PROGRAM FOR WRITING AND RHETORIC
WRTG 3020 Section 037 (TAM course)
Advanced Composition: Writing on Real and Virtual Society
TR: 8:00 - 9:15 a.m., HUMN 1B45 (PC Lab)

Instructor: Dr. Anne Bliss
Office: ENVD 1B27D
Office Hours: 1:00 - 2:30 p.m. Tuesdays and Thursdays, and by appointment
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Course Objectives:

WRTG 3020, Writing about Real and Virtual Society, will be conducted as an intensive communicative workshop using both face-to-face and virtual interaction. The course explores the history, developments and relevance of technology, arts, and the media as well as the convergence of electronic communication and society, both real and virtual. The course also emphasizes non-textual, textual, and visual rhetoric in both non-electronic and electronic formats. Requirements include summaries, critiques, analyses, and arguments in addition to oral presentations and written projects analyzing the interrelationships between visual and electronic/computer media and society. This course satisfies requirements for the upper division writing requirement as well as for the Technology, Arts and Media (TAM) Certificate.

Required Texts:

Recommended References:
A good dictionary, e.g. Webster’s Collegiate Dictionary; Elements of Style (Wm. Strunk and E.B. White); a thesaurus, e.g., Roget’s Thesaurus; a reference to the Internet, e.g., ONLINE! (Andrew Harnack and Eugene Kleppinger, 2000, St. Martin’s Press); Harbrace College Handbook (John Hodges, et al., 1998, Harcourt Brace Publishers)

Other Materials:
Access (out of class) to computer with Internet connection and Microsoft Word
Floppy or zip disks (100 Mb)

Additional Information:

The primary text for the course will be your writing and that of your classmates. You will be expected to provide copies of your writing assignments for discussion. These assignments must be prepared on computer diskette (floppy or zip) for computer viewing and discussion; assignments will be submitted to the course WebCT forum by the specified deadline. The class will work together as a team to improve each assignment through constructive criticism and oral or written commentary as assigned. In addition, some assignments will be done in teams, and others may be conducted through e-mail.

Attendance is obligatory. If you must miss class, obtain from a classmate the information or assignment given during the session. If you must miss class when you have an essay or revision due, please send it to class with a fellow student, submit it to the appropriate Web site, or make sure you give it to the instructor prior to the class. Late assignments most likely will not be accepted, but I do enjoy hearing your excuse anyway.

Excessive absences (i.e., more than three) will negatively affect your term grade at the rate of 1/3 grade per absence after three; likewise tardiness. More than six absences will result in an “F” for the course; in the case of illness, more than six excused absences will result in an “IW” for the course. If you qualify for accommodations because you have a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices). If you speak English as your second or subsequent language, please notify me of your home language and any real or potential difficulties you may have in listening, speaking, reading, or writing in English.

WRTG 3020 Section 037 Course Requirements:
This course requires reading and analyzing short essays as well as writing short assignments analyzing specific issues. In addition, the course requires three larger projects using analysis and argument. Students will critique each other’s papers, give oral presentations, participate in class discussions (F2F and online), and complete small group projects. Review of grammar, diction, vocabulary, and style issues will be undertaken as appropriate. Students will also research topics in non-textual, textual, and visual rhetoric, as well as non-electronic and electronic formats. Individuals and teams will lead discussions about readings and participate in online discussions related to class.

We will attempt to work on each person’s writing project at least once a week, and drafts are to be distributed, online or as hard copy as assigned, in advance of discussion. Class participants are required to present a critique or lead discussion about another student’s writing at least once a week; the critique may be oral or written as assigned. Online critiques will be done using the reviewing tools in Microsoft Word. Even though students only submit essays for grading on the due dates, the text will improve through daily writing. To receive a grade, submitted papers must be reviewed in class or online while they are “in progress”—a “first draft” final version of a written assignment will receive a failing grade.

