer in Fall of 2019 to continue his education for a BA in English.

Joseph helps pay for his tuition and living situation by working as a barista. When he is not doing this, he writes short fiction stories and opinion pieces about current political topics or news on his blog. Joseph also writes for Chabot's school weekly online newsletter and is an executive editor for the team. He maintains a competitive GPA for all of the prestigious schools that he's applied to.

UC Davis is Joseph's first choice for transfer, and he is interested in pursuing a UWP Minor. He's wants to learn more about the program's requirements and the internship opportunities available but hasn't had much of luck navigating the UWP website to find any helpful information. The program's requirements page is very overwhelming too look at, and he is confused about how to proceed.

Motivation



Hobbies

- Reading fiction books
- Going to the gym
- Writing short stories
- Trying new coffee roasts/blends

Get in touch



Joseph Williams-Gonzales Use Cases



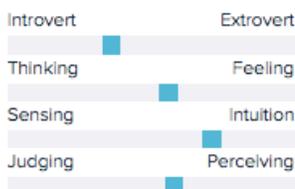
"The harder you work for something, the greater you'll feel when you achieve it." -Unknown

Age: 19

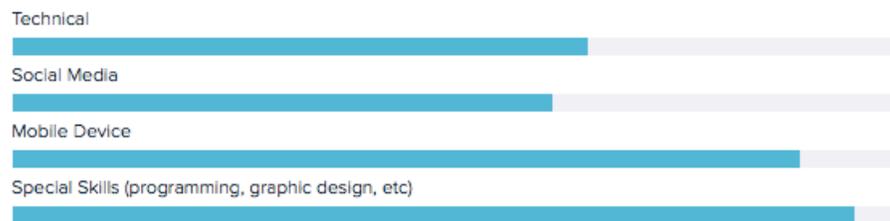
Work: Prospective Transfer Student

Location: Hayward, CA

Personality



Technology Comfort Levels



Use Case 1

Joseph attempts to see what the requirements would be needed in order to become a UWP minor at UC Davis, but has a hard time navigating the website because it is too overwhelming. When he does stumble across the requirements he wished that it was more organized because it took him much longer than it really needed to take in order to find the requirements for UWP minors.

Use Case 2

Joseph is eager to find what internships are offered for writing minors. When looking at the Internship section of the website, he is directed towards the Internship and Career Center website instead. Wanting to stay on the UWP site, Joseph returns to research instead what requirements an internship needs to meet in order to qualify for course credit. He finds this information on the "Internship" page, but it is written in such a way that he still can't understand what type of internship he needs. Joseph gives up his search for another day.

UNDERGRADUATE NON-PW MINOR STUDENT

Natia Song Use Cases



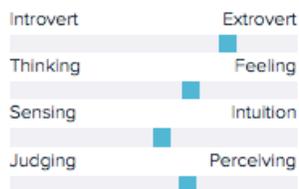
"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." -Margaret Mead

Age: 20

Work: Undergraduate, Non-UWP Minor

Location: Davis, CA

Personality



Technology Comfort Levels



Use Case 1

Natia has been patiently waiting for her UWP course's professor to be announced and has been checking Schedule Builder periodically. She hears from her friends that they found out their professors by checking the UWP website. Eager to find out if her professor is who she has been hoping for, Natia goes to the UWP website on her laptop. After a minute or two of searching the website, Natia gives up and decides to just email her professor to see if she is teaching this quarter. The professor refers her back to the site, which frustrates Natia because she has already tried to check there. Eventually, Natia finds out from her professor she isn't teaching the course, and reworks her schedule.

Use Case 2

Natia knows a few people who have tested out of the UWP upper division writing requirement and wants to see if she can do the same in order to free up space for a major course. She starts with the UWP website, assuming that would be the quickest way to find information on it. She looks through the "About" and "Academics" tabs, clicking on University Writing Requirements by college under "About." Getting frustrated because she is not finding what she needs, Natia decides to utilize the search bar and searches "upper division exam," finally finding the page she is seeking. She doesn't know how to get back to this page without searching again.

