Syllabus

The Fall 2010 section of WRTG 1150-095 meets on Tuesdays and Thursdays from 2:00-3:30 in HUMN 160.

Instructor:
See Amy’s web site office hours, office location, and contact info.

Syllabus:
Follow the links below to view relevant sections:

Sub Pages:

- Course Description
- Course Overview
- Projects
- Grading Criteria
- Learning Goals
- Texts
- Course Tools
- Class Policies
- University Policies
Course Description

WRTG 1150: First-Year Writing and Rhetoric is designed to introduce you to a number of concepts and skills you will use throughout your college career and beyond. The Program for Writing and Rhetoric offers over 80 sections of WRTG 1150 each semester, and each section is taught by an instructor who has expertise in the academic discipline of Rhetoric and Composition. All sections focus on the study of reading, writing, rhetoric, and research as appropriate to first-year college students, but instructors customize their individual sections to explore specific topics and types of writing, which means that no two sections of the course look exactly alike. What you work on in our section may be different from your friends in other sections are working on, but the underlying goals are the same.

The topic for our section is digital literacy, which is a broad term with several layers of meaning. On a broad level, digital literacy refers to the ability to find, navigate, evaluate, and participate in digital environments for a variety of purposes. Digital literacy also includes the ability to adapt to new digital technologies as they emerge, so what counts as a digitally literate person is continually evolving. For example, ten years ago digital literacy included knowing how to bank and shop online, use search engines to find information, communicate via email, and subscribe to digital versions of newspapers and magazines. While these remain important skills, they are primarily oriented around being a consumer of digital content. Today digital literacy also includes the ability to influence digital content through ratings and reviews, to create and collaborate on new content using blogs, wikis, and other web publishing platforms, and to interact with other web users in a variety of social media. The tools we use for these new types of collaboration are often referred to as Web 2.0.

On a more narrow level, digital literacy refers to specific strategies for reading, writing, and research that are appropriate to the kinds of texts found in digital environments. For example, a digitally literate reader recognizes the features of common genres of digital writing and knows how to interpret and evaluate texts that include both written and multimedia components. A digitally literate writer knows how to compose a variety of types of texts for specific audiences and purposes in digital environments, including those that invite participation from multiple users. And a digitally literate researcher makes effective use of search engines, databases, social bookmarking, and other digital tools to find, evaluate, and share information. Because your course materials and assignments in college will increasingly draw from and require participating in digital environments, digital literacy is a particularly useful topic for a course in college writing.

In this course, we will focus on digital literacy as both a set of practices we will engage in and as a concept we will investigate through readings and videos. By "set of practices" I mean that we will make use of a variety of digital tools and environments both to explore how they might be useful to you in college and to further enhance your proficiency at navigating new digital spaces. For example, you will keep your own blog, work with other students on a wiki, participate in a social networking site for the class, use a social bookmarking tool, and so on. You will enjoy some of these activities more than others, but that's part of the process of learning what works and what doesn't. We will undoubtedly also run into technical challenges and frustrations, but that too is part of the learning process. Some of you are already fairly proficient at using the kinds of tools we'll be exploring, while for others they will be brand new, so we will all work together to provide supportive network for learning and experimenting.

We will explore the concept of digital literacy through a range of readings and videos, some of which I will assign and others you will find and share with the class. Some of the issues we will consider include: the reliability of information published on platforms open to public collaboration (such as Wikipedia), the importance of establishing an online presence that is trustworthy and professional, how social media tools contribute to enhanced learning and creativity, the nature of identity in disembodied environments, the loss of privacy in an increasingly public web, the power of public opinion to shape digital content, the role of ownership in a remix culture, and more. We will also follow the path of your own interests and curiosity to explore other related issues for reading, writing, and discussion activities.
Relevant Resources:

21st c. Literacies
This short presentation shows you why digital literacy is an important part of a writing class.

Did you Know 4.0
This short presentation helps you see why digital literacy is an important skill for your personal and professional life.

A Vision of Students Today
Shows the disconnect between old methods of teaching and today's new media society.
Below is a brief overview of the main projects for this course as well as the grade distribution and estimated duration. For more information on each project, see the Projects page.

