



UNIVERSITY OF
SOUTH FLORIDA

COLLEGE OF ARTS & SCIENCES

ENC 1102: Composition II
Distance Learning SEC XXX
Course Syllabus

Department and Reference #: ENG XXXX
Semester: Spring 2010

Instructor:

Office:

Office Hours:

Virtual Office Online Meeting Available by Request; Other hours by appointment

Email:

Website:

First-Year Composition Website: <http://www.collegewriting.us>

Course Webpage:

Course Description

Distance Learning sections of ENC 1102 emphasize argument, research, style, and new media. Through its emphasis on thinking rhetorically, providing evidence for assertions, creative thinking, and writing as a process, ENC 1102 will prepare you for argument and research-based writing in academic settings. You also will become familiar with web-based technology and software intended to facilitate communication through new media, such as podcasts, videos, blogs, and wikis. Students will compose multiple drafts of major writing projects, respond to peers' drafts, develop their research skills, and improve their ability to revise and edit both print and multi-media projects. This course further engages students in writing as social action then invites students to think rhetorically about some of the "perspectives" of [USF's General Education Plan](#) at <http://www.ugs.usf.edu/gec/fklcc.htm>.

Students write

- three major projects (1250 words), each requiring a Works Cited page, an Annotated Bibliography as well as a separate statement outlining exactly how the paper addresses and fulfills the assignment
- one or more weekly informal Blackboard or SharePoint discussion posts related to assigned readings, projects, or technologies
- one or more weekly informal public blog post, at the discretion of the instructor
- one self-assessment, at the beginning of the semester, related to current writing and technology skills

- one final PowerPoint/Impress/Keynote presentation, at the end of the semester, that summarizes what they have learned about argument, persuasion, rhetorical principles, and new media

Students also

- research tools and technology facilitating written, oral, and new media communication, and share that research with the class in a discussion forum
- complete one podcast related to rhetoric or technology
- complete one PowerPoint/Impress/Keynote presentation and post that presentation for class review

Major Project Revision and Peer Review

Good writing normally requires substantial collaboration, reflection and revision. Students therefore will receive feedback on each of the major projects at least three times by their instructor and at least once by their peers. After each feedback cycle, students will revise their work based upon instructor and peer suggestions and on their own subsequent reflection.

Online Format

This section of ENC 1102 Online is predicated on the assumption that literacy in the twenty-first century is measured by an individual's ability to communicate and conduct research in both traditional print-based formats and in a variety of electronic and web-based media, including e-mail, Internet searches and navigation of online databases, web-based educational and collaborative tools, and other communication media emerging in today's global society. While online classes offer attractive advantages in terms of time management and eliminate transportation concerns usually associated with the traditional classroom, you should not consider these advantages as the primary reason for taking this course. Our work will be rigorous and unique in structure, form, and content, and writing projects go beyond the traditional "student or professor as audience" and challenge authors to write for a much broader readership, particularly readers of various online, internet communities. Ultimately, this course will prepare you to analyze and participate in the creation of new online writing genres--to read, interpret and write in the multiple literacies life requires today in both academic and workplace environments.

Please review the resources below to determine if this class is right for you:

- [Are distance learning courses right for me?](#)
- [Online learning.net self assessment](#)
- [Self evaluation](#)
- [What makes a successful online student?](#)

If you have any concerns after reviewing these self-assessment resources, be sure to contact your instructor prior to the semester deadline for dropping classes.

Technology/Tools Requirement

Please be aware of USF's Technology Policy. As mentioned in the Policy, *"Students who come to the University without necessary computer skills are provided access to numerous free computer training classes. Training in various software applications and web languages is offered throughout the year,*

including the summer session. Students may find information about these valuable computer training opportunities at <http://www.acomp.usf.edu/training.html>

Students enrolled in a distance learning class at University of South Florida should already have basic computer skills and access to a computer for class assignments. You should be familiar with Blackboard or agree to become familiar with Blackboard during the first few weeks of class, and you must be prepared to collaborate with classmates and with the instructor using the designated SharePoint site for your course section. You must also be willing to communicate with the instructor using your USF email account, and you must regularly check your USF email throughout the semester for important notices related to the class. *Your emails must clearly include your full name, along with the course number and section.*

Students also will be required to explore the features and functionality of web-based applications as well as software facilitating the communication process, and therefore you must be familiar with the procedures necessary to download trial software, install that software on your computer, and then uninstall that software when projects are complete. All trial software used during the course will be reviewed in advance by your instructor and other faculty members of the FYC program, and every attempt will be made to insure that required downloads do not compromise the integrity or security of your computer.

USF Net ID

Access to USF email and to Blackboard and SharePoint is managed through your USF NetID. Students who do not already have a USF NetID may obtain one by visiting the [Academic Computing Net ID Sign Up Page](https://una.acomp.usf.edu/) at <https://una.acomp.usf.edu/>. Please alert your instructor if you are unable to obtain a USF NetID or are unsure about meeting this computer skills and access requirement.

Required Texts

This distance learning class does not require a textbook purchase. Instead, we will read and respond to a variety of essays, articles, blogs, tutorials, and research material available both through the USF Library's extensive subscription databases and on the web.

Weekly Assignment Announcements

Weekly task assignments for all major projects and activities will be available on Blackboard and/or your class SharePoint site no later than 12:01 am Monday morning for all work due in a given week.

Unless otherwise specified, due dates for all ENC 1102 Online assignments will be Sunday night at 11:59 pm for all work assigned in the preceding seven days. (Example: assignments made during Week 1, from Monday, August 25, 2008 until Sunday, August 31, 2008, will be due at 11:59 pm on Sunday, August 31, 2008).

