

Teaching Portfolio

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The following is a selection of my teaching materials. I have tried to include a range of examples—lower-level, upper-level, and graduate courses—for your review. More information can be found on my class webpage: <https://clas-pages.uncc.edu/aaron-toscano/>.

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*Please note that UNC Charlotte switched to a Web-Based Evaluation System in Fall 2013, which greatly reduced the number of student responses.

Statement of Teaching Philosophy

I want to help further the goals of your Composition program and look forward to developing strategies to help your students—undergraduate and graduate—succeed. My teaching philosophy stems from my belief that students develop an ability to use language by writing in an encouraging, inquisitive environment. When students are offered the chance to think critically about their identities, opinions, and culture, I believe they become comfortable with their own voices in writing. Once they feel they have an authority to write on a subject, they will become more effective writers. My courses, which I normally teach in computer labs or smart classrooms, are technology-heavy experiences. Whether I am teaching composition, rhetorical theory, technical writing, media studies, or literature, I always foster critical thinking by attempting to make the unconscious forces in our culture salient. Regardless of the specific subject matter, rhetoric constructs our notions of context. My primary pedagogical objective is to demystify the writing and thinking processes that academia require. I mainly teach non-English majors whose curriculum outside of English requires them to engage in the rhetorics of their fields. Although I am not an expert in all the various curricula outside the English Department, my classes begin with analyzing the power behind cultural, institutional, and even historical systems of thought. Students realize that their writing is not just words on a page or screen; those words are signs that readers interpret based in large part on the cultural contexts in which the audiences live. It is impossible to teach all students the specific communication contexts for their future careers, but I feel it is important to have students consider ways to approach all communication. Understanding how the individual writer constructs meaning helps the student understand how assumptions affect the intended message. Obviously, this requires sound rhetoric/composition theory, but it also requires cultural awareness.

Students need to consider audience and avoid creating writer-based prose that makes sense only to the writer's mental model. I encourage students to analyze how they present their ideas (as opposed to simply what they present) by having them specifically mention how their writing is effective. All my non-large-lecture classes require students to turn in a portfolio, and the portfolio's reflective cover letter explains why they made the choices they made in their assignments. The goal of this metadiscourse is to have students begin to analyze critically their writing strategies for specific audiences and purposes, which helps foster reader-oriented prose. For example, in "Information Design and Digital Publishing," students analyze their work rhetorically and explain that the design choices they make are the most effective because they match the audience's expectations and their documents' purposes. These analyses share the goal of having students re-vision their documents by stepping into the readers' shoes and considering how an audience may perceive the message from another set of assumptions. I let them know that their expertise is important, and the metadiscourse they provide is an attempt to help me understand their rhetorical strategies and to encourage them to deconstruct the rhetoric behind their fields' epistemologies. I want them to start asking questions. In fact, I tell them I hope they leave class with more questions than answers. For instance, these questions could be, "Who are my audiences?"; "What are their goals?"; "What cultural assumptions can I make or not make"? I am not the Computer Science, Engineering, or Earth Sciences expert, so the students need to inquire about knowledge making and writing specific to their disciplines. There is no "writing inoculation" class that magically makes students more effective writers. I reject the idea that a semester or year can "fix" a student's writing. Learning to write effectively is a much longer process. Please review my class website for more information on my pedagogy: <https://clas-pages.uncc.edu/aaron-toscano/>.

Although I mainly teach technical writing courses, I have taught graduate-level rhetoric/composition courses. The graduate only "Rhetorical Theory" course covers the history of rhetoric. Although I believe we should have two separate courses—Ancient Rhetoric and Modern Rhetoric—students engage the major philosophers of Western Civilization. From Socrates to Judith Butler, the course challenges students to understand how different rhetorical perspectives (re)construct meaning and knowledge. My former Department Chair and mentor Cy Knoblauch helped me envision a class that takes students through discussions on meaning making by focusing on a particular theorist. Each week, class discussions dig deeply into a particular rhetorician's work. I try to help students understand why the rhetoricians concluded the way they did in order to model what I believe is essential to rhetorical studies—understanding the motivations and power behind a subject's meaning; in other words, its message. Also, when our Department was without a Director of the Writing Resources Center, I twice

taught the “Theory and Practice of Tutoring Writing” course, which prepares undergraduates and graduates for tutoring in the Writing Resources Center. My goal for the course is to explain why rhetoric/composition theory suggests teaching and tutoring writing should not be directive, which we know stifles student writing. It is a challenge to convince mostly literature students to think about writing from this perspective, but my open approach to teaching assures them I am not claiming the last word on writing. Instead, I insist they develop their own theories of language and put them into practice. After they apply a theory—whether that be in a tutoring session or later when they teach—they must reflect and rethink their original position. I firmly believe that is effective, responsible pedagogy.

In addition to the graduate only “Rhetorical Theory” course, discussed above, I have taught other graduate only courses: “Technical/Professional Writing,” “New Media,” and “The Rhetoric of Technology”. As of Fall 2017, I’m teaching “The Rhetoric of Technology” and more information is on my webpage mentioned above. Briefly, this course introduce students to research and theories of the rhetorical construction of technology in history and culture. We analyze technologies to understand how they reflect the ideologies of the cultures from which they come. Students engage with rhetorical analyses of technology and focus on the discourse surrounding technologies. “Technical/Professional Writing” introduces MA students to the field. For the course, I merged my expertise in rhetoric/composition with my expertise in technical writing and asked students to explore not only the art of designing technical documents but also the current theory and research in the fields of rhetoric/composition and technical writing. Students discussed the rhetorical principles/situations embedded within the genres essential to technical writing. The “New Media” course asked students to engage in highly theoretical discussions about the effects of new media on literacy. The days of static texts communicating technical information are not over, but dynamic, searchable texts (new media formats) are certainly important sites to analyze. The main text in this course was Lev Manovich’s *The Language of New Media*. This course had very little overlap with the more cultural studies course I teach in the summer, but both courses ask students to do print and multimodal assignments. In addition to creating the graduate-only “New Media” and “Rhetoric of Technology courses,” I developed the summer course “New Media: Gender, Culture, Technology” here at UNC Charlotte. This is an undergraduate/graduate mixed course cross-listed with several programs—American Studies, Communications Studies, English, Masters in Liberal Studies, and Women’s and Gender Studies. In recent summers, I taught it as a hybrid course. The course explores the ways in which new media reflect larger cultural myths, values, and attitudes. We approach the study of new media by analyzing various media (TV, films, commercials, printed texts, webpages, video game sequences, etc.) and locating the cultural values incorporated within media to help us evaluate capitalism, militarization, fragmented realities, patriotism, the individual hero, gender roles, and even manifest destiny. Because I teach a range of ages (including a large percentage of “non-traditional,” first-generation students), relating video games to students much older than I am is a challenge, so we use all the tools of the smart classroom to our advantage. YouTube has game play recorded for nearly every mainstream game, and the Media Education Foundation (MEF) database has critical material on video games, popular culture, and media studies.

