Writing Abroad
Ecampus, WR 228

Instructor: Kristin Griffin
Office: Moreland Hall 354
Email: Kristin.Griffin@oregonstate.edu
Prerequisites: WR 121 [C- or better] or Placement Test WWRI(1)

This 3-credit course involves approximately 90 hours of instructional contact through writing and research assignments, lecture, in-class and online activities.

Course Description
Writing Abroad will prepare students in the College of Liberal Arts to compose thoughtful, nuanced, and journalistically-grounded writing for a Web-based audience based on experiences studying abroad. By reading deeply in the lifestyle and creative nonfiction genres, students will develop strategies for communicating their observations effectively. Instruction follows an editorial model, allowing students to practice the role of editor, freelancer, and designer, all with an eye towards publishing in a course-affiliated online magazine. To achieve success in this course, students must demonstrate knowledge of writing techniques appropriate to the genre and must demonstrate editorial skill.

Catalog Course Description
Writing Abroad will prepare students in the College of Liberal Arts who are studying abroad to communicate their experiences to a web-based online audience. Students will practice the role of editor, freelancer, and designer in this journalistically-grounded course.

Required Texts
Readings will be made available as PDFs or links through the Ecampus course site. There is no required textbook.

Course Content
Note: Every assignment is grounded in collaborative, editorially-centered strategies for writing, from invention to revision. Students will publish work in a CLA-sponsored, web-based magazine, necessitating a deep understanding of the editorial process.

Weeks 1 & 2: Field Notes 100 points
This unit requires students to think critically about their surroundings, compiling information about place that will inform future projects. Through drafting, peer reviewing, and revising, students will hone strategies for reporting from their various locales. Students will practice writing for a peer audience. Assessed through discussion responses, peer review, and a final essay.

Weeks 3, 4, & 5: Interview & Profile, ‘Humans of New York’ format 250 points
This unit requires students to read deeply in the genre and reflect on successful approaches to interviewing and profiling a subject. Through drafting, peer reviewing, and revising, students will compose original interview profiles with accompanying images for publication. Students will practice writing for an external audience. Assessed through discussion responses, peer review, and a final portfolio.
Weeks 6, 7 & 8: Narrative Itinerary, “36 Hours in…” format  400 points
This unit requires students to assess their locales, describe favorite attractions, and target a web-based audience in the lifestyle genre. Students will practice editorial skills through thoughtful revision, critical thinking and creative multimedia publication strategies. Students will practice writing for an external audience. Assessed through discussion responses, peer review, and a final article.

Weeks 9 & 10: Dealer’s Choice  250 points
This unit requires students to assign themselves an article on a subject of their choice, inspired by their time abroad, from a restaurant review to an interview with a local expert in their field to a personal essay about a newly acquired skill. Students will practice writing for an external audience. Assessed through discussion responses, peer review, and a final essay.

Student Learning Outcomes
Through creative writing assignments, peer-to-peer collaboration, and thoughtful analysis, successful students in Writing Abroad will demonstrate their ability to understand and use knowledge of audience, purpose, and journalistic techniques at the 200-level to achieve the following outcomes:

1. Writing
   • Define genre conventions
   • Describe and analyze how published writing utilizes key craft elements
   • Compose in a style appropriate for genre conventions
   • Hone editorial skills through thoughtful revision
   • Use correct conventions to control such surface features as syntax, grammar, punctuation, and spelling

2. Collaboration
   • Develop and apply strategies for constructive response to peers’ work, including peer workshop on drafts
   • Work together successfully and equitably with peers on various activities and major course projects
   • Negotiate and plan the editorial process from draft to publication

3. Management
   • Meet deadlines for projects, individually and with peers
   • Update and monitor project development through appropriate documentation
   • Set and achieve goals

Baccalaureate Core Writing 2 Learning Outcomes
This course fulfills the Baccalaureate Core requirement for the Writing 2 category. It does this by exposing students to a variety of published writing in relevant genres; encouraging them to think critically about issues of audience, purpose, and context; and grounding every assignment in collaborative, editorially-centered strategies for writing, from invention to revision.

1. Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
2. Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
3. Apply critical thinking to writing and writing process, including revision.

**Critical thinking**
This course will provide students with skills to think critically about published work through close reading, discussion, and analysis. Students will apply those skills to their own written work. Critical thinking skills will be assessed by reading response discussions, peer reviews, and essays.

**Communication**
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

**Technical Assistance**
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**Canvas**
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

**Late Work Policy**
Late work cannot receive full credit for an assignment and will be marked down by a letter grade per day late. Late discussion board responses simply count for half credit. After three days, late responses or comments on responses receive no credit. If you feel as though your schedule does not permit you to complete an assignment to the best of your ability, please see me ahead of time and we’ll discuss an extension. Extension requests must be made, in writing, 5 full days before the assignment is due. They must also include a rationale for the extension and a new due date.

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say
and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

**Grade Explanations**
I do grade on the +/- scale, though the following grade explanations may help you understand how grades break down:

- 90-100 (A) – You did what the assignment asked at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style.

- 80-89 (B) – You did what the assignment asked of you at a high quality level. Work in this range needs some revision, is complete in content, is organized well, and shows special attention to style and visual design.

- 70-79 (C) – You did what the assignment asked of you. Work in this range tends to need a fair amount of revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

- 60-69 (D) – You did what the assignment asked at a low level of quality. Work in this range tends to need substantial and significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

- < 60 (F) – I usually reserve Fs for people who don’t show up or don’t do the work. If you give an assignment an honest try, I doubt you would receive an F. If you feel you put in your best effort and still received an F, you might consider dropping from the class.

Final Grades will be calculated on a traditional scale:

- A = 94%-100%
• A- = 90%-93%
• B+ = 87%-89%
• B = 84%-86%
• B- = 80%-83%
• C+ = 77%-79%
• C = 74%-76%
• C- = 70%-73%
• D+ = 67%-69%
• D = 64%-66%
• D- = 60%-63%
• F = 59% and below

C – Competency for Written Work
A grade of “C” for written work means that you have demonstrated in the course of your work that you can consistently produce an original work with the following characteristics prior to any revisions suggested by me. Your work must achieve “C” competency in all of the following areas:
1. it delineates a clear thesis on a subject appropriate to the assignment and develops the idea with supporting details and evidence where necessary
2. it displays a coherent overall design with smooth transitions of ideas from one section to the next
3. it is appropriate to the rhetorical situation and makes effective and coherent use of rhetorical strategies applicable to the assignment
4. the prose is generally clear and concise, vocabulary and sentence structure are suitable for the subject matter and intended readers
5. it meets the format requirements stated above and is largely free from errors in spelling, verb and pronoun forms, agreement, sentence completion/boundaries, punctuation and capitalization

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.
OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real-time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU
procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**Non-Discrimination**

The instructor will not knowingly infringe anyone’s rights and will do his best to maintain access and safety for all students. Raise any concerns during or after class if you feel the classroom environment (whether due to instructor or student action) is hostile or otherwise inappropriate.

**Religious Holidays**

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. If a faculty member receives a request to grant an absence for Religious or Holy days, or receives a request for any other type of religious accommodation, there is no need for the faculty member to contact OEI unless the faculty member wishes to deny the request. The faculty member is required to contact OEI prior to the denial of a request for religious accommodation. The link to the full policy can be found here: [http://oregonstate.edu/oei/sites/default/files/religious_accommodations_for_student_policy_05_17_2012_v2.pdf](http://oregonstate.edu/oei/sites/default/files/religious_accommodations_for_student_policy_05_17_2012_v2.pdf)

**Diversity**

The College of Liberal Arts strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Emergencies**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other unforeseen circumstances.