Course Outcomes

Course Outcomes for ENC 1102 Online are adapted from [College Writing Online](#), the WPA Outcomes Statement, and the information literacy standards for higher education developed by the Association of College and Research Libraries and USF Libraries. References to Objectives A through E in the course outcomes linked below unite USF's [General Education Objectives](#) with student outcomes in the FYC program. A full statement of course outcomes is available on the USF First Year Composition site at <http://collegewriting.usf.edu/1102/1102Outcomes.aspx>

Major Projects and Assignments

The table below provides links to the major course projects and activities and the proposed weeks assigned to each. Individual instructors may make revisions to this schedule in order to improve learning outcomes, and all instructors reserve the right to adjust grade distribution to account for special activities unique to a given course section.

Instructor: Insert links here for the specific projects you've selected for this class

Project 1 – Language and Ethics
 Project 2 – Political Literacy
 Project 3 – Visual Literacy

The following percentages will be used to determine your final grade:

Self-Assessment & Peer Reviews

Self-Assessment	2%
Major Project Peer Reviews	13%

Short Technology Projects

#1 - Podcast	5%
#2 – PowerPoint/Impress/Keynote	5%

Discussion Forums & Blogs

Discussion Forums	20%
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Major Projects

#1 – Language and Ethics	15%
#2 – Political Literacy	20%
#3 – Visual Literacy	20%

Total	100%
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Grading

Using your USF Net ID, you will be able to access your grades on Blackboard throughout the semester.

Your instructor may grade you on a 1 to 100% basis or a letter grade basis. The [Blackboard Grading](#) rubric will be used for the mathematical breakdown on a 100 point scale to a letter grade scale.

Letter grades, including plus and minus grades, will be given on major writing projects. To determine final grades, the individual grades will be converted to points according to the Grade Point Average grading system as follows":

A+ (97-100) 4.00	B+ (87-89.9) 3.33	C+ (77-79.9) 2.33	D+ (67-69.9) 1.33
A (94-96.9) 4.00	B (84-86.9) 3.00	C (74-76.9) 2.00	D (64-66.9) 1.00
A- (90-93.9) 3.67	B- (80-83.9) 2.67	C- (70-73.9) 1.67	D- (60-63.9) 0.67

For final grades, averages within the range between these points will go to the higher grade (e.g., 3.68-4.0 = "A"; 3.01-3.33 = "B+"; etc.). A final grade of C- satisfies specified minimum requirements for Gordon Rule and Composition. Student exemptions for the writing portion of CLAST require a 2.5 combined GPA in Composition I & II.

Incomplete Grade Policy

The grade of "I" (Incomplete) will be given for only very compelling reasons. Assigning a student the grade of "I" for Composition I or II must be approved by the instructor and the Director of Composition. For more information, refer to the USF Undergraduate Catalog's "I" Grade Policy:

<http://www.ugs.usf.edu/catalogs/0607/gradetc.htm#i>

Grade Grievance Policy

The English Department follows the CAS Grade Grievance Policy outlined at <http://www.ugs.usf.edu/catalogs/0607/arcsagp.htm>. Following Step III A, the student should submit the statement of the particulars to the Director of Composition. Other copies should be distributed as outlined in the Undergraduate Catalog. In addition, the student should submit his or her writing portfolio to the Director of Composition.

Archiving

As a student in this distance learning section of ENC 1102, you are required to submit electronic copies of your work both to Blackboard and to the SharePoint site for your class section as specifically identified in each assignment. In this manner your work will be archived automatically by the very nature of the submission process. However, each student is responsible for ensuring access to all assignments completed for the course, and consequently you should maintain a separate archive of your work on a diskette, CD, flash drive, website, or in printed format. Part of a process-driven writing class is seeing how your writing evolves from draft to draft as well as over the course of the semester. As a result, you may be required to submit all drafts, peer reviews, relevant class notes and research (including copies of all paraphrased and cited sources) along with the final draft.

If you have questions regarding the grade for an English Composition class, you will be asked to produce all the written work completed during the semester.

Plagiarism and Academic Honesty

Plagiarism includes the use of a quotation, that is, the exact words of a text (interview, lecture, periodical, book, or website) without quotation marks and documentation; the paraphrasing of ideas or passages from a text without documentation; the inclusion from a text of information not generally known to the general public without documentation; and the following of the structure or style of a secondary source without documentation.

View USF's Policy on Plagiarism from the Undergraduate Catalog:

<http://www.ugs.usf.edu/catalogs/0607/adadap.htm>.

Plagiarism is a problem at USF, as well as at other universities, and therefore you will be asked to review [Avoiding Plagiarism](#). After reading this page, you will be required to agree to USF policies related to plagiarism through the Classroom Policies and Syllabus Agreement outlined below. Your instructor also may ask you to complete a quiz on MLA Documentation or to complete exercises related to academic ethics and plagiarism.

Attendance Policy

This class meets exclusively online, but you will be expected to express course attendance by completing weekly assignments and participating in other scheduled course activities during the week each learning event is scheduled.

Students must affirm course participation by communicating with the instructor no later than Wednesday of the first week of classes. Students who fail to acknowledge class participation by that time will be dropped from the class. This requirement will be part of our first regular assignment.

Student Conduct Policy

In online group work, collaboration, and discussion, please deport yourself in a cooperative and orderly manner.

- Online communications with your instructor or your colleagues on class assignments should not make use of Internet “shorthand”
- Make sure that you edit online communications carefully for tone as well as for grammar, style, and spelling
- Posting deliberately inflammatory material to discussion forums, blogs, wikis, or in emails is unacceptable. Derogatory comments about the subject matter of the course are inappropriate and reflect poorly on the poster

The Department of English First Year Composition Program strives to make the course as interesting as possible for everyone, and we welcome any constructive suggestions for improvement that are written in a respectful tone.

