

**34-ENGLISH 1001**  
**English Composition I**  
**Fall 2016**

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**Office Hours:** by appointment—evenings are good but other times are possible with a little notice. If it's urgent, call the phone number above. Don't worry about the time, just leave a message and make sure you state you are one of my students. I can usually call back pretty quickly—sometimes, it can take me up to 24 hrs.

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**Objectives**

**1) Rhetorical Knowledge**

- a) Respond to the rhetorical situation (opportunity for writing) by demonstrating, through the text, some appropriate knowledge of a few of the following: the context in which writing happens; the purpose; the audience; the topic; and the culture in which writing takes place, etc.
- b) Demonstrate knowledge of rhetorical strategies appropriate for argumentative writing and employ those strategies effectively and ethically in own writing.
- c) Adopt appropriate voice, tone, and level of formality, distinguishing various nuances of the writer/reader relationship through word choice, syntax, and sentence structure.

**2) Critical Thinking, Reading, and Writing**

- a) Create projects that are significant in length and time commitment (time of development) that integrate the ideas of others, including at least one counter-position, and that address a reader who is unfamiliar with the discussion and writer's perspective and who might hold a different point-of-view on the topic.
- b) Display an understanding of writing as a series of tasks by working through some of the following: finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; text shows evidence of an attempt to correctly use sources pertinent to the paper topic and through an attempt to create a bibliography (works cited and/or works consulted).
- c) Demonstrate a connection between the ideas of others and own ideas through writing and/or discussion; refer to the ideas of others as points of departure from or support for own thinking; elaborate upon and extend own thinking and the ideas of others.

**3) Knowledge of Processes**

- a) Use multiple drafts as appropriate and produce evidence of steps in a writing process: planning, drafting, peer review, other review, revision/editing, proofreading, and show

an understanding that the writing process is individual and adapted to particular projects.

- b) Critique own work by being able to ask for feedback from a few readers; critique the work of others through oral and/or written response offering some appropriate feedback according to some elements of the text: audience, purpose, genre, language conventions, etc.

#### **4) Knowledge of Conventions**

- a) Practice appropriate means of documenting work through appropriate use and citation of references and evidence of reliance on a writing process.
- b) Control surface features of text, such as syntax, grammar, punctuation, and spelling; demonstrate commitment to such control through proof-reading.

#### **5) Composing in Electronic Environments**

- a) Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.

**The Online Environment:** In lieu of meeting every week, we will be conducting business in cyberspace. You will be expected to use technology in this course. If you are not comfortable with technology, and this includes learning to use new technology, then this may not be the best course for you. **Using technology is a course requirement. Note that this is not a course in using technology, while there will be some tutorials, students will be expected to get familiar with the tools early on in the semester if they aren't already.**

#### **Other technology requirements**

To be successful in this course you should be comfortable with the following skills:

- Sending email with an attachment
- Browsing the internet
- Accessing <http://canopy.uc.edu>
- Opening pdf and doc files
- Saving files in different formats
- Using a webcam
- Video conferencing
- Watching YouTube videos and videos from other sites
- Working with computer software such as YouTube editors, blogging tools, and screencasts, etc.

**Participation Policy:** Students who have minimal interactivity (see grading breakdown for specific criteria) with the instructor and the course within the first 3 weeks will be expected to withdraw. The same can be applied to students who don't stay engaged with the course and the instructor. Since this is an on-line course, the need for students to keep up with the work and maintain an open line of communication with the instructor is of the utmost importance.

**Course Engagement policy:** Students must earn 150 pts by the end of week 2. Students who don't meet this requirement will not be meeting course expectations for participation and will be considered at-risk. At-risk students must earn 200 pts by the

end of week 3. At-Risk students who do not meet this expectation will only be able to earn half the value of the beginner level and level 1 missions. It is important to get started early in the course and do the Beginner Tasks. Early engagement and a consistent week-to-week effort are important predictors for successful completion of an on-line course. Earning points not only reflects that you are doing the work but also that you are doing it correctly.

**On-line Conduct:** Students should be respectful of others. Be helpful and constructive. Classmates should give one another the benefit of the doubt that they are trying to be helpful and constructive. **Criticism should help one attain improvement and give one the motivation to do so.**

**\*\*I reserve the right to not accept work from students who do not comply with these expectations**

**Conferences:** Having a live synchronous conference is expected at least once within the first three weeks of the course. Students are encouraged but not required to regularly conference with the instructor on their progress. Keep in mind that the feedback you get from a conference is likely to have an impact on the quality of your work. Conferences may occur via phone or video. Instructor conferences are a key predictor for successful completion of this course.

