

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3022
Course Title Media Sustainability
Transcript Abbreviation MediaSustain
Course Description This course explores the sustainability of digital media infrastructure and its impact on the environment as well as the social and cultural effects of the web, analyzing the ecological impacts of producing and maintaining digital devices and the internet, the human cost of modern manufacturing practices, and the social and cultural upheavals caused by digital computing and networking.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of GE Foundation Writing and Information Literacy course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.1399
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

Course Details

Course goals or learning objectives/outcomes

- Students will engage in critical and logical thinking about the long-term environmental impacts of creating and maintaining digital technologies and media cultures.
- Students will craft arguments in multiple media (e.g. infographics, oral presentations, multimodal digital projects) that respond to the material realities of the web and interrogate the sustainability of digital platforms and cultures.
- Students will reflect on how their media habits are connected to larger questions of digital infrastructure and sustainability.
- Students will read arguments in the literature of sustainability and environmental rhetoric as they relate to the production and distribution of media and the continuance of media culture.

Content Topic List

- Media, digital culture, sustainability, rhetoric, media ecology, technology, environmentalism

Sought Concurrence

No

Attachments

- English3022CourseProposal.docx: Course Proposal
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- English3022ThemeForm.pdf: Theme Form
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- Communication Concurrence.pdf: concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- Comparative Studies Concurrence.pdf: concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- Engineering Concurrence.pdf: concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- Fisher Concurrence.pdf: concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- Law Concurrence.pdf: concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- Psychology Concurrence.pdf: concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- Curriculum Map September2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- English3022SyllabusRevised2023.docx: Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)

Comments

- Revised syllabus that incorporates contingencies and recommendations of 12/15/2022 (by Hewitt, Elizabeth A on 01/09/2023 08:33 PM)
- Please see Panel feedback email sent 12/15/2022. (by Hilty, Michael on 12/15/2022 03:48 PM)
- Please replace advising sheets with actual updated curriculum map. (by Vankeerbergen, Bernadette Chantal on 09/20/2022 12:07 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	06/28/2022 11:41 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	06/28/2022 11:41 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/01/2022 02:13 PM	College Approval
Submitted	Hewitt, Elizabeth A	09/07/2022 10:12 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/07/2022 10:12 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/20/2022 12:07 PM	College Approval
Submitted	Hewitt, Elizabeth A	09/20/2022 12:12 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/20/2022 12:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2022 10:59 AM	College Approval
Revision Requested	Hilty, Michael	10/24/2022 09:37 AM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	10/24/2022 10:44 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	10/24/2022 10:44 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/24/2022 01:43 PM	College Approval
Revision Requested	Hilty, Michael	12/15/2022 03:48 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	01/09/2023 08:34 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/09/2023 08:34 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/10/2023 08:25 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/10/2023 08:25 AM	ASCCAO Approval

English 3022: Media Sustainability **General Education Course Proposal**

Proposal Information

- **Proposed Number:** 3022
- **Proposed Title:** Media Sustainability
- **Proposed GE Category:** Sustainability (Theme)
- **Proposed Embedded Literacies Category:** Technology
- **Proposal Type:** New
- **Proposal prepared by:** John Jones

Course Description, Rationale, and Links to Other English Classes

Digital culture is often figured as ephemeral. From images of bits floating in the air or discourse that contrasts the digital with the “real” world, the products of digital culture are often seen as intangible data unmoored from physical reality. Of course, this understanding of digital culture is itself unmoored from reality. From the factories that produce our devices and server farms that support cloud storage to the cable infrastructure, cell towers, WIFI routers, and access points that undergird wireless communication, the virtual depends upon a vast physical infrastructure that requires constant maintenance and takes a toll on the physical environment.