Finally, I want students to know that their experiences and education are important to me, and their classmates are a non-threatening, attentive audience to whom they may express their goals, worries, and ideas through writing, class discussions, and presentations. Having them feel comfortable speaking to others in small groups and in class empowers them to write. If they feel they cannot say anything important about a subject, I doubt they will be very excited inquiring about a subject. I encourage them to develop their writing through small groups and individual struggles. The classes I teach usually end with a four- to five-minute public speaking assignment. Whether the subject is an analysis of their writing style, a proposed business or technical solution, a deconstruction of cultural myths, or even an interpretation of media, the final presentation is a chance for students to analyze a topic through the theories we engaged in the course. Therefore, I am confident saying that all courses I teach return to my overarching research and teaching agenda: Rhetoric.

English 2116-020

Introduction to Technical Communication

Summer Session II—2015

Dr. Aaron A. Toscano Office: Fretwell 280F Office hours: MTWR Noon - 1:00 pm (and by appt)	Classroom: Fretwell 219 Time: MTWR 3:00 - 4:50 pm http://clas-pages.uncc.edu/aaron-toscano/
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Course Description

English 2116 is designed for advanced-writing students in engineering, natural sciences, computer sciences, business, communications, and English studies. We will concentrate on writing in a variety of technical forms of discourse and engage critical thinking and writing by developing our writing processes and producing finished prose—both technical and expository. We will also emphasize discovering our writing processes, secondary research, and problem-solving; recognizing the rhetorical character of technical and professional discourse with its multiple purposes and audiences; evaluating and integrating a variety of written, visual, and oral elements of design; and developing field-specific vocabularies for talking about this discourse. Special to this class is that we meet in a computer lab, and all students are required to have an online presence—a web page devoted to the class.

Text and Materials

Required	Tebeaux, Elizabeth & Dragga, Sam. <i>The Essentials of Technical Communication</i> . 3rd Edition is preferred {1st ed.—9780195384222; 2nd ed.—9780199890781; 3 rd ed.— 9780199379996 } Asimov, Isaac. <i>I, Robot</i> . {Any Edition} Access to a UNCC Internet account (e-mail, web space, etc.) Willingness To Learn
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Expectations

I expect students to be prepared to participate in class discussions; therefore, students should finish all reading before the class meets. In addition to hard copy assignments turned in, students must maintain a basic web page throughout the semester that reflects some mastery of online communication skills. This is not a Web development class and covers minimal software instruction, but students should be able to maneuver in computer-mediated environments. If you can use Microsoft Word, find "Save As..", and drag & drop files, you can create a very basic Web site. Unless otherwise stated hand in all work to me. Please do not e-mail me any attachments—I **will not accept attachments**. In fact, I delete all attachments to avoid malicious viruses. Please do not beg for an exception; this is non-negotiable. You are solely responsible for backing up your work and getting hardcopies to me. The fact that your computer crashed or your Internet connection failed is a potentiality that calls for backing up your work and avoiding procrastination. If last minute "issues" come up, you may upload your assignment to a webpage—this does not mean e-mailing an attachment—but you must also bring a hardcopy to me at

the next class meeting. **Do not expect me to provide printing resources.** Alternative assignments and extensions are given at my discretion. If you are unwilling to fulfill these expectations, please reconsider your enrollment in this course.

Work Requirements

Students in this course are expected to be able to complete unified, coherent documents nearly free of mechanical, logical, or structural errors. Additionally, students must strive to write using inclusive language including, but not limited to, gender neutral/inclusive language, nontechnical language (where appropriate), and interculturally aware language. The ability to read college-level texts critically is also a requirement. The table below has a list of required assignments to complete individually. Also, students will have the opportunity to collaborate or work individually on a final presentation and annotated bibliography that addresses an issue or issues in technical communication. The final exam will be during the regularly scheduled final exam time: Tuesday, August 4, 2015 from 3:00-4:30 pm. **All of these assignments must be completed to receive a passing grade in the course. Just because the assignments have percentage values associated with them does not mean you will pass the course if your missing assignments do not drop you below 60%.**

Assignments/Grade Distribution

Portfolio Assignments (30%)			
Cover Letter			
Resume			
Set of Instructions			
Other Assignments (25%)		Project (10%)	
Prose Revisions	100	Proposal	25
I, Robot Essay	100	Annotated Bibliography	100
Web Page	50	Visual(s)	25
Technology Journal	50	Total	150
Ethical Dilemmas	25		
Total	325		
Exams/Quizzes (15%)		Everything Else (20%)	
Syllabus Quiz	50	Participation (15%)	15%
Midterm	200	Presentation (5%)	5%
Final	200		
Total	450		

All of the above must be completed to receive a passing grade in the course.

Portfolios, Journals, and Exams

Students must revise the portfolio assignments, which are not graded until the end of the semester, to go into their final portfolios. These portfolio documents will go through the entire writing process (prewriting, drafting, re-visioning, and editing). Please keep all work I return to you, and, especially, keep

the portfolio assignments I return to you because you will be turning in the originals I've commented on with your portfolio revisions on 7/30/2015). **Portfolios without the required materials may not receive a passing grade.** Every week students should write a 250-word response to the journal discussion prompts. These journals will be collected at midterm and the end of the semester, but we will refer to the topics throughout the semester. The Midterm and Final Exams will cover all course readings and prose revision lessons. The Final Exam will be *slightly* cumulative.

