



WIKIPEDIA
The Free Encyclopedia

Composition I Writing in Wikipedia

English 101, Section 032, CRN 22026
Indiana University of Pennsylvania
Spring 2019 | TTH 11:00-12:15 | HSS 319
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Office Hours: Tues., & Thur., 12:30-2:00pm; Wed., 1-3

Course Description

Welcome to English 101: Composition I - Writing in Wikipedia. This course takes an innovative approach for learning about writing, rhetoric, and research in that the large majority of our work will revolve around reading, evaluating, and writing in Wikipedia. As part of this work, you will each become familiar with goals, policies, and practices for understanding and contributing to the Wikipedia community. Through our discussions, readings, activities, and projects, you will also gain a conceptual understanding about writing in four knowledge domains:

1. **procedural knowledge**, the understanding of writing as a recursive and multifaceted process that occurs over time
2. **social knowledge**, the understanding of writing as constrained and informed by communities of writers, readers, and other social actors
3. **rhetorical knowledge**, the understanding of writing as a transaction between writer and audience within a particular situation or context and for a particular purpose or goal
4. **genre knowledge**, the understanding of writing and writers as influenced by genres, and the understanding of genres as typified responses to common and recurring situations resulting in repeated forms, patterns, and conventions

To accomplish this learning, you will engage in course projects for analyzing Wikipedia articles, performing research, making edits to Wikipedia, and writing reflectively and persuasively about the work that you're doing. By the end of the course, you will have also developed an original argument concerning Wikipedia's "place" in higher education. By contributing to Wikipedia and improving specific articles, you'll also be working to improve this resource through meaningful, public writing.

IUP Course Catalogue Description

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include but are not limited to memory, observation, critical reading and viewing, analysis, and reflection. Students use writing processes to draft, peer review, revise, and edit their projects.

Required Course Texts and Materials

Wiki Education Course Dashboard:

[https://dashboard.wikiedu.org/courses/Indiana_University_of_Pennsylvania/English_101_\(Spring_2018\)?enroll=pqcsobvg](https://dashboard.wikiedu.org/courses/Indiana_University_of_Pennsylvania/English_101_(Spring_2018)?enroll=pqcsobvg)

Selected Essays from *Writing Spaces: Readings on Writing*. Eds. Charles Lowe and Pavel Zemliansky. Anderson, SC: Parlor Press, 2011. Web. Free Online Resource.

<http://writingspaces.org>

Articles from Wikipedia, the free encyclopedia. <https://www.wikipedia.org>

Student Learning Outcomes

At the conclusion of the course, the student should be able to:

- use writing processes to generate, develop, share, revise, proofread, and edit major writing projects.
- produce essays that show structure, purpose, significant content, and audience awareness.
- produce a variety of essay genres.
- understand and integrate others' texts into their own writing.
- reflect on their own writing process and rhetorical effectiveness.
- make realizations about conceptual knowledge related to writing and rhetoric: including the rhetorical situation, genre awareness, the writing process, social knowledge regarding writing conventions and expectations

Outcomes related to Wikipedia literacy

At the conclusion of the course, the student should be able to:

- understand practices, policies, values, and goals of the Wikipedia community
- contribute and make edits to Wikipedia articles
- evaluate Wikipedia articles using rhetorical knowledge as well as knowledge of Wikipedia conventions
- practice copyediting in Wikipedia to improve and reflect on encyclopedic style conventions
- reflect on Wikipedia writing practices as opportunities to learn conceptual knowledge about writing, especially related to procedural, rhetorical, social, and genre knowledge domains
- develop an original argument from their own experience and secondary research concerning the role Wikipedia should play in relation to higher education

Course Work and Grade Distribution

Course work will include multiple minor and major assignments, some of which will be more involved than others. While all assignments will be graded, only major assignments (identified below) will be assessed qualitatively. More details about each of these assignments will be shared in class. Please note that many of these assignments will be completed in class. If you miss a day where we are working on one such assignment, it is your responsibility to contact me to set up a make-up plan.

1. Discussion Board Entries:

10 discussion board entries throughout the semester reflecting on your experience and learning, You will draw from these to write your final reflective essay. 10% - 100 pts. Minor assignment. I will provide written evaluation for the first few entries, and credit/no credit for the remainder.

2. Evaluate Wikipedia:

Critically evaluate a Wikipedia article according to Wikipedia guidelines, take notes in your sandbox, and leave suggestions for improvement on the article's talk page., 10% - 100 pts. Major assignment – I will provide written evaluation.