Grading Standards:

These standards apply to essays as well as to other written assignments. Grades for oral presentations are based on content, clarity, form, and delivery.

A Exceptional in form, content, and style: original, substantive, insightful, persuasive, well organized and written in a clear, graceful, error-free style.

B A good, interesting paper demonstrating control of the form plus above average thought and writing craft. The paper may have no major flaws that compromise its effectiveness or readability.

C An adequate paper that has a form, but one that may contain weaknesses. The paper will fulfill the basic requirements of the assignment but say little of genuine importance.

D Contains deficiencies in form, content, or mechanics.

F Incoherent, lacking in form, or not turned in when due.

Spelling, typographical, and grammatical errors are an insult to the reader and are unacceptable. These kinds of errors, if not corrected by final submission of written assignments, will affect grades on those assignments. Grades will not be given on assignments while they are in process.

Term grades will be based on performance in several areas; approximate percentages are as follows:

40% General assignments: participation in F2F class and online, discussion, oral and written critiques, group work, and short assignments
Oral presentations (team, individual)

60% Projects (Rhetoric of Text; Visual Rhetoric; Electronic/Computer Rhetoric)

Plagiarism:

Submitting another person’s work as your own or failing to credit the ideas or work of others included in your written or oral presentations will result in an automatic “F” for the assignment. Other ramifications according to the Honor Code will also result. Plagiarism is a form of cheating. Document your sources accurately in citations and a reference list according to standard APA, MLA, or format applicable to your field; this is especially important for the use of Web-based materials. Your writing handbook explains the correct format and provides models for citation. You are responsible for using correct format; choose the format used in your major field and do not switch back and forth between style systems.

OVERVIEW OF TERM ASSIGNMENTS (WRTG 3020 – TAM, Dr. Anne Bliss)

GENERAL ASSIGNMENTS (40%)
Participation/Short Assignments (30%)
- Discussant/Referee on Drafts (multiple, ongoing)
- Summary and Discussion of Readings
- Web site evaluations
- Online and F2F participation
- Other Short Assignments (non-text rhetoric essay; others will be oral and written)

Oral Presentations (10%)
- Oral Presentations (team, individual)

PROJECTS (60%)
- Rhetoric of Text (team project) (10%)
- Visual Rhetoric (20%)
- Electronic/Computer Rhetoric/Communication/Politics, including presentation (30%)

**BLOCK 1:**
Introduction to Analysis, Rhetoric/Persuasion, Organization, and other Writing Issues
Reading/Discussion (continued throughout Blocks 2 and 3)
Description and introduction to analysis and argument
**Team Analysis Project:**
- Topic: Early non-text election technologies/rhetoric/relationship to society
- Web Research Techniques
- Format: Short (750 words maximum) description and analysis

**BLOCK 2:**
**Team Description/Analysis Project: RHETORIC OF TEXT**
- Topic: Rhetoric of text focusing on the election, politics, and its social role
- Format: Short essay (1200 words maximum for text) using description and analysis

**BLOCK 3:**
**Individual Analysis Project: VISUAL RHETORIC**
- Topic: Visual imagery/visual communication and rhetoric about the election/politics/relationship to society
- Format: Essay (1500 words maximum for text), description and analysis
- Audience: Specific and appropriate
- Format: Essay format, a short project report, or other appropriate formats such as a formal business letter
- Publishable (hard copy plus online: web page, other; preferably with hypertext links)
- Short oral presentation

**BLOCK 4:**
**Individual Argumentative Project: ELECTRONIC RHETORIC/Communication/Society**
- Topic: Electronic/Computer technologies and media as they communicate about the election/political issues; relationship to society (from the perspective of your academic major); consider issues of power/influence/control/regulation
- Audience: Specific and appropriate
- Format: An appropriate genre for a project report appropriate to the issue and assignment parameters: long essay form; research paper; project report including cover sheet, table of contents, letter of transmittal, executive summary, appropriate graphics, etc.
- Publishable (hard copy plus online: web page, other; preferably with hypertext links; may be written in hypertext or linear text; TAM students, and others, may propose electronic projects/video/film/etc.)
- Oral Presentation: Present final project with electronic support (Power Point, video, web page, etc.)

