

Writing 2010, Section 026

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WELCOME

Welcome to Writing 2010! This may not be the most fun class you take (though it might), but it will likely end up being one of the most useful. That is because this class will teach you *academic writing*, which is the kind of writing you need in order to succeed in college. Even if you are a great writer, you may not know the conventions of academic writing, and how to apply those conventions to your specific discipline (such as engineering or humanities). And if you don't think you are a great writer, well, that's good news too. You will feel a lot better about that when we're done here.

This syllabus has a lot of words. Most of them are required by the department, and you would do well to read them through at least once. Let me know if you have questions.

HYBRID FORMAT

The course is taught in a hybrid format, meaning we meet face-to-face in the classroom on Mondays and Wednesdays. On Fridays, we have several required online activities, and you are not required to attend class.

I believe writing is best taught this way. Online instruction is inherently writing-oriented and so provides a practical way to gain experience composing texts. We made this change because I want the flexibility to use whatever modality or method best suits the concept I am teaching. When we meet in person in the classroom, we will engage in discussion, silent writing, in-class debates, and a variety of other activities. When we meet online, we will use online games, grammar websites, virtual peer reviews, and so forth.

You do not need to be an expert with technology to succeed in this class. The university has excellent technical support resources, and I will provide lessons in how to use Canvas and the other technologies. **However, you do need to be able to make yourself do independent work online before the due date without the instructor standing over you.** And you do need to obtain reliable computer and Internet access before the course. You do not need to purchase a computer for the course, but you should become familiar with how to use the on-campus computer labs or another means of access. And I recommend doing this in advance of the course.

This course is not easier than other Writing 2010 sections, nor is it harder. It is just different.

If this hybrid format does not suit you, feel free to sign up for another Writing 2010 section instead of this one. I hope you will stay, but I encourage you to do whatever you think is best for your learning.

TECHNOLOGY

You will be expected to obtain reliable computer and Internet access for this course, particularly on Fridays, when we do our work online. There are several computer labs on campus available for your free use, including the Knowledge Commons lab in the Marriott Library. You do not need a laptop computer for this course, though if you have one, you are permitted to bring it to class. On days that require in-class computer use, we will meet in an on-campus computer lab instead of our regular classroom. You will be notified of this location change in advance.

This course makes extensive use of the Canvas learning management system and other instructional technologies. Nearly all assignments will be submitted through Canvas, and readings/video selections will be archived there for your convenience. In addition, we will utilize Canvas discussion boards, online quizzes, and

online peer review functionality. I will also provide feedback on your writing through Canvas, and I frequently use the Canvas announcement feature.

I require you to submit writing assignments in a MS Word format (.doc or .docx). MS Word is installed on all university computers, and is available for free or very low cost (\$10, I think) to students to install on their personal computers. You may visit the university software store at software.utah.edu for more details. I also recommend you install a virus checker on your personal computer if you don't already have one.

You do not need to be an expert in Canvas or with technology in order to succeed in this course. I will demonstrate any technologies you need to use, provide you ample time to try those technologies out, and answer questions. You should also feel free to contact the University Help Desk at 801-581-4000 x1 or helpdesk@utah.edu or the Canvas Hotline at 801-581-6112 if you run into any difficulties. The university technical staff will be happy to help you set up your personal computers and mobile devices to access Canvas and the university network.

ACADEMIC WRITING AS A CONVERSATION

Like most writing, academic writing is intended to say something useful to some other human. However, unlike some genres of writing, academic writing places a great deal of emphasis on knowing what everybody else has said before you offer your own opinion. In a place like the university that specializes in producing knowledge, it would only make sense that you would need a thorough understanding of the knowledge already out there before you could run off and create your own.

