

# WRIT 2 - Rhetoric & Inquiry

In the Digital Ecosystem

## Instructor

[Phil Longo, PhD](#)

he/him/his

plongo@ucsc.edu

## Course Description

*Writing 2 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.*

**Section description:** The digital revolution of the past decades has completely transformed how we all read and write. To be effective writers, we must now understand the complexity and dynamism of the digital ecosystem and how to write for it in multiple genres and modes. This online course offers students an introduction to the fundamental properties and systems that shape writing in digital environments, and it will lead students through strategies and practical skills for digitally-based research and for composing common digital popular and scholarly genres.

## Course Outcomes

The following [course outcomes](#), standard across all Writing 2 courses at UCSC, will guide our work in the course and shape the assessment of your coursework. If all goes according to plan, at the end of the course, students will be able to...

- *Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.*
- *Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.*
- *Locate relevant source material, evaluate its credibility, and cite it appropriately.*
- *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.*
- *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.*

- *Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.*

## Texts

You will not need to purchase texts for this course. Most assigned texts will be [Open Access](#), which means that they are free because the writers want to promote equitable access, or they will be available from the UCSC Library when properly [connected from off-campus](#).

- Ball, C & Loewe, D. Eds. (2017). [Bad Ideas About Writing](#)
- Caulfield, M. (2017). [Web Literacy for Student Fact-Checkers...And Other People Who Care About Facts](#)
- Driscoll, D. Stewart, M. & Vetter, M Eds. (2020). [Writing Spaces: Readings on Writing, Vol. 3](#)
- [Writing Commons](#) is a free, crowd-sourced, peer-reviewed resource for writers you will also use throughout the course.

## Asynchronous Pacing

While this course is asynchronous and you can complete the work on your schedule, it is not self-paced. Tasks and assignments are due each week on **Tuesday, Thursday, and Sunday at 11:59pm PDT**, and you will not be able to go more than 2 modules ahead. If you are not in the PDT time zone, you can [set up a time zone in your Canvas user account](#) so the due dates/times reflect your time zone.

As with most 5-unit courses at UCSC, this course expects **15 hours** of coursework per-week. This time should be intentional, focused, and regular throughout the term. Please schedule this time for yourself each week to be successful in the course.

## Scheduled Synchronous Tutoring

You will have a synchronous group tutoring session each week during weeks 3-10. This session will be at the same time each week. In order to receive credit, you must provide evidence of your session. You may also sign up for additional individual tutoring appointments during weeks 5-10. More information about tutoring will be sent during Week 2.

## Assignment Types and Grading

- **Individual Tasks** (20%, lowest 4 scores dropped)  
*routine reading, listening, and viewing course lectures and texts, acquiring and demonstrating new skills, writing and research practice tasks, first drafts, attending tutoring sessions, etc.*
  
- **Participation Tasks** (20%, lowest 4 scores dropped)  
*routine participating in discussion forums, peer-review, tutoring sessions, contributing to crowdsourced documents, etc.*
  
- **Minor Projects** (30%)
  - *Literacy Reflection* - Jun 28
  - *Discourse Community Analysis* - Jul 5
  - *Opinion Editor Report* - Jul 26
  - *Literature Review Proposal* - Aug 2
  - *Annotated Bibliography* - Aug 9
  - *Pre-Production* - Aug 23
  
- **Major Projects** (30%)
  - *Project A - Digital Discourse Community Analysis* - Jul 15
  - *Project B - Literature Review* - Aug 18
  - *Project C - Digital Explainer* - Aug 28

Late Work Policy: Because others rely on you meeting deadlines, late work will receive a 5% deduction every 24 hours past the deadline. *Please ask for extension from me at least 24 hours in advance of the deadline if you need one.*

## Academic Dishonesty and Plagiarism

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of their college or the Academic Tribunal convened to hear the case.

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 Integrity page](#) at the Division of Undergraduate Education.

## **Course Accessibility and Accommodation**

I hope to make our learning community as accessible as possible. This means that I aim to provide accessible materials and to create opportunities for different kinds of engagement to learn and demonstrate your knowledge. If you come across materials that are not accessible to you, or experience a barrier to your participation in a class or meeting, please bring this to my attention, and I will gladly work with you to ensure accessibility. If you are a student with a disability (disabilities can include mental health and attention-related, learning, vision, hearing, physical or health impacts) who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the [Disability Resource Center \(DRC\)](#) to me, preferably within the first two weeks of the quarter. At that time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). Their operations continue via remote appointments.

## **Your Rights to a Learning Environment Free of Harassment**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#). For more information please visit the [Title IX Operations under Covid-19](#) page.

## Important Summer Session Remote 2020 Deadlines

### 10-Week Session

Drop: Monday, July 6

Request for “W”: Friday, July 24

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html> . For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email [summer@ucsc.edu](mailto:summer@ucsc.edu).

### **Acknowledgments**

Media production and course design assistance was provided by the great folks at [UCSC Online Education](#).