You will work on these projects in stages, with small reading and writing activities that lead up to drafts, peer reviews, and revisions. These activities will be posted on the Calendar and are due before class starts on the date indicated in the Calendar entry's subject line. Final versions will be due several days after I send you comments by email, with some flexibility if needed.

**CONTRIBUTIONS TO DIGITAL STUDENTS WEB SITE (35% — Weeks 1-7)**
- Instructions (Weeks 1-3)
- Comparative Analysis (Weeks 4-5)
- Digital Literacy Narrative: Audio Essay (Weeks 6-7)
- Smaller Projects

**RESEARCH PROJECT (20% — Weeks 8-11)**

**MULTIMODAL PRESENTATION (15% — Weeks 12-15)**

**BLOG (20% — Weeks 2-15)**

Below is a very brief tentative overview of the course schedule. Activities are subject to change depending on class progress.

To see what’s due before class each day, go to the Calendar and click on the link to the appropriate entry.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9/21</td>
<td>Work on Comparative Analysis</td>
</tr>
<tr>
<td>9/23</td>
<td>Comparative Analysis Draft Due; Workshop in Class</td>
</tr>
<tr>
<td>9/28</td>
<td>Revise Comparative Analysis; “Watch Growing Up Online”</td>
</tr>
<tr>
<td>9/30</td>
<td>Finish Comparative Analysis; Start Digital Literacy Narrative</td>
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<tr>
<td>10/5</td>
<td>Work on Digital Literacy Narrative</td>
</tr>
<tr>
<td>10/7</td>
<td>Work on Digital Literacy Narrative; Intro to Audio Editing</td>
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<tr>
<td>10/12</td>
<td>Work on Digital Literacy Narrative</td>
</tr>
<tr>
<td>10/14</td>
<td>Digital Literacy Narrative Draft Due; Workshop in Class</td>
</tr>
<tr>
<td>10/19</td>
<td>Revise Digital Literacy Narrative</td>
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<tr>
<td>10/21</td>
<td>Finish Digital Literacy Narrative; Watch “Digital Nation”</td>
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<tr>
<td>10/26</td>
<td>Discuss Research Project Topics</td>
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<tr>
<td>10/28</td>
<td>Information Literacy Workshop</td>
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<tr>
<td>11/2</td>
<td>Work on Research Project</td>
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<td>11/4</td>
<td>Work on Research Project</td>
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<tr>
<td>11/9</td>
<td>Work on Research Project</td>
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<td>Work on Research Project</td>
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<td>Date</td>
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<tr>
<td>11/11</td>
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<tr>
<td><strong>Tuesday 11/16</strong></td>
<td>Research Project Draft Due;</td>
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<td></td>
<td>Brainstorm Topics for Multimodal Project</td>
</tr>
<tr>
<td><strong>Thursday 11/18</strong></td>
<td>Research Project Workshop</td>
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<tr>
<td><strong>Tuesday 11/23</strong></td>
<td>THANKSGIVING</td>
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<tr>
<td><strong>Thursday 11/25</strong></td>
<td>BREAK</td>
</tr>
<tr>
<td><strong>Tuesday 11/30</strong></td>
<td>Work on Multimodal Project</td>
</tr>
<tr>
<td><strong>Thursday 12/2</strong></td>
<td>Work on Multimodal Project</td>
</tr>
<tr>
<td><strong>Tuesday 12/7</strong></td>
<td>Multimodal Project Draft Due</td>
</tr>
<tr>
<td><strong>Thursday 12/9</strong></td>
<td>Multimodal Project Workshop</td>
</tr>
<tr>
<td><strong>Tuesday 12/14</strong></td>
<td>Final Version of Multimodal Project Due</td>
</tr>
</tbody>
</table>
Below are brief descriptions of the major projects of the course. Follow the link to each project for more details. (Links will be added as we get closer to each project.)

You will work on these projects in stages, with small reading and writing activities that lead up to drafts, peer reviews, and revisions. These activities will be posted on the Calendar and are due before class starts on the date indicated in the Calendar entry’s subject line. Final versions will be due several days after I send you comments by email, with some flexibility if needed.

See the Grading page on the Syllabus for information about grade distribution and criteria.

CONTRIBUTIONS TO DIGITAL STUDENTS WEB SITE

Over the semester you will work on several projects that will be published on the Digital Students web site. Your grades on these projects will be weighted towards your best work.

