



## 3225G 650: My Name is URL: Writing for the Web

Winter 2019 (January 7 — April 9, 2019)

### Instructor:



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### Office:

1426 University  
College

### Office hours:

Via email anytime; live  
chat (Skype) or tele-  
phone calls possible by  
appointment



### Course Materials:



Title: *Writing for the Web Reader*  
Author: Various  
Publisher: [UWO custom coursepack](#) electronic or print ver-  
sions.



Title: *Hot Text*  
Author: Price and Price  
Publisher: New Riders  
Edition: First



### Course Objectives:

“This course will explore the theory and practice of digital writing technologies. Topics covered include the production, management, and reception of digital texts; web writing style; hypertext and linking; authorship; copyright. Students will evaluate the design and content of web texts and create their own web sites.” The focus in this course will be to have you engage in both the production of written texts for the internet and also develop a critical eye for examining the written texts present on the Web, including an understanding of how the relationship between reader and writer is affected by the evolution of technologies.

Assignment	Percentage of Final Mark	Due Date
Discussion Forums x 8; Wikis x 2.	10%	Ongoing
Wikipedia Edits, Evaluation, Peer Review, and Article Contribution	25%	Edits (Feb 3), Evaluate an article (Mar 3), Draft article (Mar 17), Peer review of draft (Mar 18-24), Final article (Mar 31-Apr 9)
Essay with hyperlinks or online article (1000 words or so)	30%	February 17
Personal Website	35%	April 9

### Discussion Board Posts and Wiki entries (10%)

This is where we have regular weekly conversations in the course for 10 weeks. Details on posting requirements are given on the next pages.

Additionally, you'll be engaging in a collaborative wiki activity. This will be participation for that week. Instructions will be provided.

### Wikipedia Edits, Activities, and Article Contribution (25%) Final version due March 31 (flexible to the last day of the term, though this date should be a target for you to space out the workload)

For several weeks during the term you will be editing and contributing to Wikipedia. Yes, really. This will involve making 1) small edits to existing articles (5%), evaluating an existing Wikipedia article (5%), drafting an article or substantial contribution in your Sandbox (ungraded), peer reviewing a classmate's entry (5%) and completing your final article (10%). Ultimately, you will be either creating a new article or making substantial contributions to an existing entry in Wikipedia. Details will be provided.

### Hypertext essay (30%) Due February 17

You have two options for this assignment:

1) Essay: Write an essay (with intro, thesis, body, conclusion) on any topic **with a clear connection to the readings and content of the course** and smoothly incorporate hyperlinks to appropriate online content (examples, visuals, articles, etc.). The subject must be in some way related to writing and/or reading (communication) on the Web. Research your subject, provide new insights, explanations, or examples of the issue. The style can be standard academic or more of a "magazine" or blog style. Length will be approximately 4 double-spaced pages (1000 words), though this is a rough guideline. See **Assignments** for detailed instructions.

2) Online article: Write a blog-style article on any topic you want, incorporating hyperlinks and emulating the style of online blogs as discussed in the course requirements.

### Website Development (35%) Due April 9

Select a topic of interest to develop a website using software such as Dreamweaver or by using a pre-made template from a site like Wordpress, Webnode, Wix or Weebly (not Tumblr unless you create multiple pages and customize the template a lot!). If you use a pre-made template, you must sufficiently customize it to make it yours.

Add content to that site—you must have at least 5 pages/subpages (see **Assignments** for details).

If not using a template site, you can use the free space allocated to you at Western to post your site (see instructions in **Course Information**), host it elsewhere. Very few if any students have taken this route in the past few years; most people use a template site already online. If you are using a Wordpress, Webnode or Wix site, hosting is provided already. You just make it live on the web.



### Assignment Format

Your essay is to be typed and double-spaced and submitted as .doc, .docx, or .rtf format. If you submit a .pdf file to retain formatting, also submit a second version in a format that I can edit with comments. Do not use a cover page, as these are particularly unnecessary for online submissions. When using sources in a paper, you will be expected to follow MLA, APA, or Chicago-style citations.



### Submitting Assignments

Assignments are due on the dates specified on the schedule. Late essays will be penalized by **3% per day** unless I have permitted an extension on the due date. You must speak to me ahead of time for an extension and provide a suitable reason. Weekly class sessions will run from Monday to Sunday, so writing assignments for a particular week are due by Sunday night at 11:59PM, Eastern Time. If they're submitted a little past midnight, say before I wake up the next morning, there won't be any penalty. All this is designed to help last-minute, weekend editors.