If any behaviors interfere with instruction, your instructor will then follow policies outlined in the [USF Handbook](#).

Disruption of Academic Process

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. If we all work hard to treat each other respectfully, we will find ourselves in a wonderfully positive learning environment. You'll come away with a rich educational experience, and your teachers will be delighted to have had you as a student.

Disability Accommodations

Any student with a disability should be encouraged to meet with or otherwise contact the instructor privately during the first week of class to discuss accommodations. See Student Responsibilities: <http://www.sds.usf.edu/Students.htm>. Each student must submit to the instructor a current **Memorandum of Accommodations** from the Office of Student Disability Services, and submitting this Memorandum is prerequisite for receiving accommodations. All course documents are available in

alternate format if requested in the student's **Memorandum of Accommodations**. See faculty responsibilities: <http://www.sds.usf.edu/faculty.htm>.

Religious Observances

Students who anticipate the necessity of being unable to complete a scheduled assignment by the due date because of the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of class. Given the flexibility of an online class, missing a due date because of a major religious observance should be extremely rare. Be prepared to provide credible documentation for this situation.

Instructor Conferences

Your instructor normally will be available to discuss your work privately either in the office, by telephone, or by internet conference.

Missing a scheduled conference with your instructor, whether by telephone, online, or in-office, may result in a grade penalty at the discretion of the instructor.

Assignment Deadlines

Assignments are due on the dates indicated on this syllabus or by the alternate date announced on the Blackboard and/or SharePoint site for this class section. No late assignments will be accepted without a compelling reason for an individual extension. Your instructor may accept late projects or discussion posts, but normally late work will be penalized. For each day that the project is late, one-third grade will be deducted from the final grade for the project or discussion. Therefore, a project normally earning a "B" will receive a "B-" if it is one day late, a "C+" if it is two days late, and so on until a grade of "F" finally is assigned.

It is the student's responsibility to contact the instructor regarding information about missed work. If a student does not participate in assigned work during a given week, communication with the instructor is particularly vital.

Classroom Policies and Syllabus Agreement

You will be asked to post a formal statement of agreement to the terms and conditions of this syllabus in a designated Blackboard discussion forum during the first week of class. This discussion post is mandatory if you wish to remain enrolled in the course. Students who do not post a formal agreement by the date specified will be dropped from the class.

Final Course Evaluation

During the final three weeks of the semester, your instructor will ask you to complete a final course evaluation available at <http://collegewriting.us/evaluation.aspx> or the College Writing homepage at <http://collegewriting.us>.

Course Schedule

This agenda is subject to change with appropriate notice. Supplementary reference material and reading assignments will be added as required.

Week 1

Introduction to Course

Readings:

Language, Cognition, and the Internet

Nicholas Carr, "Is Google Making Us Stupid," at
<http://www.theatlantic.com/doc/200807/google>

Sherry Turkle, "How Computers Change the Way We Think"

<http://www.owlnet.rice.edu/~comp300/documents/HowComputersChangeThinking.pdf>

21st Century Literacies

Barbara R. Jones-Kavalier and Suzanne L. Flannigan, "Connecting the Digital Dots: Literacy in the 21st Century" (Educause Connect)

<http://connect.educause.edu/Library/EDUCAUSE+Quarterly/ConnectingtheDigitalDotsL/39969?time=1217776172>

Rhetoric and Style:

Grammar Basics

Writer's Workshop Grammar Handbook, University of Illinois

http://www.english.uiuc.edu/cws/wworkshop/writer_resources/grammar_handbook/grammar_handbook.htm

Technology Tutorials:

Podcasts

"How to Make a Podcast"

<http://reviews.digitaltrends.com/guide/31/how-to-make-a-podcast>

Audacity Tutorial

<http://audacity.sourceforge.net/manual-1.2/tutorials.html>

Technology Project:

Audacity

<http://audacity.sourceforge.net/>

Blackboard Discussion:

"I Have Read the Syllabus and Agree with Class Policies"

Language, Cognition, and the Internet

Introduce Yourself to the Class

Assignment: Self-assessment: traditional writing skills and technology skills (at least 300 words)

Self-Assessment Essay Due (Blackboard Digital DropBox)

Week 2

Basic Language Literacy

Readings:

Literacy in America: Perspectives

Garrison Keillor, "We're Failing Our Kids" (Salon)

<http://www.salon.com/opinion/keillor/2008/01/30/education/>

Benjamin Barber, "America Skips School: Why We Talk So Much about Education and Do So Little" (Harper's)

<http://homepages.nyu.edu/~gmp1/barber.htm>

Professor X, "In the Basement of the Ivory Tower" (The Atlantic)

<http://www.theatlantic.com/doc/200806/college>

Rhetoric and Style:

The Rhetorical Triangle, Bloom's Taxonomy, and Rhetoric

The Rhetorical Triangle (UGA Writing Center)

<http://www.english.uga.edu/writingcenter/writing/triangle.html>

W. Huitt, Bloom's Taxonomy

<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

Introducing Philosophy 21: Rhetoric (The Galilean Library)

<http://www.galilean-library.org/manuscript.php?postid=43799>

Technology Tutorials:

Google Docs

Google Apps Training (Google Presentation)

http://services.google.com/apps/resources/overviews_breeze/DocsSpreadsheets/index.html

How to Use Google Docs (Scribd Text-Based Overview)

<http://www.scribd.com/doc/16654/HOWTO-use-google-docs>

Technology Project:

Google Docs

Blackboard Discussion:

Literacy in America: Perspectives

Development of your own knowledge and literacy – how did this make you who you are?