Instructions (Weeks 1-4)

You will create a set of instructions that you will post to the popular how-to site, eHow.com Your instructions will help readers complete a relatively simple online task appropriate to an audience of college students. The task should be one that your friends and classmates can easily accomplish so that they can serve as your user testers. You will collaborate on this project using digital writing tools (through Google Docs), and the final product will include written text and images as well as a rhetorical analysis.

Relevance to course goals: Because instructions are targeted to specific audiences for specific purposes, instruction-writing teaches you the value of studying the rhetorical situation for any type of writing. Writing effective instructions requires clear structure and design, simple and concise language, and attention to detail.

Comparative Analysis (Weeks 4-5)

You will work with a partner to develop a process for testing several digital tools of potential use to college students, and you will then develop a comparative analysis of the tools that helps your audience see their strengths, weaknesses, and possible uses. The analysis will conclude with your recommendations. The final version will be published on Digital Students as either a blog entry or a wiki page.

Relevance to course goals: Working with a partner gives you practice in collaborative writing, and developing a comparative analysis helps you better understand the steps of the analytical process. You will also work on shaping your writing for a specific audience and purpose. As you prepare your analysis for publication, you will learn the basics of wiki markup language and consider principles of effective organization, design, and layout.

Digital Literacy Narrative: Audio Essay (Weeks 6-8)

You will work alone or with a partner to explore the concept of digital literacy as it relates to your personal experience. You might draw on your own experience, that of friends and family, or others in your community. Your narrative will be designed for audio delivery rather than text, which will encourage you to consider how messages are shaped by the modality we choose to deliver them in. In addition to making use of the features of written composition, your audio essay will also make use of the features of audio composition, such as using music or ambient sound to establish a mood or theme, convey transitions, illustrate a feeling, and so on. You may also include a photo slideshow with your essay, in which case you will make use of some features of visual composition, such as positioning, fades, transitions, connecting image to content, and so on.
The final version will be saved in MP3 format for audio only or MP4 format for narrated slide shows. We will have a hands-on workshop in class on using Garage Band, Audacity, and/or iMovie (depending on student needs), and you will have time in class to work on editing your audio file. The audio essays will undergo peer review. We will also listen to several sample audio essays, including some from Ira Glass’s radio show, This American Life, which airs on NPR.

Smaller Projects
In addition to the projects above, you will also work on several smaller projects to be published on the Digital Students site. These projects might include reviews of tools or web sites, instructions for other audiences, interviews with family or professors, and/or contributions to a Digital Literacy Glossary Wiki.

RESEARCH PROJECT (Weeks 8-12)
Within the context of our course topic, you will identify an issue that sparks your curiosity and investigate it through primary and secondary research. Primary research includes data you collect yourself, through observations, surveys, interviews, textual analysis, and so on. Secondary research includes articles and publications that report on and analyze information collected by others. You will use digital tools to conduct both types of research and to organize your research notes, and you will publish the results of your research in an appropriate digital environment.

The components of this project include a proposal, an annotated bibliography, and an MLA or APA style paper that presents and supports an analytical or argumentative thesis. Your primary audience will include the academic community, but you may define secondary audiences based on your topic and purpose.

As part of this unit, you will complete a series of online tutorials known as RIOT, which are sponsored by the CU Library, and you will attend a seminar conducted by a research librarian who will review how to use the library databases.

Relevance to course goals: This project helps you develop reading, research, and writing strategies appropriate to your work in college courses and beyond. You will critically evaluate sources, which will deepen your critical thinking skills. And you will choose the genre, audience, and purpose for your project, which will sharpen your awareness of the relationship between form, content, and the rhetorical situation.

MULTIMODAL PRESENTATION (Weeks 12-15)
You will work alone or with a group to create a multimedia presentation that you will post to YouTube. The presentation will also be published on Digital Students.

The presentation will emerge out of earlier work in the course and will respond to a rhetorical situation that you establish. For example, it might emerge out of your work on the Digital Students site and serve as a tutorial to help students accomplish a digital task relating to college course work. Or it might emerge out of your inquiry project and serve as a means of communicating your ideas to a new audience. The final product will include a presentation in video format and a rhetorical analysis. We will have a hands-on workshop on using iMovie to create a multimodal presentation and may also cover Windows Movie Maker and/or free web video editing tools, as needed.