Grading Policy

Your final grade is supposed to reflect your entire work for the semester and will be based on the percentages below:

Grading Scale for Graded Assignments and Final Grade:				
A= 90 - 100	B= 80 - 89	C= 70 - 79	D= 60 - 69	F=Below 60

Definition of A, B, C, D, and F Grades

Remember, your final grade is a combination of the five areas above in the assignment percentage table. An 'A' means your work was excellent—not mediocre, average, or just good. A 'B' means your work was good—not quite excellent but definitely above average and thoughtful. A 'C' means your work was barely adequate enough to satisfy the assignment—showing a lack of effort or thought for the assignment guidelines. A 'D' or 'F' usually means assignments were late, missing, or incomplete—often this work does not demonstrate appropriate college-level work for a 2000-level course.

Late Work

An assignment is due at the beginning of the class for which it was assigned. All late work will **reduce** the assignment by **10% for each class meeting it is late**. Therefore, an assignment worth 100 points that is one class meeting late will not be able to have a grade higher than 90. If a portfolio assignment is late, your overall grade will be 3% less. Therefore, if you turn in a portfolio assignment a day late, your final grade begins at 97%—your final grade; the one that goes on your transcript. If you will not or cannot be in class on the day an assignment is due, you should make arrangements to get the assignment to me via another student, put it in my mailbox, or upload the document online and e-mail the link to me. Of course, you must still bring in a hardcopy (if required) of the assignment on the next class meeting. Again, you must still bring in a hardcopy (if required) of the assignment on the next class meeting. **Remember, I will not accept assignments attached to e-mails.** Please discuss any problems you may have regarding attendance or late work **before** class if at all possible. Remember, you are responsible for making up all work missed. Something I've learned from past semesters is that if you don't turn things in on time early in the semester, you end up not turning other things in on time (or at all). Do your best to get all your work in to me on time. If you are absent, get the information from another student. Do not expect me to e-mail the class notes to you. Of course, never e-mail me and ask, "so...like, Dr. Toscano, man...did we...like...you know...do anything the other day in class?" What should you do instead?

Participation

You must participate **thoughtfully** during class discussions. Merely showing up will not get you participation credit—you **must speak**. If you're not in class, you can't receive credit, so your participation grade will be affected. I will note your participation (or lack thereof) daily. Thoughtful participation means that you engage critically in our discussions or ask engaging questions about the subject. Simply making jokes or telling the class an irrelevant story about a TV show does not warrant thoughtful participation. **Doing work for another class or distracting other students will lower your participation grade—even to the point of falling below 15% (meaning, you can have a negative participation grade).**

Please see me ASAP if you're concerned about your participation grade because you're shy or if you don't understand these requirements. Telling me at the end of July that you didn't participate because you're the quiet type or because you didn't understand what "thoughtful" meant will be too late. Even worse, e-mailing me after the semester is over to complain that participation isn't a "valid" class assignment is too late. The purpose of discussions is for students to have control over their own learning and to reinforce critical thinking generally and "critical technological awareness" specifically. I am willing to provide a quasi-alternative to *supplement* a student's participation grade, but please note that discussion, which allows speakers to exchange ideas, is an extremely important component of critical thinking. One alternative is to do class reflections you post online. Please discuss this alternative with me early in the semester...like today!

Attendance

I will take attendance each day of class starting July 1st. It is very important that you attend every class in order to keep up with the work and reading. "Work" isn't just doing assignments and regurgitating information back to the professor; it means thinking and reflecting on the course material. In class, I often discuss what motivates technical communication situations and how those motivations can be diverse depending on audience, purpose, and context. This is critical thinking. Your final grade will be lowered by a full letter grade for each day missed beyond **3** absences. After **6** absences you will receive a failing grade for the course. Please make an effort to come to every class and to get here on time. Don't just skip class because you feel you have three "free" days. Save your absences for emergencies. There are no such things as excused absences. Only students participating in UNC Charlotte sponsored activities (with the proper documentation) will not be penalized for missing class. I will ask you to request a meeting with the Dean of Students if you have situations that you feel should allow you an exception to missing more than **3** classes. Cars break down, parking is limited, students get sick, and traffic is brutal, but class still happens. Also, please be respectful of the other students and get to class on time, or make every effort to be quiet as you come in late.

Academic Integrity

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This Code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). **Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course.** Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte

and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to 'F.' If you do not have a copy of the Code, you can view it on UNC Charlotte's Academic Integrity Web site at <http://integrity.uncc.edu/>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

If you try to pass off any work in full or part as your own without proper credit being given to the original source, you will receive an 'F' in this course.

In addition to the above identification of Academic Dishonesty, students should be aware of technology-mediated concerns related to Academic Integrity. The Oxford English Dictionary defines "integrity" as "The condition of having no part or element taken away or wanting; undivided or unbroken state; material wholeness, completeness, entirety." A second definition states that integrity means "The condition of not being marred or violated; unimpaired or uncorrupted condition; original perfect state; soundness." Therefore, anything that draws students' attention away from course activities and goals is a violation of academic integrity because it corrupts the soundness and condition of learning. For instance, engaging in critical thinking/awareness is a sound, perfect state activity for this course; on the other hand, devoting attention to facebook, instant messaging, non-class-related Web surfing or e-mailing, etc. violates or corrupts the learning goals of this course. Although we may point to the Internet in general and social media sites specifically in our discussions of 21st-Century communication, engrossing oneself in them during class to "catch up with friends" divides your attention and may be distracting to members of this class. This violation is as serious as plagiarism and will result in an 'F' in participation the first time and an 'F' in this course for a subsequent violation. This syllabus section is your warning.

You may also receive an 'F' in the course for other academic integrity violations specified on the UNCC Integrity Web site. Do not expect another warning—this is it. Please see me if you need further clarification regarding cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, complicity in academic dishonesty, technology-mediated concerns related to Academic Integrity, or other violations of academic integrity.

A Note to Students from UNC Charlotte's English Department, Statement on Diversity (April 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

The Department of English is committed to the centrality of writing in our curriculum.

Important Dates and Administrative Information

The syllabus schedule below has important dates marked. Students are responsible for not only knowing course deadlines but also knowing UNC Charlotte deadlines (drop/add, billing, vacation, etc.).

Please visit the following link for the registrar's calendar:

http://registrar.uncc.edu/calendar?tid_1=10&tid=42.

