

Writing 2: Rhetoric and Inquiry
University of California, Santa Cruz
Summer 2022

Gen Z: Social Media, Social Networks, Social Change

Kristen Kennedy Terry, Ph.D.
kkterry@ucsc.edu

Course Meetings (remote synchronous)

WRIT 2-12 (#71066) – Tues./Thurs. 8:00-9:35

WRIT 2-11 (#71065) – Tues./Thurs. 9:50-11:25

Office hours (via zoom)

Thursdays 12:00-1:00pm (drop-in) and by appointment

Please meet with me during office hours if you are having trouble with the course material or if you need to talk about anything that may be impacting your progress in the class. I am here to help, but I can't help if you don't let me know what is going on in your life. If you are unable to meet during my scheduled office hours, please email me so that we can work out an alternate day/time. On weekdays, I will respond to your emails within 24 hours.

Course Description

Gen Z: Social Media, Social Networks, Social Change

This course examines a topic that has defined the current generation: social media. In this course, students will focus on the effective use of language, analysis, and argumentation in college-level academic writing while considering the role that social media (in its many forms) plays in their own lives and in the lives of their peers, the members of Gen Z. Through course readings, discussion prompts, and major writing assignments, students will examine how social media has shaped their identity, including their values, beliefs, and aspirations, and will explore the role of social media in ongoing social change.

In this course, students will develop their ability to write for a specific purpose and for a specific audience, and to synthesize evidence from both popular sources and scholarly articles. Major assignments will include developing a research question and writing a research proposal, conducting a rhetorical analysis of a popular article, and writing a research review (including both popular and scholarly sources) for an academic audience.

Writing 2 Course Outcomes

This course will develop your skills as a writer and will prepare you for the university-level discourse that you will both read and write as you advance toward in your undergraduate degree and beyond.

This Writing 2 course has been designed to assist you in developing the skills to:

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 standard 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 of the university.

Course administration (readings, assignments, participation)

There is no required textbook for this course. All readings will be posted on Canvas.

Because we will be meeting synchronously on zoom for the first class session, and students will be meeting weekly in writing groups, all students will need reliable internet access and a device with the following: web-cam, microphone, zoom, Canvas. Full participation in zoom sessions requires that you have your camera turned on during the entire class period and that you remain seated and attentive throughout the session (not driving, making breakfast, etc...).

Important information for class participation and completion of assignments:

- ❖ To prepare the assignments for each week, go to our Canvas course site and open the **Modules folder** for the current week of class. Everything you need to read or complete is in that folder. You can also refer to the syllabus and schedule for an overview of the course assignments.
- ❖ For most assignments that you submit on Canvas, you will need to upload a .doc or .pdf file. I know that most of you prefer to use Google docs, so you can easily convert these to a pdf before uploading into Canvas. Do not submit links to your Google doc – I need you to convert the file to a doc or pdf and upload the actual file. Also, please note that it is

your responsibility to ensure that you have uploaded a readable doc or pdf file. Unreadable or corrupt files will result in a loss of credit for that assignment, so please check that your files have uploaded correctly to Canvas and that they are readable.

- ❖ Please let me know if you cannot find an assignment on Canvas or a link is not working. I try to keep things updated and ready for your use, but occasionally, I make a mistake or forget to post/publish something. Please email me to let me know so that I can fix it.
- ❖ I will communicate with the class via the Announcements function in Canvas. Please check to make sure that you have announcements enabled so that you will receive all of the course communications from me.

Expectations and explanation of graded work

Preparation/participation (writing group meetings, tutoring, conferences)	15%
Homework assignments (reading responses, project prep assignments)	15%
Project 1 - Rhetorical analysis	15%
Project 2 - Research question/proposal	10%
Project 3 - Annotated bibliography	20%
Project 4 - Problem/Solution Essay (research review)	25%
Total	100%

Preparation and participation in writing group meetings/conferences/tutoring (15%):

- ❖ Your questions and contributions are central to our progress and you cannot fulfill the requirements of the course unless you participate fully in the weekly writing group meetings. Participation is more than simply attending the zoom session—contributions include participating actively in group and partner discussions, completing mini-projects, and free-write activities, and conducting thorough and thoughtful peer review sessions. This class will not be successful without your regular and thoughtful input. I design the class, but you make it!
- ❖ In respecting each other's opinions, we will cultivate a classroom environment that fosters communal learning—discourse should be civil and respectful. Failure to comply with these guidelines or engaging in behavior that disrupts the learning environment will result in being marked as absent, being given a failing grade, and/or being dismissed for the remainder of the term.
- ❖ Please note that writing or reading text messages, doing homework, walking around and/or driving, or doing any other activity unrelated to course work during the synchronous zoom meetings will be viewed as not actively participating in the session.
- ❖ Flexibility: I understand that things may come up during the quarter and you may not be able to attend every group session. Every student is eligible for one free absence (from a writing group meeting) during the quarter with no penalty to your participation score. For this absence, you do not need to provide an explanation, but you are always welcome to email me/your writing group partners to let us know why you will be/were absent. If you

have extenuating circumstances that require you to miss many meetings beyond one (e.g., a medical or family emergency), please email me so that we can arrange a time to talk.

- ❖ To receive full participation points for a writing group meeting, you should: arrive/join the zoom meeting on time, demonstrate that you have reviewed the material to be discussed that day, participate fully and actively in all group activities and discussions, and treat all students and the instructor/tutor with respect. In many cases, you will submit written responses as part of your participation assessment for the day (depending on the activities completed in the meeting).

