

## **ENG 1131: Writing through Media—Digital Nature Course Description and Schedule, Fall 2008**

Section: 2057  
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Course Web site: <http://www.seanwmorey.com/1131>

Location: CBD110B / WEIL410  
Time: MWF 3 / T E1-E3  
Office Location: TUR 4414  
Office Hours: M Periods 4-5

### **Texts**

*Internet Invention*, Gregory L. Ulmer  
*About Looking*, John Berger  
*Joseph Cornell's Vision of Spiritual Order*, Lindsay Blair  
*Chinese Horoscopes: An Easy Guide to the Chinese System of Astrology*, Debbie Burns

### **Screenings**

(screenings are subject to change, but will probably include)

*I <3 Huckabees*  
*Baraka*  
*The Corporation*  
*Man with a Movie Camera*  
*Winged Migration*  
*An Inconvenient Truth*

### **Overview**

This course is intended to introduce students to the transition underway between literacy and post-literacy (electracy) in contemporary culture. This shift is approached through its rhetorical implications, with the students as makers (and not just consumers) of new media effects. Hence, this course is best taught in the Networked Writing Environment, in the context of which its assignments seem less experimental than they do in a conventional setting. At the same time, this course is adaptable to the conventional classroom. As an extension of ENC 1102, you are already expected to know basic argument, grammar, and mechanics.

Our specific question in this section of ENG 1131 is to explore the ways that “nature” has been captured, classified, and entered into the database of the digital internet. If nature, as Sidney I. Dobrin and Christian R. Weisser claim, is discursively constructed, then how is that nature written within an electracy apparatus? Toward this aim, the course is divided into two main parts. In Part One we will examine the transition from literacy to electracy, and how to begin to write in this new language apparatus via the work of Gregory L. Ulmer. In the second half of the course, we will transition to the visual representation of nature (although we will cover some of this in part one), and the interaction these images have with the words we place on them. You will construct a website that creates your own image category for nature, using some new classification scheme developed in class, based less on literate categories and more electracy reason.

## **Major Assignments:**

**Assignment 1:** In a website, document your intended career, following the instructions from Ulmer. This is a preliminary assignment to Project 1 in order for you to gain HTML experience. More details to be discussed in class, but you must use at least 5 images and 1000 words of text. Tools TBD.

**Project 1:** Design a Mystory according to the instructions we develop from Ulmer's textbook. Use at least 10 images and 2000 words of text. Tools required TBD.

**Project 2:** Create an Image Category for "nature." Instructions to be developed in class using the other three books. Use at least 20 images and 2000 words of text. Tools required TBD.

### **Bands:**

Each student will be assigned to a band. Bands are meant to foster collaborative work between group members, though each member will contribute something unique dependent upon her/his learning style. Bands will meet outside of class to discuss research, plan presentations, and work on HTML tools. Each band will be required to make at least 2 presentations throughout the semester. 50 points for each presentation, 40 for individual performance and 10 for band cohesion. In addition, the each Band will be required to post an email that details their instructions gleaned from the reading.

### **Email:**

Emails to the class listserv are meant to carry conversation outside of the classroom and continue our brainstorming. Feel free to use the listserv to explore ideas, no matter how strange you might think they are. Use this forum to demonstrate your understanding of the texts and screenings to avoid unnecessary quizzes. Regular posting to the class email list, at least 20 posts total: 10 due before week 8, 10 after. Clustering posts will result in point deduction.

**Tests:** In order to create good instructions for your projects, detailed notes are necessary. To ensure that your notes are thorough, I will give tests on the books we read, during which you may use your notes.

### **Participation:**

Daily class participation is required and expected.

### **Film Response Papers:**

These response papers will be based on the films that we view, and are intended to help you create material for your web projects. I will offer writing prompts in class if desired. Response must be at least 500 words, clearly address the prompt, and be free of mechanical/grammatical errors.