Begin Short Technology Project #1 – Podcast

Week 3

Information Literacy

Readings:

Citation and Documentation Format

MLA Style Guide

<http://owl.english.purdue.edu/owl/resource/557/01/>

USF Library

Citing Sources: MLA Examples

<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=MLAExamples>

USF Library Distance Learner's FAQ

<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=TampaDistanceLearnersFrequentlyAskedQuestions>

Annotated Bibliographies

How to Write Annotations (Earlham College Libraries)

<http://www.earlham.edu/~libr/content/resources/writing/annotations.html>

Annotated Bibliographies (UW Madison Writing Center)

<http://www.wisc.edu/writetest/Handbook/AnnotatedBibliography.html>

How to Prepare an Annotated Bibliography (Cornell)

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#choose>

Search Engines

Google 201: Advanced Googology (Patrick Douglas Crispin Presentation)

http://www.netsquirrel.com/powerpoint/powerpoint/google_201.swf

Social Bookmarking

del.icio.us

<http://delicious.com/>

Diigo

<http://www.diigo.com/index>

Library Resources

USF Library How-To Guides

Finding Peer-Reviewed Journal Articles

<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=HowToGuidesMore>

Open Source Software

Open Source Definition

<http://www.opensource.org/docs/osd>

Rhetoric and Style:

The Elements of Persuasion

Encyclopedia Britannica Online: "ethos," "pathos," and "logos"

Wikipedia: "ethos," "pathos," and "logos"

A General Summary of Aristotle's Appeals (Durham Tech)

<http://courses.durhamtech.edu/perkins/aris.html>

Outline and Organization

Organizing a Research Paper (Clemson University)

<http://virtual.clemson.edu/groups/dial/litcrit/rporgan.pdf>

How to Make an Outline (University of Washington)
www.depts.washington.edu/psywc/handouts/pdf/outline.pdf

Developing an Outline (The Owl at Purdue)
<http://owl.english.purdue.edu/owl/resource/544/01/>

Technology Tutorial:

Refworks

USF Library Research Help - RefWorks

<http://www.lib.usf.edu/public/index.cfm?Pg=RefWorks&IsTextOnly=True>

USF Library How-To Guides, Episode 10

A Cite for Sore Students (Podcast on RefWorks)

<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=HowToGuidesMore>

Browsers

Firefox (Newbie)

<http://www.newbie.org/firefox/>

Internet Explorer (Newbie)

http://www.newbie.org/internet_explorer/

Safari for Mac (Newbie)

http://www.newbie.org/using_a_mac/index.html

Search Engines

Google Search (Google)

<http://www.googleguide.com/>

Google Scholar (Ivy Tech)

<http://www.ivytech.edu/library/bloomington/googlescholar.htm>

Technology Projects:

- RefWorks
- del.icio.us
- MS Word, Open Office

Blackboard Discussions:

Why Do Academic Disciplines Need a Style Guide?

Wikipedia vs. Britannica

The Elements of Persuasion

Short Technology Project #1 - Podcast Due

Week 4

The Ethical Complement

Readings:

Understanding Ethics

Paul Newall, "Introducing Philosophy 11: Ethics" (Galilean Library)
<http://www.galilean-library.org/manuscript.php?postid=43789>

Online: Phenomenological Approaches to Ethics and Information Technology
<http://plato.stanford.edu/entries/ethics-it-phenomenology/>

Public Safety, Ethics, and Torture

Ursula K. Le Guin, "The Ones Who Walk Away from Omelas"
<http://harelbarzilai.org/words/omelas.txt>

Michael Levin, "The Case for Torture" (Newsweek)
<http://www.coc.cc.ca.us/departments/philosophy/levin.html>

Declan McCullagh, "Why Liberty Suffers in Wartime" (Wired, September 24, 2001)
<http://www.wired.com/politics/law/news/2001/09/47051>

Eric Foner, "The Most Patriotic Act" (The Nation, September 20, 2001)
<http://www.thenation.com/doc/20011008/foner>

Rhetoric and Style:

Avoiding Plagiarism

USF Plagiarism Tutorial

Dr. Eleanour Snow, The Fraud of Plagiarism (RoboPresenter)

Review all eleven sections, and take the plagiarism quiz

<http://www.cte.usf.edu/plagiarism/index.html>

Academic Writing

"What is an Academic Paper?" (Dartmouth Writing Center)

http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml

Some Differences between Academic Writing and Other Writing Contexts (Massey University)

http://owll.massey.ac.nz/aw_about_academic_writing_1.html

Technology Tutorial:

SharePoint Interface

Technology Project:

SharePoint Collaboration

SharePoint Discussion:

Le Guin and Guantanamo Bay

The Ethics of Technology

Plagiarism

Assignment: Major Project #1

Collaboration: Begin Rhetoric and New Media Document

Begin Major Project #1 – Language and Ethics
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Week 5

Basic Language Literacy Track (Part II)

Readings:

Electronic Communications

An E-Book Reader that May Just Catch On (New York Times, November 22, 2007)

<http://www.nytimes.com/2007/11/22/technology/personaltech/22pogue.html>

Cory Doctorow, “Put Not Your Faith in e-Book Readers” (Locus)

<http://www.locusmag.com/Features/2008/03/cory-doctorow-put-not-your-faith-in.html>

E-book Reader Matrix (Wikipedia)

[http://wiki.mobileread.com/wiki/E-book Reader Matrix](http://wiki.mobileread.com/wiki/E-book_Reader_Matrix)

Rhetoric and Style:

Evaluating and Incorporating Sources

“Sources” (Dartmouth College Composition Center)

<http://www.dartmouth.edu/~sources/contents.html>

More information on citing sources and avoiding plagiarism

USF Library How-To Guides

Evaluate Sources (PDF Download)

<http://www.lib.usf.edu.proxy.usf.edu/public/index.cfm?Pg=HowToGuidesMore>

Evaluating Sources

<http://collegewriting.us/SummerCollaboration/Evaluating%20Sources.aspx>

Audience

Introduction: Audience (Colorado State)