The first step in understanding what other people have said is to study what they've said. Seems obvious, but maybe it isn't. By study we mean not just read what they wrote, but also figure out their main arguments. Writing 2010 teaches you how to read complicated texts closely and carefully, extract the main arguments, and synthesize those arguments together into a solid understanding of a topic. Then you get an opportunity to build on what everybody else has said and make a contribution of your own. This is what they call "situating your work in an existing body of research." You describe and analyze the relevant articles on a topic, then you find a gap or a flawed argument or something that is not well-argued or a new concept of some kind. And finally, you make your own argument by citing everybody else's research and adding your own research and insight.

So, we will not just practice writing in this class, but we will also help you obtain strong research and reading skills which will allow you to:

- Read the arguments and ideas about a topic that have already been written,
- Demonstrate knowledge of the prior research through accurate and fair summary,
- Synthesize prior research, arguments about and approaches to the topic,
- Contribute your own argument to the conversation,
- Situate your argument in the existing body of research on the topic, and
- Support your argument using evidence.

Academic writing is not a solo endeavor in which the author sits and comes up with ideas by him or herself. Instead, it is more useful to imagine academic writing as a conversation in which an author talks to others concerned with the same topic, and who are reading and writing arguments and doing research on that topic. Situating your argument in the current and ongoing conversation is key. In order to do that, scholars:

1. "Listen" to the conversation that other people are already having,
2. Identify the various perspectives and voices contributing to the conversation,
3. Articulate the conversation in their own words,
4. Synthesize the various voices in the conversation,

5. Identify a gap in the conversation—an argument that hasn't been made, an argument that is weak or incorrect, or an approach that is missing,
6. Do research that helps fill the gap, and
7. Contribute an evidence-based argument of their own that is grounded in research (rather than opinion) and that
8. Addresses a particular audience.

And of course, this cycle happens over and over again as the conversation develops. Writing 2010 focuses on synthesis and contribution. You will learn to do synthesis and contribution by reading and writing about higher education before going on to complete your own research project.

Though our focus is on setting you up to be a successful writer in your university courses, the writing practices and capabilities you learn in this class have application outside of the university. Learning how to write strong sentences and well-organized paragraphs, how to collaborate, how to write in and with new technologies, how to research a problem, how to contribute a viewpoint to an ongoing conversation—all of these are behaviors and skills that are required to succeed in most workplaces.

GOALS AND OUTCOMES

In this course, you will:

Write Academic Arguments

- Write for a particular purpose, context, and audience
- Situate an argument in current research on the topic of the paper
- Synthesize the current research on the topic
- Contribute to an ongoing conversation
- Develop an argument using good evidence
- Edit and proofread according to the conventions of Standard Written English

Develop Information Literacy

- Conduct secondary research to write in an academic context
- Use research databases and other online search tools
- Identify and use reliable sources that are appropriate to the topic and audience
- Demonstrate knowledge of a variety of online genres and source types
- Write using digital media appropriate to the rhetorical context

Develop Strategies for Working with Genre and Academic Conventions

- Compose in multiple genres, both academic to nonacademic
- Use visual elements to support the purpose and/or argument of the text
- Write well-formed sentences, with strong clausal organization that follow the expectations of Standard Written English
- Write paragraphs structured to develop ideas and make connections between paragraphs
- Use a citation style consistently, attributing words and/or ideas to the appropriate author

Collaborate

- Collaborate with peers to research a problem or topic
- Write collaboratively to create persuasive and informative messages

REQUIRED TEXTS

Open2010, a free e-book developed by Jay Jordan and made available by the Department of Writing and Rhetoric. A PDF file of the book is uploaded to the course’s Canvas site. Now that we read so much online, you need to develop ways of annotating PDFs. We will discuss these in class. You may also want to print some chapters. Other texts are available through Canvas.