Instructional Modifications

Students who have a condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the Office of Disabilities Services

(<http://ds.uncc.edu/>) to identify, discuss, and document any feasible instructional modifications or accommodations.

Statement of Academic Freedom

I strongly encourage students to use class as a place for free inquiry and intellectual growth. Although we as a class will not always agree or be comfortable with the views of others, every student has the right to his or her own tastes and convictions. I promise to be fair and always support your right to look at the world from your own position, but I encourage all students to branch out and consider multiple perspectives. **I will not tolerate any harassment or abuse (emotional or physical) or any instance where others adversely affect students' learning.**

Building "Issues" and Inclement Weather

Some buildings have A/C problems and classes have to be canceled because it's too brutally hot to remain inside. If the A/C "issue" cancels class, keep up with the syllabus. We'll pick up where we left off on the syllabus when we return to class. Also, if anything else (i.e., weather) causes us to miss class, we'll pick up where we left off.

Right to Make Changes

I reserve the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or to make our lives easier.

Schedule for Readings and Assignments

(have readings and assignments done before class)

WEEK 1	
June 29	Introduction to the course. Get online. Make a web page. Say hello.
June 30*	More Introduction to the course Ch. 1 and 2 in Tebeaux and Dragga
July 1	Ch. 12 in Tebeaux and Dragga; Résumé reading Bring in résumé information
No Class July 2nd & 3rd	
*June 30 th : Last Day to Add or Drop a Class with no grade by 11:59 PM Last Day to apply for Summer Session 2 Graduation	
WEEK 2	
July 6	Syllabus Quiz (also review this link: http://legal.uncc.edu/policies/ps-105.html) More Résumé stuff
July 7 **DUE**	Résumés and Cover Letters DUE Ch. 4 and 7 in Tebeaux and Dragga Lessons on Plain Language
July 8	Prose revision
July 9	Writing for the User Ch. 5 and 10 in Tebeaux and Dragga ...Be reading <i>I, Robot</i>
WEEK 3	
July 13 **DUE**	Prose Revisions Due Final Project and Research Discussion Ch. 8 in Tebeaux and Dragga
July 14 **DUE**	Set of Instructions DUE Technology in a social context discussion (reading online)
July 15	Introduction to Information Design Ch. 6 in Tebeaux and Dragga Midterm Preview
July 16 EXAM	Midterm Exam ...Be reading <i>I, Robot</i>
WEEK 4	
July 20*	Midterm Review and <i>I, Robot</i> essay topics
July 21	<i>I, Robot</i> Discussion
July 22 **DUE**	More <i>I, Robot</i> and Science Fiction in a Technical Communication context Discussion <i>I, Robot</i> essay DUE
July 23 **DUE**	Proposal, Visual, and Annotated Bibliography DUE Ethics and Perspectives discussion Ch. 3 in Tebeaux and Dragga; Huff, Darrel. "How to Lie with Statistics" on Moodle .
*July 20 th : Last Day to Withdraw from course(s) by 11:59 PM	

WEEK 5	
July 27	Catching up on previous reading or activities
July 28	Ch. 11 in Tebeaux and Dragga Presentation discussion and workshop
July 29 **DUE**	Portfolio/Presentation Workshop Ethical Dilemmas DUE Final Exam Preview
July 30 **DUE**	NO CLASS—Transfer SOAR session Portfolios DUE —turn in portfolios to my mailbox where I'll have a cardboard box below for your portfolios (in case my mailbox gets full)
WEEK 6	
August 3	Presentations
August 4	Final Exam 3:00-4:30 (If you have a conflict, please let me know ASAP)



[Private: ENGL 2116-020: Introduction to Technical Communication](#) » Private: ENGL 2116-020 Major Assignments

Private: ENGL 2116-020 Major Assignments

Maintain a Webpage all Semester

Refer to our Webpage Guide for these requirements. Here's a good overview for what should be on your webpage:

I'd like your webpage to have the following on your homepage:

- Your name or alias
- A link to our class home page
- A link to a classmate's webpage
- A link to UNC Charlotte's homepage
- A link to your department's homepage
- Other links?
- Journals Page (if you want; otherwise, turn in hard copies)
- Social construction of Technology (Yes, your post-Midterm Exam fun)
- Library Hunt (Maybe...)
- Definitions (Maybe...)
- Cite all "borrowed" images
- Any work associated with your portfolio that you include online

Once I get it up, make sure your webpage link works on the Classmates Webpage List.

Résumé and Cover Letter (DUE July 7th)

Go to the lesson page for July 1st and **review the supplemental reading online**. **STAPLE YOUR COVER LETTER AND RÉSUMÉ TOGETHER**. No folders, dog ears, or glue–staples. Staple your work before you come to class.

SHOW. DON'T TELL.

This is a portfolio assignment, so you'll have a chance to revise it.

Prose Revision Assignment (DUE July 13th)

Go to the Prose Revision Assignment page to see **the three paragraphs** you are to revise—using the ideas we’ve discussed.

Set of Instructions Assignment (DUE July 14th)

Your instructions shouldn’t be more than five pages. Use a visual, and follow the other directions below. Don’t think too big on this assignment: you aren’t going to put a car together, but you might change a tire or the oil (“don’t you just ditch the car when the oil gets dirty”). Please come up with a procedure that you can describe step by step in two and a half pages. Obviously, you won’t be writing in paragraph form. Remember to include DANGERS, WARNINGS, CAUTIONS, and NOTES as applicable:

- **Dangers** identify immediate hazard to life or limb
- **Warnings** protect users from injury and manufacturers from legal action.
- **Cautions** protect machinery.
- **Notes** are tips for better performance and ease of use.