Relevance to course goals: This project builds on the rhetorical goals of earlier projects and gives you practice at composing messages using images, video, and sound as well as text.

BLOG
You will create and maintain your own blog on the Digital Students site. You will use the blog for a variety of purposes throughout the semester, such as responding to readings and reflection prompts, commenting on interesting articles you discover, practicing different genres of writing, reflecting on your writing process, describing the rhetorical strategies you use in each of your projects, sharing research, and more. You will also regularly read and comment on your classmates’ blogs, and they will do the same for you. The blog will serve as both a digital notebook and a public portfolio for your writing that you may continue to use after the semester is over.

At the end of the semester, you will review your blog entries as well as your projects.
and write a final blog post that reflects on how your work in the course has deepened and extended your digital literacy. You will also reflect on your growth as a writer and researcher, analyzing your strengths and weaknesses and noting areas of improvement, particularly with regard to how you've met the course learning goals.

Relevance to course goals: Writing for a blog is a particularly effective way to learn how to shape your writing for specific audiences and purposes. The primary audience for your blog includes the instructor, your classmates, and any friends you invite as readers, but you will practice targeting different secondary audiences depending on the topic and purpose of different posts. You will also find blogs to read and participate in based on your interests.

Sub Pages Found

- Instructions Project
- Comparative Analysis Project
- Digital Literacy Narrative: Audio Essay
- Research Project
- Multimodal Project
Grading Criteria

GRADE DISTRIBUTION

35% Contributions to Digital Students
20% Research Project
15% Multimodal Presentation
20% Blog
10% Class Engagement

GRADING CRITERIA

Blog
The final grade on your blog will be based primarily on whether the required materials were posted on time and in full, but some consideration will be given to the quality of your posts. The grade will also reflect your level of activity on the blog beyond what’s required (such as posting additional entries, adding relevant links, making customizations, and so on).

A blog with all entries posted when required might earn a final grade of B+. A blog that shows evidence of going beyond the minimum requirements might earn a grade of A- or A.

Class Engagement
Class engagement includes your participation in activities leading up to each paper, such as comments on your classmates’ blogs, peer review workshops, class discussion, and so on. Your grade will be based on several factors:

- the extent to which your non-blog activities are completed in full and on time
- your attendance
- your level of participation in class discussion, activities, and workshops
- the quality and timeliness of your peer reviews
- your scores on the RIOT tutorials (scores below 80% will negatively impact this grade)

Please see the Attendance and Minimum Requirements for Passing the Class sections on the Class Policies page for more information on how attendance and workshop participation impact your grade.

Drafts
Throughout the semester you will post drafts and revisions of your projects in progress. Because it’s essential to have drafts available for workshops, failure to post drafts on time will negatively impact your Class Engagement grade.

Please note that drafts are not graded on quality, only on timeliness. Also note that you must post a draft within a certain time limit, even if it’s late, in order to pass the class. See the Minimum Requirements section on the Class Policies page of the Syllabus for more information.

Projects
Each project assignment outlines criteria in the following areas: rhetorical awareness, controlling idea, support, structure, style, conventions, and reading comprehension (if applicable). For more information on these areas, download the WRTG Assessment Criteria.

We will also work together as a class to determine additional criteria for evaluating projects, based on the particular modalities in use (such as images, web sites, audio, or video).

Final versions of projects will be graded based on the level of proficiency they demonstrate in each of these criteria.
A or A- for work that demonstrates high proficiency
B+ or B for work that meets expectations of proficiency
B-, C+, C, or C- for work that demonstrates some or low proficiency
D+, D, or D- for work that is significantly deficient or fails to follow the assignment
F for work that was never turned in or turned in too far beyond the due date

Please see the Late Papers portion of the Class Policies section of the Syllabus; for information on the grade penalties for late papers. Please note that you must turn in all final papers, even if too late for credit, in order to pass the class. See the Minimum Requirements section on the Class Policies page for more information.
This section will help you learn more about the concepts and skills this course is designed to teach.

