



**ENGL307: Introduction to Digital Writing**

Old Dominion University, Norfolk Campus

Fall 2011, Tuesdays, 7:10-9:50pm, BAL2019

Section: 22761

Course Websites:

- For assignments and instructions: Blackboard
- For submission of most coursework: Wordpress Blog (<http://wordpress.com/>)
- For bookmarking resources: Diigo (<http://www.diigo.com/>)
- For general notetaking: Popplet (<http://popplet.com/>)
- You will be responsible for using a variety of other technologies and websites throughout the course!

**Course Handbook/Syllabus**

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## Instructor Information

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*Office Hours:*

- Location: BAL2008
- M: 2:00-4:00pm
- T&W: 6:00-7:00pm
- By Appointment: <https://tungle.me/rrodrigo>

## Course Information

### **Course Description**

Lecture 3 hours; 3 credits. Prerequisites: ENGL 110C, 111C and general education computer skills requirement. This course introduces students to issues of writing in various digital environments like web pages, email, blogs, wikis, and discussion boards. This class also introduces fundamentals of hypertext authoring, digital and visual rhetoric, and image manipulation.

### **Course Outcomes**

After participating in this course, students shall have improved upon the following skills:

- Play — the capacity to experiment with one's surroundings as a form of problem-solving
- Performance — the ability to adopt alternative identities for the purpose of improvisation and discovery
- Simulation — the ability to interpret and construct dynamic models of real-world processes
- Appropriation — the ability to meaningfully sample and remix media content
- Multitasking — the ability to scan one's environment and shift focus as needed to salient details.
- Distributed Cognition — the ability to interact meaningfully with tools that expand mental capacities
- Collective Intelligence — the ability to pool knowledge and compare notes with others toward a common goal
- Judgment — the ability to evaluate the reliability and credibility of different information sources
- Transmedia Navigation — the ability to follow the flow of stories and information across multiple modalities
- Networking — the ability to search for, synthesize, and disseminate information
- Negotiation — the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

### **Time Commitment**

Please recognize that most college courses expect two to three hours of work outside the class, for every one hour in class. So, for a three credit hour class (during sixteen weeks) that would equate to three hours in class, and six to nine outside of class.



## Course Materials

### Required Materials

- Graham, Lisa. (2005). *Basics of Design: Layout & Typography for Beginners* (2<sup>nd</sup> ed.). Clifton Park: Delmar/Cengage Learning. ISBN: 978-1-4018-7952-5
- Wolfe, Joanna. (2009). *Team Writing: A Guide to Working in Groups*. Boston: Bedford/St. Martin's. ISBN: 9780312565824.
- A college-level dictionary and a thesaurus, for example <http://www.m-w.com/>

### Required Technologies

Based on the type of projects you decide to submit, you may use other technologies than those listed below.

- Headphones for BAL2019 computers
- Access to a computer with an internet connection (preferably high-speed).
- My.ODU Account to access Blackboard
- For introduction video: Animoto (<http://animoto.com/>)
- For submission of most coursework: Wordpress Blog (<http://wordpress.com/>)
- For bookmarking resources: Diigo (<http://www.diigo.com/>)
- For mind mapping: Popplet (<http://popplet.com/>)
- MS Word or other word processor that can export to PDF:
  - Open Office: [http://www.filehippo.com/download\\_openoffice/](http://www.filehippo.com/download_openoffice/)
  - Google Docs: <http://docs.google.com/>

## Communication Policies

### Methods of Communication

- Email: One-on-one contact will be through your official ODU email.
- Wordpress Blog—most of your homework will be submitted on your own wordpress blog.
- Blackboard: All instructional materials and official announcements will be posted in Blackboard
- Major Writing Project Submission—will be submitted according to the individual assignment prompts.