3. Copyedit an Article:

Make a small practice edit to a Wikipedia article to correct a copyediting error or improve style, structure, or clarity., 5% - 50 pts. Minor assignment. This will be graded on a credit/no credit basis.

4. Add to an Article:

Make a small practice edit to Wikipedia article using the citation hunt tool., 5% - 50 pts. Minor assignment. This will be graded on a credit/no credit basis.

5. Wikipedia Article Draft:

Write a brief proposal and bibliography of your planned edits. Draft your improved or new article in your sandbox. Your planned edits or new article should be equivalent to at least 600 words., 10% - 100 pts. Major assignment – I will provide written evaluation.

6. Wikipedia Peer Review Response:

Respond to at least two of your peer's article drafts, following policies for writing in Wikipedia and making suggestions for style, structure, and content., 5% - 50 pts. Minor assignment. This will be graded on a credit/no credit basis.

7. Final Article:

Your finished Wikipedia article (either a new article or a significantly improved existing

article), with revisions made following suggestions from peer review and Wiki Ed Staff. 600-900 words., 20% - 200 pts. Major assignment – I will provide written evaluation.

8. In-class Presentation:

A presentation (with visuals) about your experience with Wikipedia editing and what you added to your final article. 8-10 slides, 10-15 minute presentation., 10% - 100 pts. Major assignment – I will provide written evaluation.

9. Rough Draft & Peer Review for Reflective Essay:

A developed rough draft of your Reflective Essay and active participation in the peer review. 1500-1800 words., 5% - 50 pts. Minor assignment. This will be graded on a credit/no credit basis.

10. Reflective Essay:

An academic essay in which you reflect on your experience editing Wikipedia and make an argument about the place of Wikipedia in higher education. You should incorporate at least 2-3 sources to help support and/or contextualize your argument. 1500-1800 words., 20% - 200 pts. Major assignment – I will provide written evaluation.

Course Policies

Attendance: We will be doing a lot of in-class work to help you figure out the best practices for Wikipedia writing, so please try to come to every class. After 2 unexcused absences (one week), I will lower your final course grade by 2% for each additional absence. I will consider excusing absences due to illness or personal emergency but will ask for documentation. Please note that documentation does not guarantee an excused absence. Also, please be aware that, if you are absent during a class period where an assignment is due or being completed in class or a peer review is scheduled, it is up to you to contact me to arrange a make-up or alternative. **If, at the end of the semester, you have attended every class, I will grant you an extra-credit bonus of 2 percentage points on your final course grade.**

Late Work: I will only accept late work if we have talked and come to some agreement. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due. It's really important that work for peer review or workshop is finished on time. Email me and let me know what is going on before the due date. Communication is essential.

Communication: I use e-mail to communicate important information about the class. You are responsible for checking your school account regularly. You should also check D2L often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu. I will do my best to respond within 24 hours.

Privacy: Any writing that you do in Wikipedia (even in your individual sandbox) is completely public. Please don't submit writing that you wouldn't want other students to see. The writing you

do for the final reflection project will be a bit more private, but may be shared with another student for a peer review. The discussion board writing you do will also be accessible to myself and other students in the course.

Ethics: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information (fabrication) will result in a course grade of F and a report to Community Standards. You are at all times responsible for handling sources ethically by acknowledging the author and source of directly borrowed ideas and language in your writing.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Atmosphere: Everyone in our class, including the instructor, must remain civil and courteous at all times. We will often have opportunity to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated

Electronic Devices: Laptops, smart phones, and tablets are encouraged in my classroom when they are being used for class activities (referencing an assigned reading, or in a course activity or discussion).

Writing Center: Trained peer and graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.

IUP Sexual Violence Policy: Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the university requires faculty members to report incidents of sexual violence shared by students to the university's Title IX coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the university**

protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth above, or at: **[Title IX Sexual Harassment and Sexual Violence Resources](#)**.

