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ENGL 10803.035
TL;DR
Writing (for) Online (Communities)
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Course Objectives

In this class, we're going to be talking about the internet. A lot. The internet has become so present—in our pockets, on our wrists, in our cars—that sometimes we forget to look at it, and see what it's doing and how. That's what this course is about. We are going to be looking at different types (genres) of writing on the internet, talking about how/why/for whom they work, and then doing our own writing in these genres. These texts will be posted on the internet in digital portfolios that you create. Because you will be posting your work online, we will be talking about ethics, privacy, and security. Writing is a process, even online writing, and so we will be going through that process together as we analyze, create, and reflect on online writing.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we will work toward, and the course was created to help you meet those ends.

By the end of ENGL 10803, students should demonstrate:
- ✓ the ability to write in a range of genres, using appropriate rhetorical conventions, such as:
    - ▪ Write multiple assignments in several genres, expanding their repertoire beyond predictable forms (e.g. the 5-paragraph essay)
    - ▪ Create a text with a focus, thesis, or controlling idea, provide appropriate support for claims, use conventions of format and structure appropriate to the rhetorical situation, and recognize such in others' texts
- ✓ competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources, such as:
    - ▪ Find, evaluate, analyze, and synthesize appropriate primary and secondary sources to inform and situate one's own claims.
    - ▪ Critically read texts for main ideas and claims, for use of genre conventions, for rhetorical strategy, and for the position of the author.
- ✓ the ability to employ flexible strategies for generating and revising their writing, such as:

- Write multiple revisions that might include substantive changes in ideas, structure, and supporting evidence, enabling students to experience writing as a recursive process.
- Practice writing assignments as a series of tasks (invention, drafting, revising, editing)

Course Materials

Texts:

Dethier, *Twenty-One Genres and How to Write Them*
Other readings posted on D2L

Course Projects and Requirements

Online Portfolios: You will be creating an online portfolio through Weebly. All of your projects will be posted on this online portfolio. You will also be interacting with the work done by your peers on these portfolios, i.e. leaving comments. We will set up these portfolios in class, and you will be expected to leave your portfolio published for my evaluation. (See Privacy Policy later in the syllabus.)

Your final course grade will be based on the following percentages:

Unit I: Logging On ("About Me" Page)	5%
Unit II: Creating Avatars (Analysis of Online Persona)	20%
Unit III: Becoming Wikipedia ("TCU-pedia" Page)	20%
Unit IV: Finding Communities (Profile of a Community)	20%
Unit V: Going Live (Participation Project/Presentation)	10%
Rhetorical Analysis Blogs (RABs) 1-4	12%
Final Reflection / "About Me" Revision / Portfolio Design	5%
Daily Work/Participation	8%

Major Projects: There are four major projects, two minor projects, and four analysis papers. Written work should be formatted for the web according to the genre conventions of the project, and posted on your portfolio. Each piece will go through multiple revisions, and every version must always be accompanied by an author's note, which will be posted on D2L rather than your online portfolio (see below). An assignment will not be considered turned in until all pieces have been posted to the portfolio and D2L. At the beginning of each unit, you will receive a detailed assignment sheet.

Process Work: Process work includes reading assignments, in-class writings, informal out-of-class writings, written feedback to peers, etc. This work, while informal, will be some of the most important work we do for the course, and while each piece is primarily evaluated by its completion, your thoroughness and thoughtfulness on these assignments may factor into your project grade and your participation grade. Not doing these assignments adequately—or not doing them at all—will likely hamper your grade.

Workshops and Author's Notes: For each major writing assignment, you will be asked to submit drafts to be workshopped in small groups, by the whole class, and/or by me. Each draft should be published on your site with the word DRAFT at the top of the page, to indicate an incomplete assignment. Each draft should include an author's note (posted on D2L) explaining to readers: 1) the state of your draft (first draft, third, etc.) and what you were trying to accomplish in this draft; 2) what you think is going well; and 3) what you are having trouble with or would like advice on. Failure to submit *full* drafts when due can affect your grade for each project. In preparation for workshops, you are expected to read your peers' drafts carefully and provide a thoughtful, substantive response both verbally and in writing. These responses will be posted to D2L; they will not be published in the online portfolio, but will contribute to my final evaluation of your work.

Conferences: Early in the semester, we'll meet to discuss your goals and work for the course. Please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences; if you need to reschedule, <u>contact me ahead of time</u>. Conferences will not be rescheduled due to lateness or an unexcused absence. Additionally, you are always welcome to meet with me during office hours.

Participation: Participation is based both on your work in class and online. Simply being physically present is not enough; you must engage with the material and other class members. Similarly, you must also thoughtfully interact with your peers and others online. In-class work will involve discussions based on reading, short informal writing assignments, group work, and revision discussions. Online work will involve regular postings of both RABs and unit projects, and reading and commenting on classmates' drafts and RABs when assigned to do so. Failure to participate in both contexts will result in a lower project (and possibly final) grade.