### **Grading:**

Assignment One:		50 pts
Project One:		150 pts
Project Two:		200 pts
Tests:	4@50 pts	200 pts
Response Papers:	2@50 pts	100 pts
Bands:	2@50 pts	100 pts
Email:	20@10 pts	200 pts
Total:		1000 pts

### **Grading Scale:**

<b>A</b>	93-100%
<b>B+</b>	87-92%
<b>B</b>	80-86%
<b>C+</b>	76-79%
<b>C</b>	70-75%
<b>D</b>	60-69%
<b>E</b>	59% and below

## **Course Policies**

### *Text Requirements*

All “paper-based” assignments should be emailed to me as a Microsoft Word or .rtf attachments. The web projects will be linked from your “home” page on your plaza account. Assignments are lowered by one letter grade for each day they are late.

### *Quizzes*

The instructor reserves the right to give quizzes at any time.

### *Class Attendance*

After THREE absences, for whatever reason, your grade for this course will be lowered a full letter for each additional absence (university-sponsored events and documented illnesses are usually excused). Missing a screening also counts as an absence. Work missed during absences cannot be made up. Three tardies will count as an absence. After you are late 15 minutes, your tardy becomes an absence.

### *Email*

Throughout the semester, I will inevitably need to reach you via e-mail. The easiest way for me to do this is for me to use your gatorlink accounts. If you use other accounts, make sure to forward your email. We will discuss this in class.

### *Composition Credit (C)*

Composition courses provide instruction in methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university’s 24,000-word writing requirement.

For more about the University of Florida Composition requirement see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>

### *Humanities Credit (H)*

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. Your courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

For more about the University of Florida Humanities requirement see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>

### *Gordon Rule*

To graduate, students must complete courses that involve substantial writing for a total of 24,000 words. This course meets the requirement of E6 classes: Coursework with at least 6,000 words. In this class,

1. The student must write a minimum of 2,000 - 6,000 words in the course (one double spaced, typed page in 12 point type is 300 words). The level of certification depends on the number of words.
2. This written work must be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English.
3. The student must be provided feedback on the written work submitted.
4. Teamwork or writing done by a group or team, class notes, in-class essay examinations, and term papers submitted too late in the semester to be returned to students in class cannot be used to meet the minimum word requirement. Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.

For more information about the Gordon Rule, see: <http://www.cba.ufl.edu/gened/gordonrule.asp>

### *Grade Complaints*

A low grade on a single assignment will not prohibit a good course grade if your work improves. You should first discuss grade complaints with me in at least one conference soon after the next term begins. If the conference does not resolve the problem in a valid, college-level manner, the complaint can be expressed on a form in the English office 4008 Turlington Hall. The form must be accompanied with copies of every assignment and the instructor's directions. The form and accompanying course material will be given to the Director of Freshman English for further action. Please note that the department does not review a complaint about a separate assignment nor will it review a complaint about final grades unless the above procedures are followed. The review committee may decide the grade should remain as it is, be raised or lowered. Its decision is final.

### *Student Disability Services*

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate classroom accommodations. The professional employees at the Disability Resource Program serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs.

For more information about Student Disability Services, see: <http://www.ufl.edu/disability/>

### *Harassment*

It is the policy of The University of Florida to provide an educational and working environment for its students, faculty and staff that is free from sex discrimination and sexual harassment. In

accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff and visitors to promptly report sex discrimination and sexual harassment.

For more about the University of Florida policies regarding harassment, see the University of Florida Student Conduct Code:

<http://www.dso.ufl.edu/judicial/conductcode.php>

and the policies regarding harassment: <http://www.hr.ufl.edu/eo/sexharassment.htm>

### *Academic Dishonesty*

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

For more information about academic dishonesty, including definitions of plagiarism and collusion, see: <http://www.dso.ufl.edu/judicial/academic.php>

### *Cell Phones*

Turn off all cell phones before class. Any disturbance caused by a cell phone will have serious effects on your attendance grade.

