PROGRAM FOR WRITING AND RHETORIC  
WRTG 3020 Section 040 (TAM course) 
Advanced Composition: Writing on Real and Virtual Society  
TR: 8:00 - 9:15 a.m., ATLS 1B25  

Instructor: Dr. Anne Bliss  
Office: ENVD 1B27D  
Office Hours: 1:00-2:30 p.m. Tuesdays and Thursdays, and by appointment  
Telephone/Voice Mail: 303-492-4478; Fax: 303-492-7877  
Email: anne.bliss@colorado.edu  

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 Harvack 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  
Pen drive or CD (RW)---to port your text, materials (or email attachments to yourself for filing in WebCT)  

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 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 assignment 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 will most likely 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, discuss your options with me. 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. If I need to know anything else about you that may affect your performance in this course, please let me know; I can’t read your mind, yet....
WRTG 3020 - TAM Course Requirements:

This course requires reading and analyzing short essays, websites, and media text 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 in 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 written, using the reviewing tools in Microsoft Word. Even though students only submit essays for grading on the due dates, daily writing and revision improves thinking and text. To receive a grade, submitted papers must be reviewed in class or online while they are “in progress”—i.e., 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, highly persuasive, well organized and written in a clear, graceful, error-free style. An “A” essay teaches the reader.

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, and it may border on the persuasive.

D Contains deficiencies in form, content, or mechanics, not persuasive.

F Incoherent, lacks form/structure, contains many surface errors, plagiarized, or not submitted 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)

Cheating and 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 (www.colorado.edu/academics/honorcode). 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. Plagiarism is a form of cheating.

Written text may be submitted to turnitin.com, a plagiarism checking service, which you may use to check your papers, as well. Also study the CU copyright information: www.colorado.edu/copyright: follow the law.
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; other assignments, both be oral and written)

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

PROJECTS (60%)

  Rhetoric of Text (team project) (10%)
  Visual Rhetoric (individual project) (20%)
  Electronic Rhetoric/Communication/Conspiracy Theory, including presentation (individual project) (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 Evaluation Project:
  Topic: Early non-text technologies related to conspiracy theory/rhetoric/relationship to society
  Web Research Techniques
  Format: Short essay (1000 words maximum) using description and analysis

BLOCK 2:
Team Description/Analysis Project: RHETORIC OF TEXT
  Topic: Rhetoric of text focusing on (the use of) technology with conspiracy theories
  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 technology and conspiracy theories
  Format: Essay (1500 words maximum for text) using 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 of the project

BLOCK 4:
Individual Argument Project: ELECTRONIC RHETORIC/Communication/ Society/Conspiracy Theories
  Topic: Electronic/Computer technologies and media communication about conspiracy theories; relationship to society (from the perspective of your academic major); consider issues of power/influence/control/regulation; OR other choice of topic (approved by the instructor)
  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.; OR alternate formats such as web pages, videos, photographic installation online/gallery (approved by the instructor)
  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.)
August

29  Course introduction
   Introduction to the computer lab
   HW: Write: "What is technology important to society?" (250 words max., memo format, one hard copy due 1/24)
   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.

31  Discussion: Rhetorical Form and Function; Occasions essays
   Introduction to online reviewing tools
   Website evaluation (team): Choose a website about non-electronic technologies and conspiracy theories; evaluate according to the posted criteria
   HW: Read Marx, 3; Pool, 13
   Website review (250 words maximum; post in WebCT "website review" forum before next class)

September

5   Discussion: Marx, Pool ANNE
   Early technologies; Non-text Rhetoric Projects about Conspiracy Theories (team)
   HW: Read Tenner 22; Weinberg, 27
   Non-electronic Technologies Project (NETP); post URL and introduction/description before next class

7   Discussion: Tenner, Weinberg
   Workshop: Review/critique
   HW: Read Berry, 35; Florman, 41
   Complete non-electronic technologies/conspiracy theories project

12  Discussion: Berry, Florman
    Workshop (review/critique)
    HW: Read Winner, 50
    Revise projects (Full rough drafts posted by midnight 9/13)

14  Workshop

19  Discussion: Winner
    Workshop
    HW: Read Cornish, 80
    Complete conspiracy theories project: Deadline: post projects online before midnight 9/23