Your projects will be graded on the following grading scale:

A   93 – 100%   Excellent
A- 90 – 92.9%
B+ 87 – 89.9%
B   83 – 86.9%   Good
B- 80 – 82.9%
C+ 77 – 79.9%
C   73 – 76.9%   Satisfactory
C- 70 – 72.9%
D+ 67 – 69.9%
D   63 – 66.9%   Unsatisfactory
D- 60 – 62.9%
F   59.9% or below
        Unacceptable/Incomplete

Rhetorical Analysis Blogs (RABs): For Units II – V, you'll produce Rhetorical Analysis Blogs (RABs) on an example that you find in the genre that we are discussing. The purpose of the RAB is threefold: 1) to prepare you for class discussion; 2) to generate understanding of the conventions of particular online genres through analyzing readings; and 3) to practice writing brief analysis papers common in academic writing you'll do in college. **Any RAB turned in after the start of class on the due date will receive half credit.** (I will gladly take it early if you know you will be gone. If you have special circumstances impacting submitting your RAB, please contact me <u>ahead of time</u>.) These RABs will be posted to your online portfolio. You will also be reading and commenting on your classmates' RABs before we discuss the samples and analyses in class.

Final Evaluative Experience: Participation Project, Presentation, Final Reflection, and Portfolio Revision: Your final evaluative experience has multiple parts: you will 1) create a rhetorical artifact for a particular audience; 2) write a final RAB that analyzes the rhetorical choices you made; and 3) share your project in a 5-minute class presentation. You will also revise your "About Me" page and complete a Final Reflection (that you will turn in to me, not post on your portfolio). **MAKE SURE YOUR END-OF-SEMESTER PLANS TAKE INTO ACCOUNT YOUR FINAL EXAM TIME, as you will not be able to reschedule your presentation.**

You are always welcome to talk to me about a grade received on an assignment. However, **you must wait <u>24 hours</u> before coming to talk to me**

Evaluation and Grading

Grades: Simply fulfilling the minimum course requirements warrants an average grade (*i.e.*, C). Coming to class every day and completing assignments does not earn extra credit or an outstanding grade; it is a basic expectation. A higher than average grade will be based on: 1) the quality and development of your work (especially your awareness of genre and audience); 2) demonstrating critical and creative thinking in your writing; 3) strong evidence of revision; and 4) a willingness to take risks by exploring new subjects, genres, and techniques. Grades will be posted on D2L; no grades will be posted on any public site.

Revision: For Units II – IV, <u>you may choose to *substantively* revise your project</u>. Revising your project doesn't guarantee the grade will be improved. To revise, you must first submit a detailed revision plan and schedule a conference with me within a week after receiving your grade. <u>Revisions must be submitted within two weeks of receiving your grade.</u> If you submitted your original project late, the late penalty will still apply to the revised essay. *I reserve the right to require revisions in cases where work is unsatisfactory.*

Privacy Policy

This course requires students to post their writing on the public internet. We will be discussing public audiences, online genres, and ethics and privacy in digital spaces, all subjects that become much more real when we are actually producing content that is publicly accessible. Additionally, our ideas become clearer and more valuable when we share them and receive feedback from others. Although your posts and assignments will be publicly viewable and searchable, all grades will be private and accessible only by you the student, in accordance with the federal Family Education Rights and Privacy Act (FERPA). If you desire additional privacy, you may identify yourself on your course portfolio using only a first name, or initials, or a pseudonym approved by me. If you have any additional concerns about privacy, please speak with me as soon as possible.

Attendance Policy

Excused Absences: It is a Composition Program policy that in writing workshop courses, <u>only official university absences are excused</u> (and you are responsible for bringing me notification of university absences *before* the event). Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance.* **You are responsible for the material you miss because of an absence.** Check D2L to review PowerPoints and assignments, and be prepared for the next class period.

Unexcused Absences: Three weeks of unexcused absences (6 classes total) constitute grounds for failure of the course. Absences due to sleeping in and long weekends are NOT excused-- they all count toward the three weeks' absences limit. Other ways of accumulating unexcused absences are (1) sleeping in class, (2) working on assignments not related to ENG 10803 while in class or using an electronic device without permission, (3) failing to attend the entire class meeting by arriving more than ten minutes late or leaving class early. Since illness is likely at some point during the semester, I urge you to save your unexcused absences for times when you are too sick to come to class (and please don't come to class when you are ill). <u>Students whose absences are due to circumstances beyond their control should contact me right away</u>, and students may appeal this policy by scheduling a meeting with the Director of Composition. Tldr; to do well in this course, you must come to class.

Tardies: Do not be late. **Three tardies will equal one absence**. Additionally, if you are more than ten minutes late, I will count you absent. If you leave early, I will count you absent.