### Communicating with the Instructor

If you have any questions, concerns, or other general comments about the class, the best way to communicate with the instructor is via email. The instructor reserves the right to take up to 48 hours to respond to your communication. The instructor may have to do some grading, look something up, or may just be taking care of his or her own life requirements. Therefore, do not put off your homework to the last minute, have a question, and then expect the instructor to respond prior to the deadline.

### Announcements

Official course announcements, especially those that mark official changes to the syllabus and/or course schedule and assignments deadlines, are made via the course blog. Individualize announcements and messages will be sent via email from to your official ODU email. Be sure to check your email and the course announcements page regularly.



## **Course Policies**

### ***Statement of Accommodation***

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. I would like everyone to know that I am willing to make any reasonable accommodation for limitations due to any disability, including learning disabilities. If you have or think you have a disability, including a learning disability, please make an appointment with an advisor at the Office of Educational Accessibility as soon as possible. They can assist you with appropriate accommodations for you in your classes. Please see ODU's Office of Educational Accessibility, and then me, to discuss any special needs you might have. Information about ODU's Office of Educational Accessibility:

- Web address: <http://studentaffairs.odu.edu/educationalaccessibility/>
- Phone number: 757-683-4655

### ***Attendance, Participation, and Withdrawal Policies***

Attendance is based on presence. Please take participation seriously; since this class is a community of thinkers who will discuss and collaborate on ideas, your lack of participation hurts others as well as yourself. So please participate in class on time and have your homework completed by the assigned deadline. I will not withdraw you from the course; therefore, if you wish to be withdrawn from the course, you must initiate withdrawal procedures.

### ***Project Format***

Please follow the essay/project submission guidelines as outlined in each major writing project assignment prompt. If you do not follow the submission guidelines, I will be unable to grade your work.

### ***Disposition of Projects***

Students should keep their own projects for at least one semester. Among other things, any student who appeals a course grade will need to submit copies of all graded course papers with the appeal.

### ***Completion Policies***

Due dates for assignments are listed in the course schedule and on assignments. Because you will be responding to other students' work in this class, your timely completion of assignments affects others in the course. Although it is possible that the technology can fail, it is ultimately your responsibility to submit the work, in the method requested, by the due date. (If there is an institutional, server side, technology error, I will learn about it. If no one is able to submit his or her work, a new deadline will be assigned. However, if only a few people were unable to submit the work, it is not an error on the instructor's, institution's, or district's side.) If you are having difficulty submitting an assignment, it is your responsibility to contact the instructor before the assignment is due. Otherwise, you risk receiving no credit for the assignment.

### ***The Public Nature of Writing and Issues of Confidentiality***

Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about things that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effects on others. In particular, please do not write about any criminal activity you may have knowledge of—as a witness, as a victim, or as a perpetrator. This may seem like an odd thing to caution you about, but if you were to write about such activity, I may be legally required to report it to the authorities.



### **Safe Classroom Environment Statement**

This classroom will be a safe learning environment for everyone individual insofar as I am able to ensure that outcome. This means I will treat all students with the respect they deserve, and in turn, I expect respect to be given to the instructor and to every individual in class. *Disagreement does not constitute disrespect.* We all have different points of view, different personal values, different life experiences, and different personal preferences that we bring with us to the classroom. I call these differences diversity, and diversity is welcome in the academic area. This is the stuff of which great discussions are made, and potentially, this diversity adds interesting dimensions to our interpersonal relationships. Consequently, I expect all students to respect the rights and needs of their classmates. Students cannot feel safe to express themselves without the assurance that their ideas, attitudes, and beliefs will be treated with respect.

Therefore, I ask that all student monitor their language and ways of talking about people, views, issues, and situations. For example, sexist, racist, or homophobic language will not be tolerated. Students may encounter ideas of which they have never hear or of which they disapprove or feel uncomfortable. I do not hope to change people's ideas, but I do hope to introduce students to ideas that will require them to think critically. If you feel you or others are not being treated respectfully, please see me immediately. Consult the Student Handbook for college policies regarding sexual harassment and other abusive behaviors.