<http://writing.colostate.edu/guides/processes/audmod/>

Choosing and Writing for an Audience (Georgia Perimeter College)

<http://facstaff.gpc.edu/~shale/humanities/composition/handouts/audience.html>

Quoting, Paraphrasing, and Summarizing

Quoting, Paraphrasing, and Summarizing (The Owl at Purdue)

<http://owl.english.purdue.edu/owl/resource/563/01/>

Overview of Quoting, Paraphrasing, and Summarizing (Bridgewater College)

<http://www.bridgewater.edu/WritingCenter/manual/paraphrase.htm>

Peer Review Process

USF Library How-To Guides, Episode 01

A Jury of My Peers (Podcast on Peer Reviewed Journals)

Peer Reviews: Responding to a Draft (UW-Madison Writing Center)
<http://www.wisc.edu/writing/Handbook/PeerReviews.html>

Technology Tutorial:

Technology Projects:

- E-Book Readers
- www.blurb.com – Make your own book

SharePoint Discussion:

Evaluate and Compare eBook readers
Blurb: What is the real value of a printed book?

Collaboration: Begin Statement of Peer Review Elements

Peer and Instructor Review of Major Project #1 – Language and Ethics

Week 6

Information Literacy (Part II)

Readings:

Copyright and Proprietary Interest

Robert S. Boynton, "The Tyranny of Copyright?" (New York Times, January 25, 2004)
<http://www.nytimes.com/2004/01/25/magazine/25COPYRIGHT.html?ex=1390366800&en=9eb265b1f26e8b14&ei=5007&partner=USERLAND>

Cory Doctorow, "Creative Commons" (Locus)

<http://www.locusmag.com/Features/2007/11/cory-doctorow-creative-commons.html>

Free Music? Ethics and File Sharing

Kevin Kelly, "Where Music Will Be Coming From" (New York Times, March 17, 2002)
<http://query.nytimes.com/gst/fullpage.html?res=9C0CEEDB1739F934A25750C0A9649C8B63>

Charles W. Moore, "Is Music Piracy Stealing?" (Applelinks, August 8, 2003)

<http://www.applelinks.com/mooresviews/pirate.shtml>

"Courtney Love Does the Math," (Salon)

<http://archive.salon.com/tech/feature/2000/06/14/love/index.html>

The Reading and Writing Tradition

Mortimer J. Adler, "How to Mark a Book" (Radical Academy)

<http://radicalacademy.com/adlermarkabook.htm>

William Stafford, "A Way of Writing"

<http://ualr.edu/rmburns/RB/staffort.html>

Frederick Douglass, "Learning to Read and Write" (Literature@SunSITE Excerpt)

<http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/07.html>

Rhetoric and Style:

Avoiding Logical Fallacies

Fallacies

<http://www.unc.edu/depts/wcweb/handouts/fallacies.html>

Logical Fallacies in Writing (Dennis G. Jerz Blog)

<http://jerz.setonhill.edu/writing/argument/fallacies.html>

Technology Tutorial:

USF Blogs

<http://usg.blog.usf.edu/misc/student-newsletter/#blog>

Wikipedia

<http://en.wikipedia.org/wiki/Wikipedia:Tutorial>

Technology Projects:

- blog@usf
- Wikipedia

SharePoint Discussion:

Copyright and Proprietary Interest

Free Music? Ethics and File Sharing

The Reading and Writing Tradition

Peer and Instructor Review of Major Project #1 – Language and Ethics

Week 7

Political Literacy

Readings:

Politics and Literacy in the United States

Mark Slouka, "Democracy and Deference" (Harper's)

<http://www.harpers.org/archive/2008/06/0082039>

Mark Slouka, "A Quibble" (Harper's)

<http://www.newheadnews.com/harpers.slouka/index.html>

The Candidates – The Election Continues

Joshua Green, "He's Not Joking" (The Atlantic)

<http://www.theatlantic.com/doc/200805/franken>

Mining the Minnesota Recount

http://www.factcheck.org/elections/mining_the_minnesota_recount.html

Post-election Political Accountability

Holding Politicians Accountable (Factcheck.org)

<http://www.factcheck.org/>

Steven Mufson, "For Insight on Stimulus Battle, Look to '30s" (Washington Post)
<http://www.washingtonpost.com/wp-dyn/content/article/2009/02/11/AR2009021104092.html?nav=emailpage>

Blogging and Politics

Jack Shafer, "Not Just another Column about Blogging" (Slate)
<http://www.slate.com/id/2134918/>

CNET Top 100 Blogs

http://news.cnet.com/CNET-News.coms-Blog-100/2009-12_3-5887900.html

Aggregation of world-wide news blogs

<http://www.topix.com/news/blogs>

Political Blog Directory

http://directory.etaalkinghead.com/?ax=list&cat_id=2

Rhetoric and Style:

Political Rhetoric

Political Rhetoric Explained (Steven Pinker)

<http://sciencestage.com/v/2714/political-rhetoric,-explained-stein-pinker.html>

Political Rhetoric, "Classicist Joy Connolly Puts Rhetoric in an Ancient Context" (The Economist) Podcast

http://video.economist.com/?fr_story=58031ecc8f5a914f1d5c3d2e3ad2a095cfa6765e&rf=sitemap

or

http://downloads.economist.feedroom.com/economist/t_assets/20080604/20080305_dia_2i21.mp3?site=economist&cid=55f740a17e81e670f73150742b3af235ff751574&sid=58031ecc8f5a914f1d5c3d2e3ad2a095cfa6765e&pid=67a0a3d9a5e0d31f189afdb502f4fd49fca4adb4&scdt=2007-07-19T14:09:46-05:00