This lecture course explores the sustainability of digital media infrastructure and its impact on the environment as well as the social and cultural effects of the web, analyzing the ecological impacts of producing and maintaining digital devices and the internet, the human cost of modern manufacturing practices, and the social and cultural upheavals caused by digital computing and networking. Starting with the history of the Internet as a Defense Department project responding to the need for robust communications in wartime conditions, the course will examine the resource and workforce demands necessary to maintain the digital status quo. Students will explore these questions within a rhetorical framework, examining the ecological rhetorics that sustain (and critique) digital infrastructures and technologies.

This course will provide students with a broad understanding of the history of the internet and internet culture along with theoretical and practical readings in ecological rhetoric that will enable them to critique that culture and produce their own textual and multimodal responses to that culture. By exploring the physical structures and systems necessary to support internet culture, students will be better able to understand that culture and critique its products and effects. Students will address questions like: Is digital culture sustainable from an economic and ecological perspective? What are the physical and social structures necessary for the maintenance of digital culture? What are the physical requirements of this culture—such as the mining of materials for batteries, the human cost of manufacturing, and the impact of e-waste—and their impact on individuals and the environment. By surfacing these frequently hidden impacts of digital technologies, students will better understand the physical toll taken by supposedly virtual tools and become better-informed participants in digital culture.

In addition to being a GE course, this course complements and 2367.03: Writing about Lived Environments, offering students an opportunity to build on the theoretical and writing skills they developed in those courses through a focused examination of the ecological and sustainability

questions prompted by digital culture. The course will provide more options to students in the WRL concentration, adding to our existing offerings in digital media production and, along with the courses above, contribute to a robust sequence of courses engaged with environmental issues.

Relevance to the GE Category

This class will effectively address the expected learning outcome for the Sustainability (Theme) category.

Theme: Sustainability		
Goals	Expected Learning Outcomes	Related Course Content
1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	1.1 Engage in critical and logical thinking about the topic or idea of the theme .	Students will engage in critical and logical thinking about the long-term environmental impacts of creating and maintaining digital technologies and media cultures.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme .	Students will craft arguments in multiple media (e.g. infographics, oral presentations) that respond to the material realities of the web the sustainability of digital platforms and cultures. Students will engage with and practice shorter arguments throughout the semester and will also prepare two major projects that build arguments about digital sustainability—a presentation that researches the environmental impact of a web platform and a final multimodal project that researches and responds to a contemporary issue related to the theme of digital sustainability.
2. Successful students will integrate approaches to sustainability by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe and synthesize approaches or experiences as they apply to sustainability.	2.1 Students will create a personal digital inventory that will document the extent to which their media diet relies on digital tools and will return to this document to reflect on how their media habits are connected to larger questions of digital infrastructure and sustainability.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on	2.2 Throughout the semester, students will have multiple opportunities to reflect on their learning processes and

	prior experiences to respond to new and challenging contexts.	creative work through self- and peer-assessment. Major assignments (personal inventory, research presentation, and final project) will have peer-review and self-reflection activities built into the submission schedule.
3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.	3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.	3.1 Students will read arguments in the literature of sustainability (e.g. Bradley) and environmental rhetoric (e.g. Ross) as they relate to the production and distribution of media and the continuance of media culture.
	3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future.	3.2 Through reading multiple texts that describe the material foundations of media culture (e.g. Starosielski) and possible futures of unsustainable growth (e.g. Robinson), students will be able to describe how human activity has impacted the natural world and apply this knowledge to analyze and critique media production and distribution infrastructures.
	3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	3.3 Students will devise informed and meaningful responses to issues of media sustainability throughout the course in the context of class discussions and short in-class or homework assignments and will also craft a larger argument in their final research projects. In both shorter and longer assignments, students will build their arguments on course readings and appropriate additional research and frame those arguments by acknowledging and defending their own statements of values.

This class will also meet the ELOs for the Technology category of embedded literacy.

