ENG 6939--Theory and Practice of Writing in the Disciplines

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Course Objectives

By the end of the course, the students will:

- Demonstrate understanding of the main elements of history and theory of WAC/WID
- Demonstrate understanding of the main elements of WAC/WID program and assignment design as well as assessments
- Apply their knowledge to elements of WAC program evaluation and design at UCF

Communicating with your Classmates and Your Instructor

Effective communication is important in any class, but it is especially important in an online one. Successful online learning experiences depend on how well all members of the online class manage to create what researchers have called "social presence." In online courses where face-to-face (f2f) contact does not exist or is very limited, participants have to develop other strategies and activities to compensate for the lack of f2f interactions and to build that sense of community and belonging, which makes learning successful or even possible. We will strive to create that sense of community and social presence through the following means:

- Interactions on the discussion forums. Please note that when you are posting on a discussion forum, you are not just talking to me, your instructor. You are also discussing the class material with your classmates, and you are helping each other learn. You will be required not only to post in response to my prompts, but also to interact with each other by commenting on posts of other class members.
- Interactions during collaborative projects and peer review sessions.
- Interactions via e-mail. Please let me know if you have any questions about any aspect of the course at any time. However, please limit e-mailing me with question to a reasonable level. If you have a question about the course, which would be better discussed in a discussion forum, please

post it in the FAQ forum. Conversely, if you see a question by a classmate on the forum, to which you know the answer, please feel free to post that answer.

- In-person interactions with the instructor. If you are on campus or in the area, you are encouraged to see me in the office with questions and concerns.

If you e-mail me, you can generally expect an answer within 24 hours, sometimes sooner, as time permits.

Course Participation Requirements

Regular and active participation in an online class is extremely important. Input from all class members is what separates a good online class from one in which students feel disengaged and abandoned.

- Regular participation in the online forums through the posting of responses to discussion questions. Your posts need to be engaging and thoughtful. They cannot simply be "going through the motions," but must be attempting to truly engage with the course readings and with my questions.
- Regular interaction with other students on the forums by posting responses and questions to their writing. **You are required to post 3-4 substantive responses to the discussion posts of other students, per week.** Please get into the habit of reading other class members' posts and responding to 1-2 of them every time you log on to the discussion boards and before posting your own responses to the assignments. Having that habit will give you the 3-4 required posts per week.
- Regular and active participation in peer review sessions. I will provide a series of open-ended questions and other guidelines for the peer review sessions.

You can expect me to read all of your discussion posts and other contributions. I comment on all high-stakes writing assignments and on select discussion forum posts.

If you are "absent" from the course for one week or more (you do not post required assignments, answer e-mails, etc.), I will advise you to drop the class.

Late Submissions of Assignments

Late submissions are strongly discouraged! If life interferes (good reasons only, please), and you must be late on an assignment, you need to contact me before the deadline and ask for an extension. If such an extension has not been arranged and you submit a late assignment, you will be penalized as follows:

- On a high-stakes writing assignment, such as a research project or a course design project: one half of a letter grade for every 24 hours for which the assignment is late. This applies to both final drafts/versions and preliminary ones.

- On a discussion post or other low-stakes assignment, a penalty of 1 point will be imposed on tardiness of more than 24 hours.

Course Texts

Please purchase these titles:

- *Writing Across the Curriculum: A Critical Sourcebook*, by Zawacki and Rogers.
- *Assignments Across the Curriculum: A National Study of College Writing*, by Daniel Melzer.

These books are available at no charge on the website of the WAC Clearinghouse. You may, however, choose to buy hard copies instead of reading pdf files.

- [Writing Across the Curriculum: A Guide to Developing Programs](#)
- [Thinking and Writing in College](#)
- [Writing Programs Worldwide: Profiles of Academic Writing in Many Places](#)

In addition, we will read excerpts from the following books

- [Writing in Knowledge Societies](#)
- [Teaching Writing Across the Curriculum: Fourth Edition](#)

Finally, throughout the course, I will offer you current journal articles and book chapters on WAC/WID. Those will be uploaded into the "Files" section of the website and linked to specific assignments.

Projects and Assignments

This class contains two kinds of assignments: low-stakes and high-stakes.

"Low-stakes," or "writing-to-learn" assignments are meant primarily for learning, articulation and discussion of ideas as they are being formed, and trying out of concepts and questions. In an online class like this one, low-stakes assignments typically take the form of discussion posts and responses to those posts.

"High-stakes," or "writing to communicate" assignments are typically longer and more formal. Their purpose if to communicate knowledge from the writer to an external audience. Such assignments are typically taken through several rounds of revision and peer-review.

At the end of each module, you will also be offered a synthesis and reflection assignment, which will be "medium-stakes" and worth a bit more than a low-states assignment but less than a higher-stakes one.

Reading responses and discussions (low stakes). (50%)

- responses to and discussions of specific readings. (30% total, typically 2-3 points per assignment)

- end-of-module synthesis and reflection assignments (20% total, 5% each)

<u>Research and writing for the client project</u>

Grading Standards

Since this is a course in professional writing, we will use a broad assessment rubric whose criteria are applicable to a broad range of professional writing projects and tasks. While each assignment has a set of detailed assessment criteria, below is a list of general principles, which I will apply while grading your work. if you have any questions about assessment for any assignment, please let me know right away.

- An "A" text is exceptional and far exceeds the minimum standards for the project. In the workplace, consistently producing such texts might lead to a promotion or some significant reward. "A" projects will demonstrate exceptional rhetorical and stylistic versatility and savvy by the writer, within the requirements of the course.
- A "B" text is better than average, but not excellent. In a workplace, a "B" text might be usable by others, but contain relatively minor deficiency, in its rhetoric, style, mechanics, or a combination of the three. It is generally free of serious mechanical errors, and its author had applied care in the preparation of the text.
- A "C" text is competent, but nothing more than that. In the workplace, it is probably going to be returned for revision. It is average, both in terms of content and form. It can contain some mechanical errors.
- A "low C" or "D" text is weak; it is below average. In the workplace, the author of such a text would be placed in a bad situation with the management and colleagues. It does not solve a problem or address a rhetorical situation. It may contain serious and/or numerous mechanical errors.
- An "F" text fails in all or most major categories. It is incomplete and/or exhibits very little or no care for its preparation and presentation on the part of the author.

Statement on Academic Integrity

As you, no doubt, know, plagiarism and other forms of academic dishonesty are very serious offenses. While I am confident that we will not have to deal with this in this class, we must have a procedure to address such situations should they arise. Below is the description of this policy:

1. Plagiarists and other academic offenders will, at a minimum, fail the assignment or the class.
2. Although I do not routinely submit assignments to Turnitin.com, I reserve the right to do so, if I have a reasonably suspicion of plagiarism.

ADA Statement

If you require special ADA accommodations, please provide appropriate documentation by the end of the first week of the course.