Transitions and Wordiness

Transition Cues (LEO: Literacy Education Online)

<http://leo.stcloudstate.edu/style/transitioncues.html>

Cohesion: Using Repetition and Reference Words to Emphasize Key Ideas

<http://leo.stcloudstate.edu/style/cohesion.html>

Strategies for Reducing Wordiness

<http://leo.stcloudstate.edu/style/wordiness.html>

Technology Tutorial:

Blogs

Blog Basics (for Blogger)

<http://www.blogbasics.com/blog-tutorial-1-1.php>

Vance's Blogger Tutorial (for Blogspot)

http://prosites-vstevens.homestead.com/files/efi/blogger_tutorial.htm

RSS Feeds

Google Reader

<http://www.google.com/reader/view/#directory-welcome-page>

Technology Projects:

Create a blog

Google Reader

Discussion:

The Economic Stimulus Battle

Blogging and Politics

PolitiFact

<http://www.politifact.com/truth-o-meter/>

Assignment: Major Project #2

Project #1 Final Language and Ethics Due

Begin Major Project #2 – Political Literacy

Begin Public Blog

Week 8

Political Literacy (Continued)

Readings:

Political Rhetoric

Presidential Rhetoric in Historical Perspective (Harvard UP, Bryan Garsten)

http://harvardpress.typepad.com/off_the_page/2008/03/when-president.html

You-Tube: Political Rhetoric and Civility in the 2008 Election (UC Berkeley Goldman School of Public Policy)

<http://www.youtube.com/watch?v=QYpvjN5ICIQ>

Transcript and Video: Barack Obama, "Presidential Inaugural Address" (American Rhetoric)

<http://www.americanrhetoric.com/speeches/barackobama/barackobamainauguraladdress.htm>

Transcript and Video: George W. Bush, "First Inaugural Address" (American Rhetoric)

<http://www.americanrhetoric.com/speeches/gwbfirstinaugural.htm>

Political Rhetoric and Economics

"Language in Time of Crisis" (The Star Press)

<http://www.thestarpress.com/article/20090215/OPINION/902150325>

Amity Shlaes, "Economic Plan was a Failure: (Washington Post/TBO)

<http://www2.tbo.com/content/2009/feb/15/co-economic-plan-was-a-failure/>

Karl Frisch, "Right-Washing the New Deal" (San Jose Mercury News/Media Matters for America)

<http://mediamatters.org/columns/200902090001>

Politics and the Media

John F. Kennedy, "Address to the American Newspaper Publishers" (American Rhetoric)

<http://www.americanrhetoric.com/speeches/jfknewspaperpublishers.htm>

James Fallows, "Why Americans Hate the Media" (The Atlantic)

<http://www.theatlantic.com/ideastour/media/fallows-full.mhtml>

Richard A. Posner, "Bad News" (The New York Times)

<http://www.nytimes.com/2005/07/31/books/review/31POSNER.html?pagewanted=all>

Political Rhetoric, Scott Dadich on Campaign Art (The Economist) Podcast

http://video.economist.com/?fr_story=58031ecc8f5a914f1d5c3d2e3ad2a095cfa6765e&rf=sitemap

or

http://downloads.economist.feedroom.com/economist/t_assets/20080604/20080227_dia_2HWG.mp3?site=economist&cid=55f740a17e81e670f73150742b3af235ff751574&sid=45b4e3f0848441ed3b80730fc297b42ffabf129c&pid=08c22ebc462f8cfdb15d3b0895e2e95deb51379a&scdt=2007-07-19T14:09:46-05:00

Scott Dadich, "What You See is What You Get" (New York Times, October 9, 2004)

<http://www.nytimes.com/2004/10/09/opinion/09dadich.html>

Blogging and Politics

Andrew Sullivan, "Why I Blog" (The Atlantic)

<http://www.theatlantic.com/doc/200811/andrew-sullivan-why-i-blog>

Rhetoric and Style:

John M. Jones and Robert C. Rowland, "Reagan at Moscow State University: Consubstantiality Underlying Conflict" (Rhetoric and Public Affairs) PDF

<http://msupress.msu.edu/journals/rpa/index.php?Page=featured>

Technology Tutorial:

Skype

<http://forum.skype.com/index.php?showtopic=41492>

Technology Projects:

Skype

<http://www.skype.com/>

SharePoint Discussion:

Newspapers & the Internet Report the News

Poynter Blog Network

<http://blognetwork.poynter.org/multimedia/>

Peer and Instructor Review of Major Project #2 – Political Literacy
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Week 9

Visual Literacy

Readings:

Photography and Art

William J. Mitchell, "How to Do Things with Pictures" (Excerpt from *The Reconfigured Eye: Visual Truth in the Post-Photographic Era*)

<http://www.stanford.edu/class/history34q/readings/Mitchell/MitchellHow.html>

Peter Schjeldahl, "Hope and Glory: A Shepard Fairey Moment" (The New Yorker)

http://www.newyorker.com/arts/critics/artworld/2009/02/23/090223craw_artworld_schjeldahl

Interpretation of Film

YouTube video: "Rare Books and Manuscripts" (also at Whatever Pictures web site)

<http://vids.myspace.com/index.cfm?fuseaction=vids.individual&videoid=2466144>

Info at: <http://www.bbc.co.uk/dna/filmnetwork/A8765760>

YouTube video: "Lick the Star" by Sophia Coppola

Part 1

<http://youtube.com/watch?v=cn6W65Nq5FQ&feature=Playlist&p=4E5686DF3BE95F4F&index=1>

Part 2

<http://youtube.com/watch?v=i2jjlyweXE4&feature=Playlist&p=4E5686DF3BE95F4F&index=0>