**WRTG 3020: TAM - Dr. Anne Bliss**

**August**
Course introduction
Introduction to the computer lab
HW: Write: "Why is technology important to society?" (250 words maximum, memo format, 1 copy due 8/26)
Read: Occasions essays for discussion in next class: “Mindless Machines” by Ben Tarr, “The Research and Development of the High Altitude Sleeping System: HASS” by Aaron Shupp, and “Twenty Dollars for a Light Bulb” by John LaTourette—also be sure to read “Form and the Essay” about rhetorical structure. The essays are available online: www.colorado.edu/pwr/occasions.

Discussion:
Rhetorical Form and Function; Occasions essays
Introduction to online reviewing tools
Website evaluation
HW: Read Marx, 3; Pool, 13
Website review (250 word maximum); post in WebCT “website review” forum before next class

Discussion:
Marx, Pool
Early technologies; Non-text Rhetoric Projects
HW: Read Weinberg, 23
Non-electronic Technologies Project; post URL and introduction/description before next class

September

2 Discussion: Weinberg
Workshop: Review/critique
HW: Read Berry, 31, Florman, 37
Complete non-electronic technologies project

7 Discussion: Berry, Florman
Workshop (review/critique)
HW: Read Mesthene, 49
Revise projects (Due by midnight 9/15, posted online)

9 Workshop

14 Discussion: Mesthene
Workshop
HW: Read Schumacher, 71
Complete primitive technologies project; DUE: post projects online before midnight 9/15

16 Discussion: Schumacher
Team projects: Rhetoric of Text
Video: "Revising Prose" by Richard Lanham
HW: Read Goodman, 78
Begin team projects; post topic, short description before next class: Consider: Why is text important in persuading readers? What aspects of the text, as technology, affect readers’ perceptions? Is text necessary? Choose an example of online or hard copy text to analyze for its rhetorical purpose and usefulness in persuasion. Maximum finished text length 1200 words; the project will be due at midnight 10/9.

21 Discussion: Goodman
Workshop (review team projects; using Word reviewing tools, “find” and “find and replace” tools)
Read: Sardar, 109
Team project: Post thesis paragraph, background information/description before next class
23 Discussion: Sardar  
Proofreading tools  
Workshop: Review projects  
HW: Read Jenkins, 119  
Team projects, revise and extend; post online before next class

28 Discussion: Jenkins  
Workshop: Review Projects  
HW: Read Wajcman, 135  
Complete full drafts of team projects; post online before class 10/5

30 Fall Break — No Class

October

5 Discussion: Wajcman  
Full drafts of team projects  
HW: Read Selove, 91; Winner, 148  
Finish team projects; due online by midnight 10/9

7 Discussion: Selove, Winner  
Introduction to visual rhetoric essay  
HW: Post Rhetoric of Text Projects; DUE—posted online by midnight 10/9

12 Workshop: Visual Rhetoric Project  
HW: Read: Lovins and Lovins, 167; Martin, 172  
Write: Introduction for Visual Rhetoric Project: Why does the visual image affect communication? Why does visual communication affect society; or, conversely, why does society affect visual communication? Consider photography, film, video, and especially the impact of television and the uses made of it. Do not consider computer visual displays as a topic for this project. (Maximum length: 1500 words for the entire project/essay exclusive of title page and reference documentation; due date 11/5 midnight posting)

14 Discuss: Lovins and Lovins, Martin  
Workshop: Review Projects  
HW: Read: Weinberg, 187  
Revise/extend projects after review; post revisions online following discussion, before the next class.