Natia Song



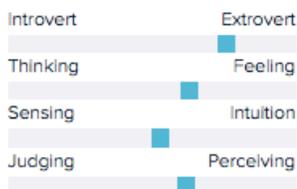
"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." -Margaret Mead

Age: 20

Work: Undergraduate, Non-UWP Minor

Location: Davis, CA

Personality



Leader

Advocate

Helpful

Driven

Goals

- Pursue a career as a politician
- Move to Washington, D.C post-graduation and lobby for civil rights
- Run for ASUCD President senior year
- Make lifelong friends in college

Goals

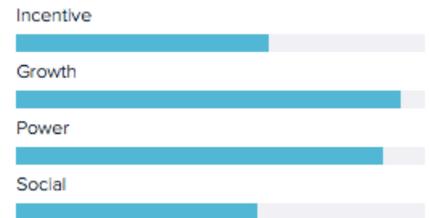
- Work for The California Aggie
- Publish a piece for The New Yorker
- Make lifelong friends

Bio

Originally from San Jose, California, Natia is a third-year student at UC Davis majoring in Political Science. She has a part-time student job on campus at the Political Science Advising center working as a peer advisor. Natia also volunteers regularly at the Yolo-County SPCA where she combines her love for animals and her hope to improve county social programs.

Natia is a dedicated student with a competitive GPA. Her focus is on gaining experience and making connections in Washington, D.C. To improve her public speaking skills for possible future networking events, Natia enrolled in an upper-division UWP Public Speaking course. She likes to extensively research which professors' teaching styles would best fit her needs by using their department profiles and online reviews. She is excited for her public speaking course, but the UWP website layout makes her apprehensive on how up-to-date the course instruction will be in public-speaking methodology.

Motivation



Hobbies

- Indoor-cycling instructor
- Reads autobiographies of famous politicians
- Babysits her neighbor's children

Get in touch



UNDERGRADUATE PW MINOR STUDENT

Deanna Reyes



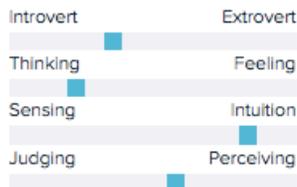
: "The truth is rarely pure and never simple." -Oscar Wilde

Age: 21

Work: Undergraduate, UWP Minor

Location: Davis, CA

Personality



Artsy

Intelligent

Curious

Inspired

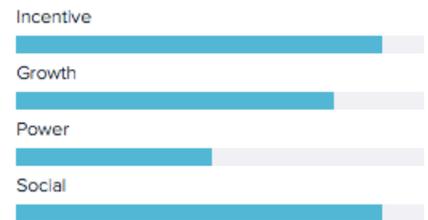
Goals

- Become a Communications Specialist
- Work for an LGBT Magazine
- Help provide information on LGBT rights

Bio

Originally from Stockton, California, DeAnna transferred from San Joaquin Delta College with an Associate in Art degree for Mass Communications/Journalism. She is now a fourth-year student at UC Davis and looking forward not only to graduation in Spring 2019, but also to moving into a new apartment that will allow her to live with her golden retriever named Smee from back home. DeAnna is always on the hunt for new internships and experiences. For most of her fourth year, she has been working for the California Aggie on campus, but she's hoping to secure an internship or starting position within a newspaper or magazine engaged in LGBT activism. She's completed her UWP Minor requirements and has her last quarter classes queued up for registration. All DeAnna needs to focus on now is life after graduation. Since she is almost done with her time at UC Davis and the UWP program, DeAnna does not have a great need presently to use the UWP website. However, she's struggled with the site numerous times in the past and is actually quite relieved to not need to use it much anymore.