Technology Literacy

Goal	Expected Learning Outcomes	Related Course Content
<p>Goal 1: Successful students develop a critical appreciation of the relations between technologies and their contexts (social, cultural, and historical), and of the range of effects and consequences (legal, ethical, political) produced or enabled by particular technologies.</p>	<p>Successful students are able to ...</p> <p>1.1 Critically describe the relationships between technology and society in historical and cultural contexts.</p>	<p>In this course, students will ...</p> <p>1.1 Identify and critically describe the origins of the material resource needs, infrastructures, and supply chains of digital culture and their impact on society through an engagement with historical and contemporary readings on the material supports for digital culture.</p>
	<p>1.2 Recognize how technologies emerge and change.</p>	<p>1.2 Recognize how environmental and cultural changes are impacted by technological innovations and in turn influence the emergence of new technologies and digital culture through an analysis of the sustainability of a digital platform.</p>
	<p>1.3 Evaluate the social and ethical implications of technology.</p>	<p>1.3 Evaluate the social and ethical impacts of technologies on the environment and society through a research project that uses multi-media production tools to interrogate the impact of digital culture on culture and the environment.</p>

Staffing

John Jones and Scott Lloyd DeWitt are interested in teaching this class. GTAs could also teach this class.

Syllabus Status

John Jones is developing a sample syllabus for this class. It will be submitted for review after first round review.

Media Sustainability

English 3022, Semester Year

Time & Location: TT, 11:10–12:30, Denney 308

Instructor: John Jones, Associate Professor

Email: jones.6181@osu.edu

Office hours: Wednesday, 10a–12p, and

by appointment

Contents

Getting Started	1
About this Course	2
Goals and Learning Outcomes	3
Grading and Assignments	5
Schedule	6
Policies.....	7

Getting Started

About the instructor

Welcome to English 3022! My name is John Jones (he/him), and I will be your instructor in this course. I am an Associate Professor in the English Department where I am also the Director of Digital Media Studies. In my research and teaching, I explore the ways that technologies for reading and writing impact how people communicate. I'm fascinated by questions like: How is argument affected by the restraints of social platforms like Twitter? If someone starts to wear a fitness tracker, how does this change their behavior? You can read more about my teaching and research at my website, <http://johnmjones.org>.



Professor Jones

Contacting me

The best way to contact me is via email at jones.6181@osu.edu. Barring emergencies, I will respond to all emails within one business day; my responses may take longer on weekends and holidays.

My scheduled office hours are on Wednesday from 10–noon in 363 Denney or on Zoom. If you are not available at those times, you can email me to schedule an appointment for a different time. I am usually on campus from 9–3:30 Monday–Friday.

Please do not hesitate to send me a message or drop by my office whenever you have questions—I am here to help you succeed in the course, and I am happy to meet with you to address any concerns you might have.

Allergy notice: I eat tree nuts in my office; if you have allergies (or any other environmental concerns), please let me know and we can arrange to meet at a different location.

About this Course

Course description

Contemporary media culture is often figured as ephemeral. From images of bits floating in the air or discourse that contrasts the digital with the “real” world, the products of digital media are often seen as intangible data unmoored from physical reality. Of course, this perspective completely obscures the infrastructure that sustains our digital technology. From the factories that produce our devices and server farms that support cloud storage to the cable networks, cell towers, routers, and access points that undergird wireless communication, the virtual depends upon a vast physical infrastructure that takes a toll on the physical environment and requires constant maintenance.

This lecture course explores the sustainability of digital media infrastructure and its impact on the environment as well as the social and cultural effects of the web, analyzing the ecological impacts of producing and maintaining digital devices and the internet, the human cost of modern manufacturing practices, and the social and cultural upheavals caused by digital computing and networking. Starting with the history of the Internet as a Defense Department project responding to the need for robust communications in wartime conditions, the course will examine the resource and workforce demands necessary to maintain the digital status quo. Students will explore these questions within a rhetorical framework, examining the ecological rhetorics that critique (and sustain) digital infrastructures and technologies.

