**ENGL 10803.035**

**TL;DR  
Writing (for) Online (Communities)**

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.

**Instructor**

Sara Kelm

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**Office Hours**

TBA

*& by appointment*

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**Course Information**

ENGL 10803.035  
TR 11a-12:20p  
REE 135

**Final Exam**

TBA

*All course policies, guidelines, and regulations are subject to change at the instructor’s discretion.*

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.)

**Major Projects:** There are four major projects, two minor projects, and five 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.At the beginning of each unit, you will receive a detailed assignment sheet.

*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 (“Wikipedia” 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 / Final Reflection 15%

Final “About Me” Revision / Portfolio Design 5%

Participation 5%

**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 fact 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, contact me ahead of time. 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 cannot just come to class; 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)**: Once for each major assignment, you’ll produce Rhetorical Analysis Blogs (RABs) on a text that you find in the genre that we are discussing in that unit. The purpose of RABs 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 ahead of time.) These RABs will be posted to your online portfolio, and you will post a link to D2L. You will also be 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.**

Evaluation and Grading

For each major project of the semester, you’ll complete multiple drafts, but only publish a final draft on your portfolio. Please back up all documents in multiple places (on your computer, on a external hard drive, on GoogleDocs, etc.). The final draft must remain public until final grades have been submitted.

**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, you may choose to *substantively* revise your project. 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. Revisions must be submitted within two weeks of receiving your grade. 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 web because 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 publically 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)](http://www2.ed.gov/policy/gen/guid/fpco/index.html" \t "_blank). 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 the instructor. If you have any additional concerns about privacy, please speak with me as soon as possible.

**ENGL 10803 Course Schedule**

**Spring 2018**

Texts: *Twenty-One Genres* (21G)

Readings posted on D2L (D2L)

* The work listed under each date should be prepared **BEFORE** you come to class on that date.
* Assignments should be published on your portfolio **BEFORE** class begins on the day they are due.
* Assignments should also be uploaded to D2L **BEFORE** class begins.
* It is your responsibility to keep track of due dates.
* **Be sure to check D2L & your TCU email as assignments are subject to change.**

**WEEK ONE (1/16 – 1/19) Unit I**

**Read:** Dethier, Chapters 22 & 23

**Work:** Weebly Set-up

**WEEK TWO (1/22 – 1/26) Unit I**

**Read:** Bawarshi on genres

Bitzer, “The Rhetorical Situation”

Dethier, Chapter 24

**Work:** “About Me” pages, sample RAB Mini peer-review on “About Me”

**WEEK THREE (1/29 – 2/2) Unit II**

**“About Me” due 1/29**

**Read:** Dethier, Chapter 20 & 25

Readings on social media/privacy

**Work:** Invention

Sample RAB on celebrity Instagram page (potentials: Beyonce, DJ Khaled, Gina Rodriguez)

**WEEK FOUR (2/5 – 2/9) Unit II**

**Read:** Samples of social media genre for class discussion

Readings on analyzing visuals (Wyoscki & Lynch, chapter 8)

**Work:** RAB 1, respond to classmates

**WEEK FIVE (2/12 – 2/16) Unit II**

**Conferences:** Conference prep sheet

**Read:** Readings onpeer review (Ballenger, Appendix A, etc.)

**Work:** Draft

Peer review

**WEEK SIX (2/19 – 2/23) Unit III**

**Rhetorical Analysis of Online Presence due 2/23**

**Read:** Readings onrevisions (Ballenger, Appendix A; OWL at Purdue)

**Work:** Revision

Invention

**WEEK SEVEN (2/26 – 3/2) Unit III**

**Read:** Ballenger, Chapter 10, 11, 12

Readings on evaluating sources

**Work:** Library Day

Sample RAB on Wikipedia page

**WEEK EIGHT (3/5 – 3/9) Unit III**

**Read:** Samples of Wikipedia pages for class discussion

Readings on the use/production of Wikipedia (current)

**Work:** RAB II, respond to classmates

**SPRING BREAK (3/12 – 3/16)**

**WEEK NINE (3/19 – 3/23) Unit III**

**Read:** Drafts

Readings on integrating/synthesizing sources

**Write:** Peer Review

Revisions

**WEEK TEN (3/25 – 3/30) Unit IV**

**Wikipedia article due 3/25**

**Read:** Ballenger, Chapter 4, parts of 8

Readings about fandoms, online communities (like Reddit, FB groups, hashtags, etc.)

Readings oninterviewing (Ballenger, Chapter 9, 11)

**Work:** Invention

Sample RAB on online community

**WEEK ELEVEN (4/2 – 4/6) Unit IV**

**Read:** Samples of fandom/online community articles for class discussion

**Work:** RAB III, respond to classmates

**WEEK TWELVE (4/9 – 4/13) Unit IV**

**Read:** Readings on citation (in online formats)

Drafts

**Work:** Researching/gathering information

Synthesis of sources activity

Peer Review

**WEEK THIRTEEN (4/16 – 4/20)**

**Profile due 4/20**

**Read:** Remediation (NMWS)

Participatory culture readings (examples)

**Work:** Revision

**WEEK FOURTEEN (4/23 – 4/27)**

**Conferences:** Invention/proposal

**Work:** Drafting

**WEEK FIFTEEN (4/30 – 5/2)**

**Read:** Presentation

**Work:** Remediation

Revising portfolio, “About Me”

Preparing presentation

Final RAB, reflection

**WEEK SIXTEEN (Final)**

**Work:** Presentations