You must also submit your final draft of the hyperlink essay/online article to [Turnitin.com](https://turnitin.com) for plagiarism checking. This happens automatically when you submit it to the **Assignments** area. Turnitin will generate a report for you, detailing the percentage of your paper that has been taken from sources, which I will also look at. I will not grade any essay until I see the

report on Turnitin.com.

You are responsible for keeping copies of all assignments submitted in case we need to discuss your writing and if you want to submit it for the annual Marie Smibert Writing Program Student Achievement Prizes in April.

### Attendance/Discussion Board/Wiki Participation

Obviously, we do not meet formally in a Distance Studies course. Therefore, attendance and participation on the Discussion Board (and in our case, Wiki) are intertwined. While online classes are generally asynchronous, they are not correspondence or self-paced. You must attend class (defined as logging



into our OWL section and interacting, posting questions and thoughts) **at least once by Thursday** for a total of **two** (or more) separate posts per week (a week is defined as running from Monday to Sunday). **At least one post must be a reply/response to another student and at least one must respond to the main discussion question.** I will assign a weekly number grade from 0-10 based on whether you have fulfilled the posting requirements described in further detail below—1) **quality of posting**, 2) **engagement** (frequency and number of posts made).

#### 1) Quality of Posting

All posts on the Discussion Board must

- ✓ Contribute something meaningful to the board.
- ✓ Support your opinion with sufficient reasons or evidence.
- ✓ Display good grammar and organization.

Postings should not

- ⊗ Contain disrespectful, insulting, or offensive language.
- ⊗ Be excessively long (more than one screen length) or excessively short.
- ⊗ Be unrelated to the forum topic.
- ⊗ Only say things like "I agree with you" or "Nice comment!" that do not contribute any substance.

#### 2) Engagement

Two posts are required. Feel free to post more.

## Absence Policies

Attendance in class is required to improve as a writer. For an online class, attendance is considered and measured as your participation in the discussion forum activities. Here is the Writing Studies attendance policy in this class:

Note that 'attendance' as defined in this section is mandatory in this course. Failure to meet the minimum posting requirements for three weeks where there is Discussion will result in your final grade in this course being reduced by 10%. Failure to meet the minimum posting requirements for four or more weeks where there is Discussion will result in your final grade being reduced by 15%.

This policy will be waived only for medical or compassionate reasons. If you have good reasons for waiving an absence of one class meeting (e.g. if you've missed three hours, and need or want to miss another class meeting) discuss these reasons with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require documentation. That advisor may then contact all of your instructors. See also: 'Medical Accommodation Policy' below.

## Medical Accommodation Policy



For UWO Policy on Accommodation For Medical Illness, see [http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf). To download a Student Medical Certificate (SMC), go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>.

Students seeking academic accommodation **on medical or other grounds** for any missed tests, exams, participation components and/or assignments **worth 10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation on medical grounds cannot be granted by the instructor or the Program in Writing, Rhetoric, and Professional Communication, and the Program requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation **on medical grounds** for any missed tests, exams, participation components and/or assignments **worth less than 10% of their final grade** must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on **non-medical grounds**, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an 'Attendance' policy in the course). All medical documentation must be submitted to the Academic Counselling office of a student's home Faculty.

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Special Requests: Special Examinations, Incompletes, Aegrotat Standing

Please refer to the “Information for All Students in a Writing Course” for more detailed information. Briefly, remember that I do not have the discretion to initiate, consider, and grant (or deny) such requests; you must go directly to the Dean’s office of your home faculty

### Scholastic Offences, including Plagiarism

The University Senate requires the following statements, and Web site references, to appear on course outlines:



“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).”

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above). Plagiarized work will receive an ‘F’ (ranging from 0 to 49) and may result in failure in the course as a whole.

“All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

### Prerequisites

The University Senate requires the following statement to appear on course outlines:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

The prerequisite for registration in this course is a) a final grade of 65 or more in one of Writing 2101, 2121, 2111, or 2131, or b) a final grade of 70 or more in Writing 1000F/G or Writing 1030F, or c) Special Permission of the department.