ASSIGNMENTS

The assignments are structured to develop the capabilities and strategies of academic literacy. You will have seven categories of assignments:

Quick Writes	10%
Discussion Boards	15%
Small Assignments	15%
Quizzes	5%
Major Projects	55%

Instructions for each assignment is provided in Canvas. Major projects include:

Synthesis 1: Visual Map & Essay (Individual)

For Synthesis 1, we will read a number of articles about higher education as a class. We will discuss the argumentative strategies they use, and we will identify the ways that the articles are in conversation with one another, sometimes more explicitly than others. You will “map” the conversation, by creating a visual representation of the camps involved in the conversation about the current state of higher education. The ‘map’ will be accompanied by a three-page paper, in which you describe how you came up with the structure of your map, the points of overlap and the points of disparity.

Annotated Bibliography (Group)

In groups, you will select a topic that you will work together to research. For the annotated bibliography, you need to collect 15 articles, books, visuals, etc. on the topic. You will make a bibliography using APA style, in which you annotate each entry with a two/three sentence summary of the argument the article makes.

Synthesis 2: Literature Review (Individual)

After submitting the Annotated Bibliography as a group, you will write a literature review of the sources you collected as a group. A literature (lit) review is a common and important academic genre, in which you review and synthesize research on the topic. Like Synthesis 1, Synthesis 2 will identify camps within the conversation. Synthesis 2 will then explain, describe, and define the stakes associated with the particular position.

Argument Campaign (Individual)

Contribution Paper plus one companion piece in a different genre (pamphlet, white paper, position paper, postcard, direct mail, poster, website, etc.)

Campaign Element 1—Contribution Paper: The contribution paper will work directly out of synthesis 2 to contribute an argument to the ongoing conversation you researched in groups.

Campaign Element 2: In addition to the contribution paper, you need to create one companion piece to accompany or otherwise present the information in the formal academic paper. Maybe you’ll create a direct mail, a postcard, a pamphlet, a postcard, or a white paper. You’ll need to think about what fits the topic and your contribution to the topic.

POLICIES

Canvas: This class uses Canvas extensively. Activities for each day will be posted through Canvas modules, and Friday's activities can only be completed by using Canvas. Most assignments will be turned in and graded through Canvas. Please have an email account connected to Canvas, and check it regularly. I will send out important announcements through Canvas.

Class Participation: Please do the assigned homework and come prepared to participate in class. I expect you to contribute to general class discussions, to contribute to small group discussions, to seek feedback from other class members on work in progress, and to provide thoughtful feedback to other class members on their work. Being prepared for this class includes paying attention to the assignments for each class, doing the homework, and bringing relevant materials with you to class.

Attendance: This course meets face-to-face in LS 107 on Mondays and Wednesdays from 12:55pm to 1:45pm. On Fridays, we do activities online instead of meeting in person. Those online activities must be completed before midnight on Fridays unless an alternate due date is posted.

Note: I will be out of town on Wednesday, 1/28, so we will not meet face-to-face on that day. Instead, you will be expected to complete the online activities.

Attendance to the Mondays and Wednesday classes is required. Please be on time. Attendance is important for this course. While in some courses you may be able to master the material on your own using the textbook that is not the case for Writing 2010 or most humanities courses. You will lose points for each unexcused absence after two. An absence is considered unexcused if you do not contact me and make arrangements before class starts. If you have excessive *excused* absences, I will meet with you individually to make an attendance plan. If you miss class, you are still responsible for submitting through Canvas any assignments due unless you make other arrangements.

At the end of module 1, you will be assigned to a team. The team will work together on research, peer review, presentations, and other items. If you are absent on a day designated as a TEAM day without making prior arrangements with the instructor and your teammates, you will lose double points.

Chronic tardiness will affect your participation grade. If you are more than 20 minutes late, you will be marked absent. Plus I tend to do interesting things for points at the beginning of class.

Late Work: Turn in all assignments on time. If you have a compelling reason for turning in an assignment late, I will work with you, but you need to inform me of that reason **ahead of time**. For each day an assignment is late (including weekends), I will deduct 5% from your score, not to exceed 50%. Late work will be accepted any time during the semester for up to 50% credit. Late work for group assignments is never acceptable because it leaves your group members at a significant disadvantage.

