

367 SAMPLE SYLLABUS

English 367.04: Technology, Science, and Communication in the U.S.

Experience: Communication Technologies & Our “New” Identities

Instructor:

Office:

Mailbox:

Email:

Class Meets:

Office Hours:

Course Description

English 367.04 is an intermediate college level writing course, and the second writing course you are asked to take at The Ohio State University. You should expect to continue the rhetorical analysis that you began in English 110, but you should also expect to experiment with new forms of communicating, and to practice more advanced revision and workshop skills to further develop your writing.

The major assignments in this course build sequentially. First, you will write an autobiographical narrative that explores some aspect of your relationship with technology, and then you will compare your own technology autobiography with information gathered by interviewing a relative or friend in the previous generation. You will also use Photoshop to explore visual communication and literacy, and write a rhetorical analysis of a classmate’s visual text. Finally, you will return to issues raised in your first assignment and write/revise a short blog entry which will be posted online and allow comments, and you will revise or redesign a visual element to go with it. This assignment sequence asks you to use writing to explore and develop an idea of your own that you later revise and make “publication” ready.

The subject of this section of English 367 is technology, specifically communication and computer technology. You should expect to both use technology and consider how and why we use technology in the ways we do. Our readings will focus primarily on how changes in communication technology impact our culture, our lives and our future. Your assignments will explore or address some aspect of analyzing technology, and will sometimes incorporate other media in addition to writing.

Course Texts

- Course readings available on Carmen
- Any college writing handbook, to reference writing/grammatical issues, etc. Might I suggest the 3rd edition *The Pocket Wadsworth Handbook*?
- A jump drive/email address/internet connection

General Education Curriculum General Description and Objectives

English 367.04 fulfills the second half of the GEC requirement “Category 1: Writing and Related Skills.”

Goals/Rationale: The purpose of courses in this category is to develop students' skills in writing, reading, critical thinking, and oral expression.

Learning Objectives:

1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.
3. Students retrieve and use written information analytically and effectively.

English 367.04 fulfills "Category 6.A: Diversity Experiences: Social Diversity in the United States."

Goals/Rationale: The purpose of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture in the United States.

Learning Objectives:

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values.

Policies

Attendance is important to the success of this class and to your development as a writer. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics will not affect your grade but I must have appropriate documentation. After two unexcused absences, your grade will be lowered ½ grade for three absences and one letter grade for four. **Five unexcused absences will automatically result in failure for the course.**

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Please make every effort to be on time. Excessive tardiness may affect your final grade.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please remember that at no point during the writing process should the work of others be presented as your own. **DON'T DO IT.**

Class Cancellation Policy: In the unlikely event of emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting, and notes and/or assignments will be available on Carmen.

A Note on Due Dates: In an effort to reduce the passing on of viruses, I use the Carmen drop box for all written assignments. On the day the assignment is due, the drop box on Carmen will be open until midnight. *You do not need to print your assignment, nor bring it to class.* If unforeseen circumstances keep you from that midnight deadline, please see me (in advance, if possible) and we'll try to make arrangements. Though I don't require it I prefer you use Microsoft Word for written assignments. If you use another word processor, I will convert your assignments to Word and use the comments feature to respond.

Carmen Website: I expect you to take full advantage of Carmen, our online class space. Class readings and links to websites that we discuss in class are posted on Carmen, and you are

expected to submit your projects in the drop box. I will grade and submit comments to your assignments using Carmen, as well.

To log on to our Carmen Website, go to <http://carmen.osu.edu>. Use your OSU Internet name and password to log in to your Carmen home, where you should see “English 367.01 - 4” listed under “My Courses.” Click on that English 367.01 link, which will take you to the course homepage.

Course Requirements & Assignments

I will provide detailed handouts describing each assignment’s process, requirements and grading rubric. Note, too, that there is not a separate section for a “participation” grade. Each step of each assignment asks that you participate fully—with your writing process, your peers and me. Your grade for each assignment will take into account your participation during the process of creating and revising that assignment.