**Communication:** I respond to emails within 48 hrs. Often times, I reply much sooner than that. If you are expecting to hear back from me and have not within that amount of time, it is important that you send a follow up email (because I either didn't get it or I missed it). Communicating with me is very important. Do not wait until after the fact to talk to me about any difficulties you may be having. The better you communicate, the more successful you will be. Sending a follow up as soon as 24 hours later is reasonable if you feel it is important. My phone number and google accounts are on the syllabus so that we can do this with ease.

### **Grading Breakdown:**

This course does not have a traditional grading scale. It is focused on developing skill sets and having students establish competency in the required areas as outlined in the Objectives section of the syllabus. This course uses a gamified point system. You will earn points based on the quality of your effort. Students are required to earn 1500 points to be **eligible** for a passing grade in this course. They must also complete an argumentative research paper, which is the final cumulative artifact for the rest of the work you do for the course. To be eligible for an A or a B grade in the course, students must earn 1700 points, complete the research paper, and submit a reflection on your work. The **quality of the research paper** will be the final determinant for your grade. The research paper will display the degree of competency you have attained via the activities that you did to earn the points.

To be eligible to pass this course, you must:

- Earn 1500 points
- Complete a researched position paper that displays competency as outlined in the course objectives

To be eligible for a B in this course you must:

- Earn 1700 points
- Complete a researched position paper that displays competency as outlined in the course objectives

To be eligible for an A in this course you must:

- Complete the requirements for B eligibility
- Complete the level 6 reflective writing exercise

\*There is an alternative approach to grade eligibility via earning badges and achievements that is explained in the appendix.

### **Assignments**

Most assignments exist as “missions” you select or request from me. A few missions and tasks are required for all students to complete, but in most cases, you will get to choose which ones you do based on what skills you think you need to develop.

**Blog entries:** Blog entries are essentially short essay writing assignments (later ones, possibly not so short). They are intended to give you practice on the various skill sets that must be developed as outlined in the course objectives. There is a rubric with further explanation of this very important part of the course later in the syllabus. Blog entries can be written or be a video screencast based on the decisions you make and the **mission’s instructions**. All missions should be completed as blog posts unless they instruct otherwise.

**Forum posts:** Forum posts are similar to the blog posts. They provide you opportunities to earn points as collaborators. Forum expectations are explained in the prompt. Be sure to write in complete sentences and follow the standard paragraph formats as you do in your blog posts. Incomplete sentences and disorganized writing is unacceptable.

**Achievements:** Achievements and badges play a major role in this course. Some will provide you with bonus points, which may help you avoid some missions. Other achievements and badges will acknowledge certain important accomplishments and clue you into future ones that you may want to attain. Traditionally, these are known as bonus points or as extra credit. However, collecting certain kinds of achievements can also make you **eligible** for a grade in lieu of earning points.

**Revisions:** Revision is addressed in this course by being allowed to redo missions. In some cases you might want to do this to increase the points earned with an assignment. If you fail

miserably on a mission where you get 50% or less of the point value, you should consider redoing it. Revisions must be substantial—changing a few words in a sentence or even just adding a sentence or two will not warrant an increase in the points awarded. Pay attention to the feedback and use it to improve your work. You can earn additional bonus points when you do multiple revisions successfully. It is recommended that you check with the instructor before revising something to make sure it is worth your time to do so.

**Late Work:** I have kept this in the syllabus to assert the need for students to do work in a timely and consistent manner throughout the course. Final grades are due on December 14 so the researched position paper must be turned in by **December 7** at the latest. Consider creating an earlier deadline for yourself. Students are expected to do work on a weekly basis. To continue in the course, students must earn 450 pts (level 3) by the end of week 5 and 700 pts (level 4) by the end of week 10. Students who have not made it to those levels in that time frame will be too far behind to adequately catch up. They will be notified and their work will no longer be evaluated (Students may consult with me before this decision becomes final). These requirements also reduce the amount of work a student turns in at one time. **See the note below. You may NOT turn in a large amount of work at one time. This applies to the end of the semester as well. All work will need to be turned in several days prior to submitting the final paper.**

It is important to recognize that these are minimum point values and if students struggle to meet them in the aforementioned time frame, then it is a sign that they are struggling with time management or with the course content (or both) and frequent contact with the instructor (and classmates if possible) will be pivotal for each student's success.