Photographic Resources

USF Institute for Research in Art

<http://www.usfcam.usf.edu/>

The American Museum of Photography

<http://www.photographymuseum.com/>

Touchless Automatic Wonder, A Web-Based Project by Lewis Koch

<http://www.photography.dk/online/Koch/home.html>

Ethnographic Photography

Peter Larson, "Individual and Type: Early Ethnographic Photography" (Nordic Conference for Art Historians)

nordik.uib.no/nordik2006/papers/PeterLarsenPaper.pdf

Photo Central – 21st Century Ethnographic Photography Exhibit

http://www.iphotocentral.net/showcase/showcase_view.php/115/1/0

Alteration of Photographs

East of Alteration Creates Woes for Picture Editors (New York Times, August 14, 2006)
<http://www.nytimes.com/2006/08/14/technology/14photoshop.html>

Photo Tampering Throughout History (Hany Farid)
<http://www.cs.dartmouth.edu/farid/research/digitaltampering/>

Iran Photo Alteration Update (PDNPulse, July 11, 2008)
<http://www.pdnpulse.com/2008/07/iran-photo-alte.html>

Rhetoric and Style:

Visual Rhetoric for Student Writers (The Owl at Purdue) PDF
http://owl.english.purdue.edu/handouts/general/Visual_Rhetoric.pdf

Visual Rhetoric/Mediums and Manifestations of Visual Rhetoric (Wikibooks)
http://en.wikibooks.org/wiki/Visual_Rhetoric/Mediums_and_Manifestations_of_Visual_Rhetoric

James E. Richardson, "The Visual Dimension of Writing"
<http://www.intellectbooks.com/iconic/writing/writing.htm>

Technology Tutorial:

How to Make a Video
http://www.askthebuilder.com/How_to_Make_a_Video.shtml

How to Use Flickr: Basics and Beyond (Mahalo)
http://www.mahalo.com/How_to_Use_Flickr:_Basics_and_Beyond

Technology Projects:

- "Man with a Movie Camera" Collaborative Site
<http://dziga.perrybard.net/>
- Fast Video Download
<https://addons.mozilla.org/en-US/firefox/addon/3590>
- FLV Player
http://www.download.com/FLV-Player/3000-2139_4-10467081.html
- flickr
<http://www.flickr.com/>

SharePoint Discussion:

Visual analysis of Short Films
Interpretation of Photographs and Artwork
Alteration of Photographs

Assignment: Major Project #3

Peer and Instructor Review of Major Project #2 – Political Literacy

Begin Major Project #3 – Visual Rhetoric

Week 10

Visual Literacy (Continued)

Readings:

Photography

William Saletan, "The Elián Pictures" (Slate, April 25, 2000)

<http://www.slate.com/id/81142>

Comics and Visual Design

Girl Genius: "Revenge of the Weasel Queen" (Girl Genius Online)

<http://www.girlgeniusonline.com/comic.php?date=20070827>

Broken Voice Comics

<http://www.brokenvoice.co.uk/>

I Can't Stop Thinking! Comics Style Essays on Comics and Technology

<http://www.scottmcccloud.com/comics/icst/index.html>

Rhetoric and Style:

Summary of Scott McCloud's Understanding Comics (Wikipedia)

http://en.wikibooks.org/wiki/Transwiki:Understanding_Comics

The Online Visual Literacy Project, "What is Visual Literacy" (Pomona College)

<http://www.pomona.edu/academics/courserelated/classprojects/visual-lit/intro/intro.html>

Stuart Mealing and Masoud Yazdani, "A Computer-Based Iconic Language" (University of Exeter)

http://www.intellectbooks.com/iconic/com_base/icon-2.htm

Robert N. St. Clair, "Visual Metaphors, Visual Thinking, and the Organization of Cognitive Space" (Epistemic Forms)

<http://epistemic-forms.com/Visual-Thinking.htm>

"Visual Rhetoric/Visual Literacy: Using PowerPoint and Keynote Effectively" (Duke Writing Studio)

<http://uwp.duke.edu/wstudio/resources/documents/powerpoint.pdf>

Technology Tutorial:

MS Powerpoint 2007 (PDF)

<http://www.sfg.uvic.ca/assets/pdfs/powerpoint-handout07.pdf>

OpenOffice Impress (In Pictures)

<http://inpics.net/impress.html>

Slideshare

<http://www.slideshare.net/>

Technology Projects:

- Interpretation of Photography Artworks
- Mai 'Nada Comics Sketch – Social Comics Artists
<http://www.mainada.net/comics/>
- MS Powerpoint / OpenOffice Impress

SharePoint Discussion:

Comics and Visual Design
Mai 'Nada Comics Sketch

Major Project #2 – Final Political Literacy Due

Week 11

Week of National Election

Cultural Literacy

Readings:

Culture and the Online Society

Catherine West, "How Culture Affects the Way We Think" (Association for Psychological Science)

<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2191>

Brent Staples, "What Adolescents Miss when We Let Them Grow Up in Cyberspace" (The New York Times)

<http://query.nytimes.com/gst/fullpage.html?res=9E04E2D6113EF93AA15756C0A9629C8B63>

Social Networks

Karen Evans, "The Significance of Virtual Communities"

<http://www.whb.co.uk/socialissues/vol2ke.htm>

John Perry Barlow, "Crime and Puzzlement"

<http://www.sjgames.com/SS/crimpuzz.html>

Richard Meme, "Stalking the UFO Meme on the Internet"

<http://www.thiemeworks.com/write/archives/meme.htm>

Julian Dibbell, "A Rape in Cyberspace" (The Village Voice)

http://www.juliandibbell.com/texts/bungle_print.html

Rhetoric and Style:

Resources:

Adbusters: Journal of the Mental Environment

<http://www.adbusters.org/>

Technology Tutorial:

Twitter (YouTube Video)

<http://www.youtube.com/watch?v=OYHUOESHpVk>

Ning (PDF)

<https://jdorman.wikispaces.com/space/showimage/Central+Bucks+PLC+Ning+Tutorial.pdf>

iGoogle (Demo Girl Screencast)

<http://www.youtube.com/watch?v=qEFMGAbhuew>

Technology Projects:

Twitter, Ning, or iGoogle

SharePoint Discussion:

Can We Build Real Communities Online?