Use the following directions to create your instructions:

1. For a technology (an object, tool, or system) prepare an order form for all the parts. Each part will need a part number in addition to the name. Consider the appearance of the order sheet, its columns and spaces, the complicating factors of model year and interchangeable parts in your design of the media.-or-Instead of an order form, list the items (parts, tools, skills, time, etc.) a user may need to complete the task. For instance, if you’re describing how to fix a computer, you may list the following items as necessary:
2. **Write a brief description** of the technology or procedure for a lay or semi-technical audience (for example, college students, storeowners, catalog customers, etc.). This is a description and NOT a set of instructions. It should be about two paragraphs (8-10 college-level sentences).
3. **Write ONE** explanation (set of instructions) on how the technology or procedure is carried out. By “carried out” I mean explain one of the following: how is it set; how is it set up; how is it used; how does one go about doing...you know...doing the steps; how does it (or the system) work. Be sure to include warnings, cautions, notes, and dangers if needed.
4. **List the sources you used** to create the instructions or describe the procedure. I realize that some of you won’t need to do this, so it isn’t a requirement, but, if you do use sources, be good students and list them.
 1. Small screw drivers
 2. Anti-static wrist band
 3. Thermal glue
 4. Other tools
 5. Parts the user will be replacing, adding, “modding” (heatsink, CPU, disk drive, power supply, etc)

-or-

If you’re describing a simple procedure, list the main terms that a lay or semi-technical audience may need defined before reading the instructions. For instance, if you’re describing how a toilet refills itself,

you may have to list and describe the following items:

1. Fillvalve—the valve that opens to fill the toilet...I guess.
2. Flushvalve—the valve that opens to flush...why not?
Flushvalve washer—it's got to be something connected to the thing above.
3. Lever—if you don't know this piece, you aren't allowed in my house.
4. Brass float rod—the rod attached to the flushvalve that holds the float ball.
5. Plastic float ball—that plastic ball that hangs on the end of the float rod.
6. Chain and stopper—the chain that rises with the float ball; the stopper is attached to the end of the chain.
7. Toilet tempering valve/mixing valve—valve that mixes hot and cold water to prevent sweating (condensation).

5. **An alternative** assignment can be to describe a science. For instance, why does rain fall? What's Global Warming? But be forewarned!!! These descriptions must be in your own words. I'm sure you'll consult sources, but do not steal material word for word from ANY source (print or online).

6. **Please do not do instructions** on the following:

- recipes—unless you are willing to explain the science behind what is happening to the food as it is cooked or processed. You can't just put down a recipe with ingredients and steps to make the food. You need to discuss the science behind cooking.
- uploading webpages
- games

7. **Questions?**

This is a portfolio assignment, so you'll have a chance to revise it.

***I, Robot* Essay(DUE July 22nd)**

This quick read is perfect for you. It's filled with suspense, drama, humor, and robots! Take a look at **possible short essay topics** to choose from. Feel free to create your own, but remember that you have to read the entire book in order to do the essay. Don't forget to review the ***I, Robot* Discussion page**.

Proposals, Annotated Bibliography, Visuals (DUE July 23rd)

I'm going to have you find 5 sources for your annotated bibliography (10 sources for groups of 2). Normally, the annotated bibliography shows the reader (me) that you've explored a topic, done background research. This research is supposed to inform your research questions and, ultimately, your final report, design, presentation, etc. Because of the abbreviated nature of a summer term, we won't be doing a full research project. Instead, you'll be setting one up and talking about how you might approach it.

Please consider topics that revolve around one of the following:

- Proposing a technical or scientific solution to a problem.
- Expanding a company or organization's business model(s).

- Describing a technology (must be different from your set of instructions).
- Describing a science (must be different from your set of instructions).
- Something else related to technology or technical communication.

Please make sure these are actual, real world problems—no magic wands or science fiction technologies.

Because this is in place of a research project, include a 200-word (per group member) description of how you would go about conducting a project with the information you found. Your research question or questions would be a part of this description. Things to consider would be the following:

All the topics below do not have to be addressed—use your best judgment.

- Purpose of the project—what or why or how are you going to address the project’s research question
- Scope of the project—what are the boundaries of the project (you can’t cover everything)
- Methodology of the project—how might you go about gathering the necessary information or items for the project
- Timeframe of the project—how long might an actual project of this size take
- Budget for the project—how much might a project you’re proposing cost (if applicable)
- Possible impact of the project—what result or results might you expect (this might already be addressed in the purpose)

Annotation Requirements

The goal of this assignment is to do research the right way. By “the right way” I mean that you should always gather more information than you need; then, you should sort through the information in order to learn more about your topic. Some information might be more helpful than other information, but you wouldn’t know that if you simply gathered the first few sources that came from google. In order for me to see what topic you’re considering, I want to read an annotated list of sources. **Check here for more details about annotation requirements** (Scroll down to “Annotation Example”).

Ethical Dilemmas (DUE July 29th)

Here’s the link to your ethical dilemma homework we discussed on July 23rd. Remember, this is a “writing intensive” course, and I’m sure no one will debate it isn’t.

Although this definition isn’t hermetic, we’re focusing on *ethics* as it—the subject—relates to professions; therefore, ethics can be consider a code of conduct, which Ch. 3 in Tebeaux and Dragga suggests (pp. 39-40 in the 3rd ed.). This assignment (as well as our discussions) is designed to get you thinking about the gray area of ethics...no absolute right or wrong.

Final Presentations (August 3rd)

I always try to give students the opportunity to do some kind of public speaking in every class I teach. Although this isn’t a public speaking class, presenting information to an audience orally is germane to the spirit of the field of technical/professional communication. Most of you will have to do some kind of public

presenting in the future, so it's a good idea to get all the practice you can. You're welcome.

I have a final oral presentations page up that gives you more details about adapting your final projects to a 4-5 min presentation.

Final Portfolios(DUE July 30th)

I have **a list of portfolio requirements** for you to follow as you're putting together the final portfolio.

Final Exam (August 4th)

Your Final Exam is Thursday (8/04) from 3:00-4:30 in our classroom (Fretwell 219). If you've read and paid attention in class it will be easy. If you haven't read and messaged, Facebooked, or let the Internet distract you for most of class, this might be difficult. Make sure you go over the following:

- Using simple, direct verbs for résumé duties
- Revising for passive voice, parallelism, and other wordiness
- General guidelines for block and modified block letter formats
- Key Terms and Ideas from Chapters 3, 6, and 8 in Dragga and Tebeaux (This is your textbook)
 - Ch. 3: Writing ethically (and inclusively)
 - Ch. 6: Designing effective and ethical visuals
 - Ch. 8: Parts of reports
- **Effective presentation guidelines**—preparation, eye contact, voice projection, relevance, and...
- *I, Robot* issues related to technology and technical communication
- Research strategies and databases commands
- Source credibility and authority
- Ethics as a personal philosophy—Utilitarianism, Deontology, Teleology, Theologism, Objectivism, and Toscanoism
- Statistics...well, manipulation with statistics (see Darrel Huff)
 - Mean, median, mode
 - Relative size of graphics
 - Four out of five people know stats are bogus...
- And other pertinent stuff we brought up in class

If all goes according to plan, the Final Exam should only take you 45-60 min. Please do not expect to use the computers to "assist" you during the exam...that's called cheating.

