



## **#networkedglobe: Writing for an Online Global Audience** **WRTG 101 • Spring 2019**

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We live in a global environment – but what does that mean? Writers today communicate frequently with those of other cultural backgrounds, both in the United States and abroad. Online modes open the door to global communication wider each year and continue to present opportunities and challenges for communication worldwide. Intercultural communication, the practice of communicating with other cultures, requires us to delve into our own cultural identities and determine the most effective ways to connect with those of different backgrounds.

This course will look at cultural identities through the lens of online communication. As writers, we will consider how our own beliefs, attitudes, and backgrounds influence the way we write. Through class readings, multimodal projects, and online writing, we'll consider how others communicate in varying cultures and how we can effectively write in online modes to act as global citizens.

### **Required Course Materials**

- Access to BlackBoard
- University Email
- Access to reliable printer for workshop days

\*All course readings will be either available on BlackBoard or handed out in class. There is no textbook to purchase for this class.

## Course Information and Policies

### Course Objectives

Courses in the Writing Studies Program (WSP) offer a core set of skills and experiences, emphasizing both continual practice and increasing complexity of reading and writing assignments. All WRTG-101 students should achieve the following objectives, which arise out of programmatic goals and evaluative criteria:

1. **Writing and Research Are Meta-Cognitive Processes.** Students will formulate strategies for the creation of new knowledge. They will experiment with and refine reflective approaches to research and the writing process that are adaptable to a variety of rhetorical contexts.
2. **Information Has a Life Cycle and Value.** Students will practice dynamic and adaptable research strategies that respond to different rhetorical contexts. They will enact sophisticated practices for source integration and citation that acknowledge intellectual debts, establish credibility, and create new knowledge.
3. **Writing Requires Entering an Ongoing Conversation.** Students will employ rhetorical reading strategies in their writing practices to participate in conversations in a variety of disciplines and genres, adapting persuasive moves to rhetorical context. They will synthesize multiple points of view as they develop their own ambitious, thought-provoking, arguable claims.
4. **Structure, Style, and Mechanics Are Rhetorical.** Students will refine organizational strategies, style and mechanical choices, and citation conventions in order to make rhetorically effective, sophisticated moves for different projects.

### Assignment Weights

The following percentages will be used to determine your final grade.

Assignment	Percentage of Final Grade
<b>Class Participation</b> (attendance, conferences, quizzes, class discussions, homework, in-class writing, class activities)	15%
<b>Peer Review Workshops &amp; Reflection Papers</b> (4 total: one each for projects 1, 3, and two for project 2)	15%
<b>Project 1:</b> Cultural Identity Paper	20%
<b>Project 2:</b> Intercultural Online Media Research Paper	25%
<b>Project 3:</b> Article Critique and Presentation	25%

### Major Project Overviews (detailed handouts will be provided in class)

- **Project 1:** In order to become better intercultural communicators, we might best start by rhetorically examining the effect of culture on ourselves. You will write a 5 – 7 page paper that critically analyzes your cultural identity. You will examine how you communicate your identity to others, and how your identity influences your relationship with others as well.
- **Project 2:** In class we will examine how various online media platforms impact intercultural communication. In project 2 you will write an in-depth essay that critically analyzes an online medium (a social media program, a cybereducation platform, a visual application, etc.). You will be expected to incorporate rhetorical theories from our course in your analysis to explain your

chosen medium. Your paper must be at least 8-10 pages in length, and incorporate academic sources.

- **Project 3:** Project 3 will take place throughout the semester. First, you will select a reading from the list posted on BlackBoard, present the reading to the class, and lead the class discussion on the day that reading is due in class. At the end of the semester, you will write a 4-6 page critique of your reading in relation to two other readings from the semester. This final paper will examine how differing views on intercultural communication and online communication influence each other.

## Reading

We become stronger writers by reading what others write. This class includes a lot of reading, so expect to spend a lot of time reading in preparation for our class meetings. Periodic quizzes will help me gauge how well everyone comprehends the reading. Come to each class prepared to discuss each reading, you are welcome to bring notes.

There is no textbook for this class. All readings are posted on BlackBoard or provided in class. Refer to the course calendar on BlackBoard for daily reading assignments.

## Grading

Assignments and final grades will be assessed using the following scale:

A+	100-97	Highly surpasses assignment/course expectations
A	96-93	
A-	92-90	
B+	89-87	Exceeds assignment/course expectations
B	86-83	
B-	82-80	
C+	79-77	Satisfies assignment/course expectations
C	76-73	
C-	72-70	Does not meet assignment/course expectations
D	69-60	
F	59-0	Academic failure

- You must submit all major writing assignments to pass the class.
- A grade of 'C' or higher is required to fulfill the university writing requirement.
- College Writing may not be taken Pass/Fail.
- Please see the attached Writing Studies Program Grading Criteria (also posted on BB).

## Major Project Revision and Peer Review

Good writing normally requires substantial collaboration, reflection, and revision. Writing does not occur in a vacuum and receiving feedback from other writers at varying stages is an integral part of the writing process. Students therefore will receive feedback on each of the major projects by both their instructor and their peers.

- **Peer Review:** On the dates listed on the course calendar you will bring two hard copies of your project for review by your classmates. In return, you will review and offer feedback on your classmates' projects. If you miss class on a peer review day, it is your responsibility to meet with a classmate to conduct the full peer review process.

- **Peer Review Reflection Paper:** Following the peer review, you will write a 250-500 word (1-2 page) reflection on the process. No credit will be earned for peer reviews lacking a reflection paper.
- **Project Revision:** Writing is a recursive process, therefore, after receiving my feedback and a grade on projects 1 and 2, you will have the option to revise your project one more time. Project revisions and a revision reflection are due one week after the project is graded. The lower grade after a revision will be dropped, minus any late deductions. Any work found guilty plagiarism will not be accepted for revision. *Project revision is not required.*

## Assignment Submission

All work will be formatted following APA guidelines. All work submitted to BlackBoard must be in formatted as a .doc, .docx, or .pdf.

All major projects and reflections will be submitted on Blackboard. All major projects are due by 11:59pm on the date posted on the calendar. Late submissions will be accepted within one week with a 10% grade deduction. **No late work will be accepted beyond that date.**

You are responsible for ensuring that your work is submitted successfully. Double check BlackBoard to be sure an assignment is viewable for the instructor. Work that is not uploaded correctly (e.g., document didn't fully upload, upload failed, document is the wrong file format, etc.) is considered late or missing. Backup and save everything.

## A Note on Grammar, Spelling, and Tone

This is a writing course; therefore everything you write should be treated as academic. All work must be proofread for grammar and spelling errors. If you are unsure of a grammar rule, please ask me, Google it, or look it up. Despite years of writing I still always look up i.e. vs e.g. and can't seem to type the word "successful" without spell check.

Tone refers to the way writers use words to convey a certain attitude. All writing in this class is expected to be submitted in a formal, academic tone. This means that your writing should be free of slang, sarcasm, and inappropriate language. Proofread carefully to ensure your work is professionally written.