19 Discussion: Weinberg  
Workshop: Review Projects  
HW: Read: Bush, 196; Murray, 200  
Revise/extend projects after review; post revisions online before the next class

21 Discussion: Bush, Murray  
Workshop: Review Projects  
HW: Revision/extension; post full rough draft online by midnight before next class

26 Workshop: Review Projects (full drafts)  
HW: Read Kass, 209; Groopman, 225  
Revision/Polish for peer review (full drafts posted before next class)

28 Discussion: Kass, Groopman  
Workshop: Peer Review Projects (full drafts); Completed Projects due midnight 11/5

November
HW: Read Ceruzzi, 231
Workshop: Peer Review Projects (full drafts); Completed Projects due midnight 11/5

4
DUE: Visual Rhetoric Projects posted in the class forum before midnight 11/5
Discussion: Ceruzzi
Workshop: Electronic Rhetoric/Communication/Politics/Society (final project)
Write: Introduction to Final Project
****Analyze/argue an issue concerning the electronic media and rhetoric, electronic/computer-mediated media/communication, and the impact of media formats, content, and rhetoric, on any aspect of society. You may also consider social influences on electronic communication/media. You may consider areas that are related to your major or to your special interests. (Final project: 1500 words maximum; minimum of three different types of resources, e.g., Web, book, journal, newspaper, etc.) Tam students (and others, too): your final document may be written as a hypertext document, web page, contain original graphics, etc. Propose a genre or format if you wish.
HW: Read: Zuboff, 268
Revise/extend/resubmit projects after discussion
Final project will be due, posted by midnight on 12/3

9
Discussion: Zuboff
Workshop: Projects
HW: Lessig, 258; Rochlin, 276

11
Discussion: Lessig, Rochlin
Analysis and Argument
HW: Read: Forester and Morrison, 242
Revise/extend project following discussion of your project

16
Discussion: Forester and Morrison
Workshop: Review Projects
HW: Revise/extend project following discussion of your writing

18
Workshop: Review Projects
HW: Read: Joy, 295; Brown and Duguid, 318
Revise/extend projects; full rough drafts posted by midnight 11/19 for comments
Comment thoughtfully and thoroughly on the three full drafts following your essay in the forum before next class, using the Word reviewing tools—be thorough and critical (discuss what’s fine and not so fine)

23
Discussion: Joy, Brown and Duguid
Workshop: Review Projects
HW: Read Shostak, 325
Revise/complete full draft of project for peer review on 11/30 and 12/2 (first ½ class bring four hard copies on 11/30)

25
Thanksgiving Holiday – No class

30
Discussion: Shostak
Workshop: Peer Group Review Projects (full drafts)
HW: Presentation on final project on 12/7 or 12/9; projects due at midnight on 12/3
Second ½ class revise/complete full draft of project for peer review on 12/2; bring four hard copies on 12/2

December
2 Peer Review; Projects DUE midnight 12/3
7 Oral Presentations of final projects
9 Oral Presentations, Reflections
USEFUL WEB SITES:
www.colorado.edu/PWR  (Program for Writing and Rhetoric: writing lab schedule, other writing assistance)
www.colorado.edu/pwr/occasions  (Student essays, information about rhetoric and essays)
www.colorado.edu/pwr/writelink  (Directory of websites useful for writing)
www.colorado.edu/pwr/writingtips  (Directory of 30 useful 1-2 screen length writing tips)
www.colorado.edu/SASC (Student Academic Services Center: lists available tutorial help, classes, other)
www.fcc.gov  (Federal Communications Commission)

**** http://www-libraries.colorado.edu/ucb/libraries.htm  (Access to all CU-Boulder electronic library services, including databases, reference, etc.)

**** http://www.colorado.edu/copyright  (Guide to the copyright law, special student website with copyfree/non-copyrighted resources; obey the copyright law.)

To make an appointment with a writing lab tutor: send an email message to <wrtghelp@colorado.edu>
Request the date and time you prefer; please present a few optional appointment times. Information regarding the schedule for the drop-in lab in Norlin Library is available on the PWR website.

NOTES