[Private: ENGL 2116-020: Introduction to Technical Communication](#) » [Private: July 20th: More on Information Design and Visuals](#) » [Private: I, Robot Short Essay Topics](#)

Private: I, Robot Short Essay Topics

Below are essay topics for *I, Robot*. I've tried to keep the topics chapter specific, but a few topics could cover more than one chapter. It is quite possible that a good short essay could come out of simply reading the chapter as opposed to the entire book. While that is possible, not reading the book would be cheating yourself out of a rather enjoyable science fiction novel that discusses important issues in a rather interesting way. Also, if I think that too many of you just read the chapter and not the entire book, you may find yourselves with a large *I, Robot* section on the final exam.

Chapter 1: Robbie

Describe Robbie as if you were writing a sales brochure for a family. Discuss Robbie's features, requirements, abilities, uses, etc. You may also want to consider costs and maintenance possibilities. Remember, you'd be selling Robbie to people skeptical of robots. Consider adding the history of robots and what makes this "nursemaid" unit special.

Chapter 2: Runaround

1. Describe the predicament on pp. 32-33 to a lay audience. Then, argue for an alternative to the expedition or present a safety plan for future expeditions. Consider such issues as food, water, weather, environment, system capabilities (compatibilities as well—some of the technology is rather outdated), and, of course, Plan B—a backup in case things start going wrong.
2. Take a position on robot labor. On p. 35 Powell mentions that the first robots were almost banned from Earth. Argue for the ban or against it. Obviously, you'll have to use sound argumentation (logic, proof, thesis, etc.). You may also want to bring up contemporary examples that are similar to the robot labor issue.
3. Describe the insosuits for a semi-technical business audience that has asked for a specification report. What do they look like? What are they for? Are they worth the cost? Be a salesperson!
4. Describe the mine for a freshman textbook. Discuss its size, dimensions, uses, operation, need, etc.

Chapter 3: Reason

1. Write a report to the robot QT-1 (aka “Cutie”) explaining why he was created. Obviously, this is an explanation to an extremely lay audience—you can assume nothing. Tell him who you are and where you’re from. Then, explain his purpose in a report-like fashion. Remember, he doesn’t believe humans created him.
2. Describe the station’s operation. What does it do and why?

Chapter 4: Catch the Rabbit

1. Explain the merits behind the motto “No employee makes the same mistake twice. He is fired the first time” (p. 83). Is this a good or bad policy? For what type of industry would this be good? Why? Would you like to work under such a motto? What would the motto mean for advancement or innovation?
2. Isaac Asimov wrote this novel in the 1940s. Like all science fiction, he uses contemporary items and situations, but makes them more useful or just bigger, stronger, and faster (or smaller, more efficient, and faster). For instance, on p. 84 Powell is reading a handbook. Apparently, this handbook is so important that he’d run naked from a burning building to save it. Is that necessary? Update Asimov’s science and technology (especially communication technologies) for a “real” twenty-first-century (2061 in fact) audience. Pull ideas from the entire book if you’d like. You aren’t supposed to find everything; instead, find enough for at least five pages. (Hint: consider customs as well as items—workday issues, food, drink, smoke, etc.)
3. Create a robot “personality” test and describe its purpose. What does it say about robots? Why is such a test important? You may want to consider this essay a persuasive appeal to anti-robot groups or legislators who distrust robots.
4. Explain why you think robots are constantly improving. What are the implications (economic, social, personal) and what do they parallel today? In other words, how are robots similar to computers? Think about the whole picture—economics, distribution, marketability, etc.
5. Interesting. Even in the future, redheads are fiery hot-tempered individuals. Analyze why redheads are considered so ill mannered. You may do a report that discusses Powell’s temper and how it’s directly related to (or supplemented by) his red hair. What are the implications of having red-headed engineers and scientists?

Chapter 5: Liar!

1. Creating positronic brains. What contemporary system or process most resembles (or slightly resembles) the creation of positronic brains. You know, Internet security seems to be a close match.
2. Describe issues (ethical and economic) surrounding a machine that could read people’s minds. Would it sell? Should it sell? What would make such a technology attractive or repulsive?
3. You’ve been assigned to write a classified report to the Board of U.S. Robots about RB-34. Explain the situation and suggest what to do next. Remember, technical writers are often legally responsible for the information they present to internal and external audiences.
4. Based on the issues between the two main “love” interests, write an essay that discusses the pros and cons of romantic relationships on the job. What are the problems? What are the risks? Defend a position for good, bad, or “it depends...” Bring in personal experiences if you think that would help, but do try to relate it to the novel’s characters and plot.

Chapter 6: Little Lost Robot

1. Consider a robot not *impressioned* with the First Law of Robotics:
 “A robot may not injure a human being, or, through inaction, allow a human being to come to harm.”
 Is this a good idea? Why or why not? What purpose(s) would such a robot serve? Also, what would such an invention say about the (militaristic) society that created it?
2. Anyone down with economics? Try to come up with a cost-and-benefit analysis for destroying or not destroying the 63 robots (which cost \$30,000 in 1940’s dollars). To do this you’ll need to first estimate the price in 2006 dollars, so you must inflate (an estimate is ok) the price and then argue the pros and cons of destroying or keeping them. Check out the [Bureau of Labor Statistics \(BLS\) Inflation page](#) for more information or use [this inflation calculator](#) from [Moneychimp.com](#). If the BLS page still doesn’t work, try this link: <http://www.westegg.com/inflation/>.
3. Explain the importance of government-industry relations in technology creation. In the case of robots without the First Law impressioned, the government had a few bargaining chips that compelled U. S. Robots to create those modified robots. Is it right for the government or anyone to be able to force companies to create these robots or similar real-world technologies? Think about medicine, airplanes, bombs, spacecraft, etc.

Chapter 7: Escape!

