

Winter 2014
Section __, CRN # __
This is a fully online course.

Instructor Information: TBA

Office Hours: M 9am-10am; T 12pm-1pm

Office hours are virtual (i.e., video chat in Adobe Connect). If you'd like to meet in person, please email me and request an appointment.

Course Description

Welcome to UWP 1: Expository Writing! This online course is designed to prepare you for the kinds of reading/writing tasks you will experience in your college courses, especially at the lower-division level (i.e., breadth requirements and prerequisite courses). The course is also designed to develop your digital literacy skills, especially in terms of writing and interacting in online communities. In this process, you will produce 6000 words of original work.

Learning Outcomes

This course covers five major content areas. Within each area there are multiple learning outcomes that you will master by the end of this course.

- Audience and Purpose
 - Critically analyze audience and genre.
 - Demonstrate audience and genre awareness in the design of the electronic portfolio.
 - Write for multiple audiences (including an academic one).
 - Conduct rhetorical analysis for a variety of situations and texts
- Metacognition
 - Reflect upon your skills as a writer.
 - Discuss what it means to be literate in the digital age.
 - Construct the electronic portfolio in a way that demonstrates your learning.
- Data Collection and Evidence
 - Practice close reading skills.
 - Effectively integrate evidence into multiple essays.
 - Locate a popular and academic source for a research paper.
- Prose Conventions
 - Investigate the writing process.
 - Revise and improve your writing using multiple strategies.

- Develop and refine language and grammar skills
- Collaboration
 - Exercise collaborative writing skills.
 - Provide feedback to classmates in peer review and editing workshops.
 - Work with peers via forum discussions, collaborative contributions to google documents, and bi-weekly video chats.

Each of these outcomes should lead to transferable skills that assist you with your university education and future career.

Class Format

This is a fully online class, meaning we do not have weekly face-to-face meetings. Instead, you will engage in various activities online each week. The activities include:

- Reading articles
- Taking quizzes
- Posting to threaded discussion forums
- Contributing to Google documents
- Reviewing and responding to your classmates' writing
- Working on writing projects
- Bi-weekly synchronous video chats with instructor and peers

Some of the work is individual, some of it is in groups. You'll find specific instructions for your weekly tasks in the Course Modules. Instructions for each week's activities become available at 5am on the Monday of that week, and you have until the following Sunday at midnight to complete the activities (some activities are due earlier in the week; there are due dates associated with each activity).

In addition to the online activities, you will be part of a **working group** (you and three other students) that meets with me for half an hour once every two weeks via video chat (Adobe Connect). In week one, you'll sign up for a working group based on your weekly schedule.

All course activities will occur within Canvas, University of California Online's Learning Management System. **It is your responsibility to check both the course website and your UC Davis email frequently.**

If you run into questions about any of the digital tools or online activities, please contact me immediately. I check my email multiple times a day, have designated office hours where I'll

be available via email or video chat, and am also open to meeting face-to-face if you schedule an appointment.

Required Texts & Other Materials

All required readings (except for self-selected sources for your research paper) are available in the Course Website. You will find links to the articles as they are assigned in the Course Modules.

Additional writing resources (information on grammar, punctuation, APA/MLA format, etc.) can be accessed through the Course Website.

WordPress: The final project in this course is an electronic portfolio, which you will create in WordPress. You will also submit all preliminary drafts for peer review and for instructor feedback via WordPress.

Major Assignments

In this course, you will complete **three writing projects**:

- Technological Literacy Narrative
- Rhetorical Problem Essay
- Rhetorical Analysis Essay

You will receive feedback from both your peers and from me on each of these writing projects. Then, at the end of the quarter, you will submit a **final electronic portfolio** that includes revised versions of two of the three writing projects (either the literacy narrative or the problem essay (it's your choice) and the rhetorical analysis essay), as well as an ePortfolio Cover Letter. This portfolio is worth 50% of your grade.

The point of the quarter is to allow you to work on your writing throughout the quarter. Consequently, while you will receive advisory grades on the drafts you submit to me in weeks 3, 5, and 9, the real "grade" on your essays happens with the ePortfolio. It's your job to revise the essays throughout the quarter and submit the best possible version of your writing at the end.

Importantly, all of the drafts of your writing projects and the final portfolio will be submitted via WordPress. One of the goals of this course is to introduce you to web-based writing and help you develop digital literacy skills; we've selected WordPress as the writing platform of this course because 30% of the websites online are powered by WordPress.

Finally, you will take a **midterm** in Week Six and a **final exam** during Finals Week; both are timed writing tasks.

There are detailed instructions for all of these assignments in the Modules, and we'll be talking about them in more detail as the course progresses.

Grading

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

Online Activities & Quizzes: 30%

Process Memos: 10%

In-Class Midterm & Revision: 10%

Final Exam: 10%

Final Portfolio: 40% (includes final version of portfolio letter and 2 of the following essays:

Technological Literacy Narrative, Rhetorical Problem Essay, Rhetorical Analysis)

You will receive detailed written instructions for each graded assignment. They will all be posted on the class website, and are accompanied by video explanations. Please let me know if you have questions about any assignment.