21  Discussion: Cornish
    Team projects: Rhetoric of Text
    Video: "Revising Prose" by Richard Lanham
    HW: Read McDermott, 103
    Conspiracy Theories project: DUE: post online before midnight 9/23
    Write: Begin team Text 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; project due at midnight 10/13.
26 Discussion: McDermott
Workshop (review team projects; using Word reviewing tools, “find” and “find and replace” tools)
Read: Kurzweil 144
Team project: Post thesis paragraph, background information/description before next class

28 Discussion: Kurzweil
Proofreading tools
Workshop: Review projects
HW: Read Joy 115; Brown and Duguid 138
Team projects, revise and extend; post online before next class

October

3 Discussion: Joy; Brown and Duguid
Workshop: Review Projects
HW: Read: Lovins and Lovins, 169
Complete full drafts of team projects; post online before class 10/6

6 Discussion: Lovins and Lovins
Full drafts of team projects
HW: Read: The 911 Commission, 186
Finish team projects; due online by midnight 10/13

10 Discussion: The 911 Commission
Introduction to visual rhetoric essay
HW: Post Rhetoric of Text Projects; DUE—posted online by midnight 10/13

12 Workshop: Visual Rhetoric Project (Conspiracy Theories Focus)
HW: Read: Martin, 174
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; project due date 4/4, midnight posting)

17 Discussion: Martin
Workshop: Review Projects
HW: Read: Weinberg, 209
Revise/extend projects after review; post revisions online following discussion, before the next class.

19 Discussion: Weinberg
Workshop: Review Projects
HW: Read: Bush, 218; Murray, 222
Revise/extend projects after review; post revisions online before the next class

24 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 Karl and Trenberth, 235
Revision/Polish for peer review (full drafts posted before next class)
November

2

Discussion: Abraham
Workshop: Peer Review (full drafts); DUE: Visual Rhetoric Projects posted in the class forum before midnight 11/3
HW: Read Ceruzzi, 253

7

Discussion: Ceruzzi
Workshop: Electronic Rhetoric/Communication/Society/Conspiracy Theories (final project)
Write: Introduction to Final Project
****Focus on conspiracy theories: 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.) Your final document may be written as a hypertext document, web page, and may contain original graphics, etc. Propose for approval a genre or format if you wish to use a format other than a standard WebCT document submission.
HW: Read: Lessig, 282
Revise/extend/resubmit projects after discussion
Final project will be due, posted by midnight on 12/8

9

Discussion: Lessig, 282
Workshop: Projects
HW: Kapor, 293

14

Discussion: Kapor
Analysis and Argument
HW: Read: Zuboff, 304
Revise/extend project following discussion of your project

16

Discussion: Zuboff
Workshop: Review Projects
HW: Read Rochlin, 312
Revise/extend project following discussion of your writing

28

Discussion: Rochlin
Workshop: Review Projects
HW: Read Joy, 295; Browa and Duguid, 315
Revise/extend projects; full rough drafts posted by midnight 4/19 for comments
Comment thoughtfully and thoroughly on the three full drafts following your essay in the forum before the next class, using the Word reviewing tools—be thorough and critical (discuss what's fine and not so fine)

30

Discussion: Rochlin
Workshop: Review Projects
HW: Read Shostak, 333
Revise/complete full draft of project for peer review on 12/5, 12/7
First ½ class, bring four hard copies on 12/5

Fall Break: No Class November 21, November 23
December

5
Discussion: Shostak
Workshop: Peer Group Review Projects (full drafts)
HW: Presentation of final project on 5/2, 5/4; projects due at midnight on 12/8
Second ½ class revise/complete full draft of project for peer review; bring four hard copies on 12/7

7
Workshop: Peer Group Review Projects (full drafts)
HW: Presentation of final project on 12/12 or 12/14
Projects DUE posted in the appropriate forum before midnight 12/8

12
Oral Presentations of final projects

14
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)
www.loc.gov (Library of Congress)

**** www.ucblibraries.edu (Access to all CU-Boulder electronic library services, including databases, reference department, etc.)

**** www.colorado.edu/academics/honorcode (Adhere to all honor code regulations.)

**** 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.

Check out some fun and interesting websites on Conspiracy Theories (Are these sites reliable/conspiratorial?):
en.wikipedia.org/wiki/Conspiracy_theory
www.carpentubem.tv/cons/
www.ctrl.org/graphicHome/CTRLhome.html
www.cjnetworks.com/~cubsfan/conspiracy.html

NOTES: