UNIVERSITY OF SOUTH FLORIDA

COLLEGE OF ARTS & SCIENCES

First-Year Composition Program
ENC 1102 Distance Learning Instructor Course Narrative
Spring 2010

Overview

The Distance Learning sections of ENC 1102 emphasize argument, research, style, and new media. Students will become familiar with new tools of expression and will develop skills that complement a traditional rhetorical education.

This class is designed to enrich students in three different dimensions:

1. Development of an ethical perspective, and expressing that perspective through language and action
2. Concern for contemporary social and cultural issues, and the ability to develop mature and thoughtful opinions concerning the political, religious, and scientific challenges of our era
3. Awareness of the importance of traditional textual expression as well as the unique modes of communication offered by new media, and an understanding of the various ways these new tools both conform to and extend our notion of a social order

Students will be encouraged to identify issues important to them personally and as members of social groups, and to develop projects that attempt to present or clarify these issues or to identify and recommend resolutions.

Course Delivery Method

Blackboard will be used extensively during the first three weeks, and will then be superseded by individual *SharePoint* sub-sites established for each ENC 1102 section. The SharePoint class sub-sites will be customized to facilitate course management, with areas for shared class documents, announcements and assigned tasks, class discussion, and other elements necessary for conducting an efficient and effective class environment.

Students also will become familiar with *USF's Google Docs* interface early in the semester, and this tool will be useful for document management, peer review, and scheduling throughout the semester.

Distance Learning Technology

This course either employs or teaches 18 of the top 20 learning tools identified by the Centre for Learning and Performance Technologies at http://www.c4lpt.co.uk/recommended/top100.html. These tools are del.icio.us, Firefox, Google Search, PowerPoint, Blogger, Audacity, Wikipedia, Gmail, Google Docs, flickr, Slideshare, Ning, twitter, and Wikispaces.

Instructor Resources Site
The SharePoint site will have a separate, password-protected *Instructor Resources* sub-site as well as a discussion database established to allow instructor interaction and collaboration.

Student SharePoint Wiki
Students will work within a SharePoint wiki and will link their draft and final projects to the wiki for preliminary instructor feedback and final grading.

Weekly Assignments
As the syllabus is only a recommended course schedule, instructors will post weekly assignments either on Blackboard's or on SharePoint's Announcements space. Assignments should be available to students no later than Sunday at midnight for the upcoming week. Students should be discouraged from "working ahead" using the syllabus as an assignment source.

Readings and Tutorials
Readings and tutorials will be available on the web and links will be provided on the Instructor Resources sub-site.

Students will not be required to buy a text for this online course.

Student Requirements
Aside from the standard computer skills required for all USF students, members of this class must agree to download trial versions of specified software and must be familiar with uninstall procedures.

Major Projects
Three major projects will emphasize the development of critical reading, research, and persuasive writing skills in accordance with course outcomes and USF's General Education Policy. Students will share their project outlines and annotated bibliographies with a group of peers using Google Docs, and later will post a preliminary version of the project for one further peer evaluation. Each project will be reviewed by the instructor at least three times before a final version is posted for grading on the student's SharePoint Wiki site.

The major projects each semester will be based upon three of the seven core literacies identified as course tracks, and each project should express an ethical as well as a persuasive context. Any given semester further may consist of a different set of projects based upon a new selection of core literacies. For the fall 2008 semester pilot of this curriculum project, selected core literacies are

1. Basic Language Literacy
2. Political Literacy
3. Visual Literacy

Models for these three standard projects will be available on the Instructor Resources SharePoint site, and instructors will have the opportunity to develop alternative projects during the week of Instructor Orientation.

Statement of Intent
Each major project will be accompanied by a *statement of intent*, a formal written explanation of exactly how the student's essay fulfils the requirements of the assignment. This written complement will be at least 250 words long.

Works Cited and Annotated Bibliography
All major projects will be accompanied by a Works Cited and Annotated Bibliography in MLA format.

Peer Review
Students will be assigned to a specific **peer review team** for each major project, and in order to provide the most diverse input, this team will be comprised of different set of classmates for each project. Instructors will make team assignments prior to the beginning of the project, and students will share their work with the peer review team through USF's Google Docs.

Collaboration
Students will collaborate on two separate projects. The first will be a Google Docs statement of the elements of peer review, completed early in the semester, and the second will be an ongoing project in SharePoint intended to define the persuasive rhetorical process and to contribute to course resources with links to important articles and web sites. Collaboration contribution will be reported by each student through a **collaboration diary** maintained on the student's wiki.

Short Technology Projects
Each semester will include two brief technology projects as part of the curriculum. During the Fall 2008 Semester pilot, these projects will be

1. Podcast
2. PowerPoint/Impress/Keynote Presentation

The podcast will be assigned early in the course and will be predicated on exploring issues of rhetoric and style; the presentation will be assigned at the end of the semester and will provide an opportunity for the student to reflect on the course and assess adherence to the intended educational outcomes.

Brief Weekly Projects
Each week students will be assigned shorter projects intended to acquaint them with new tools and technologies. They may be asked to research and compare three different e-Book readers, for example, and then to post their evaluation, along with some idea of how this tool might enhance their own learning or their ability to communicate effectively with others. The goals of these shorter projects will not be to gain extensive knowledge of a new media resource, but to encourage a broader notion of available tools.

Class Discussions
Students will be required to participate in two different discussion forums:

1. Class discussion of short projects and course readings using the *discussion forums* maintained in Blackboard and the class SharePoint sites. This activity will promote discussion of issues particularly relevant to the course. After the first few weeks, we will emphasize involvement in the SharePoint discussion forum.

2. Public writing on an individual *blog* set up through one of the popular blogging services, such as Blogger, BlogSpot, WordPress, or Aeonity. This activity will encourage students to develop a public voice and to continue blogging throughout their academic career and beyond. Students will be required to post a link to their public blog for instructor access.

Students will be required to post to the discussion forums and to the blogs each week. Instructors will be provided with sample class discussions for each topic, but of course are welcome to develop topics more relevant to their own class approach.

Continued Involvement with Online Spaces
This class will encourage students to remain involved with online communities after semester's end. By establishing a public blog early in the semester, students will become accustomed to regular blogging, and by establishing a wiki during the last week of class, students will be motivated to continue employing the wiki skills gained during class.

Course Structure
The course is divided into seven essential elements of literacy, forming "tracks" or "blocks" of discussions and assignments:

1. *Language Literacy* (two weeks) – exploration of traditional notions of literacy and the new media tools promoting expression in traditional forms. Students will become acquainted with Google Docs and look at ways traditional print is represented in electronic form. Short projects will involve a comparison of e-book readers and class discussion will be based on relevant syllabus readings.
2. *Information Literacy* (two weeks) – review of basic documentation and citation skills, along with a thorough involvement with RefWorks. Students will explore standard browser and search utilities, and will become acquainted with basic copyright issues. Students will also become familiar with resources available to students in online classes through the USF Library Distance Learner's FAQ.
3. *Visual Literacy* (two weeks) – investigation of visual rhetoric and the importance of understanding graphics in communication. Students will study the manipulation and implications of photographs and artwork as well as the development and interpretation of films, videos, and comics. Short projects will involve a look at presentation software such as MS PowerPoint and OpenOffice Impress, and an investigation of online video capture utilities and photo sharing sites such as flickr . Discussions will be based upon student evaluation of these technologies, along with an interpretation of short films such as Bruce Webb's "Rare Books and Manuscripts," available on MySpace and Sophia Coppola's "Lick the Star," available on YouTube.
4. *Political Literacy* (one week) – investigation of political issues and the rhetoric of political campaigns. Students will review and discuss political blogs, analyze candidate speeches, and examine the current status of the reporting media. The PolitiFact website, maintained by The St. Petersburg Times and CQ, will provide timely resources for class projects and discussions.
5. *Social and Cultural Literacy* (two weeks) – exploration of online social groups and community resources such as Twitter and Ning. Readings will include selections on cultural diversity and building online communities.
6. *Mathematical and Scientific Literacy* (one week) – review of current mathematical and scientific achievements and theories and their relevancy to the individual and society. SharePoint discussions will be based upon readings concerning global warming and the energy crisis. Students will learn proper methods of writing prose for web delivery, and will have a look at

some readily-available spreadsheet utilities for maintaining personal information and financial data.

7. *Spatial Literacy* (one week) – examination of media and tools describing our physical environment, including online maps and GPS systems. A short project will allow students to create an online map with PlaniGlobe.

These seven blocks of literacy will be supported by

8. *The Ethical Complement* (one week) – an investigation of the ethical dimensions of both traditional written expression and new media development. Discussion will be based upon relevant readings from the syllabus, and students also will explore the changing notions of appropriation and fair use in popular culture.

Students will be encouraged to discover and explore innovative tools for promoting and expressing each of these literacies in a persuasive, informative, and ethical manner.

Instructor Resources

Articles

Blair, Leslie. "Teaching Composition Online: No Longer the Second-Best Choice." Kairos: A Journal for Teachers of Writing and Webbed Environments 8.2 (2003 Fall-2004 Spring 2003).

Boynton, Linda. "When the Class Bell Stops Ringing: The Achievements and Challenges of Teaching Online First-Year Composition." Teaching English in the Two-Year College 29.3 (Mar. 2002): 298-311.

Cassorla, Leah, Beth Hewett, and Cheryl Ball. "The Intersections of Online Writing Spaces, Rhetorical Theory, and the Composition Classroom." Kairos: A Journal for Teachers of Writing and Webbed Environments 10.1 (Fall 2005).