Important Academic Deadlines: Please note the following important dates:

January 29	Drop period ends at the end of the day
January 29	Add period ends at the end of the day
March 27	Midterm grades available
April 6	Individual course withdrawal deadline
April 13	Total semester withdrawal deadline
May 7-10	Final exams
May 18	Final grades available

Course Schedule

*may be subject to change if needed; however, changes will be made to support you

Date	Class topic & activity	Assignment due
Week 1: Introduction to the course; Introduction to Wikipedia		
T 1/23	Discussion: Class icebreaker & syllabus review; Overview of Wiki Ed Dashboard and D2L; Activity: Begin creating Wikipedia accounts and enrolling in course dashboard; Assign discussion board entries	
TH 1/25	Discussion: Wikipedia essential policies and editing basics; Activity: Wikipedia game: https://thewikigame.com ; Discussion: Review discussion board entries; Tips for successful entries and responses	Read: “Editing Wikipedia” (just pages 1-5); Complete the “Wikipedia Essentials” and “Editing Basics” training modules in the course dashboard Write: Discussion board entry 1 on Wikipedia Essentials and 2 responses to peers
Week 2: What Wikipedia Can Teach Us About Writing		
T 1/30	Discussion: Wikipedia is good for you!? Activity: Explore Wikipedia functions and apply to writing; Relate to knowledge domains	Read: “Wikipedia Is Good for You!?” by James Purdy Write: Discussion board entry 2 on Purdy’s essay and 2 responses to peers
TH 2/1	Discussion: Discourse communities; Social knowledge	Read: “Discourse community” Wikipedia article;

	Activity: Wikipedia as discourse community; Other discourse communities in your life	Write: Discussion board entry 3 on discourse communities and 2 responses to peers
Week 3: Evaluating Wikipedia		
T 2/6	Discussion: Review “Evaluating Wikipedia” assignment; Activity: Begin article selection for evaluation assignment; Practice article evaluation	Read: Handout “Evaluating Wikipedia”; Bolin, “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” ; Complete the “Evaluating Articles and Sources” training module in the course dashboard Write: Discussion board entry 4 on rhetoric and evaluating Wikipedia articles and 2 responses to peers
TH 2/8	Activity: In-class content gap analysis of selected articles; In-class talk page message Discussion: Wikipedia’s gender gap	Read: Cohen’s article “Define Gender Gap? Look up Wikipedia’s Contributor List” Write: Finalize “Evaluating Wikipedia” assignment: notes on your sandbox and entry on talk page of article you evaluated; Upload short essay to D2L assignment dropbox
Week 4: Documenting Sources & Understanding Genre		
T 2/13	Discussion: Documenting sources across academic (and encyclopedic) contexts; Activity: Use citation hunt tool to begin “Add to an article” assignment (in class)	Read: Walker, “Everything Changes, or Why MLA Isn’t Always Right” ; Complete “Sources and Citations” training module in the course dashboard Write: Discussion board entry 5 on documenting sources and 2 responses to peers
TH 2/15	Discussion: Encyclopedic style; Encyclopedic genre; Genre awareness Activity: Copyedit an article (in class)	Read: Dirk, “Navigating Genres” ; “What Is Encyclopedic Style” (p. 9 in the “Editing Wikipedia” handout) Write: “Add to an article” assignment due before class; Discussion board entry 6 on genre awareness and 2 responses
Week 5: Choosing a Wikipedia Article & Identifying Sources		
T 2/20	Discussion: Sources and plagiarism; Review “Sources and Citation” training module; Information behaviors and research skills	Read: McClure, “Googlepedia: Turning Information Behaviors into Research Skills” ; Review “Sources and Citations” training module in the course dashboard; Review possible articles to work on in course

	Activity: Choose an article and assign it to yourself on the course dashboard	dashboard; Complete the “Add to an Article” assignment
TH 2/22	Discussion: Identifying sources for your Wikipedia article Activity: Workshop each other’s proposals and bibliographies; Improve and finalize proposals and bibliographies; Conference sign-ups	Read: Locate and read a minimum of 3 possible sources for your article edit Write: In your sandbox , write a few sentences about what you plan to contribute to your chosen article and list your sources in an informal bibliography (counts toward the Wikipedia article draft assignment)
Week 6: Conferences		
T 2/27	Meet with professor for your scheduled conference	Revise your proposal and bibliography after meeting with professor
TH 3/1	Meet with professor for your scheduled conference	Revise your proposal and bibliography after meeting with professor
Week 7: Writing Your Article		
T 3/6	Discussion: Review training modules on sandboxes, mainspace, and plagiarism Activity: In-class writing: work on your Wikipedia article edit in your sandbox	Read: pages 7-9 in “Editing Wikipedia” handout; Complete “Sandboxes and Mainspace” and “Plagiarism” training modules in course dashboard
W 3/7	Wikipedia Edit-a-thon: 10am-1pm in HSS 126	Receive 5% points extra credit toward final course grade for active participation in the Edit-a-thon
TH 3/8	Activity: In-class writing: work on your Wikipedia article edit in your sandbox	Read: Continue to review and work with your sources Write: Discussion board entry 7 on writing in Wikipedia (challenges and achievements) and 2 responses to peers
Week 8: Spring Break		
T 3/13	No class meeting - Spring break.	Rest and relax
TH 3/15	No class meeting - Spring break.	Rest and relax

Week 9: Transferrable Writing Knowledge and Getting Ready for Peer Review		
T 3/20	<p>Discussion: Transferrable writing knowledge</p> <p>Activity: In-class writing: work on your Wikipedia article edit in your sandbox; Request Wikipedia Expert review by clicking the “get help” button in your sandbox</p>	<p>Read: Singh-Corcoran, Composition as a Rite of Passage</p> <p>Write: Discussion board entry 8 on writing knowledge and the purpose of first year composition</p>
TH 3/22	<p>Discussion: Constructive critique and making the most of peer review</p> <p>Activity: In-class peer review; Select two classmates articles to review and leave comments in their sandbox</p>	<p>Read: Complete the “Peer Review” training module in the course dashboard</p> <p>Write: Finish your article draft in your sandbox</p> <p>Due: Finished draft of your article edits in your sandbox – ready for peer review (counts toward Wikipedia article draft assignment); Finalize Wikipedia Article Draft assignment and upload word doc to assignment dropbox</p>
Week 10: Responding to Peer Review & Revision		
T 3/27	<p>Discussion: Revision, process, and revision in Wikipedia</p> <p>Activity: Find a “shitty first draft” of an article using Wikipedia’s history function; Return to your draft and review suggestions from peers and Wikipedia expert; Create a plan for revision</p>	<p>Read: Lamott, “Shitty First Drafts”</p> <p>Write: Discussion board entry 9 on process, revision, and Wikipedia and 2 responses to peers</p>
TH 3/29	<p>Discussion: Revision in Wikipedia; Revising your article edit</p> <p>Activity: Review feedback and revise your article; making changes to your sandbox; Vetter reviews Final Wikipedia assignment</p>	<p>Read: pages 12 and 14 in “Editing Wikipedia” handout</p>
Week 11: From Sandbox to Mainspace: Going Live		

T 4/3	<p>Discussion: Tutorial on moving your article from your sandbox to mainspace</p> <p>Activity: Move your article to mainspace (in class); Copyedit and finalize; Add wikilinks and references; Review/Assign In-class Presentation assignment; Collect image assets</p>	<p>Read: Review the “Sandboxes and Mainspace” training module</p>
TH 4/5	<p>Activity: Finalize/finishing touches on Wikipedia articles; Leave message on talk page</p> <p>Discussion: Review/assign Reflection Essay assignment; Preliminary research for essay assignment</p>	<p>Write: Finalize edits to Wikipedia article in mainspace</p>
Week 12: Reflection and Argument		
T 4/10	<p>Discussion: Reflective writing, metacognition</p> <p>Activity: Reflect, brainstorm, and outline an approach to the Reflective Essay assignment; Drafting Presentation in PowerPoint or Google Slides</p>	<p>Read: Giles, “Reflective Writing and the Revision Process: What Were You Thinking?”</p> <p>Write: Discussion board entry 10 on reflection and 2 responses to peers</p> <p>Due: Final Wikipedia article edits</p>
TH 4/12	<p>Discussion: Integrating sources into academic writing; Getting to the point: articulating an argument in reflective genres</p> <p>Activity: “Getting to the point” - thesis development activity</p>	<p>Read: Stedman, “Annoying Ways People Use Sources”; Pettigrew, “The Case Against Wikipedia in the Classroom”</p>
Week 13: In-class Presentations		
T 4/17	<p>Activity: In-class presentations</p>	<p>Continue working on Reflection essay and In-class presentations</p>
TH 4/19	<p>Activity: In-class presentations; Conference sign-ups</p>	<p>Continue working on Reflection essay and In-class presentations</p>
Week 14: In-class Presentations & Conferences		

T 4/24	Activity: In-class presentations; Conference sign-ups	Continue working on Reflection essay and In-class presentations
TH 4/26	Meet with professor for your scheduled conference	Continue working on Reflection Essay
Week 15: Conferences and Peer Review		
T 5/1	Meet with professor for your scheduled conference.	Continue working on Reflection Essay
TH 5/3	Reflection Essay Peer Review	Due: Rough draft of Reflection Essay for in- class peer review
Week 16: Final exam week		
Finals Meeting	Tuesday, 5/8 – 10:15am-12:15pm - Dr. Vetter in HSS 206 for optional conferences	Final Reflective Essay due to D2L on Wednesday by 11:30pm.