Motivation



Hobbies

- Photography and Cinematography
- Journalism
- Social Media

Get in touch



Deanna Reyes Use Cases



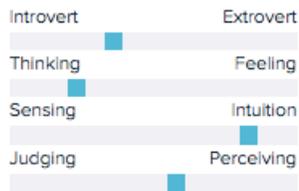
: "The truth is rarely pure and never simple." -Oscar Wilde

Age: 21

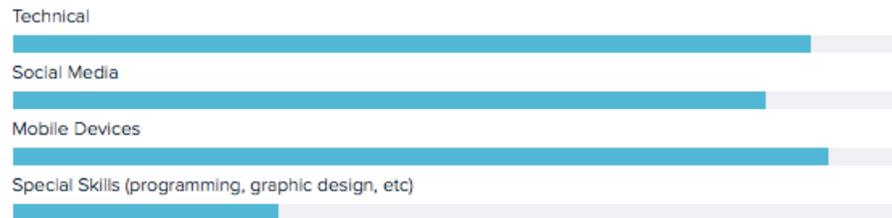
Work: Undergraduate, UWP Minor

Location: Davis, CA

Personality



Technology Comfort Levels



Use Case 1

When first transferring to UC Davis, DeAnna went to the UWP website to find a list of course requirements to decide which classes to take. From the site's homepage, she looked under "Academics" and followed it to "Writing Minor." From there, she clicked "Requirements" and found the list of possible courses she could take. This was rather easy, and there were few complications.

Use Case 2

DeAnna once attempted to find a list of past internships she'd heard other students had completed to fulfill the minor's internship requirement UWP-192. From the site's homepage, she followed the same steps she'd taken before to get to the Writing Minor's "Requirements" page. Once there, DeAnna clicked "Internships" on the side menu. She found plenty of information on the classes she would register her internship for and how to go about the process, but no list of past internships. Moreover, she found the directions for registering an internship as her UWP-192 class very confusing. This was not a successful search.

PROTOTYPES

HOMEPAGE

UWP | UC Davis X
https://www.writing.ucdavis.edu

ENTRY-LEVEL WRITING EXAM UPPER-DIVISION WRITING EXAM COURSE SCHEDULES WRITING MINOR MAKE A GIFT LOGIN

UWP UNIVERSITY WRITING PROGRAM ABOUT COURSES FOR STUDENTS PEOPLE PUBLICATIONS RESOURCES SEARCH

WRITING IS BIGGER THAN YOU THINK!
New research shows that writing things down is very helpful in memorization.
READ MORE

LATEST NEWS

UPCOMING EVENTS

New research shows that writing things down is very helpful in memorization

Find out about our lecture series!

Could Cheese be the Answer to the French Paradox?
Katie Rodger explains the possible correlation between the French's diet of high quantity of saturated fats to the cheese stimuli called alkaline phosphatase.
Read her article [here!](#)

Study Abroad in Australia
Info Session
March 13, 2018, 12-1 PM
International Center Room 3119
Term: Fall 2018
Click [here](#) for more information.

Could Cheese be the Answer to the French Paradox?
Katie Rodger explains the possible correlation between the French's diet of high quantity of saturated fats to the cheese stimuli called alkaline phosphatase.
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FEB 27 Winter Internships and Career Fair

CLICK HERE FOR MORE EVENTS!

UWP UNIVERSITY WRITING PROGRAM
One Shields Ave.
Davis, CA 95616
Follow us on social media!
Twitter Facebook

Office Hours
Monday-Friday 9 AM-4 PM

Contact Us
writing@ucdavis.edu
123-456-7890

For Advising
Make an appointment at
appointments.ucdavis.edu

FOR STUDENTS- TESTING

UNIVERSITY REQUIREMENTS

UPPER DIV. TESTING **INFO AND SIGN-UP**
FAQ

MINOR

STUDY ABROAD

UPPER DIVISION COMPOSITION EXAM INFORMATION

The exam to challenge the upper-division composition requirement asks you to read a short passage on a topic of general interest and to write an expository essay responding to it in one hour and 30 minutes. Last year, for example, examinees responded to readings about dishonesty, leisure time, and helicopter parenting.

If you decide to take this challenge exam, you should do so as soon as you have accumulated 70 units. Do not wait until your senior year. A student may make only 2 attempts at passing the exam. If you do not pass your first attempt, you may make an appointment with a Composition Exam Counselor to find out why. Then, you have the opportunity to take the exam one more time.

