

Writing 2: Digital Rhetoric

Fully Online (Asynchronous) Instruction

Nirshan Perera

Summer 2023

COURSE INFORMATION

Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts.

This iteration of Writing 2 examines online communication and research. We'll tweet and design new emoji. We'll review digital research resources and create podcasts on our research topics. We'll study the latest AI bot composition tools and responsibly harness it in our writing, adhering to updated plagiarism guidelines. Asynchronous instruction will include pre-recorded lecture and small group work through discussion boards and online peer editing. The course instructor and two embedded writing tutors will be available for individual consultation via Zoom.

INSTRUCTOR INFORMATION

Instructor: Nirshan Perera

E-mail: nrperera@ucsc.edu

Zoom meeting room:

<https://ucsc.zoom.us/j/3381604154?pwd=N1ZjdTZkcArUTc1aTBESIZMb1BVZz09>

Office Hours via Zoom: Wednesdays 2-4 pm, or by appointment. Please send me an email to request a meeting time that works with your schedule.

LEARNING OUTCOMES

1. Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.

2. Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.
3. Locate relevant source material, evaluate its credibility, and cite it appropriately.
4. Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
5. Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.
6. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university

PREREQUISITES/COREQUISITES

Prerequisite(s): College 1 and satisfaction of the Entry Level Writing; or College 80A, 80D, or 80F and satisfaction of the C1 requirement. Enrollment is restricted to frosh, sophomore and junior students.

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

All the course readings will be posted to Canvas, however you will need to purchase a \$16.50 student subscription to [peerceptiv.com](https://www.peerceptiv.com)

[Links to an external site.](#)

, which we will be using for peer-collaboration and revision work. See the information here.

COMMUNICATION

- Send me a message anytime, using the Canvas Inbox or my UCSC email: nrperera@ucsc.edu
- Online Office Hours: Using Zoom, we can meet face-to-face! If you'd like, please join me online on Wednesdays from 2 to 4 p.m. by appointment. Email me to reserve a time slot and then click [here](#)
- [Links to an external site.](#)
- to enter my Zoom meeting room.

ASSIGNMENTS & ASSESSMENT

You will complete five major projects:

- A Twitter essay (due week 2): This requires multiple interactions in a forum to complete. Mark your calendar and prepare to connect with your peers daily. [Read assignment directions here.](#)
- An emoji proposal (due week 4). [Read assignment instructions here.](#)
- A rhetorical analysis of AI Bot writing (due week 6) [Read instructions here.](#)
- An annotated bibliography for your Podcast (due week 8).
- A research topic podcast (due week 10). [Read instructions here.](#)

GRADING POLICY

1) Writing coach meetings (10 %)

2) Peerceptiv Peer-Editing Work (15 %)

3) 5 Genre Study Reading/Activities + 5 Writing Genre Writing Projects (75 %)

Final grades given in this Writing 2 course will be comprehensive. They account for all aspects of a student's work over the quarter—the conceptual work of reading, thinking, and writing; the cooperative work of participating in a writing community; and the procedural work of completing reading and writing assignments, and meeting deadlines.

[More about the Writing Program grading...](#)

STUDENT HOURS FOR COURSE

UC Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter. A 5-unit course should therefore take 15 hours of your students' time each week. Your syllabus should include an estimate of the anticipated weekly distribution of the required hours.

LATE WORK POLICY

It will be difficult for you to keep up with the demands of a writing-intensive course if you do not meet the set deadlines for turning in your work. The canvas gradebook is set to deduct a 10 percent late-work penalty for every day an assignment is late and it is not possible to turn in late work on peerceptiv assignments. That said, please, please reach out to me if something in your life is impacting your ability to complete your work.

INSTRUCTOR FEEDBACK

I will do my best to provide grades and feedback on major projects within four days of the due date.

I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#)

[Links to an external site.](#)

For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments](#)

[Links to an external site.](#)

STUDENT FEEDBACK

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

COURSE SCHEDULE

Week	Reading and Activities
One	Orientation module + Genre Study 1: Twitter Week 1 Overview . Make sure you complete all assignments in the weekly modules. Always, check your Canvas calendar for deadlines.

Two	<p><u>Genre 1: Twitter Week 2 Module Overview</u></p> <p>Make sure you complete all assignments in the weekly modules.</p> <p>Check your Canvas calendar for deadlines.</p>
Three	<p><u>Genre Study 2: Emoji Week 3 Module Overview</u></p> <p>Make sure you complete all assignments in the weekly modules.</p> <p>Check your Canvas calendar for deadlines.</p>
Four	<p><u>Genre 2: Emoji Week 4 Module Overview</u></p> <p>Make sure you complete all assignments in the weekly modules.</p> <p>Check your Canvas calendar for deadlines.</p>
Five	<p><u>Genre Study 3: AI Chatbot Week 5 Module Overview</u></p> <p>Make sure you complete all assignments in the weekly modules.</p> <p>Check your Canvas calendar for deadlines.</p>
Six	<p><u>Genre 3: AI Chatbot Week 6 Module Overview</u></p> <p>Make sure you complete all assignments in the weekly modules.</p> <p>Check your Canvas calendar for deadlines.</p>
Seven	<p><u>Genre Study 4: Research for Podcast Week 7 Module Overview</u></p> <p>Make sure you complete all assignments in the weekly modules.</p> <p>Check your Canvas calendar for deadlines.</p>

Eight	Genre Study 4: Research for Podcast Week 8 Module Overview Make sure you complete all assignments in the weekly modules. Check your Canvas calendar for deadlines.
Nine	Genre Study 5: Podcast Production Week 9 Module Overview Make sure you complete all assignments in the weekly modules. Check your Canvas calendar for deadlines.
Ten	Genre 5: Podcast Week 10 Module Overview Make sure you complete all assignments in the weekly modules. Check your Canvas calendar for deadlines.

FINAL EXAM DATE AND TIME

There is no final examination but there is a final writing project due.

ACCESSIBILITY

Talk to me as soon as you can and in whatever way you are comfortable--I am here to support you and help you learn in an equitable way. In addition, please use the amazing resources available through the Disability Resource Center (DRC)--they can help formally coordinate your accommodations with all your instructors. You can contact the DRC through their [website](#), at 831-459-2089 (voice) or 831-459-4806 (TTY) or e-mail drc@ucsc.edu.

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how

we can implement your accommodations in this course to ensure your access and full engagement in this course.

TITLE IX/CARE ADVISORY

You are encouraged to include a Title IX and CARE (Campus Advocacy, Resources & Education) statement in your syllabus to address your reporting responsibilities and to provide students with information on resources and support services. You are welcome to use the text below or alter it to suit your own needs. However, at a minimum, it is recommended that you inform students of the following: (1) University policy requires you to report Title IX misconduct, and (2) the CARE office offers confidential support. This sample statement was created in collaboration with the UC Santa Cruz Title IX Office and leadership at CARE.

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services,

providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

Note: *The following statements are optional. You may choose to incorporate any or all of them as they are or (even better) revise them so that they are more relevant to your course or field.*

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and

your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

ALL-GENDER RESTROOMS

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different

perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#)

[Links to an external site.](#)

.

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. Always dial 9-1-1 in the case of an emergency.