Technology Autobiography—25% This assignment has two components and *both must be completed for the 25% grade*. First, you will write a 5 – 6 page technology autobiography, in which you explore and narrate some aspect of your relationship with technology. Then you will conduct an informal, written interview with a parent, relative or other mentor at least twenty years your senior, and write a short, informal assignment/response that synthesizes and explores an interesting idea raised by both your essay and your interview. Keep in mind, this assignment generates the material you are asked to revise/rework again for your class blog entry.

Photoshop “Visual Essay” & Rhetorical Analysis—25% This assignment has two components and *both must be completed for the 25% grade*. First, you will use Photoshop to create a “visual essay” that makes some discernable statement about the relationship between human beings and the technology we use. I will collect and grade your visual essays and then hand back to you a visual essay completed by one of your classmates (without the grade). You will then write a 3 – 5 page rhetorical analysis concerning the assumptions and concerns of that visual essay, and your rhetorical analysis will be shared with the author of the visual essay you analyze—i.e., you will receive a rhetorical analysis of your visual essay written by a classmate. Because your class blog entry requires a visual component, you might consider this assignment an opportunity to develop a “draft” for that assignment. The rhetorical analysis written by your classmate will help you revise (or reconfigure entirely!) the visual element of your class blog entry.

Audacity Oral Response—10% One text you are asked to interact with in this class is a half-hour recording of a selection from *Great Scientific Ideas That Changed the World* titled “Writing Makes Science Possible.” For this assignment, you will listen to this MP3, and then use Audacity (a sound editing program) to create a response to this “text” in a similar, aural/oral way. You may be as creative as you want, or straightforward and simple. You will also be asked to comment upon the experience of interacting with information in this digital, aural/verbal, non-written way.

Response Papers for Readings—15% You will write four, 2-3 page response papers for the readings by Sherry Turkle and Michael Benedikt, the film *Strange Days*, and the story “Anda’s Game” by Cory Doctorow. These response papers are *very* informal; in fact, you may hand write (if you have legible script) 1 – 2 pages, if you prefer, instead of typing 2 -3. I don’t care. (note: you won’t be able to use the dropbox feature and must bring your response paper to class!) Also, please note in the daily schedule that I ask you to read the Turkle, Benedikt and Doctorow *again*, after class discussion and before you write your response papers. The goal of these reading

responses is thoughtful engagement; messy writing (in all its forms) is tolerated in order to capture interesting and evocative *ideas*.

Class Blog Entry with Visual Component—25% For your final assignment, you are asked to revisit/revise a theme or idea raised in your first assignment, the technology autobiography. You will write, workshop, revise and make ready for “publication” a short (500 – 750 word) opinion/essay with some accompanying visual component for our English 367.01C class blog. Don’t be fooled—short is *not* always easier than long! The goal of this assignment is to take some issue or observation raised in your first assignment and distill it, polish it, present it to a wide audience—a process that will require your participation in workshop and revision. You will also create a visual element—a .jpg file created with Photoshop—that compliments or extends your blog essay in some way. You may use some version of your visual essay or you might develop an entirely new image; the choice is yours.

I will also ask your permission to use your class blog essay and your final image in a password-protected class blog, which I will set up after the quarter is over. *No part of your grade is dependent upon your willingness to be included in the class blog.* If you would like your work included, I’ll ask you to sign a release form. In fact, I expect we’ll discuss this in class.

Resources

Me! I am here to help. Please contact me via email (gilbert.260@osu.edu) with specific questions, for feedback, or to set up a time to meet. I am always available via email, and I check it several times a day. I am available to meet on campus by appointment.

The Ombudsman of the Writing Programs, Matthew Cariello, mediates conflicts between instructors and students in English 110 and 367. His hours for Autumn 2007 are Monday, Tuesday and Wednesday, from 1.30 to 3.00, in Denney Hall 412 (inside 421). Other times are available by appointment. All conversations with the Ombudsman are confidential.