**Final note about coursework:** Early in the course, it is inadvisable to submit more than two missions at one time (you can work on more only post two at a time). This way you ensure that you are doing them correctly through the feedback you receive. Also, once students reach level 6, their focus should solely be on the Research Paper. It is possible to focus on this once you have made it to level 4 but chances are you may not be ready to do the work yet. Watch your point totals and make sure you've thought everything through, so that you have a **chance** of earning the grade you want. You can always consult with me if you aren't sure how to proceed or want some advice on what you should do next.

## Appendix

### Level and Point relationship\*

Beginner	0
1	175
2	300
3	450
4	675
5	875
6	1175
7	1400
C eligible	1500
A/B eligible	1700

\*The amount of points you've earned can roughly determine when you are ready to complete missions on that level. This can vary from student to student.

### Recommended Schedule

<b>Week 1—Course Foundations</b> Beginner tutorials Review course identities document	<b>Week 9—Research and Writing</b> Level 4 and/or 5 work
<b>Week 2—Writing Basics/Course Foundations</b> Complete beginner work Participate in collaboration forum	<b>Week 10—Research and Writing</b> Level 4 and/or 5 work Participate in collaboration forum
<b>Week 3—Writing Basics/Critical thinking</b> Begin Level 1 work	<b>Week 11—Research and Writing</b> Level 4 and/or 5 & 6 work
<b>Week 4—Critical Reading and Critical Thinking</b> Level 2 work Participate in collaboration forum	<b>Week 12—Research and Writing</b> Level 5 & 6 work Research Paper Participate in collaboration forum
<b>Week 5—Critical Reading and Critical Thinking</b> Level 2 & 3 work	<b>Week 13—Research and Writing</b> Level 5 & 6 work
<b>Week 6—Critical Reading and Critical Thinking</b> Level 3 work Participate in collaboration forum	<b>Week 14—Research and Writing</b> Research Paper Participate in collaboration forum
<b>Week 7—Critical Reading and Critical Thinking</b> Level 3 & 4 work	<b>Week 15—Research and Writing</b> Research Paper
<b>Week 8—Critical Reading and Critical Thinking</b> Level 5 work Participate in collaboration forum	<b>Week 16—Research and Writing</b> Research Paper due

### Mission Criteria

**Rubrics**—The following rubrics provide general guidance for the two major types of activities students will be doing from week to week. Individual assignments may have additional rubrics. Whether they do or don't, please read the prompts carefully and make sure your work attempts to satisfy the expectations set up by the prompt.

#### Blog entries

Blog entries should be written in essay form. They should have an introduction and a conclusion, and of course, should be organized into paragraphs. There are not minimum and maximum requirements for paragraphs but students should fully respond to the prompt. Common sense dictates that there should be an introduction, body, and conclusion and it is difficult to do that in fewer than 3 paragraphs. The rubric serves as a guide for receiving point values.

0%	25%	50%	75%	100%
Poor sentence structure or lack of sentence structure. Does not follow guidelines in syllabus. Does not respond to the prompt.	Sentence structure is inconsistent. Entry lacks a true paragraph structure. Writing is careless and shows a lack of thought. Some effort is made to respond to prompt. Entry lacks an introduction. Entry lacks a conclusion.	Meets minimum expectations. Shows an understanding of the prompt but displays a weak response. Paragraph structure exists (multiple paragraphs) but is poor. Some sentence level errors.	Displays a well thought out entry. Post responds to prompt but has areas that are poorly developed or possibly missing something important. Good sentence structure. Parts of the entry show competency in some areas of essay writing. Introduction exists but may be lacking quality. Conclusion may exist but is unsuccessful or ineffective.	Well organized, and well developed entry. Responds to prompt. Shows a sense of purpose and a sense of audience. Displays an awareness of the rhetorical situation. The entry shows competency in all areas of writing.

**Videos and screencasts (on next page)**

## Videos and screencasts

Videos and screencasts are essentially video essays. They allow you to cover more content in a shorter period of time, where in a written post you would have to explain how to do something, in a video you are showing while you talk. The rubric should provide you a guide for earning points. Note the importance of visual aids. Videos should be kept to about 15 minutes. The occasional exception can be made. If your videos run long, consider doing them in two parts (as opposed to two separate blog entries).