1. Consider the ethics behind the corporate chicanery of Consolidated–U.S. Robots’ main competition. Present ideas about what would happen to competition in the industry if Consolidated’s question destroyed The Brain. What technological/scientific discoveries are harmed/hindered? Why would working together and sharing be better? Would you want to work for a place involved in corporate sabotage? What would you like or dislike? What would you be worried about?
2. Explain what this chapter has to say about the need for critical thinking even in the midst of “thinking” robots. This isn’t an easy one. This chapter discusses troubleshooting (well, all the chapters do) as an important component of science and engineering. Explain why critical thinking is so important in the world of cold hard “facts” like math, science, and engineering. Use examples from the chapter.

Chapter 8: Evidence

1. Discuss the ethical, economic, personal, etc. issues of having robots, artificially intelligent beings, run things. Is life so predictable that it can be reduced to mere mathematical equations? This chapter comments on statistics in a subtle way. Explain why having artificial intelligence technology is good or bad. Defend your beliefs on the subject using examples from the novel or elsewhere.
2. Write a report assuring the people (a lay audience) that U. S. Robots has never created a robot for work on Earth. Assure them that no positronic brains can ever be created without a “paper trail”—well documented creation and disposal. Specifically, you are responding to the Stephen Byerly case. Tell the public that the company never created such a robot, and it adheres to all laws. You may have to add some information from p. 211.

Chapter 9: The Evitable Conflict

I admit, this one is a bit tricky. It’s more philosophical than technical (but there’s lots of technical stuff). You could write about the pros and cons of having machines govern—as in keeping an ordered bureaucracy not just political governance/decision making—all or most of our lives. Technology is

pervasive in our society and our network technologies (mobile phones, Internet, etc.) are all connected and inseparable from our lives.

With that being said, I offer the following question:

Is technology or technological development a good pursuit? Obviously, to answer this question, you'll have to define *good*.

Overall Question

Total recap. What technical communication issues does this novel raise for us—twenty-first-century people? {Intentionally vague}

Logistics

Good luck. All essays are meant to be **at least four full pages** in a normal typed, double spaced format. All should have a title other than, "*I, Robot* Essay." Also, all essays should be well written, unified, coherent documents nearly free of mechanical, logical, or structural errors (representative of appropriate college-level writing for a 2000-level course).

I will deduct points for poorly written essays and essays not fitting the proper format. For instance, your papers should be formatted appropriately for essays with your Name, ENGL 2116-XXX, the Chapter and question you're answering, and the Date single spaced, and everything else should be double spaced after that starting with a **centered** title. You should use a 12 pt Times New Roman font and have no more than 1-inch margins. Number pages after the first page. Please staple your paper and don't use folders or cover sheets—just type it up, print it out, staple it, and turn it in. Did I mention I wanted it stapled? I'll deduct the following points for not following the format/content directions:

- No staple: -5 pts
- No title: -10 pts
- Folder/Cover sheet **is NOT** needed (don't include either): -5 pts
- Improper heading: -10 pts
- Improper margins: -15 pts
- Improper font (for instance, too big): -20 pts
- Double Spacing headings or triple spacing between paragraphs: -5 pts
- Less than 4 pages: -10 pts
- Less than 3 pages: -20 pts
- Less than 2 pages: -30 pts
- Less than 1 and 1/2 pages: -35 pts
- Less than 1 page: -50 pts

Of course, the above formatting issues are just surface features and are to be considered after you come up with a topic and do multiple drafts. Remember, the Writing Resources Center (WRC) can help.



Private: ENGL 2116-020: Introduction to Technical Communication » Private: Final Portfolio Requirements

Private: Final Portfolio Requirements

What's so important about the portfolio?

The portfolio assessment is an attempt to evaluate your entire writerly self. As you're well aware by this point in the term, I'm not as concerned with your finished products as I am concerned with your development as a writer and work through writing tasks on your own. My philosophy on teaching and language has me stress individual writer development as opposed to focusing on rigid, artificial formats or rote memorization for later regurgitation.

The portfolio is supposed to show me your ability to go through the writing process, to make edits, (re)visions, and reflections. As you revise your assignments, I want you to be conscious of your process. The reason I didn't give you many comments on grammar and mechanics all semester is because I feel that those are not as important (notice I didn't say **NOT** important; I said not **AS** important) as comments about structure, organization, and content. Although I hope you leave this class with better skills to think about writing, I also hope you leave with more of a sense about your writing choices. Therefore, I'm asking you to include a reflective letter about those choices and your feelings as a writer.

What's a Reflective Portfolio Cover Letter?

Your reflections in the reflective cover letter should include an introduction of yourself as a professional writer. Don't tell me the grade you feel you deserve in the class; instead, explain that you understand that you approached the revisions considering audience and purpose. How did audience and purpose influence your choices? Don't just assume I'm the audience. What is your beyond-the-classroom, assumed audience?

Additionally, you should briefly discuss the assignments you revised—what you changed, why you did the changes, what effect did the changes have on the paper. Aim for discussing higher order concerns and major, overall revisions; please don't tell me you added a comma here and there—consider the larger picture. In fact, you should have a reason for the changes you discuss. Again, small changes such as, "I added commas where Dr. Toscano told me to," aren't worth mentioning. Instead, comments such as, "I paid close attention to my overusing prepositions and nominalizations and revised to have a more efficient prose style," are more substantive. Truly reflective revision means you're thinking about how

your document best meets audience expectations and fulfills its purpose.

Specifically, I want you to describe the following:

- How you revised your cover letters and résumés to **show** that you are the ideal candidate for a particular job.
- How you incorporated a more efficient prose style in your work and/or how you thought critically about choosing the revised prose we discussed in class or choosing not to revise based on our class activities.
- What choices you made to best reach your assumed audience for your Set of Instructions.
- What communication means to you and how your understanding has changed (assuming it has; if it hasn't...well, that would be interesting).

This reflective letter is very important to your portfolio because it tells me how you've been thinking about the writing you've done this semester. Remember, I'm not grading products; I'm grading your entire writing processes. **Not including a reflective letter will adversely affect your final grade.**

What to include in your portfolio?