Late Work: All work will be due at the <u>beginning</u> of class. RAPs will be accepted late for half credit. Late major assignments will <u>lose one half of a letter grade for each day that they are late.</u> The assignment is not turned in until all elements are handed in. If the assignment is turned in after class on the day it is due, the highest it may receive is a 90%. Each day after that, it loses 3%. In extenuating circumstances or in the case of excused absences, the student should make arrangements with me as soon as those circumstances are known, i.e. *in advance of the due date*.

Technology and Late Work: This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. All assignments are due at the beginning of class. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, Weebly issues, etc.) are not acceptable excuses for submitting late work. Plan ahead to avoid last minute crises related to submitting assignments. Be prepared for technology to fail you; save often and in many different places. If your work is lost due to a Weebly glitch, I can only grade what I can so. Build in enough contingency plans to make sure all links, photos, and text are present and working on final drafts.

Classroom Policies

- **Classroom Community:** Our classroom is a place for the free exchange of ideas in an environment of mutual respect, so whether or not you accept your classmates' beliefs, you need to listen respectfully and respond in a constructive manner that supports the goals of the class. You are invited to bring all of your identity into this class, while recognizing that others will do the same. Make no assumptions about the identities and beliefs of your colleagues. Be aware of the words you use and how you use them. Racist, homophobic, classist, ableist, and/or other discriminatory language (especially in regards to religion and culture) will not be tolerated. Students whose behavior distracts or disrespects others will be asked to leave the class and will be counted absent.
- **Technology:** This is a class about the internet and online writing, so you are welcome to bring your computers or tablets to class. We will be meeting in a computer classroom, so you will be able to use those computers for in-class work. When appropriate, you may take notes or complete in-class work on your computer, but texting or using devices for anything other than designated class work means you're not engaging in the daily activities of our course. If using the computer distracts you or those near you from focusing on class work, I reserve the right to ask you to put away your electronic device for the day. All cell phones should be turned to silent or airplane mode during class unless instructed otherwise. <u>Any student doing work for other classes or caught using their cell phone for something other than classwork during ENGL 10803 may be counted absent for the day without warning.</u>
- **Sustenance:** No food or drinks are allowed in the classroom, since our classroom is surrounded by computers. I will make exceptions for water and coffee/tea that are contained in closed bottles.
- **Office Hours:** I expect to be on campus during my office hours each week, but I occasionally use that time to run errands around campus. Thus, it would be wise to send an email and let me know if you are planning to stop by during my office hours. That way, I can be sure to be available.
- **Readings:** Whenever there are assigned readings, you must bring a copy of the reading to class, whether the reading is from the textbook, a link, or a PDF posted to D2L. If you do not have the reading required for discussion during class time, you may lose credit for participation for the day.
- **E-mail:** The majority of my communication will come through e-mail. I expect you to **check your TCU e-mail daily**, and you can expect me to do the same. E-mails to me and your colleagues should be professional and polite, with a subject, a greeting and a closing. I reserve the right to not respond to e-mails that do not follow this professional format. I do not often respond to emails between the hours of 7 PM and 8 AM, so if to ensure a timely response from me, email me during business hours.

- **D2L:** All materials for this course will be uploaded to D2L, accessible through http://d2l.tcu.edu. There you can find assignments, required course readings, in-class activities, student drafts for peer response, and grades. Please follow directions (given in class) for uploading and accessing our D2L site.

TCU Disability Statement (verbatim from TCU catalog)

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Contact the Center for Academic Services at (817) 257-7486 for more information.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Academic Misconduct (see TCU Undergraduate Catalog):

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- *Cheating:* 1) Copying from another student's test paper, laboratory report, other report, or computer files and listings; 2) Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; 3) Collaborating with or seeking aid from another student during a test or laboratory without permission; 4) Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; 5) Substituting for another student or permitting another student to substitute for oneself;
- *Plagiarism:* The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion:* The unauthorized collaboration with another in preparing work offered for credit.
- *Fabrication and falsification:* Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission:* The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

TCU RESOURCES

- **New Media Writing Studio**| Scharbauer 2003 | newmedia@tcu.edu | 817-257-5194| Available to assist students with audio, video, multimedia, and web design projects. The NMWS an open lab for use by students

during posted hours and is outfitted with a range of design software. See their website for more information and a schedule of open hours.

- **William L. Adams Center for Writing** | Reed 419 | 817‑257‑7221 |An instructional service with the mission of helping improve writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.

- **TCU Computer Help** | 817‑257‑5855| IT provides support for TCU computing accounts and services.

- **Mary Couts Burnett Library**| reference@tcu.edu | 817‑257‑7117 | The Library provides resources and services for the research and information needs of the TCU community.

- **TCU: Student Affairs | Counseling & Mental Health Center** | 817-257-7863 | Promoting psychological health, well-being, and resources for TCU students to cope with personal and academic challenges.

- **TCU Sexual Assault Statem4ent** | Procedures to follow if you witness or experience sexual assault.