**Written Communication**

The Colorado Commission for Higher Education (CCHE) sets requirements for core curriculum courses so that they carry transfer credit across all colleges in the state. WRTG 1150 falls in the category of Written Communication, which is a core curriculum requirement at all colleges. Courses in this category are divided into three levels to represent the progression from introductory to advanced skills: CO1, CO2, and CO3. At CU Boulder, WRTG 1150 covers the criteria for both CO1 and CO2, while upper division courses such as WRTG 3020 or 3040 cover the criteria for CO3. Below are the main criteria for CO1/CO2 courses followed by a list of learning goals that apply to the theme of our section of the course.

**Deepen rhetorical knowledge**

- Understand key concepts in rhetoric, such as rhetorical situation (audience, purpose, genre, occasion) and rhetorical strategies (appeals to ethos, pathos, and logos)
- Apply the principles of rhetorical analysis to digital texts
- Recognize the key differences in common genres of digital writing
- Evaluate digital texts in light of their audience, purpose, genre, and rhetorical strategies
- Understand the factors that influence credibility

**Deepen experience in writing processes**

- Generate ideas using exploratory strategies such as freewriting, brainstorming, cluster mapping, and sketch outlining
- Use digital tools for drafting, revising, and collaborative writing
- Engage in ongoing revision of work in progress
- Share writing with selected audiences in digital environments for feedback and discussion
- Offer thoughtful and substantial comments on classmate writing
- Revise and restructure drafts in response to feedback

**Deepen understanding of writing conventions**

- Compose texts in a variety of digital genres
- Adapt your style, structure, and content to your rhetorical situation
- Document your sources using MLA or APA style citations
- Use design and presentation strategies to enhance readability as appropriate to your genre

**Develop skills in critical reading**

- Recognize the nature and purpose of different genres of writing
- Identify the main point and key ideas in texts from a variety of genres
- Read closely and carefully, creating a conversation with the text on both intellectual and personal levels
- Critically evaluate texts, paying special attention to underlying assumptions, credibility of the source, the nature and quality of evidence, and rhetorical strategies the writer uses to persuade his or her audience
**Learning Goals**

- Synthesize key ideas across multiple texts
- Seek out new readings beyond those required in order to follow your own curiosity in the subject

**Use a variety of technologies for writing and research**

- Make effective use of a range of digital tools for writing, peer reviewing, and collaboration, including blogs, wikis, social bookmarking, and a collaborative learning community
- Become more comfortable using new tools and navigating and participating in new digital environments
- Use online research tools and library resources to locate a wide variety of sources on your topic
- Gain experience writing and designing web texts
- Establish an online presence appropriate to a mature and responsible young adult

**Information Literacy** Information literacy refers to a broad range of abilities related to finding, evaluating, and using information as part of the process of becoming an active participant in a knowledge-based society. The standards for information literacy abilities appropriate to college students have been set by the Association of College and Research Libraries (ACRL). The following statement from the ACRL web site will help you understand the nature and purpose of information literacy and how it relates to your college education:

> Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Most of your college courses will help you move towards information literacy within the context of specific disciplines and issues. In WRTG 1150, we will focus on some of the information literacy skills that are relevant to researching and writing college papers. Through your work on the Inquiry Project as well as several class activities, you will learn to:

- Develop appropriate inquiry questions to guide your reading and research
- Use online search tools and library resources to locate a wide variety of sources on your topic
- Use specialized library databases to locate scholarly sources
- Recognize the nature and purpose of information available in different genres and publications
- Evaluate information for accuracy, currency, relevance, authority, and credibility
Use digital tools to manage sources and notes
Take careful notes to help avoid accidental plagiarism

RIOT Tutorials and Library Seminar: To help you make effective use of library resources, you will complete a series of online tutorials created by research librarians specifically for students in WRTG 1150. These tutorials, known collectively as the Research Instruction Online Tutorial, or RIOT, include four modules: Think (how to create a research strategy); Find (how to find books, scholarly articles, and newspaper articles using the university's online databases); Evaluate (how to evaluate the credibility, validity, and relevance of the sources you find); and Cite (how and when to cite sources in order to avoid plagiarism and add to your credibility as a writer).