0%	25%	50%	75%	100%
<p>Instructions are not taken seriously. Lacks a professional and/or academic tone. Little regard for audience or purpose.</p>	<p>Presenter is not clear about purpose and does not make it a point to address prompt. Content is underdeveloped and not clear. Displays a real lack of preparation. Presenter does not introduce him or her self at the beginning. Presenter does not introduce mission at the beginning. Lacks a use of visual aids.</p>	<p>Video's purpose is not entirely clear. Presenter is partially understood. Parts of video are difficult to follow. Prompt is not obvious in the video. Video appears to be done on the fly and lacks preparation.</p>	<p>Purpose of video becomes apparent near the beginning of the video. Presenter is easily understood. Presenter attempts to interact with content on the screen. Video responds to some of prompt. Video appears to be from a script and have some sense of planning or organization (Intro, body, &amp; Conclusion, a sense of purpose)</p>	<p>Visuals align with voice over/narrative. Purpose of video is stated early. Presenter speaks slowly and is easily understood. Presenter interacts with content on the screen. Video responds to prompt. Video is well organized and is clearly taken from a script or outline.</p>

**Alternative Grade eligibility**

If focus prefer to focus on earning Achievements instead of points, the following criteria can be used to determine grade eligibility. If students choose to use this method they must keep in mind these rules:

- The minimum points values for weeks 5 and 10 still apply as well as the Course Engagement requirements (see Course Engagement Policy and Late Work policy)
- Students must earn 700 pts to be eligible to complete level 5 work (so earn the 700 pts first before deciding what route you'll take).
- Earning the Master Researcher Achievement and the Documentation Achievement automatically makes students **eligible** to pass the course with a C.
- Remember that the final paper ultimately determines what grade you will earn. You must use all prior coursework to build the competencies needed to write a good paper. In some cases, you will be proving that you are already capable of doing the work. In most cases, though, you will be learning a new skill set or improving on one you already have.
- This alternative approach is best suited for individuals who focus on the analyst-researcher missions.

**A Grade eligibility**--Meet the 3 separate criteria outlined below and complete the level 6 reflection exercise.

	<b>Achievements</b>	<b>Criteria</b>
Earn either the Tool Master Achievement or both the Beginner Mission Master and Level 1 Master.	Tool Master	230 Beginner Task points
	<b>OR</b>	
	Beginner Mission Master	3 perfect scores on Beginner Level missions
	Level 1 Master	39 points on level 1 missions

**AND**

	<b>Achievements</b>	<b>Criteria</b>
Earn at least 4 of these 6 achievements.	Level 2 Crusader	90 level 2 points
	Level 3 Scholar	110 level 3 points
	Novice Researcher	150 level 5 and 6 points
	Master Researcher	550 level 5 and 6 points
	Analyst of Rhetoric	270 level 4 points
	Master Blogger X3	Perfect score on 20 missions

**AND**

	<b>Achievements</b>	<b>Criteria</b>
Earn both these achievements.	Foundations of Writing	Earn all 6 basic writing badges
	Documentation Achievement	150 Documentation and Research points

**B Grade Eligibility**—Meet the 2 separate criteria outlined below

	<b>Achievements</b>	<b>Criteria</b>
Earn Level 2 and Level 3 Achievements or the Level 4 Achievement	Level 2 Crusader	90 level 2 points
	Level 3 Scholar	110 level 3 points
	OR	
	Novice Rhetorician	190 Level 4 points

AND

	<b>Achievements</b>	<b>Criteria</b>
Earn each of these achievements.	Foundations of Writing	Earn all 6 basic writing badges.
	Competent Researcher	350 level 5 and 6 points
	Documentation Achievement	150 Documentation and Research points

**C grade eligibility**

	<b>Achievements</b>	<b>Criteria</b>
Earn each of these achievements.	Level 1 Master	39 level 1 points
	Level 2 Crusader	90 level 2 points
	Foundations of Writing	Earn all 6 basic writing badges.
	Competent Researcher	350 level 5 and 6 points
	100 Documentation and Research Points	N/A—this is not a badge.
And earn one of these three achievements.	Master Blogger X2	15 perfect scores
	Level 3 Scholar	110 Level 3 pts
	Novice Rhetorician	190 Level 4 points

## Course Identities

Level 1 Mission 1 has students write about which characteristics the students think will best suit them.

### **Analysts**

Analysts are somewhat reclusive. They do not shy away from people but they do not go out of their way to interact with others in the course. They will typically take on Researcher missions in the course. And then engage with others if called upon or if they feel that they can participate in a request for assistance from either an Adventurer or Socializer. Analysts might join a collaboration group or participate in an online discussion about a certain topic. And they won't necessarily post to other's blogs or about other's blogs unless encouraged by Socializers. Their work in the course will help others get their work done as they typically locate more sources and information than the other members of the class. It is up to Adventurers and Socializers (mostly the latter) to help Analysts disperse their information.