This course will provide students with a broad understanding of the history of the internet and internet culture along with theoretical and practical readings in sustainability and ecological rhetoric that will enable them to critique that culture and produce their own textual and multimodal responses to it. Together we will address questions like: Is digital culture sustainable from an ecological and economic perspective? What are the physical and social structures necessary for the maintenance of digital culture? What are the physical requirements of this culture—such as the mining of materials for batteries, the human cost of manufacturing, and the impact of e-waste—and their impact on individuals and the environment? By surfacing these frequently hidden impacts of digital technologies, students will better understand the physical toll taken by virtual tools and become better-informed participants in digital culture.

Required texts & materials

We will read texts and selections from texts such as:

- Ball, Matthew. 2020. "The Metaverse: What It Is, Where to Find it, and Who Will Build It." Last Modified Jan. 13. <https://www.matthewball.vc/all/themetaverse>.
- Blum, Andrew. 2012. *Tubes: A Journey to the Center of the Internet*. Ecco New York.
- Golumbia, David. 2016. *Politics of Bitcoin: Software as Right-Wing Extremism*: University of Minnesota Press.
- Robinson, Kim Stanley. 2020. *The Ministry for the Future: A Novel*: Orbit
- Starosielski, Nicole. 2015. *The Undersea Network*. Duke University Press.
- Journal articles and chapters available from the OSU Library

You will also need to have access to the following

- A portable USB drive for sharing documents and multimedia files

You should prepare a back-up plan in case technology mishaps occur. Regularly backup course files (you can do this with your portable USB drive or via your OSU Microsoft OneDrive account) and make sure that you will have access to your files and know how to access an alternate computer in case yours becomes unavailable.

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Goals and Learning Outcomes

General expectations and learning outcomes for all themes

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
 - Engage in critical and logical thinking about the topic or idea of sustainability. Students will engage in critical and logical thinking about the long-term environmental impacts of creating and maintaining digital technologies and media cultures

- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability. Students will craft arguments in multiple media (e.g. infographics, oral presentations) that respond to the material realities of the web the sustainability of digital platforms and cultures. Students will engage with and practice shorter arguments throughout the semester and will also prepare two major projects that build arguments about digital sustainability—a presentation that researches the environmental impact of a web platform and a final multi-modal project that researches and responds to a contemporary issue related to the theme of digital sustainability.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
 - Identify, describe, and synthesize approaches or experiences as they apply to sustainability. Students will create a personal digital inventory that will document the extent to which their media diet relies on digital tools and will return to this document to reflect on how their media habits are connected to larger questions of digital infrastructure and sustainability.
 - Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts. Throughout the semester, students will have multiple opportunities to reflect on their learning processes and creative work through self- and peer-assessment. Major assignments (personal inventory, research presentation, and final project) will have peer-review and self-reflection activities built into the submission schedule.

General expectations and learning outcomes for Sustainability

3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.
 - Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems. Students will read arguments in the literature of sustainability (e.g. Bradley) and environmental rhetoric (e.g. Ross) as they relate to the production and distribution of media and the continuance of media culture.
 - Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future. Through reading multiple texts that describe the material foundations of media culture (e.g. Starosielski) and possible futures of unsustainable growth (e.g. Robinson), students will be able to describe how human activity has impacted the natural world and apply this knowledge to analyze and critique media production and distribution infrastructures.
 - Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Students will devise informed and meaningful responses to issues of media sustainability throughout the course in the context of class discussions and short in-class or homework assignments and will also craft a larger argument in their final research projects. In both shorter and longer assignments, students will build their arguments on course readings and appropriate additional research and frame those arguments by acknowledging and defending their own statements of values.