After you've completed the tutorials, you will attend a library seminar conducted by a research librarian who will help you develop strategies for researching topics for your Inquiry Project. This seminar will take place in a computer lab in Norlin library and will give you hands-on experience with using library resources.
Texts


This guide includes general information about the Program for Writing and Rhetoric as well as specific information about the nature and purpose of WRTG 1150. The guide also includes chapters on critical inquiry, rhetorical analysis, information literacy, and workshops and revision, which we’ll use in the relevant units. The latter part of the guide contains sample student essays in a variety of typical college genres. This is the only book you need to purchase as all of our other course materials are available online.

Readings

Additional readings will be provided as PDF files or web links. Materials subject to copyright protection will only be available when you’re logged into the site.

Readings on writing, rhetoric, and multimodal composition may include:

- "Reading Multimodal Texts," by Rich Rice and Cheryl Ball
- Short Handbook on Rhetorical Analysis
- *Silvae Rhetorica*
- Selections from Steven Krause’s web text, *The Process of Research Writing*
- Selections from *Writing and Revising: A Portable Guide*
- Relevant portions of the Purdue OWL
- Other selections on new media literacy, narrative genre, digital rhetoric, and multimodal composition

Software

- PDF reader (ideally with annotation tools)
- Microsoft Office, iWork ‘09, or Google Docs
- iMovie, Windows Movie Maker, or Final Cut
- Garage Band or Audacity
- Diigo toolbar installed in web browser (Firefox recommended)

Accounts

In addition to a regular email account, you will need to establish accounts on the following sites: Digital Students, eHow, Diigo, SlideShare, Google (not Gmail), and possibly others. Please wait until we discuss these services in class before you sign up.
One of CU Boulder’s goals, as outlined in the Flagship 2030 initiative, is to help students develop the digital literacy skills they need to improve the quality of their learning and to prepare them for the jobs of the future. Digital literacy includes the ability to read and write digital texts as well as the ability to research, collaborate, and interact with others in digital environments. You may find that many of your classes develop aspects of these skills, but an obvious place to focus on them is in a writing class.

In this class, we will use several digital tools to help you engage with the material and further develop your digital literacy skills. We will use these tools both in and out of class. Note: If you have a strong aversion to using computers and working in online environments, you might want to consider a different section of the course.

Below are the digital tools and spaces we will use on a regular basis. You will use these tools to access calendar entries, find course information, post homework assignments and drafts, and interact with other students. We will also experiment with new digital tools throughout the semester.

You can find instructions on using these tools by visiting the Help Files site.

Digital Students Web Site
http://www.digitalstudents.net

The purpose of this web site is to offer news, resources, and analyses of issues relating to digital literacy. The audience includes students in previous, current, and future sections of the class as well anyone interested in the relationship between digital literacy and higher education. Over the semester, you and your classmates will work on creating materials to post to the site, including instructions, comparative analyses of digital tools, web site reviews, a glossary, summaries of recent research, and your final multimodal project.

You will need to create an account on the web site in order to give you access to a variety of features, including: posting new entries on the main blog, commenting on entries on all blogs on the site, and creating and managing your own blog. We will go over how to create your account in class.

WRTG 1150 Course Web Site
http://www.digitalstudents.net/wrtg1150

The class web site includes the syllabus and a calendar of daily reading and writing assignments as well other relevant course material. Bookmark the main course page (URL above), which will feature the most recent news and announcements.

Calendar entries will typically appear no more than one week in advance, to give me some flexibility in adapting the course to your needs, but I will periodically post overviews of what’s to come. The Class Overview page also gives you an idea of the structure of the class.

WordPress Blogs
WordPress is a popular tool for creating and managing blogs. You will create your own blog on the Digital Students web site and use it for a variety of writing activities. Your blogs will all be connected together so that you can read and comment on each other’s posts.

Google Docs
Google Docs is a suite of tools similar to those available in Microsoft Office, including word processing, presentation, and spreadsheet. These tools are entirely online, so you can use them on any computer as long as you have access to the web. You will set up a free account with Google Docs and use it to create your own word processing and presentation documents, work collaboratively on documents with other students, and access documents in a shared folder.
Diigo
Diigo is a social bookmarking tool that allows you to add links to a group page that everyone in the class can see and comment on. The tool also allows you to highlight and annotate web pages and share your annotations with other viewers, which will be particularly useful as we work on the inquiry project. You will set up an account on Diigo and install the Diigo toolbar in Firefox so that you can easily add links to the group page. Links will be tagged based on criteria we will establish in class.