### **Adventurers**

Adventurers are Explorers. They take on missions and share what they find. They welcome new challenges and tasks and share what they learn with the class so that it will be easier for their classmates to do them. They often call on researchers to help them know what needs to be discovered. They also work with Socializers, who often work as an important connection to the Analysts and can usually recommend who they should talk to. Adventurers may create new missions or suggest missions for other personalities to the Instructor, and if approved, they will become part of the course. In corresponding with the others, suggestions might arise. Adventurers will typically take on Techie missions but may also need to do Researcher missions.

### **Socializers**

Socializers are socially adept. They are extroverts who want to engage and interact with people. They do not spend much time working alone and when they do, it is to eventually contribute to a group setting. It is rare for a week to go by where a socializer is not engaging with other members of the course. They are sometimes found working with adventurers to bring a group of analysts together to find out what they know about a particular topic. Socializers will typically take on Collaborator missions but may need to do Researcher missions or even a Techie mission when necessary as these provide them the same experiences and knowledge as other members of the course. They begin to get more involved with collaborations and take on special missions around level 3.

### **Researchers**

Researchers are the backbone of the class. They spend a lot of time finding articles and reporting on the textbook content in their blogs. They help the Techies and Collaborators with their missions, often times advising them on how to go about doing something or participating in a mission for some additional points. While Researchers will rarely be seen leading an initiative or a project, they play a vital role in the activity often serving as a conscience or the brain of a project. Researchers need to stay on top of the work and in respect to the course content, need to be ahead of the others in the early going. It is the most difficult for Researchers to earn points quickly at the beginning but putting together a volume of quality work will pay off for them in

the long run.

### **Techies**

Techies are good with technology. They are usually the Adventurers. Very little of what they do is text based. While writing is important to them, they incorporate the use of technology into their mission whenever they can. Their writing skills are used behind the scene. Even if a mission is text based, they find a way to enhance it with some technology, usually a screencast of some sort. Techies are often at a disadvantage when it comes to **writing** the research paper but they can hone these skills with the level 5 and 6 missions and get some valuable feedback on their writing there or in the level 4 work. Techies are often quick to admit that they don't like to write; however, the best techies are good writers and are creative and critical thinkers.

### **Collaborators**

Collaborators engage the community of learners. They are often discussing the work of others, getting groups of similar interest to share their work, and work really hard to learn from the work and experience of the other members of the class. While doing research and writing of their own is important, their missions often consist of getting people to work together to learn and understand the skill sets while reducing the amount of future work for everyone involved. Collaborator missions typically provide the opportunity to grant other participants some points. Some collaborator missions are good opportunities for students who are sick of writing blog posts.

## **Level Text Examples**

### **Getting Started—The Beginner Level**

Congratulations on getting started in the course. If you can see this, you have gotten off to a good start. Continue do the beginner tasks until you feel you have a good foundation to move forward. Do as many of those tasks as you can to earn points. Take on some missions in the Beginner Level Module and consider taking on one or two Syllabus missions (if there are any available). They are fairly easy and a good way to earn a few extra points. You can request them from your instructor during a conference. If you've already had a conference, you can request one in an email or call and ask for one. It's best to talk to the instructor before you do them to save yourself some time.

P.S. Remember that you must earn 150 pts by the end of week 2 or you could be at risk of earning fewer points for the early level work. See the course engagement policy in the syllabus for more details.

### **Level 1**

Congratulations! Have you done any level 1 missions? It's time to start thinking about your course identity and the mission track you want to follow. Are you an analyst, adventurer, or socializer? Analysts make good researchers; adventurers make good techies; and socializers make good collaborators. What about the content track? Civil rights or Sustainability? There is much to choose from, and you don't have to make your decision yet. Use your level 1 and 2 missions to explore what you might do in future

missions. Hopefully by level 3 you will have a clear picture of what you want to do for the remainder of the course.

If you haven't read up on the course identities yet, ask for the document from your instructor or go to the Syllabus section and find the information (available week 2 and later).

## **Level 2**

Congratulations. Welcome to level 2. This is not an easy accomplishment and one of the more difficult ones to get to in this course. In this level, the focus is on rhetorical analysis. We use rhetorical analysis to think critically. The basis for rhetorical analysis is don't believe everything you hear (or read and see). That is where knowing about rhetorical appeals and logical fallacies help us. Fallacies make an argument moot or ineffective. Appeals can be effective or ineffective based on how they are used. Don't worry about the terminology; focus on the concepts. They are only useful if you can apply them so that is the goal: to be able to recognize appeals and fallacies when we see them, to use them in our writing (for argument), and to make them part of our research process.

Advice: Treat the blog entries like mini essays in the sense that they should have an intro, body, and conclusion. Body paragraphs should be well developed and use examples.