### **Learning Centered Environment Statement**

Everyone does not learn in the same manner; therefore, it is important that we construct an environment that facilitates learning for the greatest number of individuals. In other words, try not to engage in behaviors that disturb the learning environment. Disturbing behaviors include (but are not limited to):

- acting disrespectfully to classmates or the teacher,
- talking out of turn (without raising a hand to be acknowledged),
- blurting out irrelevant comments,
- making comments that are off-topic and demonstrate you are not paying attention,
- criticizing, laughing at, or putting down other students,
- making comments or acting in way that promotes ignorance or stupidity rather than intelligence and competence,
- poking, prodding, or otherwise disturbing another student,
- sleeping or otherwise indicating disengagement from classroom activities,
- walking around the room unnecessarily,
- leaving classroom without permission from the teacher,
- behaving in an unsafe manner in the classroom,
- failing to pay attention and follow directions,
- letting various electronics ring or make other distracting noises, and
- eating and/or drinking (except bottled water) during class time.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process

### **Online Learning Environments**

We will be using a variety of technological, mostly web-based, applications (Animoto web-slides, Diigo social bookmarking, blog, wikis, etc.) for academic use in ENGL307, Introduction to Digital Writing, section 22761, Fall semester 2011. By default, many of these technologies are open to the public for the purpose of sharing your work with the larger Internet community.

To use the web-based application responsibly please observe all laws and ODU policies that are incorporated into the Codes of Conduct and Academic Integrity. Some specific aspects of law and policy that might be well to remember are prohibitions against copyright infringement, plagiarism, harassment or interferences with the



underlying technical code of the software. Some resources to remind yourself about ODU's policies as well as a digital document about laws on copyright and fair use:

- ODU's [Monarch Creed](#) and [Honor Code](#)
- [MCCCD Copyright Guidelines](#)

As a student using the web-based applications certain rights accrue to you. Any original work that you make tangible belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records as a matter of federal law and may choose to set your privacy settings to private and only share with the instructor and your classmates. Your contributions to the various web-based applications constitute educational records. By contributing to the web-based applications, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the Internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

### **A Note on Plagiarism**

*Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

Council of Writing Program Administrators

Plagiarism is stealing; it is presenting work as your own that is not exclusively your own. Plagiarism can include turning in part or all of someone else's writing as your own or using information from another source without giving credit. The consequences of plagiarism are severe, including failure of the assignment, probable failure for the course, disciplinary referral to the Dean, and possible expulsion from the institution. Whenever you borrow a phrase, sentence, paragraph—or even an idea stated in your own words—from any outside source without giving credit, you have plagiarized.

Some common examples of plagiarism in academic assignments are:

- the use of paraphrase or quotes from another writer without documentation,
- copying all or parts of another writer's paper,
- having another writer do the paper, and
- purchasing another writer's paper.

In cases where the instructor has carefully considered the evidence and concluded that a student has deliberately plagiarized, the instructor may use any, and all, of the following:

- A written warning to the student that s/he has violated the academic code;
- Lowering the assignment or course grade;
- Giving discretionary, additional assignments; and
- Course failure.

Additionally, the instructor may recommend to the department chair and dean any of the following:

- Academic probation;
- Suspension from the college; and
- Expulsion from the college.

If you have any questions about how to acknowledge someone else's words or ideas, or you have a question about whether a source needs to be acknowledged, come talk to me. Please also remember that any writing that you turn in for credit in this course must be written for this course.



## Grading Policies

### Assignment Distribution

Project #1: Google Fun & Funky Digital Literacy Tutorial*	15%
Project #2: Team Work Project*	15%
Project #3: Online Professional Identity Project*	15%
Final: Ignite Style Course Outcomes Reflection	5%
Rhetoric on the Town Assignments	10%
Homework	30%
Attendance & Participation	10%
<b>TOTAL</b>	<b>100%</b>

**\*You must submit “final” versions of all major writing projects to pass the class.**

### General Grading Standards

The following descriptions explain how grades are assigned to individual assignments in my courses:

A: “A” work is outstanding in every respect, given the requirements and stated expectations for a specific assignment.