Google Reader
Google Reader is a tool you can use to subscribe to blogs and web pages that you would like to read regularly. You will set up your own account and then select Google Reader as your reader whenever you click on the RSS or subscribe link on a web site relevant to the course. You will also use the reader to share blog articles with your classmates and to keep track of their blog entries.

CULearn
We will use only two features on CULearn: the Gradebook and the Assignments dropboxes for posting final versions.

Email
We will use regular email to communicate as needed. I don't publish my email address on the web site because I want to avoid having it picked up by spammers, but you can reach me using this Contact Form. I will reply by email, and then you can save my email address for future use. I will use your CU email address unless you send me a different one.
Class Policies

ADMINISTRATIVE

Drop/Add: You must attend class during the first two weeks of the semester in order to guarantee your place in the course. If you miss two of the first four classes, you may be administratively dropped to make room for students on the waiting list, if applicable. It is your responsibility to know whether or not you are still registered in each of your classes at the end of the drop/add period.

Attendance: Attendance for the full 75 minutes of class is mandatory. If you frequently arrive late, leave early, or otherwise miss portions of the class, you will accumulate enough missing class time to count as an absence.

You are granted four “sick leave/vacation” days over the course of the semester, so use them wisely.

Save these days for when you have a cold, a doctor’s appointment, a flat tire, etc.

Missing more than four classes will impact your final grade, and missing more than eight classes may result in course failure, regardless of the reasons for the absences (see “Minimum Requirements” below). You do not need to notify me if you will be absent from class, but if you have an emergency and need an extension on an assignment, please email me as soon as possible.

It’s your responsibility to keep track of the number of your absences. You can always ask me in class or by email to let you know how many classes you’ve missed. If you must miss more than four but fewer than eight classes due to a documented medical or family emergency, those absences may be excused provided you show me the necessary documentation. Other absences will not be excused.

Keep in mind that missing a class is not the same thing as missing a reading and writing activity, draft, peer review, or self-evaluation. Even if you are absent from class due to a non-emergency situation, you should still do the assignment for that day on time, including posting a draft if applicable. Please contact a classmate to find out what we covered in class and if you missed any important announcements.

Minimum Requirements: The minimum requirements for passing this course are: (1) you must participate in the draft workshops for each paper by submitting partial drafts, full drafts, revisions, and peer reviews; (2) you must turn in a final version of each paper no more than 72 hours (three days) after the due date; and (3) you must not miss more than eight classes for any reason. Failure to meet these criteria will likely result in a final grade of F.

If the reasons for missing assignments are due to family or medical emergencies, you should consult an advisor in your home department to determine what your options are. Incompletes are available only if you’ve completed a substantial portion of the course work with a passing grade and are unable to continue due to family or medical emergency. You must request an incomplete from me near the end of the semester and provide necessary documentation.

CLASSROOM (top)

Participation: Writing courses have a strict attendance policy because they function as workshops that require the full participation of every student in order to be successful. You will discuss your weekly reading and writing assignments with other classmates,
both in groups and as a whole class, and you will work together on planning and drafting activities. You will also conduct peer and self-evaluations in class. If you come to class unprepared for the day's activities, you will lose the benefits of class discussions and group workshops.

**Classroom Behavior:** While in class, please show respect to your classmates and to me by using language that would be appropriate in a professional setting and by refraining from using personal attacks or a hostile tone. Be particularly considerate when commenting on other students' writing or personal experiences. Students whose language or behavior is disruptive to the class may be asked to leave the room and may be reported to the Dean. See "Classroom Behavior" under the University Policies section for more details on the university's policy, which all students are expected to abide by.

**Computer Classroom:** Our class meets in a classroom equipped with laptops for student use. You will be assigned a specific laptop to use, and you will sign a release form acknowledging that you will use the laptops appropriately. You may also bring your own laptop to class (but you still have to sign the release form). Please do not bring food or drinks into the computer classroom (or if they're in your bag, keep them below the desk).

**Computer Use in Class:** We will use the computers in class for a variety of activities, including in-class writing, working on group projects, reviewing peer drafts, composing with audio, image, and video tools, and researching. Many of these activities will be collaborative, to take advantage of the presence of your classmates. Please avoid the temptation to go off-task during class by checking your email or your Facebook page. When we're not using the laptops, please close the lid in order to avoid distractions. Note: If you strongly dislike using computers in class, you might want to consider signing up for another section of the course.