## Term Schedule

Date	Topic + To Do	Readings
Week 1 (Jan 7-13)	<p><u>What's Different with Web writing?</u> Get your personal web space at UWO if using, or look at web template options like Wix and Weebly. Intro self and what characterizes Web writing in your opinion. This is participation item 1 of 10.</p> <p>Create account on Wikipedia (instructions coming mid-week)</p>	Bolter Chapter 1 "Introduction" from <i>Writing Space</i> in the custom reader + additional lecture material. Prices, Chapter 1 on personalization and audience (skim/skip pp. 8-13).
Week 2 (Jan 14-20)	<p><u>Multimedia Writing</u> Wiki collaborative writing activity—The differences of writing for the Web (instructions given at start of week) This is participation item 2 of 10</p> <p>Think about a potential subject/article you might edit in Wikipedia.</p>	Prices, Chapter 3 on the nature of Web writing Neil Postman "Peekaboo World" in the custom book on the rise of images + lecture material.
Week 3 (Jan 21-27)	<p><u>eBooks, The Future of Print, New Literatures</u> Discussion (Participation item 3 of 10) on website idea + complete Wikipedia training</p>	Nicholas Carr (from <i>The Shallows</i> ): "The Deepening Page" and "The Very Image of a Book" in the custom reader.
Week 4 (Jan 28-Feb 3)	<p><u>How Reading on the Web Affects Your Brain</u> Discussion on website organization plan (This is participation item 4 of 10) + <b>Copypedit Wikipedia (5%) by Feb 3</b></p>	Prices, Chapter 4 on attention Carr: "a digression on the writing of this book" in the course reader. David Levy (from <i>Scrolling Forward</i> ): "Reading and Attention" in the custom reader.
Week 5 (Feb 4-10)	<p><u>Hyperlinking, Hypertext</u> Wiki collaborative writing activity (How to Hyperlink). This is participation item 5 of 10.</p>	Prices, Chapter 7 on hyperlinking Bolter (from <i>Writing Space</i> ): "Hypertext and the Remediation of Print" and "Refashioned Dialogues" and " in the custom reader.
Week 6 (Feb 11-17) Reading Week Feb 18-24	<p>Online identity and blogging Discussion posts on thoughts on Discussion on six degrees of Wikipedia (This is participation item 6 of 10) <b>Hypertext Essay or blog article (30%) due: February 17</b></p>	Prices, Chapter 11 on genres; Chapter 15 on blogs (kind of); Chapter 16 on online resumes (if you're interested in an online portfolio) Naomi Baron (from <i>Always on</i> ): "Having Your Say" in the custom reader.
Week 7 (Feb-25-Mar 3)	<p><u>Plagiarism, originality, and the Web</u> Wikipedia and Wikis (participation item 7 of 10) <b>Evaluate a Wikipedia article (5%) by March 3</b></p>	View " <a href="#">Everything is a Remix</a> " (look at all three parts) Read " <a href="#">The Ecstasy of Influence, A Plagiarism</a> ."
Week 8 (Mar 4-10)	<p><u>Web 2.0 and user participation: eJournalism</u> Discussion posts on Twitter style—This is participation item 8 of 10 Begin developing pages for website. Recommended: Post main site page for yourself.</p>	Prices, Chapter 5 on shortening text Read Clay Shirky (from <i>Here Comes Everybody</i> ): "Publish then Filter" and "Everybody is a Media Outlet."

Date	Topic + To Do	Readings
Week 9 (Mar 11-17)	<u>Web 2.0: Democratization, Anonymity</u> Discussion Forum posts on good/bad websites. This is participation item 9 of 10 <b>Wikipedia Education Project draft of article due (March 17)</b> - also posted to the discussion forum for peer reviewing in Week 10.  Recommended: Post 2 <sup>nd</sup> page	Prices, Chapter 6 on scannable text. Read or view Andrew Keen's <a href="#">interview</a> on "The Cult of the Amateur." Read Jaron Lanier's " <a href="#">Beware the Online Collective</a> "
Week 10 (Mar 18-24)	<u>Web design: crash course</u> Recommended: Post 3 <sup>rd</sup> page <b>Peer review of Wikipedia article in discussions (5%) during the week. Review 2 classmates.</b>	Prices, Chapter 8 on chunking paragraphs
Week 11 (Mar 25-31)	<u>Online identity</u> Discussion posts (submit website rough draft for peer and professor advice). This is participation item 10 of 10.  <b>Final Wikipedia Article due December 2 (flexible to the end of the term, but aim for the end of Week 11)</b>  Recommended: Post 4 <sup>th</sup> page	Prices, Chapter 9, 10 on scrolling and menus
Week 12 (Apr 1-9)	Final Version of Personal Website completed by <b>April 9 (35%)</b> .	