B: “B” work achieves a level significantly above the standards for a specific assignment.

C: “C” work meets the requirements of an assignment in all respects, but does not rise above those requirements.

D: “D” work is worthy of a passing grade but does not meet all requirements for the assignment.

F: “F” work fails to meet the course requirements for a minimal pass.

### Grading Scale

Grades are determined according to the following scale:

- A (95-100%)
- A- (90-94.9%)
- B+ (87-89.9%)
- B (83-86.9%)
- B- (80-82.9%)
- C+ (77-79.9%)
- C (73-76.9%)
- C- (70-72.9%)
- D+ (67-69.9%)
- D (63-69.9%)
- D- (60-62.9%)
- F (59% or below)

### Incomplete Grades

A course grade of “Incomplete” will be given only in extreme situations because the sad story is that most students who request incompletes never finish the course. Please visit the following website for more information:

<http://www.odu.edu/ao/registrar/grades/incompletes/igrades.shtml>.

### Grading Response Time

The instructor requests that students allow the instructor approximately one week from the date of submission (original suggested deadline, not if the assignment is turned in late), to post a grade, or provide feedback, on any homework assignments, two weeks for major projects. (Note: the instructor will make every effort to provide faster turn around time-however, sometimes faster turn around is not possible).





## Course Schedule/Calendar

This schedule is an outline of the course and will change. All changes will be announced in the class announcements.

### September 6—Get Started

### September 13

- Due Tues. 9/13 by 11:59am
  - Read Basics of Design (BoD), Chapter 1. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 1 (not necessarily examples that demonstrate the concepts; actual websites that talk about similar concepts). Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Read Basics of Design (BoD), Chapter 2. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 2 (not necessarily examples that demonstrate the concepts; actual websites that talk about similar concepts). Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Add notes for BoD Chapter 1 to your Course Info mindmap. Be sure to start or end each note with something like “C1” or “Chap1” so I can tell what notes you are adding to which outcomes.–worth 2 raw homework points
  - Add notes for BoD Chapter 2 to your Course Info mindmap. Be sure to start or end each note with something like “C2” or “Chap2” so I can tell what notes you are adding to which outcomes.–worth 2 raw homework points
  - In your blog, Animoto Introduction Video and brief written introduction
- Due Tues. 9/13 by 7:09pm
  - Read the syllabus; have any questions prepared for class.
    - Skim the following webpages about writing Instructions:
    - Instructions: How to Write Guides for Busy, Grouchy People
    - How to write Instructions
    - Rhetorical functions in academic writing: Writing instructions
    - Online Technical Writing: Instructions
  - Find at least 3 resources online about constructing/writing “instructions.” You may want to look at technical writing and business writing resources. Bookmark the resources in Diigo and in the notes area describe how the information in the site will help you with Project #1. Push your favorite site, and your notes, to the Diigo class group. Consider searching in Google Books and/or looking for Online Writing Labs for help finding resources. – 7 raw homework points
  - Add notes about writing instructions to your mindmap--2 raw homework points





## September 20

- Due Tues. 9/20 by 11:59am
  - Go read/view all of your classmate's introductions. In your blog reflect on what you read and watched. What stood out to you in terms of content? why? What stood out to you in terms of layout, design, and/or format? why? Whose introduction "sticks" with you the most? why? – 1 raw homework point
  - Read Basics of Design (BoD), Chapter 3. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 3 (not necessarily examples that demonstrate the concepts; actual websites that talk about similar concepts). Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Add notes for BoD Chapter 3 to your Course Info mindmap. Be sure to start or end each note with something like "C3" or "Chap3" so I can tell what notes you are adding to which outcomes.–worth 2 raw homework points
  - Rhetoric on the Town: Contrast
- Due Tues. 9/20 by 7:09pm
  - Read Henry Jenkins' white paper: Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. In your blog describe which three of the listed skills are your strongest. Describe how and where in your life (academic, personal, professional) that you demonstrate those skills. Which three skills do you need to work on the most? Where and how do you think you can work on them? –worth 6 raw homework points
  - Draft Project #1