Grading Scale

A+=97-100

A= 93-96

A-= 90-92

B+=87-89

B= 83-86

B-= 80-82

C+= 77-79

C= 73-76

C-= 70-72 (lowest passing grade)

D+= 67-69

D= 63-66

D-= 60-62

F= 0-59

Additional Grading Policies:

Synchronous Activities:

- **Peer Review:** Several times you will participate in peer review of preliminary drafts of assignments. See calendar for specific peer review days. Failure to both submit a draft and fully participate in the peer review workshop will result in a 5% deduction on your final portfolio grade.
- **Working Group:** You will meet with your instructor and your working group once every two weeks in synchronous video chat (in Adobe Connect). Failure to attend one of these meetings will result in a 5% deduction on your online activities grade.
- **Group Work:** Several times throughout the quarter, you are required to work in groups. Failure to contribute to the group effort will result in an individual score of 0 for the activity.

Late Papers & Makeups:

- I will not accept late assignments for a grade. Please carefully check the due dates indicated in the Course Modules.
- Late/incomplete drafts for the Literacy Narrative, Problem Essay, and Rhetorical Analysis **will lower your final portfolio grade by 25 points for each 48-hour period they are late.** For example, a paper that is two hours late would be in the first 48 hours and lose 25 points. Three days late would be in the second 48 hours and lose 50 points, and so forth.

- Late/incomplete submissions of the Midterm or Midterm Revision **will lower your grade on that assignment by 10% for each 24-hour period it is late.**
- Please note the dates for the writing of the midterm and the final exam on the course calendar. You can take these exams on your personal computer at any location you choose; the assignment prompt will become available at a specific time and you will have two hours to complete and submit the exam. **These timed writings are required, and if you miss them, there will be an automatic 10% penalty on the midterm or exam.** There will be no makeups without documentation of a true emergency. If feasible, you must notify me of your inability to complete the timed writing **before** the time it begins.

Portfolio Grading:

- Your final portfolio is due electronically by 5:00 p.m. on _____. You are responsible for ensuring that your portfolio is complete and that your link is working. Incomplete portfolios will not be scored, and you will receive an automatic "F" grade.
- A portfolio submitted within 24 hours after the deadline will receive a 25-point penalty. After 24 hours, it will receive an automatic "U" grade.
- If you do not submit at least two drafts of **all** required portfolio essays (Technological Literacy Narrative, Rhetorical Problem Essay, and Rhetorical Analysis), your portfolio will not be scored and will receive an automatic "F" grade.

Please note that I may make exceptions to the above policies *at my discretion*. Please email me with requests for exceptions as soon as possible.

General UWP 1 Course Policies

- The **prerequisite** for UWP 1 is completion of the **Entry Level Writing Requirement (ELWR)**. **If you take UWP 1 without having met the ELWR, you will not receive credit for it.** If you do not know if you have fulfilled the ELWR yet, talk with your major advisor.
- You must earn a final grade of C- or higher to pass UWP 1, even if you have completed all of the work.

Other Policies

1. **Rude, hostile, or inappropriate behavior** towards your instructor or your classmates can lead to a referral to Student Judicial Affairs. Please review the *Netiquette Policy* and *Effective Principles for Online Discussion* documents (found in the course website) for more information as to what constitutes appropriate online behavior.
2. All written work must be **original** for this class.
3. **Plagiarism** is using the work of others as if it was your own. It is a serious offense with serious consequences. For more information, please see the [UWP's Plagiarism Guidelines document](#). Suspected instances of plagiarism will be reported promptly to SJA.
4. **Incompletes**, by university policy, are only allowed in cases of documented true emergencies, such as a serious illness or death in the family. If such an emergency arises, please discuss it with me immediately. UWP policy requires that all UWP 1 instructors must obtain permission from a supervisor (the UWP Director or Associate Director) before assigning an "I" grade.

Getting Assistance

Finally: *I am here to help you.* If you have concerns about your progress in this class, please discuss them with me **immediately**—do not wait until it is too late to do anything. Please take advantage of my office hours, make an appointment with me, or email me if you have questions or need by. The official policy is for you to allow me 24 hours to respond to an email message, but I'm usually able to respond much more quickly. In the event that you have not heard back from me within 24 hours, you may call or text my cell phone.

Additional writing support is also available in the **Student Academic Success Center** (2205 Dutton Hall, 752-2015, <http://sasc.ucdavis.edu>). The SASC offers free workshops and one-to-one tutoring. It also employs ESL specialists.

Students with **disabilities** are encouraged to utilize the on-campus resources for them: <http://sdc.ucdavis.edu/>. If you need any special accommodations to complete this course successfully, please provide me with the information and documentation as soon as possible.