Do not take this exam if you are currently enrolled in a course that satisfies the upper-division composition requirement for your college, as exam results will not be available until after the final add/drop deadline.

For information about your college's composition requirement visit /about/college-writing-requirements see the UCD General Catalog, or consult your dean's office.

FOR STUDENTS

REGISTRATION

SIGN UP

Click on the "Sign Up" button above in order to register for the exam. You can only register during the registration windows specified in the "Dates and Logistics" section.

CANCEL

To cancel your registration, please click "Cancel" above and fill out the form provided.

DATES AND LOGISTICS

The exam will be held in **Rock Hall** on the following dates:

October 21, 2017
8:30 AM, 11:30 AM, or 2:30 PM.
Registration begins on September 25th at 8:00 a.m. and ends October 19th at 12:00 p.m.

January 27, 2018
8:30 a.m., 11:30 a.m., or 2:30 p.m.
Registration begins on January 2nd at 8:00 a.m. and ends January 25th at 12:00 p.m.

April 14, 2018
8:30 AM, 11:30 AM., or 2:30 p.m.
Registration begins on March 19th at 8:00 a.m. and ends April 8th at 12:00 p.m.

If you are more than 5 minutes late to the exam you will not be permitted to take the exam. We suggest arriving 15 minutes before the start time. No makeups or alternate times/dates are available under any circumstances, including emergencies.

Students needing disability or religious accommodations must indicate so on their registration. Religious accommodation exams will be administered the Friday before the posted exam date.

Students who miss the registration window will not have their exams scored.

WHAT TO BRING

Please make sure to bring the following items to your exam:

Analytical Writing Placement Exam or Upper-Division Composition Exam form
Not a Blue Book

Photo ID

Pen

Dictionaries and other reference materials will not be allowed.

FACULTY
STAFF

FACULTY INFORMATION

Find your professor or lecturer's office hours, office location, e-mail, and classes they teach.

Search by last name:
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

PEOPLE

 Abernathy, Alex	 Acklin, Tom	 Alders, June	 Bahler, Carl
 Bates, John	 Bayer, Lucy	 Cadiz, Sophia	 Cadman, Alex
 Calgani, Mary	 Caponera, Robert	 Eames, Charles	 Ehret, Sam
 Fang, Lily	 Fairman, James	 Farling, Ann	 Fernandez, Romero

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 https://www.writing.ucdavis.edu

ENTRY-LEVEL WRITING EXAM UPPER-DIVISION WRITING EXAM COURSE SCHEDULES WRITING MINOR MAKE A GIFT LOGIN

UWP UNIVERSITY WRITING PROGRAM

ABOUT COURSES FOR STUDENTS PEOPLE PUBLICATIONS RESOURCES SEARCH

PRIZED WRITING
 WOE
 FACULTY PUBLICATIONS
 READING ABOUT WRITING



WRITING IS BIGGER THAN YOU THINK!

New research shows that writing things down is very helpful in memorization.

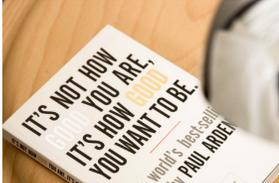
READ MORE

LATEST NEWS



New research shows that writing things down is very helpful in memorization

UPCOMING EVENTS



Find out about our lecture series!

PUBLICATIONS



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RESOURCES

- WRITING HELP ▾
- SASC
- GRADUATE WRITING CONSULTATIONS
- PROGRAMS



Student Academic Success Center (SASC)

The Student Academic Success Center helps students thrive at UC Davis and beyond by providing academic, personal, social, and transitional support.

Utilizing a holistic approach, we develop services which empower students to take responsibility for their learning. Consistent with the Principles of Community, the Student Academic Success Center strives to meet the needs of a dynamic and diverse student community.



Graduate Writing Consultations

Schedule an appointment with a coach to help you on your thesis paper. 30 minute to 1 hour appointments are available.

- ### WEBSITES FOR WRITING HELP
- Owl Purdue
 - Oxford English Dictionary
 - Grammarly
 - Thesaurus
 - Chegg

RESOURCES