## **Achievement Text Examples**

### **Reflective Writing Competency**

Excellent, you are a reflective writer. The beginner level missions all have an element of reflection to them. So do the Level 1 missions. If we want to improve as writers, we need to know who we are. Essentially, that means we need to know our strengths and our weaknesses. Even if we prefer to work on our own, there will be times we benefit from working with others. It is with these interactions that we can determine our strengths and weaknesses. We also gain an opportunity to help others learn about their strengths and weaknesses. There are many different approaches to writing. By sharing your approach and reading about others, you only increase your knowledge about the writing process and what works best for you.

Keep this purpose in mind as you move forward and always remember your audience with every piece of writing you create. Reflection doesn't just help you, it will help others as well if they let it. You have earned 20 points for this recognition.

### **Conclusions Badge**

Congratulations, you have proven you take writing conclusions seriously in your blog posts. Conclusions are not just summaries of what the reader just read. It's true, we want our readers to remember what they've read but just giving the summary isn't necessarily going to accomplish that. We should try to get our readers to think about the information. Better to remind them why it's important than to just remind them what they've read. The best conclusions give readers something to think about. Just because your reader ends up disagreeing with you, doesn't mean you've failed; hopefully, it means you got them to think about it and make a decisions based on what you wrote. Sometimes, that's all we can ask for.

You have earned 20 points for this recognition. Keep up the good work; you will continue to be held accountable for this standard in future missions.

### **Foundations of Writing**

Congratulations, you have earned all 7 achievements representing the 7 basic writing skill sets. The importance of Introductions, Paragraphs, and Conclusions should be well known by now. You don't have an essay unless you have those but more importantly, knowing how to approach constructing them is the real accomplishment. Knowing our purpose and audience plays a vital role in their construction. Purpose and Audience also plays a vital role in the Rhetorical Situation. Responding and Critiquing are essential parts of the drafting process. Those skills may not always make it into the writing but we still use them to decide how and what we want to write about. And reflection is how we become better writers. And while summary writing is not included here, it too, is an important part of the research process and an important foundational skill set to have. You have earned an additional 25 points for this achievement.

### **Rebel with a Cause Award**

If you have received this achievement, you have submitted several blog posts without following the proper guidelines in the syllabus. This is normally very frustrating and can cause your instructor extra work. However, in your case, you have written some pretty insightful and useful entries. While you may not be following instructions exactly as you should, you are still providing your classmates some valuable information. Is this a good thing? The world does need people like you, though. Not everybody should do things exactly as they're told. That is often how progress is made. Is it really necessary to do every blog post perfectly? Probably not, ultimately you have to decide that. You have earned 30 points for your insightful entries that do not follow syllabus guidelines. This will be the only time that you are recognized for such behavior. You can continue to do so but the risk is great. You are probably missing out on a number of bonus points that are available to you.

### **Beginner Mission Master**

Congratulations, you have earned 15 bonus points for getting a perfect score on at least 3 beginner level missions. Is this something worth sharing with your classmates? The answer is "maybe." On the other hand, there are bonus points for students who revise their posts and get high scores so perhaps this knowledge may help them make some decisions. It is up to you.

### **Level 1 Master**

Congratulations you have earned at least 39 points on your level 1 missions and are considered a level 1 Master. This isn't that big of a deal in the grand scheme of things except that your work in this level and in level 2 set the foundation for the rest of the work you do. So keep up the strong effort. You have earned 10 bonus points for this recognition.

## **Course Content Examples**

### **Getting Started**

You have several options on how and where to begin but one thing you will have to do is create a WordPress blog for this course. Go to [www.wordpress.com](http://www.wordpress.com) to create your blog. If you already have one WordPress blog, you should create another one specifically for this course work. Title it with your name and Eng 1001 (ex. Eric Mast's Eng 1001-01 Blog). Be sure to

include your section number ("01" in the example). Your section number is found after the "Engl 1001" in the course title. Check to see what section of Engl 1001 this course is and replace "01" with that number in your blog's name. Once you have created the blog, be sure to post the link in the discussion board for student blogs so we can follow or subscribe to it. Make sure you have posted the correct link. Check the link after posting to make sure it will take us to the page with your blog posts and not your dashboard.

Other things to consider are creating a YouTube channel, a google+ account, and having a conference with your instructor. While none of these are essential, the last two are highly recommended. You do need to start earning points so go to the Beginner Task overview below to see the possible tasks you can do and their associated point values. The content below is also in the attached document. If you complete a lot of these tasks, it should get you well into level 1. Go to the Course Specific Tech Support page for tutorials on many of the tasks. If you choose not to attempt these tasks right now, there are beginner level missions you can do to earn some points (scroll down). Take missions very seriously and follow the instructions closely. There are additional achievements that can be earned by writing strong prose. Students who post blog entries that are just a few sentences will not earn many points. Some available achievements can be viewed in Tools and Communication under "Achievements".

### Beginner tasks & point values

Task	Points
Create a google account for this course <sup>5</sup>	25
Create a WordPress blog for this course <sup>1</sup>	50
<b>Emails and discussion posts<sup>2</sup></b>	
Email classmates	5
Email instructor	5
CC instructor in an email	5
Reply all to group email	5
Discussion board post	10
Discussion board reply post	10
<b>Introductions (one or the other)<sup>3</sup></b>	
Video introduction	40
Text introduction	10 (cumulative if you introduce your video)
Create a YouTube channel <sup>5</sup>	10
<b>Conference (one or the other)<sup>4</sup></b>	
Video conference with instructor	35
Phone conference with instructor	10
Create a screencast and embed it in blog <sup>5</sup>	25
Embed a video in a blog <sup>5</sup>	50

1. While absolutely no work is required in this course (You are well within your right to do nothing and fail), a WordPress blog for this course is essential to proceed. Use of email and some discussion boards are essential, as well. The rest is up to you. Consult with the instructor on the best course of action if you're not sure.
2. Some things will happen by default such as emailing. At some point, you'll have a question or need to contact your classmates or a group of them. Make sure you know how to do this prior to it being necessary. CCing people like your instructor is often a good, professional way to communicate (how else are you going to be recognized for emailing your fellow students?). There may be times that it will be essential to do so in order to get credit for certain activities. "Replying All" is also a tool we should know how to use—when we see multiple recipients to an email, replying all may often be a good way to respond to include everyone in the conversation if for no other reason than that it keeps everyone "in the know."
3. An introduction must be your first blog post. You can either introduce yourself in writing or by video through a YouTube channel recording or a screencast. Again, it's required but I can't force you to do it.
4. Conferencing is required as stated in the syllabus. If you don't do it, I can't force you. Avoid me at your own risk. You either get points for the phone conversation or the Google Hangout. Other platforms are okay for the one-on-one conference as well.
5. Doing one or two collaborations later in the course will be a wise decision. You will either need to use Google Hangouts or screencasting to complete those activities. The items in the table with a 5 behind them are all necessary to be able to do this later.

### **Beginner level missions**

Syllabus Objectives: 1C, 1B, 1C, 2C, 3A, 4B, 5A

The Beginner Level missions have you practicing two things: writing about writing and integrating an outside source. Integrating a source at its foundation is about combining your knowledge with knowledge from another source. In each of these missions, not only do you write about what you know about the topic, you also write about what another source tells you about the topic. (i.e. Are they similar? Different? Did you learn anything new from reviewing the source? Did it affirm what you already know? Does it have any value for your own approach to writing? How might one value from this information?)

Everyone approaches writing differently but there are certain basic principles that we all need to tend to. These missions address those things. The above questions in the parentheses can clue you in on how to discuss the information.

As you write these, remember that all writing missions should be in essay form. A short essay is an essay with a beginning, a middle, and an end. Usually at least one paragraph represents each one of those sections although I would not consider that a requirement. Remember, too, that the syllabus has a basic rubric you can follow to gauge the work you are doing.

Lastly, when we use information from a source, we should tell our readers where it comes from. I'm not referring to documentation here. Documentation is addressed in later levels. I am referring to the need to tell your readers right there in the sentence where the information came from. If you want a perfect score on these missions, you will do that among other things. In doing so, you will be developing a writing strategy and style that will help you on later missions.

There is a bonus for earning 3 perfect scores on these missions even if you have to revise them to get there. And one final tip: Students usually compose the missions on Microsoft Word and then copy and paste the text into the blog after they've written the majority of it. This is a good way to keep the content safe and organized in case for some reason it is lost online.

**Writing missions**—10 point written blog entries for all mission tracks. Each number below is a separate blog entry and a separate mission. Remember to put the level, mission type, and mission number in the title (ex. Beginner Level Writing mission 1).

1. Consult a writing handbook<sup>1</sup> and post an entry on writing introductions and conclusions. Reflect on your own writing process and the approach you take to these parts of the essay.
2. Consult a writing handbook<sup>1</sup> and post an entry on purpose and audience. Think about your own writing and write about how much you do or don't utilize purpose and audience in your own drafting.
3. Consult a writing handbook<sup>1</sup> and post an entry on the difference between a **thesis** and a **topic** (note that I intentionally did not use the word sentence in this prompt).
4. Consult a writing handbook<sup>1</sup> and post an entry on Summary writing. How does one approach summary writing what goes into a summary? When is summary writing useful?