### *Grade Complaints*

A low grade on a single assignment will not prohibit a good course grade if your work improves. You should first discuss grade complaints with me (not the Director of Writing Programs nor the Chair) in at least one conference soon after the next term begins. If the conference does not resolve the problem in a valid, college-level manner, the complaint can be expressed on a form in the English office 4008 Turlington Hall. The form must be accompanied with copies of every assignment and the Program Assistant to the Director of Writing Programs for further action. Please note that the department does not review a complaint about a separate assignment nor will it review a complaint about final grades unless the above procedures are followed. The review committee may decide the grade should remain as it is, be raised, or be lowered. Its decision is final.

### *Conferences*

I encourage you to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. Of course, we can also correspond via e-mail.

## Course Schedule

*N.B.:* This schedule is tentative and will change as the semester unfolds. I reserve the right to add assignments, quizzes, or to change the order of assignments, but I will discuss these changes with you in class.

**Bands and band presentations will be determined once drop/add closes.**

Aug. 25: Course introduction, syllabus overview

Aug. 27: Course introduction, syllabus overview

—Homework: Research definitions of “electracy”

Aug. 29: Overview of Electracy

Tuesday Screening: None

Sept. 1: **No Classes – Labor Day**

Sept. 3: Read Ulmer Preface/Introduction; Overview of Project I

Sept. 5: Begin HTML

Tuesday Screening: None

Sept. 8: Read Ulmer Chapter 1-2

Sept. 10: Discuss Screening

Sept. 12: HTML

Tuesday Screening: *I Heart Huckabees*

Sept. 15: Band 1, Chapters 3-4

Sept. 17: Discuss Screening

Sept. 19: HTML

Tuesday Screening: *Man with a Movie Camera*

Sept. 22: Band 2, Chapters 5-6; Assignment 1 DUE

Sept. 24: Discuss Screening

Sept. 26: Test: Ulmer Preface thru Chapter 4

Tuesday Screening: TBD

Sept. 29: Band 3: Chapter 7-8

Oct. 1: Discuss Screening

Oct. 3: **No Class**

Tuesday Screening: TBD

Oct. 6: Band 4: Chapter 9-10

Oct. 8: Test: Ulmer Chapter 5 thru Chapter 8

Oct. 10: Band 5: Conclusion/Review

Tuesday Screening: Lab Time

Oct. 13: Open Lab  
Oct. 15: Web site Demonstrations  
Oct. 17: Web site Demonstrations; Film Response 1 DUE  
Tuesday Screening: Lab Time

Oct. 20: Project I DUE; Overview of Project II  
Oct. 22: Discuss Screening  
Oct. 24: **No Classes – Homecoming**  
Tuesday Screening: TBD

Oct. 27: Band 3: Berger  
Oct. 29: Discuss Screening  
Oct. 31: In-Class Exercise  
Tuesday Screening: *Winged Migration*

Nov. 3: Band 4: Berger  
Nov. 5: Discuss Screening  
Nov. 7: In-Class Exercise  
Tuesday Screening: The Corporation

Nov. 10: Band 5: Cornell  
Nov. 12: Discuss Screening  
Nov. 14: Test: Berger  
Tuesday Screening: **None – Veterans Day**

Nov. 17: Band 1: Cornell  
Nov. 19: Discuss Screening  
Nov. 21: In-Class Exercise  
Tuesday Screening: *Baraka*

Nov. 24: Band 2: Burns  
Nov. 26: Investigation into the Images of Turkeys  
Nov. 28: **No Classes – Thanksgiving**  
Tuesday Screening: None

Dec. 1: Review  
Dec. 3: Test: Cornell;  
Dec. 5: Review; Course evaluations  
Tuesday Screening: Lab Time

Dec. 8: Web site Demonstrations; Film Response 2 DUE  
Dec. 10: Web site Demonstrations  
Tuesday Screening: Lab Time