Grading and Assignments

Grading

The following grade ranges will be used in the course. Qualitative descriptions of letter grades can be found in section 3335-8-21 of the OSU Trustees' University Faculty Rules.¹

A:	93–100	C+:	77–79	E:	0–59
A-:	90–92	C:	73–76		
B+:	87–89	C-:	70–72		
B:	83–86	D+:	67–69		
B-:	80–82	D:	60–66		

You will be graded on the following assignments

Quizzes	15%
Homework & discussion	15%
Personal digital inventory	20%
Web platform presentation	20%
Final project	30%

List of assignments and grade percentages

Complete assignment descriptions will be provided separately. Below are brief overviews of the major assignment categories for the course.

Quizzes

You will take three quizzes throughout the semester covering the readings and course discussion. All the quizzes will be open book and open notes, but you may not collaborate with your classmates on the quizzes. Quizzes will be taken outside of class on Carmen.

Homework & discussion

The course will rely heavily on class discussion and participation. Throughout the semester students will complete homework and in-class assignments related to readings and research projects. These assignments will largely consist of 5–10-minute writing sessions responding to questions or discussion prompts related to the readings which will be used as conversation-starters for course discussions. Students can expect to complete a short homework or in-class writing assignment every time a reading is assigned.

Personal digital inventory

Students will work individually to craft an infographic that quantifies their personal digital footprint by identifying the digital objects or tools that they rely on in a typical week and the cultural and environmental impact of those objects or tools. The infographic should be roughly the size of a single sheet of 8.5"x11" paper, include full citations for any referenced sources, and be accompanied by an accessible audio description. At the end of the semester, students will revise and resubmit this inventory to reflect changes in their thinking and habits of digital production and consumption in response to their learning in the course.

¹ <https://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html>

Web platform research project and presentation

Individually or in groups, students will research the environmental impact of a web platform and present their findings to the class. Students will explore the costs and sustainability of data storage, Internet traffic, and other particular features of the platform to estimate its impact and sustainability. The presentation will use the pecha kucha format, 20 slides shown for 20 seconds each, and will follow the best practices for accessible oral presentations (we will discuss these in class).

Final digital media project

Students will work individually or in groups to research an issue related to sustainability and digital culture and create a multimodal project that critically analyzes that issue by exploring the environmental and or human impact of digital culture. Students will choose medium and genre for the project, with the expectation that they will think carefully about the affordances of different modes (audio, video, text) and choose a medium that most effectively communicates the content of their argument. Final multimedia projects should be 5–7 minutes in length or the equivalent for projects where a time requirement does not apply.

Schedule

This schedule provides an overview of the course and the sequence of activities and assignments. **Full details about activities, readings, and assignments, along with specific due dates/times are available on Carmen.** Items on the schedule are subject to change with advance notification.

	POTENTIAL TOPICS/ READINGS	ASSIGNMENTS
WEEK 1	<p>Introduction</p> <ul style="list-style-type: none"> Selected readings from <i>The New Media Theory Reader</i>, Wardrip-Fruin and Montfort, Eds. 	
WEEK 2	<p>What is the Internet?, Introduction to infographics</p> <ul style="list-style-type: none"> Blum, <i>Tubes</i>, chs. 1–2. Edbauer, Jenny. 2005. "Unframing models of public distribution: From rhetorical situation to rhetorical ecologies." <i>Rhetoric Society Quarterly</i> 35 (4):5–24. Jones, J. (2015). "Information Graphics and Intuition: Heuristics as a Techne for Visualization." <i>Journal of Business and Technical Communication</i> 29(3): 284–313. 	
WEEK 3	<p>What is Sustainability?</p> <ul style="list-style-type: none"> Bradley, Kevin. 2007. "Defining digital sustainability." <i>Library Trends</i> 56 (1):148-163. O'Connor, Martin. 2006. "The "Four Spheres" framework for sustainability." <i>Ecological complexity</i> 3 (4):285-292. 	Draft of Personal digital inventory infographic due
WEEK 4	<p>Internet infrastructures: Cables to clouds</p> <ul style="list-style-type: none"> Blum, <i>Tubes</i>, chs. 3–4. Ross, Derek G. 2013. "Common topics and commonplaces of environmental rhetoric." <i>Written Communication</i> 30 (1):91–131. 	Quiz 1

	POTENTIAL TOPICS/ READINGS	ASSIGNMENTS
WEEK 5	<ul style="list-style-type: none"> • Selections from Marinescu, Dan C. 2017. <i>Cloud computing: theory and practice</i>. 2nd ed: Morgan Kaufmann. 	Personal digital inventory due
WEEK 6	<ul style="list-style-type: none"> • Blum, <i>Tubes</i>, ch. 5–6 	Form research groups
WEEK 7	<ul style="list-style-type: none"> • Starosielski, <i>Undersea Network</i>, introduction and ch. 1 • Blum, <i>Tubes</i>, chs. 7, epilogue. 	
WEEK 8	<ul style="list-style-type: none"> • Starosielski, <i>Undersea Network</i>, chs. 2–3 • Selections from Osburg, Thomas, and Christiane Lohmann. 2017. <i>Sustainability in a digital world</i>: Springer. <p>Research presentation workshop</p> <ul style="list-style-type: none"> • Selections from Tufte, <i>The Cognitive Style of PowerPoint</i> 	Quiz 2 Research presentation peer review
WEEK 9	<ul style="list-style-type: none"> • Starosielski, <i>Undersea Network</i>, ch. 4–5 	Research project presentations
WEEK 10	<ul style="list-style-type: none"> • Starosielski, <i>Undersea Network</i>, ch. 6, conclusion 	
WEEK 11	<p>Future of the internet: Blockchain and Metaverse</p> <ul style="list-style-type: none"> • 2021. "Ethereum Energy Consumption Index." https://digiconomist.net/ethereum-energy-consumption/. • Selections from Golumbia, David. 2016. <i>Politics of Bitcoin: Software as Right-Wing Extremism</i>: University of Minnesota Press. 	Annotated bibliography for final project
WEEK 12	<ul style="list-style-type: none"> • Selections from Robinson, Kim Stanley. 2020. <i>The Ministry for the Future: A Novel</i>: Orbit. • Selections from Ball, Matthew. 2020. "The Metaverse: What It Is, Where to Find it, and Who Will Build It." Last Modified Jan. 13. https://www.matthewball.vc/all/themetaverse. 	Quiz 3
WEEK 13	<ul style="list-style-type: none"> • Selections from Ball, Matthew. 2021. "The Metaverse Primer." Last Modified June 29. https://www.matthewball.vc/all/themetaverse. 	Rough cut of final project due for peer evaluation
WEEK 14	Course wrap up: Our personal digital impact.	Revised Personal Digital Inventories due
WEEK 15	Final project showcase	
FINALS WEEK		Final projects due

Policies

Course communication

Emails and announcements

I will contact students in the course in two primary ways. I will initiate official communication via email to the class or individual students via my OSU email account, and I will send these messages to your OSU email address. For information about changes to the course site (like updates to the syllabus) I will use Carmen's Announcements tool. In order to make sure you don't miss important information **you should regularly check your OSU email accounts and Carmen.**

My tendency in course communication initiated by students is to respond in the medium in which the message was sent. For example, if you ask me a question in an email, I will email you back; etc.

I do my best to respond to messages within 24 hours during the work week (M–F); on the weekends and during breaks my responses may take longer.

Zoom

I will be available on Zoom during office hours. **You are not required to turn your camera on for Zoom chats**, so don't feel obligated to do so. I recognize that not all of us are comfortable inviting everyone into our living spaces and even when we are, we sometimes just aren't ready to meet the world that way. While I would love to see your face, it's okay to have your camera turned off for Zooms or to exclude yourself or your living space from Zoom conversations. In the same way, if you have your camera on but need to turn it off temporarily, feel free to do so.

Late work

There are no penalties for late work in this course. There are, however, a number of reasons why you should try to submit projects when they are due. The readings and assignments are sequenced to build on each other so getting out of sequence could make it more difficult to complete future projects. Additionally, I generally provide feedback on your work within one calendar week of submission. For projects that are turned in late, my feedback on your work will be less comprehensive than it otherwise would be and will likely take longer to get to you.

While there are no specific late penalties in the course, late responses for projects like homework, peer review responses, or other time-sensitive projects will receive a lower grade (or sometimes no credit) if they are turned in when they are no longer relevant.

Unless you have made prior arrangements with me, I will not be able to accept any late work after 11:59 pm on Tuesday, 12/14.

Attendance

This course is designed to be a participatory learning experience. We will frequently engage in workshops and other in-class learning activities designed to teach skills that students will be expected to develop incrementally over the course of the semester.

For these reasons, it is important that you regularly participate in the course. Participation in class can take different forms for different people. However, some participatory behaviors hold true for everyone.

First, you cannot participate if you do not attend class or if you regularly show up late. For these reasons, course attendance is a necessary prerequisite for participation. Attending class, however, does not equal participation; it is possible to be in every class meeting without engaging with or contributing to the learning that occurs in class.

Second, it will be impossible for you to participate in course learning if you come to class unprepared or leave class with no record of our discussions or activities.

You can prepare in the following ways:

- Complete assigned readings and homework before each class meeting.
- Be able to access all course materials during each class. This includes course texts, such as the textbook and any additional readings; your notes; homework; assignment files and research sources; notes from previous meetings, and any other relevant materials.
- Take notes during all course discussions and activities.

- Actively engage with your classmates and myself during all discussion, peer-review, workshopping, or proposal meeting sessions, giving your full attention to discussions and taking notes (as appropriate).

All of these activities allow you to engage with and make the most of your learning experience in the course, and, consequently, improve the course experience for everyone.

While preparation times may vary depending on our weekly schedule, you should generally plan to spend 6 hours a week—or, 2 hours for every hour of class time—working on course assignments and preparing for class meetings.

Absence policy

As is common in professional settings, if you find that an unavoidable conflict prevents you from attending class or being on time, you should discuss this conflict with me prior to the absence (if possible). Otherwise, you should contact me about any absence as soon as you are able to do so.

Students in the course have can have (2) unexcused absences with no penalty. Examples of excused absences include absences for illness or university-sponsored events. If you have questions about whether an absence is excusable, please contact me to discuss them. If you find that you must regularly miss the course for a recurring event, you may consider replacing the course with another that better fits your schedule.

If you have three (3) unexcused absences, your final grade may be lowered by one letter grade (10%). For each unexcused absence over four, your course grade may be lowered by a one third of a letter grade (3.34%). This is in addition to any other penalties for missed or late assignments.

If you miss 9 or more class meetings you can expect to fail the course unless you have made arrangements with me.

Additionally:

- If you arrive to class more than 5 minutes after it begins or leave class more than 5 minutes before it is dismissed, you may be counted late.
- If you come to class unprepared on the day of a peer-review session, conference session, or workshop—for example, if you don't bring a copy of your project when you are required to or are in any other way unprepared to workshop or discuss your project—you may be counted absent.

You should keep a record of your absences (along with documentation for excused absences) in case there is a discrepancy between our records.

Class cancellation policy

In the event of class cancellation due to an emergency, I will contact you via e-mail and request that classroom services place a note on the door of our classroom to indicate class has been cancelled.

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.

Using technologies in class

In general, most technology is welcome in class as long as it is used to aid student learning. Technologies that do not serve this purpose, or that are involved in actively distracting you or your classmates from learning—for example, by playing videos or browsing web content not related to the course—are not welcome, and I reserve the right to restrict the use of these technologies in class.

You are welcome to use the computers in the lab for activities that are relevant to classroom tasks; you are also welcome to bring your own devices for these purposes.

There may be some occasions, however, when I will ask you to turn off all computers and other devices for a period of time.

Plagiarism & academic integrity

Please do not cheat or plagiarize in this course.

In this course we will work with research and other materials created by others, and it is your responsibility to acknowledge when you borrow from or build on that work in your projects.

Cheating and plagiarism are rarely worth the effort, and the consequences for academic dishonesty can be quite dire. Here's some legalese from the Office of Academic Affairs (<https://oaa.osu.edu/academic-integrity-and-misconduct>):

“Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct [link below], and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute ‘Academic Misconduct.’”

It goes on:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/csc/>.”

In all cases, **if you have any questions** about your use of sources and citations or any other activity that might be interpreted as an attempt at academic dishonesty, please **contact me before submitting the project** to discuss the matter. *Many cases of potential plagiarism are easily addressed by careful citation practices.*

Work visibility

Due to the nature of the course, you will be sharing your work with your fellow classmates as part of class discussions and peer review sessions. By taking this course, you are indicating that you accept these requirements. **If you have any questions or concerns about this policy please contact me immediately.**

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

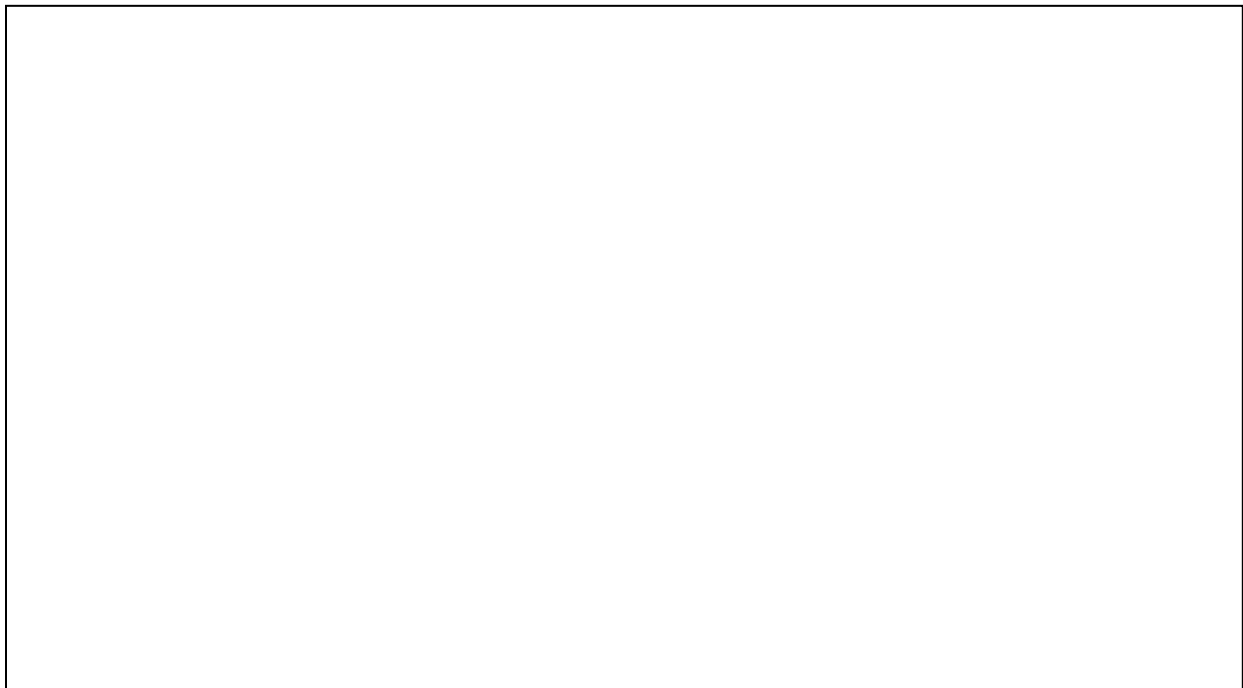
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)