Cell Phones and Computers: Use of a computer is encouraged (though not required) in this class. Please use your computer only in ways that are related to class activities. This does not include checking Facebook or Twitter, listening to music, online shopping, miscellaneous YouTube videos, homework for other classes, etc. Cell phones are not to be used unless you have an emergency. If you abuse technology in the classroom, such as constantly checking your cell phone or social networking sites, I will ask you to put your devices away.

Respectful Conduct: The Code of Student Rights and Responsibilities (the "Student Code," viewable at <http://www.regulations.utah.edu/academics/6-400.html>) guarantees that all students at the U have the right to a "climate conducive to thinking and learning." The Student Code also protects all members of the university community—including instructors—from intentional disruption of classes and other university activities and from intentionally disrespectful and threatening behavior or language. In WRTG 2010, this policy means that you have the right to a full range of expression, which is particularly important to the extent that you will write and talk about controversies in the course. However, the policy also means that no one in our

class is free to use language intended to be inflammatory, insulting, or discriminatory. The rules for online conduct are the same.

Religious Observance: If you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements.

Content Accommodation: I will not grant content accommodation for this course. Please review the syllabus and readings to determine whether the content of the course or any of the readings conflicts with any of your core beliefs. If you do see such a conflict, you may want to drop the class, with no penalty, before the last day to drop courses. You are welcome to come and discuss any such conflict with me, as well. For more information on the content accommodation policy, please visit the Accommodations Policy section of the administration policy and procedures at <http://www.admin.utah.edu/facdev/index.html>.

Academic Honesty: At all times in this course, you should document and be prepared to prove where you get information you use—especially when you write that information into your own assignments. Willfully copying another's work and presenting it as if it were your own constitutes plagiarism, which is an offense that the U, the Department of Rhetoric and Writing Studies, and I take very seriously. If you fail to act responsibly, you will most likely receive a failing grade (E) for the assignment in question, and you will possibly fail the course. We will talk about effective and ethical source use in class. If you have questions about how to avoid specific instances of plagiarism, feel free to ask me. If you have questions about the U's plagiarism policy, please refer to sections II and V of the Student Code.

Taking someone else's words, ideas, or concepts, and using them without citing the source, is plagiarism. So is using another student's essay, or part of his or her essay, as your own. In the world of writing (academic writing especially), this is a serious crime. Anyone who plagiarizes or includes non-documented material from another source (including online sources) will receive a failing grade for the assignment. You need to document the conversation you are joining, using proper punctuation and citation.

We will discuss the definition of plagiarism in this course, and if you have any questions, always feel free to ask me. It's been my experience that those writers who plagiarize are those who feel overwhelmed by the assignment and use someone else's work to stand in for their own out of desperation. If you get so frustrated with an assignment that you feel like your only option is to plagiarize, come see me. My role as a teacher is to help students, not punish them—use me as a resource to help you write, brainstorm or work out your essays. I am interested in reading your ideas, thoughts, and words, not those of the guy selling papers on the internet. Please don't plagiarize.

RESOURCES

Drop/Withdrawal

To learn more about the University's Drop/Withdrawal Policy, go to <http://www.acs.utah.edu/sched/handbook/wddeadlines.htm>.

University Writing Center

The University Writing Center offers one-on-one assistance with writing. Tutors can help you understand your writing assignments, work through the writing process, and/or polish your drafts for all the courses in which you are enrolled. Sessions are free of charge, and you can meet as often as you need. To make an appointment, call 801.587.9122. The Writing Center is located on the second floor of the Marriott Library. Visit the website at writingcenter.utah.edu.

