



WIKIPEDIA
The Free Encyclopedia

Composition I - Writing in Wikipedia 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.

Required Course Texts and Materials

Wiki Education Course Dashboard: dashboard.wikiedu.org

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 copy-editing 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

Major and Minor Course Assignments

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. Minor assignment. This will be graded on a credit/no credit basis according to the grading contract.

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. You will also write a brief evaluative essay in MS Word to be uploaded to LMS. 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. Minor assignment. This will be graded on a credit/no credit basis according to the grading contract.

4. Add to an Article:

Make a small practice edit to Wikipedia article using the citation hunt tool. Minor assignment. This will be graded on a credit/no credit basis according to the grading contract.

5. Wikipedia Article Proposal & Draft:

Write a brief proposal and bibliography of your planned edits. Draft your improved or new article in your sandbox, and upload a corresponding draft in LMS. Your planned edits or new article should be equivalent to at least 600 words. 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. Minor assignment. This will be graded on a credit/no credit basis according to the grading contract.

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. 300-600 words. Major assignment – I will provide written evaluation. You will also upload an MS Word document with corresponding content to LMS.

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. Major assignment – I will provide written evaluation, and you will upload your slides to LMS.

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. Minor assignment. This will be graded on a credit/no credit basis according to the grading contract.

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. Major assignment – I will provide written evaluation. This will be uploaded as an MS Word document to LMS.

Course Schedule

Week 1: Introduction to the course; Introduction to Wikipedia

Class 1	<p>Discussion: Class icebreaker & syllabus review; Overview of Wiki Ed Dashboard and LMS;</p> <p>Activity: Begin creating Wikipedia accounts and enrolling in course dashboard; Assign discussion board entries</p>	
Class 2	<p>Discussion: Wikipedia essential policies and editing basics;</p> <p>Activity: Talk page activity</p> <p>Discussion: Review discussion board entries; Tips for successful entries and responses</p>	<p>Read: “Editing Wikipedia” (pp. 1-5); Complete the “Wikipedia Policies” and “Sandbox, Talk pages, and Watchlists” training modules in the course dashboard</p> <p>Write: Discussion board entry 1 on Wikipedia Policies and 2 responses to peers</p>

Week 2: What Wikipedia Can Teach Us About Writing

Class 1	<p>Discussion: Wikipedia is good for you!?</p> <p>Activity: Explore Wikipedia functions and apply to writing; Relate to knowledge domains</p>	<p>Read: Purdy, “Wikipedia Is Good for You?!”</p> <p>Write: Discussion board entry 2 on Purdy’s essay and 2 responses to peers</p>
Class 2	<p>Discussion: Discourse communities; Social knowledge</p> <p>Activity: Wikipedia as discourse community; Other discourse communities in your life; Practice editing in sandbox (about other communities)</p>	<p>Read: “Discourse community” Wikipedia article; Complete the “How to Edit: Wikicode vs. Visual Editor” training module</p> <p>Write: Discussion board entry 3 on discourse communities and 2 responses to peers</p>

Week 3: Evaluating Wikipedia

Class 1	<p>Discussion: Review “Evaluating Wikipedia” assignment;</p> <p>Activity: Begin article selection for evaluation assignment; Practice article evaluation</p>	<p>Read: Handout “Evaluating Wikipedia”; Bolin, “Backpacks vs. Briefcases: Steps towards Rhetorical Analysis”; Complete the “Evaluating Articles and Sources” training module in the course dashboard</p> <p>Write: Discussion board entry 4 on rhetoric and evaluating Wikipedia articles and 2 responses to peers</p>
Class 2	<p>Activity: In-class content gap analysis of selected articles; In-</p>	<p>Read: Cohen’s article “Define Gender Gap? Look up Wikipedia’s Contributor List”</p>

class talk page message
Discussion: Wikipedia’s gender gap

Write: Finalize “Evaluating Wikipedia” assignment: notes on your sandbox and entry on talk page of article you evaluated; Upload short essay to LMS assignment dropbox

Week 4: Documenting Sources & Understanding Genre

Class 1 **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

Class 2 **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 available in course dashboard
Write: “Add to an article” assignment due; Discussion board entry 6 on genre awareness and 2 responses

Week 5: Choosing a Wikipedia Article & Identifying Sources

Class 1 **Discussion:** Sources and plagiarism; Review “Sources and Citation” training module; Information behaviors and research skills
Activity: Choose an article and assign it to yourself on the course dashboard

Read: McClure, “Googlepedia: Turning Information Behaviors into Research Skills”;
Write: Review “Sources and Citations” training module in the course dashboard; Review possible articles to work on in course dashboard; Complete the “Copy-edit an Article” assignment

Class 2 **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 Wikipedia 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

Class 1 Meet with professor for your scheduled conference

Revise your proposal and bibliography after meeting with professor

Class 2	Meet with professor for your scheduled conference	Revise your proposal and bibliography after meeting with professor
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Week 7: Writing Your Article

Class 1	<p>Discussion: Review training modules on sandboxes, mainspace, and plagiarism</p> <p>Activity: In-class writing: work on your Wikipedia article edit in your sandbox</p>	<p>Read: Pages 7-9 in “Editing Wikipedia” handout; Complete “Sandboxes and Mainspace” and “Plagiarism” training modules in course dashboard</p>
Class 2	<p>Activity: In-class writing: work on your Wikipedia article edit in your sandbox</p>	<p>Read: Continue to review and work with your sources</p> <p>Write: Discussion board entry 7 on writing in Wikipedia (challenges and achievements) and 2 responses to peers</p>

Week 8: Spring Break

Class 1	No class meeting - Spring break.	Rest and relax
Class 2	No class meeting - Spring break.	Rest and relax

Week 9: Transferrable Writing Knowledge and Getting Ready for Peer Review

Class 1	<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>
Class 2	<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

Class 1	<p>Discussion: Wikipedia’s gender gap and other systemic biases</p> <p>Activity: Analyze articles for gender bias</p>	<p>Read: Bazely, “Why Nobel Prize Winner Donna Strickland Didn’t Have a Wikipedia Page”</p>
Class 2	<p>Discussion: Revision in Wikipedia; Revising your article edit</p> <p>Activity: Find a “shitty first draft” of an article using Wikipedia’s history function; Review feedback and revise your article; making changes to your sandbox; Review Final Wikipedia assignment</p>	<p>Read: Pages 12 and 14 in “Editing Wikipedia” handout; Lamott, “Shitty First Drafts”</p> <p>Write: Discussion board entry 9 on process, revision, and Wikipedia and 2 responses to peers</p>

Week 11: From Sandbox to Mainspace: Going Live

Class 1	<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 “Moving to mainspace” training module in course dashboard</p>
Class 2	<p>Activity: Finalize/finishing touches on Wikipedia articles; Leave message on talk page; Preliminary research for essay assignment</p> <p>Discussion: Review/assign Reflection essay assignment</p>	<p>Write: Finalize edits to Wikipedia article in mainspace</p>

Week 12: Reflection and Argument

Class 1	<p>Activity: Preliminary research for essay assignment</p> <p>Discussion: Reflecting on challenges and accomplishments in Wikipedia</p>	<p>Due: Final Wikipedia Article due in Wikipedia mainspace and LMS assignment dropbox</p>
Class 2	<p>Discussion: Integrating sources into academic writing; Getting</p>	<p>Read: Giles, “Reflective Writing and the Revision Process: What Were You Thinking?”</p>

to the point: articulating an argument in reflective genres
Activity: “Getting to the point” - thesis development activity

Write: Discussion board entry 10 on reflection and 2 responses to peers
Due: Final Wikipedia article edits

Week 13: In-class Presentations

T 4/16 **Activity:** In-class presentations; Working with Sources

Read: Stedman, “Annoying Ways People Use Sources; Pettigrew, “The Case Against Wikipedia.” Continue working on Reflection essay and In-class presentations

TH 4/18 **Activity:** In-class presentations; Conference sign-ups

Write: Continue working on Reflection essay and In-class presentations

Week 14: In-class Presentations & Conferences

T 4/23 **Activity:** In-class presentations; Conference sign-ups

Write: Continue working on Reflection essay and In-class presentations

TH 4/25 Meet with professor for your scheduled conference

Write: Continue working on Reflection essay

Week 15: Conferences and Peer Review

Class 1 Meet with professor for your scheduled conference.

Write: Continue working on Reflection essay

Class 2 Reflection Essay Peer Review; Evaluations; Focus Group

Due: Rough draft of Reflection essay for in-class peer review

Week 16: Final exam week

Finals Meeting Optional conferences

Reflective essay due

Labor-based Grading Contract

The labor-based grading contract acknowledges that different students enter college with different literacies, abilities, and backgrounds. Because of this, I have chosen to grade you not on your literacy ability but on your work ethic. In short, the more work you do, the better your grade. All of you are capable of A and B-level work. Good luck.

A-level grade

Major and Minor Assignments: Substantial, thoughtful, and on-time completion of all major and minor assignments. Excellent fulfillment of requirements and criteria required for each project required.

Discussion Board Work: Complete all 10 discussion board entries with substantial post and 2 responses to peers. Be sure to check the criteria for a good post on the discussion board forum.

Attendance & Participation: No more than 2 unexcused absences. Active participation (listening, speaking, note-taking, group work discussion) in class.

B-level grade

Major and Minor Assignments: Substantial and on-time completion of all major assignments and at least 3 minor assignments. Consistent fulfillment of requirements and criteria required for each project required.

Discussion Board Work: Complete at least 8 discussion board entries with substantial post and 2 responses to peers for each.

Attendance & Participation: No more than 4 unexcused absences. Consistent participation (listening, speaking, note-taking, group work discussion) in class.

C-level grade

Major and Minor projects: Substantial and on-time completion of all major projects. 1-2 minor project completed on-time. Consistent fulfillment of requirements and criteria required for each project required.

Discussion Board Work: 5-7 discussion board entries with substantial post and 2 responses to peers.

Attendance & Participation: No more than 5 unexcused absences. Some participation (listening, speaking, note-taking, group work discussion) in class.

D-level grade

Major and Minor projects: Substantial and on-time completion of at least 3 major projects. 1-2 minor projects completed on-time. Consistent fulfillment of requirements and criteria required for each project required. "Meets contract expectations."

Discussion Board Work: 2-4 discussion board entries with substantial post and 2 responses to peers.

Attendance & Participation: No more than 6 unexcused absences. Some participation (listening, speaking, note-taking, group work discussion) in class.

F-level grade

Major and Minor projects: On-time completion of less than 3 major projects and/or less than 1-2 minor projects.

Discussion Board Work: Completion of less than 2-4 discussion board entries with post and 2 responses to peers.

Attendance & Participation: More than 6 unexcused absences itself is grounds for failure in this course.