### September 27

- Due Tues. 9/27 by 11:59am
  - Read Basics of Design (BoD), Chapter 4. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 4 (not necessarily examples that demonstrate the concepts; actual websites that talk about similar concepts). Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Add notes for BoD Chapter 4 to your Course Info mindmap. Be sure to start or end each note with something like “C4” or “Chap4” so I can tell what notes you are adding to which outcomes.–worth 2 raw homework points
  - Rhetoric on the Town: Balance
- Due Tues. 9/27 by 7:09pm
  - Final Project #1

### October 4

- Due Tues. 10/4 by 11:59am
  - Read: BoD, Chapter 5
  - Read Basics of Design (BoD), Chapter 5. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 5. Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Add notes for BoD Chapter 5 to your Course Info mindmap.–worth 2 raw homework points
  - Rhetoric on the Town: Alignment
  - Find, bookmark, and take notes on at least 4 resources that will help you improve your WordPress course blog. Push your favorite two (plus notes on how/why they are good) to your classmates.–6 raw homework points
- Due Tues. 10/4 by 7:09pm
  - Revise your course WordPress Blog. You need to at least do the following (worth a total of 10 raw homework points):
    - Select a New Theme
    - Make at least one “About” page that describes the rhetorical situation (purpose, audience, etc.) of your blog.
    - Incorporate at least two more widgets that make “sense” for your blog.
    - Change at least one more “thing” that makes sense for your blog.
    - In your blog, reflect on the changes you made to your blog (aka, list what you changed and why you changed it). How and why is it “better” in terms of its rhetorical purpose and audience?

### October 11—Fall Holiday, no Class



### October 18—Asynchronous Online Work (no f2f class)

- Due Tues. 10/18 by 11:59am
  - Read Basics of Design (BoD), Chapter 6. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 6. Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Add notes for BoD Chapter 6 to your Course Info mindmap. –worth 2 raw homework points
  - Rhetoric on the Town: Repetition
- Due Friday 10/21 by 11:59pm
  - Read” the following:
    - A Fair(y) Use Tale
    - Public Domain Is the Rule, Copyright the Exception
    - Code of Best Practices...
    - Creative Commons (flip through the slides, watch the two videos)
  - Search for and bookmark at least three other resources about Copyright, Fair Use, and/or Creative Commons (again, check Google Books for some good stuff). Annotated and share one of them with the rest of the class in the Diigo group. -6 raw homework points
  - Add notes for about Copyright, Fair Use, and Creative Commons to your Course Info mindmap.–worth 2 raw homework points
  - In your blog, post a response to the following: After all this reading & viewing, what did learned about Copyright, Fair Use, and Creative Commons. What surprised you? What empowered you? What frustrated you? Give two specific examples of details about copyright, fair use, and/or Creative Commons and discuss them in terms of some experience you have had related to the topic. (PS...don’t write about anything illegal...you can always refer to “having a friend who downloads...”).-worth 5 raw homework points
  - Go read/view all of your classmate’s Course Info mindmaps. In your blog reflect on what you read and viewed. What stood out to you in terms of content? why? What stood out to you in terms of layout, design, and/or format? why? Whose mindmap “sticks” with you the most? why? Also reflect on what you liked about working within a mindmap. How/where might you use mindmaps, specifically an application like MindMeister, again? – 2 raw homework point