Charles, Cristie Cowles. "Why We Need More Assessment of Online Composition Courses: A Brief History." Kairos: A Journal for Teachers of Writing and Webbed Environments 7.3 (Fall 2002).

Hanson, Linda K. "Advanced Composition Online: Pedagogical Intersections of Composition and Literature." The Online Writing Classroom. 207-242. Cresskill, NJ: Hampton, 2000.

Kollmeier, Harold H., and Kathleen Henderson Staudt. "Composition Students Online: Database Searching in the Undergraduate Research Paper Course." Computers and the Humanities 21.3 (July 1987): 147-155.

Regan, Alison E., and John D. Zuern. "Community-Service Learning and Computer-Mediated Advanced Composition: The Going to Class, Getting Online, and Giving Back Project." Computers and Composition: An International Journal for Teachers of Writing 17.2 (2000): 177-195.

Reinheimer, David A. "Teaching Composition Online: Whose Side Is Time On?" Computers and Composition: An International Journal for Teachers of Writing 22.4 (2005): 459-470.

Vie, Stephanie. "Digital Divide 2.0: 'Generation M' and Online Social Networking Sites in the Composition Classroom." <u>Computers and Composition: An International Journal for Teachers of Writing</u> 25.1 (2008): 9-23.

Books

Bolter, Jay David and Richard Grusin. <u>Remediation: Understanding New Media</u>. Cambridge: MIT, 2000.

Bruce, Bertram C., ed. <u>Literacy in the Information Age: Inquiries into Meaning Making with New Technologies</u>. Newark, DE: Reading, 2003.

Rice, Jeff. <u>The Rhetoric of Cool: Composition Studies and New Media</u>. Carbondale: Southern Illinois UP, 2007.

Sirc, Geoffrey. <u>English Composition as a Happening</u>. Logan: Utah State UP, 2002.

Snyder, Ilana, ed. Silicon <u>Literacies: Communication, Innovation and Education in the Electronic Age</u>. London: Routledge, 2002.

Tyner, Kathleen. <u>Literacy in a Digital World: Teaching and Learning in the Age of Information</u>. Mahwah, NJ: Erlbaum, 1998.

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. <u>Writing New Media: Theory and Applications for Expanding the Teaching of Composition.</u> Logan, UT: Utah State UP, 2004.

Online Resources

Why Distance Learning?
The Overflowing Composition Classroom
Inside Higher Ed
March 27, 2007
http://www.insidehighered.com/news/2007/03/27/workload

Commenting on Electronically-Delivered Essays
"Using Microsoft Word Tools to Comment on Student Essays"
http://cai.ucdavis.edu/caihandouts/writingwithmword.html

Add Voice Comments to Your Word 2007 Documents
Tech Republic
http://blogs.techrepublic.com.com/msoffice/?p=439

Add Voice Comments to Your Document (Word 2002)
Windows Fanatics
http://www.lockergnome.com/windows/2006/08/01/add-voice-comments-to-your-document-word-2002/

Adding Standard Comment Stamps in Word
Learning for 2020
http://2020learning.blogspot.com/2005/05/comment-tools-for-essay-grading.html

Grading
Grading with Google Docs
Blog by Sicheii Yazhi
http://blog.erichoefler.com/2007/10/29/grading-with-google-docs/

Grading Papers the Electronic Way
The Maricopa Experience, Blog by Dr. Alisa Cooper
http://maricopatech.blogspot.com/2007/08/grading-papers-electronic-way.html
and
How to Create Macros and Use the Grading Toolbar in MS Word
Screencast by Dr. Alisa Cooper
http://www.screencast.com/users/Dr.Coop/folders/Jing/media/88f6a9c2-d35d-4cb7-b59f-ff319a6c4f52

Podcasting
Podcasting in Education: A Perspective from Bryn Mawr College
February 8, 2007
http://www.academiccommons.org/commons/essay/blankenship-podcasting

Wikis as Learning Tools
Four Letter Words: How Wiki and Edit are Making the Internet a Better Learning Tool
Stewart Mader
http://www.wikiineducation.com/display/ikiw/Four+Letter+Words+-
+How+wiki+and+edit+are+making+the+Internet+a+better+teaching+tool

Open Source and Academia
Laurie Taylor and Brendan Riley, Open Source and Academia: How Composition Benefits from the Open
Source Model
http://www.bgsu.edu/cconline/tayloriley/pedagogy_benefits.html

An Instructor's Wish List
For Student Essays, an Automated Grader
New York Times
September 4, 2003
http://query.nytimes.com/gst/fullpage.html?res=9D0DE6D71038F937A3575AC0A9659C8B63

E-text reader for collaboration on textbooks
http://sourceforge.net/projects/etextreader/

Seam
http://sourceforge.net/projects/seam/