Your contributions will be evaluated as follows (*includes having video camera on):

	A (9-10 points)	B (8 points)	C (7 points)
Quality	<i>Always/regularly contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding on group perspectives, and appropriately challenging assumptions and perspectives.	<i>Occasionally contributes</i> to the discussion in the aforementioned ways.	<i>Rarely/never contributes</i> to the discussion in the aforementioned ways.

Homework – reading/video responses, discussion prompts, project prep (15%):

- ❖ You will either have written discussion questions to complete before the next asynchronous class session/writing group meeting or a draft of a writing assignment to bring with you for peer/instructor review. That is, you will have something due every Monday and Wednesday at 11:59 pm (i.e., prior to a scheduled Tues. asynchronous session or Thurs. synchronous group meeting). Unless otherwise specified, these assignments need to be typed and uploaded to Canvas. These reading/writing assignments will form the basis of the next assignment or group activity, so **it is essential that you complete them before each asynchronous session (Tuesdays) or writing group meeting (Thursdays).**
- ❖ Per the UCSC guidelines (Systemwide Senate Regulation 760): the expectation for a five-unit course is fifteen hours of work per week. If you are spending significantly more time than this, please come to see me during office hours or send me an email so that we can discuss.
- ❖ You are responsible for verifying that the document that you upload to Canvas is the correct document (the right assignment in the right format). Incorrect submissions, corrupt files, and submissions that include plagiarism (e.g., a “template” that you might have been using) are your responsibility, so please double check each submission.
- ❖ Late assignments will not be accepted unless you speak to me/email me in advance so that we can discuss.

Major written assignment guidelines and due dates (70%) will be posted on Canvas.

University policy on academic integrity

By enrolling in the university, students are automatically agreeing to abide by policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the UCSC community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices

<https://politics.ucsc.edu/undergraduate/citation.html> and the university's Rules of Conduct regarding student conduct and discipline: <https://deanofstudents.ucsc.edu/student-conduct/>.

What is plagiarism?

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations.

- ✓ *Submitting work that is done in part by someone else.* Is seeking help from a friend plagiarism? What about incorporating the advice of a teacher or peer tutor?
- ✓ *Paraphrasing or summarizing a written source, including text from the Internet, without footnoting or otherwise referencing the source.* When does another person's idea supplant your own? Who owns an idea?
- ✓ *Copying a written source, including text from the Internet, without using quotation marks or block indentation.* How can a student paraphrase or summarize without using at least some language from the original source?

Formal definitions of plagiarism might incorrectly suggest that this term is a transparent concept. It's not—at least not in every instance. For that reason, most plagiarism policies distinguish between major and minor offenses to separate deliberate examples of cheating from unintentional ones due to ignorance or perhaps neglect.

For serious instances of plagiarism, such as submitting an essay obtained from an online source, students in this course will automatically fail the assignment and receive a final grade of F in the course. There is no excuse for serious plagiarism.

I will also regard unattributed citations – verbatim copying of another's person's work without some indication of the source – as a serious form of plagiarism. In other words, don't insert any text in a paper that is not your own without also noting the source.

You can email me with a question before an assignment is due or come to my office hours. It is your responsibility to comply with principles of academic honesty; it is my responsibility to see that every student receives a fair and accurate grade. Let's work together in meeting these goals.

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course, but you may not publicly distribute the course materials without my permission.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Canvas. Dissemination or sharing of any classroom recording without the permission of the instructor would be considered misuse and is, therefore, prohibited. Violations of these policies may result in disciplinary action.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org.

Disability Resource Center

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 submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this 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.

Don Rothman Award for First-Year Writing

The Writing Program offers the Don Rothman Endowed Writing Award in First-Year Writing to honor the work of first-year writers like you. To apply for this award, you may submit work from any Writing Program class in the 2021-2022 academic year by June 16, 2022. You are welcome to submit nonfiction, academic, or analytic writing. Up to five students will receive an award and may earn a monetary award up to \$800. Please visit [this site](#) for more information.

Counseling and Psychological Services

If you suffer from anxiety, depression, or other mental health challenges, please consider making an appointment with UC Santa Cruz's Counseling and Psychological Services. During regular business hours, you may call 831-459-2628 to schedule an appointment. After hours/weekend help is available at the same number. For more information, please visit [this site](#). Additionally, if you cannot receive immediate assistance through CAPS, you may receive immediate help

through the [Crisis Text Line](#). Text “HOME” to 741741 to talk with a Crisis Counselor. This service is available 24hrs/day.

Resources for Sexual Violence and Harassment

As a student, you are protected by Title IX, which prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence of any kind, you may receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling 831-502-2273. You may also report gender discrimination directly to the University’s Title IX Office, 831-459-2462. Reports to law enforcement can be made to UCPD, 831-459-2231 ext. 1. For emergencies, please call 911.

Direct Help Resource

UC Santa Cruz has developed a resource for all faculty, staff, and students to help the community find the right resources to assist with challenges, including harassment, discrimination, or suicide prevention. Please click on this [link](#) to learn more.

On-Campus Recovery Meetings

If you or someone you know struggles with addiction of any kind, please know that there is on-campus support! The UC Santa Cruz organization, Slugs in Recovery, is an all-inclusive community for students recovering from any sort of addiction, loved ones of those with addictions, allies, and anyone else who supports recovery. For information, please visit [this site](#).

Land Acknowledgement

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during the Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.