### October 25

- Due Tues. 10/25 by 11:59am
  - Read: BoD, Chapter 7
  - Read Basics of Design (BoD), Chapter 7. Using Diigo, bookmark at least three websites/pages that supplement your understanding of BoD Chapter 7. Annotate and push your favorite of the three bookmarks to our Diigo group. –worth 7 raw homework points
  - Add notes for BoD Chapter 7 to your Course Info mindmap. –worth 2 raw homework points
  - Rhetoric on the Town: Flow
  - Read Manovich “What is New Media” (uploaded in Blackboard)
  - Find, bookmark, and take notes on at least three other resources that help you engage and understand Manovich’s article. Annotated and share one of them with the rest of the class in the Diigo group. -7 raw homework points
- Due Tues. 10/25 by 7:09pm
  - Read/skim the following webpages to get a brief introduction to how HTML works:
    - Basic HTML: An Introduction (read up to “Beginning to Write)
    - HTML Tutorial (read through all five pages)
    - Introduction to HTML. Basic HTML Tags (skim to get a sense of tag options)
    - Getting Started with HTML (skim to get a sense of tag options)
    - HTML Tutorial (use as a reference)



## November 1

- Due Tues. 10/4 by 11:59am
  - Read BoD: Chapter 8
  - Skim/watch the following basic tips about image editing/manipulation. Some of them are telling you how to do the manipulation in a specific application; during this reading focus on what type of manipulation is being asked of you, not how to do it:
    - Six basic steps to edit digital photos
    - Top Photo Editing Tips
    - Basic Photo Editing
    - Basic Photo Editing with Picnik.com
    - Real Basic Photo Editing with GIMP
    - Photo Editing Basics using Picnik Part I: Editing Basics
    - How to Crop Images
    - Photo Tip #95: Post-Production Series #3: Cropping Tips
  - Add notes about images and editing/manipulation to your mindmap
- Due Tues. 10/4 by 7:09pm
  - Read: BoD Chapter 9
  - Draft: Rhetoric on the Town: Website Analysis (different assignment prompt from regular Rhet/Town assignments)

## November 8

- Due Tues. 11/8 by 11:59pm
  - Read BoD Chapters 10 & 11; in your blog discuss types and aspects of fonts that would represent you personally. Also discuss types and aspects of fonts that would represent you professionally. Describe how, why, and the differences. Be sure to use the terms and concepts from the chapter and discuss specific font categories, tones, and specific font names—consider linking out to examples on the web. (You might consider using these fonts in Project #3.)—3 raw homework points
  - Find, bookmark, and take notes on at least three resources about formal reports. Annotated and share one of them with the rest of the class in the Diigo group. -7 raw homework points
  - Find, bookmark, and take notes on at least three resources about video resumes. Annotated and share one of them with the rest of the class in the Diigo group. -7 raw homework points
- Due Tues. 11/8 by 7:09pm
  - Watch the following video and read/skim the following resources. In your blog, respond to the following prompt: Raine, in “The Perfect People Meter” discusses ways he wishes he could track information; most of these are already being tracked, just not necessarily cross-analyzed...yet. Based on these readings, what do you think about managing your digital identities? How important is it to have a social identity? professional? What things do you need to consider as you construct either of them? -5 raw homework points
    - I Flunked my Social Media Background Check, Will You?
    - Managing your reputation through search results
    - Protecting Reputations Online in Plain English
    - The Perfect People Meter: My Beautiful Fantasy About Understanding Audience in the Digital Age
  - Final: Rhetoric on the Town: Website Analysis (different assignment prompt from regular Rhet/Town assignments)