Course Calendar

Note: This calendar is subject to change. You will be notified in class of any changes that impact assignment due dates. **Detailed instructions of weekly tasks and all readings are in the Course Modules.**

Week	Goals for the Week	Readings
1	<ol style="list-style-type: none"> Orient yourself to the course website and course goals, sign up for your working group, and introduce yourself to the class. Explore what writing means to you. Watch the Technological Literacy Narrative introductory video. Determine the effective characteristics of literacy narratives. Plan your writing process. 	<p>“Becoming Literate in the Information Age” by Hawisher and Selfe</p> <p>“Shitty First Drafts” by Anne Lamott</p>
2	<ol style="list-style-type: none"> Learn about WordPress. Brainstorm for your technological literacy narrative. Complete a 600-900 word first draft of your literacy narrative. Engage in a peer review workshop for the literacy narratives. Revise your essay, taking your classmates' comments into account. Submit the revised version of the essay for instructor review. Identify common errors in your writing and practice editing strategies. 	<p>“Grading Writing” by Doug Hesse</p> <p>“Revising Attitudes” by Dethier</p>

Workgroup Video Chat #1	During Week 2, you and your working group will meet with me via video chat. Discussion topics include: What is writing? What is it like to learn online? What is a literacy narrative? What is the ePortfolio?	
3	<ol style="list-style-type: none"> 1. Engage in a peer editing workshop for the literacy narratives. 2. Write a cover letter for your literacy narrative. 3. Submit your revised literacy narrative and cover letter for instructor review (post your work to WordPress and submit the URL). 4. Watch the Rhetorical Problem Essay video. 5. Learn about rhetorical analysis and remediation. 	<p>“Reflective Writing and the Revision Process” by Giles</p> <p>“Backtracks vs. Bridges” by Carroll</p>
	Literacy Narrative Revision + Cover Letter due by 11:55pm on Wednesday, January 22.	
4	<ol style="list-style-type: none"> 1. Learn about and practice genre analysis. 2. Learn about and practice document design. 3. Brainstorm for the rhetorical problem essay. 4. Complete a draft of your rhetorical problem essay and submit it for peer review. 	“Navigating Genres” by Dirk
Workgroup Video Chat #2	During Week 4, you and your working group will meet with me via video chat. Discussion topics include: How has your conception of genre changed over your course of this unit? How is the problem essay going? How are you feeling about the online learning format?	
	Rhetorical Problem Essay Revision + Cover Letter due by 11:55pm on Wednesday, February 5.	
5	<ol style="list-style-type: none"> 1. Engage in a peer review workshop for the rhetorical problem essays. Submit your Revised Problem Essay & Cover Letter for instructor review (post your work to WordPress and submit a URL). 3. Watch the Midterm introduction video. 4. Discuss intellectual property and copyright. 5. Review strategies for timed writing and integrating evidence. 6. Prepare for the midterm 	<p>“Who will own your Next Good Idea” by Mann</p> <p>“Getting our Values Right about Copyright” by Lessig</p> <p>“A Good Idea Lives Forever” by Helprin</p>

6	<ol style="list-style-type: none"> 1. Take the midterm. The prompt will be available starting at 12pm on Tuesday, February 10, and is due by 2pm. 2. Complete the MidQuarter Evaluation. 3. Learn about revision strategies. 4. Revise your midterm. 5. Determine which essay you will include in your final portfolio and plan your revision of that essay. 	
Workgroup Video Chat #3	During Week 6, you and your working group will meet with me via video chat. Discussion topics include: Your experience with the midterm, how to approach revision, and the ePortfolio.	
Your Midterm Revision + Cover Letter are due by 11:55pm on Monday, February 17.		
7	<ol style="list-style-type: none"> 1. Watch the Rhetorical Analysis Essay introductory video. 2. Identify what rhetorical features can be compared and how to compare them. 3. Compare the rhetorical features in popular and academic sources. 4. Discuss how to evaluate both popular and academic sources for credibility. 5. Find two sources for your rhetorical analysis essay and discuss the experience with your peers. 6. Compare the rhetorical features of your two sources. 	<p>"Spoiled Rotten" by Kolbert'</p> <p>"Responsibility in Childhood" by Ochs and Izquierdo</p> <p>"Constructing Proximity" by Hyland</p>
8	<ol style="list-style-type: none"> 1. Practice annotating academic and popular articles. 2. Complete a 1000-1200 word first draft of your literacy narrative and submit it for peer review. 3. Engage in a peer review workshop for the rhetorical analysis essays. 4. Revise your rhetorical analysis essay. 5. Submit Rhetorical Analysis Essay and Cover Letter (post your work to WordPress and submit a URL). 	
Workgroup Video Chat #4	During Week 8, you and your working group will meet with me via video chat. Discussion topics include: writing the rhetorical analysis essay, thinking about the ePortfolio.	

	Rhetorical Analysis Essay Revision + Cover Letter due by 11:55pm on Monday, March 3.	
9	<ol style="list-style-type: none"> 1. Prepare for the final exam. 2. Draft your ePortfolio Cover Letter. 3. Prepare a draft of your ePortfolio for peer review. 	
10	<ol style="list-style-type: none"> 1. Engage in and peer review workshop for your ePortfolios. 2. Complete course evaluations. 3. Study for final exam 4. Revise your essays and finalize your ePortfolio. 	
Workgroup Video Chat #5	During Week 10, you and your working group will meet with me via video chat. Discussion topics include: any questions you have about the Final Exam and the ePortfolio.	
	Final portfolios due by 5pm on March 17.	
	Final Exam is on_____.	

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