<sup>1</sup>What? No handbook? That's okay. Consult a web resource or ask your instructor for one. In the post, be sure to mention the source (which you should do anyway) and if it's worth revisiting for writing tips in the future (and why).

### **Level 1 mission Module**

Syllabus Objectives: 1C, 1B, 1C, 2A, 2C, 3A, 3C, 5A

Level 1 will have you thinking about what direction you may go in later in the course. Right now, you don't have to determine a topic or content path or even be certain about an identity to focus on for your missions. But it is good to start thinking about it. You can use the work in these missions to get a little practice on what you might do down the road.

These missions are a good topic of conversation for your first conference with your instructor (or the second one) whether you've completed them or not.

Level 1 missions will find you doing foundational work on writing. The missions tracks and course identities aren't really that distinct at this point though techies will have some options for additional points with this mission. For these missions, any of the tracks could get the additional techie points or try to get them if they wanted to practice with the screencasting.

You do not need to be on level 1 to begin these missions. Your current level will be based on what beginner tasks you've done. If you've stayed away from a lot of them then you may need to do all of these to get up to level 1.

You may attempt these missions as long as you've read the syllabus, read the document on Course Identities, Mission Tracks, and Content Paths, and created your WordPress blog at wordpress.com. It may be good to review the rubrics in the syllabus before writing them.

### **Missions**

Researchers, Techies, and Collaborators can do these. Special instructions will be included for each mission track when applicable.

1. Read the Course Identities document and blog about which characteristics you will focus on & why. Which two do you think best represent you as the learner you are? Do the same two represent the learner you want to be?—**Also discuss the following questions in this post:** What is your writing process? What is your understanding of community? What role do you see yourself playing in a community of learners? This post must be written. (10 points--Mission type: Course Mission)
2. Blog about your potential content path. Is it something you want to know more about? Or something you already feel passionate about? Are you going into it with a bias? Do you already have an opinion on the matter? Why is it something that we all should care about? This is an important question—think about how it will improve the future of a particular community. You do not need to write about all these things now BUT it is something that should come up as you continue to write about it. (Mission Type: Content Mission) This is for 10 points—Techies may add a screencast to substitute for some of the writing that provides visual examples while they respond to the prompt. For example, a paragraph or two in the blog post then a short video where the author explores some stories or images in regards to the topic. Adding a screencast can earn an extra 10 points
3. Content mission—find a historical news account using one of the library’s databases on something in your potential content area. Write a blog post or do a screencast on it. Tell us about the story. Does it have any connection to the issues of today (if it doesn’t, you should find a different article). Are there any lessons to be learned from it (or were there)? Tell readers how this article might be used as part of a conversation on the topic today. The article must be at least 25 years old. This is for 20 points. Techies can do a screencast for 10 additional points. (Mission Type: Content Mission)

### **Collaborator Missions**

#### **Collaborator Forums (bi-weekly)**

Initial posts must be between 250 and 500 words. Replies must be between 150 and 500 words. Any posts to this forum after **[date]** will not earn points. Use a collaboration forum for a future week to continue the discussion and earn points for your input.

For an initial post, write 2 or 3 paragraphs explaining what you did last week and what you plan on doing this week in the course. Share your struggles and your successes. What have you learned? What do you wish you would have done differently? What advice do you have to those who haven’t attempted the work, yet? What kind of questions do you have about the work you are getting ready to do?

Replies should attempt to make contributions to help one another progress through the course.

You will earn 10 points for this post and 5 points for every student who replies to it. You will also earn 5 points for every reply you make to another students post. You can earn a maximum of 50 pts in this forum

**Mission discussion (Round Table Mission Discussion—Mission #\_\_)**

This is similar to the weekly discussion but focuses on a specific mission that all the participants have worked on. Each participant should discuss what they struggled with and what they found easy about the mission. If they have received feedback, they should discuss this, too, if it was constructive at all. This conversation is valuable for the skill set that the mission is developing and for classmates who may be planning on completing it in the near future.

- Organizers do not need to have completed the mission but they must have read each participant's mission.
- Discussion must include 3 participants in addition to the organizer (contact instructor for exceptions).
- Organizers earn 45 pts for organizing. Participants earn 20 points (per discussing a specific mission—you cannot earn multiple times for discussing a specific mission). Organizers earn an additional 5 pts if they completed the mission prior to the discussion.

This mission must be recorded and embedded in the organizer's blog.

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