The OSU Writing Center is available to provide free, professional writing tutoring and consultation. The Center offers the following services: One-to-one tutorials at Mendenhall (Monday-Friday, 8:30-5:30) or the Younkin Success Center (Monday-Thursday, late afternoons) One-to-one online tutorials via an Internet Messenger system (no ads or downloads) Online appointment scheduling (available 24 hours a day) Please visit www.cstw.org to make an appointment or have an online tutorial.

The Digital Media Project’s Digital Studio Hours are available to help students in computer classrooms with digital media assignments. The Digital Studio is in Denney 343 (this very room) and has computers and software for your use and lab workers who are familiar with the assignments and the technology. Hours are in the evening; the schedule is posted quarterly.

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307.

Daily Schedule:

Please note that schedule is subject to change at instructor's discretion. I will always update the online syllabus and mention changes in class & online.

DATE	TO PREPARE	WHAT WE'LL DO
R Sept. 20	Come to class	Syllabus & Introductions
T Sept. 25	Read Sherry Turkle's "Identity Crisis" from <i>Life on the Screen</i> , available as a PDF on Carmen	Introduce Assignment #1A: Technology Autobiography Group work/discussion on Turkle
R Sept. 27	Read Turkle <i>again</i> DUE: Reading Response for Turkle	Class Activity – how much memory is in the room? Discussion of Turkle & #1A
T Oct. 2	DUE: Assignment #1A: Technology Autobiography Read website <i>Communication Technology and Human History</i> available on Carmen	Introduce Assignment #1B: A Generation Ago Discussion: Communication Technology
R Oct. 4	Bring your jump drive to class!	Photoshop Activity/Workshop Copy Goldman's "Writing Makes Science Possible" MP3 file Introduce Assignment #2A: Photoshop Essay
T Oct. 9	Read "Visual Literacy," available on Carmen	Visual Literacy exercises Small group discussion on assignment #1B Introduce Assignment 3: The Oral Report on Goldman
R Oct. 11	DUE: Assignment #1B: A Generation Ago	Photoshop Work Day
T Oct. 16	DUE: Assignment #2A: Photoshop Component	Summary of Rhetorical Analysis in prep for Assignment #2B
R Oct. 18	Read Benedikt's "Introduction" from <i>Cyberspace: First Steps</i> , available on Carmen	Small group work on Benedikt Large group work on "Visual Literacy" and Benedikt

T Oct. 23	Read Benedict <i>again</i> DUE: Reading Response for Benedikt	Workshop writing day for Assignment #2B
R Oct. 25	DUE: Assignment #3: Oral Report on Goldman .mp3 – bring to class on your jump drive!	Discussion of Assignment #2B
T Oct. 30	DUE: Assignment #2B: Rhetorical Analysis of #2A	Large group discussion of Goldman
R Nov. 1	Read: “Anda’s Game” by Doctorow – available on Carmen	Large group work on “Anda’s Game” Introduce Assignment #4: Class Blog
T Nov. 6	Read Anda’s Game <i>again</i> DUE: Reading Response for Doctorow	View <i>Strange Days</i> – online chat room, live!
R Nov. 8		View <i>Strange Days</i> – online chat room, live!
T Nov. 13	DUE: Reading Response for <i>Strange Days</i>	Large group discussion
R Nov. 15	DUE: Assignment #4 Draft: Visual and Written	Photoshop workshop day for assignment #4 Coordinate workshop days with drafts
T Nov. 20		Workshop Day
R Nov. 22	NO CLASS: THANKSGIVING	
T Nov. 27		Workshop Day
R Nov. 29		Workshop Day

**DUE: Thursday December 6: Final Assignment #4: Visual and Written – in the Carmen
Dropbox by midnight.**