

### Course schedule for Collaborative Editing Project: Working with Wikipedia assignment

	Readings	Assignments
<b>Phase 1 – Grammar Concepts</b>	<i>Rhetorical Grammar</i> <i>Elements of Grammar</i> <i>Mechanically Inclined</i>	Summary of Grammar Concept  Points of Grammar Demonstration with Teaching Materials
<b>Phase 2 – Style Concepts &amp; Editorial Analysis</b>	<i>Writing Tools</i> <i>The Copyeditors Handbook</i>	<i>Editorial Analysis of a Local Periodical</i>  <i>Peer review of editorial analysis paper</i>
<b>Phase 3 – Making an Editorial Contribution</b>  10/18-12/4		<i>Collaborative Editing Presentation</i>  <i>Collaborative Editing Memorandum</i>
Week 1 (10/18-24)	While I introduce all major assignments on the first day of the classes, I review the assignment prompt and ask students to brainstorm ideas for a Wikipedia page they'd like to analyze. By the end of the week, students should have selected their Wikipedia page and identified group deadlines.	Brainstorming and Deadlines Sheet
<b>Week 2</b>	<b>Readings:</b> "The Most Edited Wikipedia Pages in the Past 15 Years" ( <i>fivethirtyeight.com</i> )  "How Does Political Wikipedia Stay Apolitical" ( <i>The Atlantic</i> )  The second week of this unit is dedicated to identifying the unique affordances of	Neutral Point of View Discussion Questions

[This file is supplemental material to Propper, *More than Memorizing Rules: Using Wikipedia to Emphasize Rhetorical Approaches to Grammar Instruction and Collaborative Editing Practices*, prompt 7.2 (2023), doi: 10.31719/pjaw.v7i2.127]

	<p>digital encyclopedic texts and Wikis. We discuss how we might adapt and evolve print-based editorial strategies to digital texts. Finally, we explore Wikipedia's "Neutral Point of View" policy. I ask students to consider why a neutral point of view may be warranted, how grammatical choices can enhance neutrality, and where/when this neutral point of view might break down on their selected pages.</p> <p>By the end of the week, students are asked to submit their response to the "Neutral Point of View" discussion questions. Students should also confirm the respective sections they will be presenting (i.e. history of editorial contributions, structure/layout, intertextual information)</p>	
Week 3	<p>"Wikipedia is Good for You" by James Purdy</p> <p>In the third week of this unit, we discuss the specific features available on Wikipedia, namely how to use/navigate the "view history" database on Wikipedia, recognize a page's protected vs. unprotected status, and analyze hyperlinking and citation material.</p> <p>By the end of the week, students are asked to submit a "Page Selection and Research Questions" worksheet that applies the reading topics to their individual projects.</p>	Article Selection and Research Questions Worksheet
Week 4	<p>Presentation Workshops</p> <p>In the third week of the unit, I hold presentation workshops where students can work in their groups to organize their presentation and clarify specific</p>	Framing Questions for Presentation Worksheet

	<p>questions they have about key criteria. I provide a "Framing Questions" worksheet to help students shape and structure their analysis and presentation.</p> <p>By the end of the week, students should have notes for all three sections of their presentation and have presented a "dry-run" of their presentation</p>	
Week 5	<p>Students who are not presenting are asked to submit a "Group Presentation Feedback" worksheet. After reading student responses and providing my own notes/comments on each presentation, I provide students with a one or two-page revision letter. Additionally, group members receive their classmates' "Group Presentation Feedback" worksheets. Group members are asked to revise their presentations based on student and professor feedback.</p>	<p>Group Presentations</p> <p>Editorial Team Presentation Feedback worksheet</p>
Week 6	<p>Class cancelled for Thanksgiving</p>	
Week 7	<p>The final week of this unit is dedicated to finalizing student papers and presentations</p>	<p>Editorial Team Presentations</p> <p>Work on Editorial Memorandum</p>