**Cell Phones and Text Messaging:** Please turn off your cell phone ringer before class starts. At no time during class should you make or receive a phone call or write or receive text messages. If you have an emergency situation and need to receive an important message, let me know before class starts. If you text message for social reasons while in class, I may ask you to leave the class for the day, which will count as an absence.

**DUE DATES AND REVISIONS (top)**

**Late Assignments:** Reading and writing assignments are due before class begins on the date indicated in the calendar. Because these assignments are often designed to prepare you for class, you will not receive credit for posting work late (unless you run into special circumstances that you discuss with me in private). It’s particularly important to post drafts on time so that you can participate in draft workshops. Late drafts may not receive feedback from your classmates or me but must still be submitted in order to meet the minimum requirements for passing the class, described below. If you will be absent from class, go ahead and post the assignments so that you get credit for them.

**Late Projects:** Final projects will typically be due four or five days after I send you written comments. If you need an extension, please request one by email as soon as possible to avoid late penalties.

Projects that are turned in up to **72 hours (three days) after the due date** will be accepted for grading, but the grade will be reduced in proportion to the lateness. Projects turned in between **four and six days after the due date** will be accepted as evidence that the work was completed but will receive a failing grade. Projects turned in more than **seven days after the due date** will not be accepted, which will lead to course failure (see "Minimum Requirements" below). Note: These policies apply only to projects due during the semester. Projects due after the last day of classes must be submitted when due with no exceptions.

**Revisions:** You will work on your drafts in stages, with feedback along the way. You will conduct self-evaluations of your own drafts and peer reviews of your classmates’ drafts using guidelines that will help you identify specific areas in need of improvement. You may also meet with me privately or with a Writing Center tutor to discuss ways to further revise your draft. Therefore, final versions of each project should represent your best work. Under certain circumstances, I may allow you to revise a final project
for a new grade, but you’ll need to meet with me to discuss this option.

ACADEMIC HONESTY (top)

Plagiarism: Part of the purpose of academic writing is to show that you’ve read and engaged with the ideas of experts in various fields and to contribute your own insights and analysis. You build your credibility by indicating your sources for expert viewpoints and data, so failing to acknowledge these sources undermines your trustworthiness to readers. It also counts as plagiarism.

Plagiarism includes borrowing another person’s ideas or using portions of another person’s written or multimedia text in your own papers and project without citing the source (even if the material is in quotation marks). This form of plagiarism may be accidental, so it’s your responsibility to make use of available resources to learn how to properly cite sources in papers and multimedia projects.

Plagiarism also includes intentional acts of academic dishonesty, such as purchasing papers or projects online, paying others to write or develop parts or all of a paper or project for you, and receiving substantial assistance from someone other than a classmate, a Writing Center tutor, or the instructor.

If I suspect plagiarism, I will discuss the case with you in person, but cases of blatant and willful plagiarism will be submitted to the Honor Code Council. The course-related consequences of plagiarism range from an F on the paper to an F in the course. The Honor Code Council determines other consequences, such as attaching a letter regarding the incident to your transcript, requiring that you take a remedial course in academic honesty, or suspending you from the university.

Note: Creating multimodal texts introduces new challenges to the practice of citing sources, which we will discuss in class. You might also find it useful to review some of the material on this Code of Best Practices in Fair Use.

See "Academic Honesty" under the University Policies page for more details on the university’s policy.
University Policies

As a student of the University of Colorado, you are responsible for understanding and following all university policies, including but not limited to the ones described on this page. For information on policies not listed here, please see the official University of Colorado Policies main page.

Classroom Behavior (also applies to online classrooms): Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See the Class Behavior policy on the University of Colorado Policies web site.

Note: In addition to the university policy above, you must also follow the Classroom Behavior policies listed on the Class Policies page.

Names and Gender Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Disability Statement: If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or online.

Academic Honesty: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-7252273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found on the University of Colorado Policies web site and on the Academics page.

Sexual Harassment: The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be found on the OSH web site.

Academic Advising: For questions regarding late drops and other course-related matters, visit the Academic Advising Center in Woodbury 109 or call: 303-492-7885