### November 15

- Due Tues. 11/15 by 7:09pm
  - Final Project #2

### November 22—Asynchronous Online Work (no f2f class)

- Due Tues. 11/22 by 11:59pm
  - In your blog, post a Draft Part 1 of Project #3
  - Read “Remediation” (uploaded in Blackboard)—be warned, this is a long reading.
  - Find, bookmark, and take notes on at least three other resources that help you engage and understand Remediation article. Annotated and share one of them with the rest of the class in the Diigo group. -7 raw homework points
  - In your blog discuss how the reading on “Remediation” gets you thinking differently about projects #1 and #2. Describe how you think project #3 is some form of remediation. Discuss at least three other assignments from the class that help you understand different concepts from the remediation reading.-6 raw homework points
- Due Fri. 11/25 by 11:59pm
  - Peer Review of Part 1 of Project #3 (more instructions TBA)
  - Read, respond and reflect on your classmates Remediation postings (more instructions TBA).

### November 29

- Due Tues. 11/29 by 7:09pm
  - Draft: Part 2 of Project #3

### December 6

- Due Tues. 12/6 by 7:09pm
  - Final Project #3

### December 13

- Due Tues. 12/13 by 7:09pm
  - Ignite Style Course Reflection

All homework and Rhetoric on the Town assignments (anything that is not a major project) are due by the deadline, no exceptions.

### **Other Important Dates**

- August 31 – Tuition Deadline
- September 8 – Deadline to drop and add
- September 8 – Deadline to receive 100% refund
- September 9 – Withdraw period begins (grade “W”)
- September 15 – Deadline to withdraw and receive 50% refund
- September 16 – No refunds for dropped classes
- September 26-30 – Academic Status Report
- November 8 – Last day to withdraw without an instructor’s signature (grade “W”)
- December 10-16 –Final Exams

Point your browser to <http://www.odu.edu/ao/registrar/calendars/academic/index.shtml> for additional dates.



## Handbook/Syllabus Contract Form

### ***Student Responsibilities***

You are expected to contribute positively to the learning environment of the classroom by:

- taking responsibility for your own success in class;
- reading, reviewing, and referring to the course handbook/syllabus for all pertinent information;
- reading, reviewing, and referring to the ASU College Catalog and ASU Student Handbook for college policies (<http://www.mc.maricopa.edu/students/publications.html>);
- actively asking questions and seeking out help from the instructor;
- participating regularly in this course in the various virtual environments;
- keeping a copy of all assignments until the end of the semester; and
- immediately reporting all e-mail/computer problems to the professor and it is your responsibility to complete the course assignment and activities even in the face of computer failure.

### ***Instructor Responsibilities:***

- The instructor reserves the right to require proctoring or validation of students' academic work at the instructor's discretion.
- The instructor reserves the right to change or modify course policies, materials, or deadlines in response to student feedback or unforeseen circumstances. Students will be notified by the instructor of any changes in course requirements or policies.
- The instructor requests that students allow the instructor **48 hours** to respond to student emails or other forms of contact.
- The instructor will attempt to be available during weekdays, however, as balance between family and work is important in everyone's lives, the instructor reserves the right to be unavailable on weekends.
- The instructor requests that students allow the instructor one week from the date of submission (original deadline, not if the assignment is turned in late), to post a grade, or provide feedback, on any homework assignments, two weeks for major writing projects. (Note: the instructor will make every effort to provide faster turn around time-however, sometimes faster turn around is not possible)
- The instructor may be "out-of-the-office" for extended periods of time, and requests that students understand that this situation may occur and allow for such inconveniences (however, the instructor will always attempt to email and/or post an announcement to the class about any such circumstances)

### ***Student Agreement***

The signature below, as well as attendance and participation in this class, signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this Handbook/syllabus and the assignments contained within it according to circumstances that may arise during the course of the class. The instructor may drop a student if the student fails to complete the work; however, it is the student's responsibility to drop the course if they do not wish to continue. If the student does not drop the course by the appropriate date the student will receive an F.

(Be sure to ask the instructor any questions concerning the handbook/syllabus before signing below.)

\_\_\_\_\_  
Student's Name, Printed

\_\_\_\_\_  
Date