Online Social Groups: The Scene, Demoscene, Artscene, Software Cracker, Warez

Peer and Instructor Review of Major Project #3 – Visual Rhetoric

Week 12

Cultural Literacy (Continued)

Readings:

Cultural Diversity, Language, and Expression

Lars Eighner, "On Dumpster Diving"

http://www1.broward.edu/~nplakcy/docs/dumpster_diving.htm

Zora Neale Hurston, "How It Feels to be Colored Me"

<http://xroads.virginia.edu/~MA01/Grand-Jean/Hurston/Chapters/how.html>

Diane Ravitch, "You Can't Say That" (OpinionJournal)

<http://www.opinionjournal.com/taste/?id=110004691>

Louise Erdrich, "Two Languages in Mind, But Just One in the Heart" (New York Times)

<http://query.nytimes.com/gst/fullpage.html?res=9E07E4DA113AF931A15756C0A9669C8B63&sec=&spon=&pagewanted=1>

Amy Tan, "Mother Tongue," 170

<http://personalwebs.oakland.edu/~kitchens/tan.html>

Lisa Nakamura, "Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet"

<http://www.humanities.uci.edu/mposter/syllabi/readings/nakamura.html>

Rhetoric and Style:

Robert N. St. Clair, "Visual Metaphor, Cultural Knowledge, and the New Rhetoric" (Epistemic Forms)

<http://jan.ucc.nau.edu/~jar/LIB/LIB8.html>

Technology Tutorial:

Technology Projects:

They Rule

<http://www.theyrule.net/>

SharePoint Discussion:

Sexism, Diversity and Language

Peer and Instructor Review of Major Project #3 – Visual Rhetoric

Week 13

Scientific and Mathematical Literacy

Readings:

Mathematical Literacy

Jessie L. M. Wilkins, Preparing for the 21st Century: The Status of Quantitative Literacy in the United States (BNET/Business Network)

http://findarticles.com/p/articles/mi_qa3667/is_200012/ai_n8904088/pg_1

Scientific Literacy: Resolving the Energy Crisis

Paul Roberts, "Over a Barrel"

Mother Jones (Nov/Dec 2004)

http://www.motherjones.com/news/feature/2004/11/10_401.html

The Future of Energy

The Economist (June 19, 2008)

http://www.economist.com/opinion/displaystory.cfm?story_id=11580723

James Howard Kunstler, "The Long Emergency"

Rolling Stone (March 24, 2005)

Writing for the Web

Daniel Will-Harris, "Writing for the Web"

http://www.efuse.com/Design/web_writing_basics.html

Mark Bernstein, "10 Tips on Writing the Living Web" (A List Apart)

<http://www.alistapart.com/articles/writeliving>

Rhetoric and Style:

Bruce Lieberman, "Let's Call it Climate Change. Strike That. Let's Call it Global Warming. Strike That. Let's Call It . . ." Yale Forum on Climate Change and the Media

http://www.yaleclimatemediaforum.org/dept/0907_wm_climateglobal.htm

Technology Tutorial:

Technology Projects:

- Finding and Using Data
- Financial Management
 - Excel, Google Docs, or other spreadsheet

SharePoint Discussion:

Resolving the Energy Crisis

Writing for the Web

Assignment: PowerPoint/Impress/Keynote Presentation

Major Project #3 – Final Visual Literacy Due

Begin Short Technology Project #2 - PowerPoint/Impress/Keynote Presentation

Week 14

Week of Thanksgiving Break

Spatial Literacy

Readings:

Nora S. Newcombe, "A Plea for Spatial Literacy" (Chronicle of Higher Education, March 3, 2006)

www.iwitts.com/html/079newcombe.pdf

Understanding Maps of Earth (UC San Diego)

www.earthkam.ucsd.edu/public/educators/pdf/GeoUnderstandingMapsOfEarth.pdf

Understanding Maps and Cartography (About.com)

http://geography.about.com/od/understandmaps/Understand_Maps_and_Cartography.htm

How GPS Works (HowStuffWorks)

<http://www.howstuffworks.com/gps.htm>

PlaniGlobe Online Vector Map Creation

http://www.planiglobe.com/omc_set.html

Rhetoric and Style:

Technology Tutorial:

How to Make Your Own Annotated Multimedia Google Map (Engadget)

<http://www.engadget.com/2005/03/08/how-to-make-your-own-annotated-multimedia-google-map/>

Technology Projects:

- ArcView Geographic Information System
- PlaniGlobe Online Map

SharePoint Discussion:

Revise Short Technology Project #2 - PowerPoint/Impress/Keynote Presentation

Week 15

Literacy in the 21st Century

Readings:

Wen Stephenson, "The Message is the Medium, A Reply to Sven Birkerts and The Gutenberg Elegies" (The Atlantic/Chicago Review)

<http://www.theatlantic.com/unbound/aandc/gutenberg/wschirev.htm>

Rhetoric and Style:

Review Collaborative Rhetoric and New Media Project

Technology Tutorial:

Wikispaces

<http://www.wikispaces.com/site/tour#introduction>

Technology Projects:

Wikispaces

<http://www.wikispaces.com/>

SharePoint Discussion:

Review of Collaborative Rhetoric and New Media Project

Class Feedback and Suggestions

Short Technology Project #2 - Final PowerPoint/Impress/Keynote Presentation Due

Week 16

Finals Week