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the

instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness: www.wellness.utah.edu or 801-581-7776.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Research Librarians

The library is filled with resources. One of the most important is the group of research librarians, who are available to help you with many things, from finding sources, creating the works cited, citing sources correctly, to downloading software such as the free version of Office Suite that you get as a student. If you have a question, you can simply walk up to the Knowledge Commons on Level 2 of the Marriot Library. Or if you prefer, visit their website to find information about online consultations, email addresses, etc.: <http://www.lib.utah.edu/services/knowledge-commons/>

SCHEDULE—MODULE 1

This schedule is subject to change. All readings and assignments can be found on Canvas. If there is a conflict between this page and what is shown on Canvas, the Canvas information is correct.

WEEK	DAY	DATE	OBJECTIVES	IN-CLASS ACTIVITIES	READ/WATCH BEFORE CLASS	ASSIGNED TODAY	DUE TODAY
1	M	1/12	<ul style="list-style-type: none"> Learn how to interact with the instructor, including knowing when and how to ask for help Demonstrate skills needed to use Canvas to retrieve content, submit work, and interact with other students and the instructor 	Go over syllabus, icebreaker games, Canvas demo		Email to instructor, Post #1--introductions	
	W	1/14		Learning styles video, learning styles self-tests, learning styles group discussions	Syllabus, Welcome video, Ch. 3 Artistic appeals Video & comic on artistic appeals	Quick Write #1--reflection	Email to instructor, Post #1a
	F	1/16		None (no f2f class)	Screencast on how to use Canvas, Hacker & Dreifus article, How to Paraphrase a Source links, Instructor profile, Canvas guide on how to update profile	Scavenger Hunt, Quiz #1--Canvas Quick Write #2—College goals Update Your Profile	Quick Write #1, Scavenger Hunt Post #1b Update Your Profile
2	M	1/19		HOLIDAY (no class)			
	W	1/21	<ul style="list-style-type: none"> Interact with and learn the names of other students in the class Commit to doing what it takes to succeed in college Correctly format sources in the APA citation style 	Updating profile demo, Citation styles lecture, Exercise: you write for a journal	APA graphic, Bartholomae article		Quiz #1, Quick Write #2
	F	1/23		None (no f2f class)	Irvin article, Videos & blogs of college experiences, video clips from famous college movies	Find Someone Who Game, Post #2—college experiences	Find Someone Who Game, Post #2a

WEEK	DAY	DATE	OBJECTIVES	IN-CLASS ACTIVITIES	READ/WATCH BEFORE CLASS	ASSIGNED TODAY	DUE TODAY
3	M	1/26	<ul style="list-style-type: none"> Compare and contrast several types of sources Synthesize current research on a topic 	Shipka multimodal composing activity	Kezar article 1 st 10 pages, Instructions Synthesis 1		Post #2b
	W	1/28		None (no f2f class)	Recorded lecture on sources, Ch. 4 textbook, Williams article, Bonewits & Soley article	Quiz #2 Post #3—sources/evidence	Quiz #2 Post #3a
	F	1/30		None (no f2f class)	RSAanimate video, Google image searches, Hanke & Hearn article, Hurtado article	Quick Write #3—types of sources Post #4—Clusters & Camps	Quick Write #3 Post #3b Post #4a
4	M	2/2	<ul style="list-style-type: none"> Synthesize current research on a topic Compose a visual map of an academic conversation 	Show previous student maps, In-class debate on critical university studies articles	Wallace speech, Ch. 9 textbook		Post #4b
	W	2/4		Peer review visual map rough draft			Rough draft visual map
	F	2/6		None (no f2f class)		Peer review essay rough draft (online)	Essay rough draft
5	M	2/9	<ul style="list-style-type: none"> Compose a written map of the same academic conversation by translating the visual map into words 	Group development of conversation, Descriptive v. argumentative writing lecture	Ch. 1 textbook	Post #5—Topic Ideas	Peer review essay rough draft
	W	2/11		Thesis statements, essay structure	Essay Structure Handout, Videos on Thesis/Topic		Post #5
	F	2/13		None (no f2f class)		Library Modules 1-3	Final Visual Map & Essay