Your portfolio should include the following items:

- Reflective Portfolio Cover Letter (very important)
- Cover Letter Assignment
- Résumé
- Set of Instructions

*Please do not change your original assignment topics. I grade based on your process, so you must hand in the original papers to me in a folder (or bound together **securely**), so I will be able to see your improvement. Please don't use 3-ring binders because they take up too much space in my mailbox.*

When's All This Due and How Do I Turn it In?

You should hand in your portfolio no later than 4:00 pm on **Thursday, July 30th**. Remember, you must turn in the original papers I commented on.

Remember, your final grade is based on your **work, effort, and participation**.

What about Late Portfolios?

Late portfolios will not be accepted. Portfolios attached to e-mails will not be accepted. Let me repeat that: Portfolios attached to e-mails will not be accepted. Work out all computer and printing issues before the due date—July 30th.

English 4182/5182-090

Information Design & Digital Publishing

Fall 2015

Dr. Aaron A. Toscano (atoscano)

Office: Fretwell 280F

Office hours: Thursday 3:00 – 5:00 pm (and by appt.)

Classroom: Fretwell 219

Time: Thursday 6:30 – 9:15 pm

<http://clas-pages.uncc.edu/aaron-toscano/engl4182-5182fall2015/>

Course Description and Purpose

The purpose of this course is to introduce you to the principles, vocabulary, and theories of computer-aided document design. You will be expected to use the computer to solve a variety of writing problems, including planning, drafting, editing, and publishing. All students will plan, design, and complete print and electronic documents that will be evaluated in a course portfolio. The course meets in a computer classroom with various Adobe and Microsoft software applications students will use for assignments. This course, however, is not a course on InDesign, Photoshop, and Dreamweaver. Not only is it inappropriate to consider giving students credit for a 4000/5000-level course based on software instruction, a once-a-week 3-hour class is an ineffective situation for software instruction. Any software/technology skills students come away with are secondary to the goal of exploring the theoretical, cultural, and rhetorical frameworks implicit and explicit concerning information design.

Texts and Materials

Required: Kimball, Miles A. and Ann R. Hawkins. *Document Design*. Bedford/St. Martin's, 2007. 978-0312436995.
Williams, Robin. *Non-Designer's Design Book*. 3rd Ed. Peachpit Press, 2008. 978-0321534040.

Willingness To Learn

Recommended: A book on InDesign CS6
A book on Photoshop CS6
A book on Dreamweaver CS6
...Or the ability and motivation to find online tutorials for the various Adobe software we'll use

Expectations

I expect students to be prepared to participate in class--activities, workshops, discussions, etc. Therefore, students should finish all reading before the class meets and expect to be in class for the entire time. Unless otherwise stated, hand in all work to me. Again, unless otherwise stated, hand in all work to me. Do not e-mail me any attachments—I **will not accept attachments**. Please do not beg for an exception. You are solely responsible for backing up your work and getting hardcopies to me. The potential for computers crashing and Internet connections failing calls for backing up your work and avoiding procrastination. If last minute "issues" come up, you may upload your assignment to a webpage—this does not mean e-mailing an attachment—but you must also bring a hardcopy to me on the next class meeting. **Do not expect me to provide printing resources**. Also, the computer lab printer doesn't always work, so, if you plan to use it, get here early and plan for alternative means of printing. Do not print out material during class discussions. Alternative assignments and extensions are given at my discretion. If you are unwilling to fulfill these expectations, please reconsider your enrollment in this course.

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, research, assignments, learning software, and studying for exams. The above outside-of-class work expectations are derived from Academic Affairs: <http://provost.uncc.edu/policies/academic-calendar> (see III. Definitions).

You should expect to work outside of class. The Barnard building computer lab has Adobe Software, and you may want to set aside time in that lab to familiarize yourself with the software you wish to use. We will have approximately one hour of instruction on Adobe InDesign, Photoshop, and Dreamweaver—total instruction, not per software package. You can probably get by using Microsoft Word or other software to complete the major assignments, but, again, this is not a software instruction course. If you're not comfortable learning software nearly completely on your own, I advise you to drop this course. **This goes without saying, but I expect you to think and show me that you're thinking deeply about the course material.**

Work Requirements

Students in this course are expected to be able to complete unified, coherent documents nearly free of mechanical, logical, or structural errors. The ability to read advanced college-level texts critically is also a requirement. Students will complete documents, maintain a website, take a midterm and final exam, and do presentations aimed at lay audiences. Most documents will be portfolio assessments and are listed below along with other assignments:

ENGL 4182 & 5182 Students

- *Document #1: Business Card & Letterhead (Due 9/17)
- *Document #2: Flyer or Advertisement (Due 10/15)
- *Document #3: Tutorial or Brochure (Due 11/05)
- Rhetorical Analysis of a Document related to the course goals (Due 11/12)
- Web Site (ongoing)
- Portfolios (Due 12/03)
- Presentation on the rhetorical strategies/elements of your final portfolio documents (12/03)

*Portfolio documents

ENGL 5182 Students (only)

In addition to the requirements above, students enrolled in ENGL 5182 must do the following:

- Presentation on 5182 Projects (5-7 min) (Due 11/19)
5182 Projects: Bibliographic Essay (10-15 pages) or Rhetoric Project (hmm...) (Due 11/19)
 - Cultural Analyses of New Media
 - General Rhetorical Analysis
 - Copyright law and electronic media
 - Typography & History
 - Hypertext/Hypermedia Authoring
 - Contemporary Printing Methods
 - Page Description Languages
 - Multimodal Composition
 - Document Design (many possibilities)
 - Visual Rhetoric (many possibilities)
 - Other: _____ (see me)
- Leading Class Discussion (after 9/24)

*Documents 1-3 must be accompanied by a project assessment memo designed to provide me with information about the context for and the design of the document, as well as a rationale for and evaluation of the use of each application employed. Specific criteria for evaluation and discussion will be assigned with each project. Without this memo, the assignment is incomplete, so your grade will be lowered for each day the memo is late.

The final exam will cover our readings and class activities/discussions and will be on our final exam day: **Thursday, December 17, 2015 from 6:30-9:15 pm**. Please let me know ASAP if there are any other exam conflicts with your schedules.

All of these assignments must be completed to receive a passing grade in the course. Just because the assignments have percentage values below does not mean you will pass the course if your missing assignments do not drop you below 60%.

This is a writing Intensive (W) course, so at least 50% of your grade is writing-related work:

<https://facultygovernance.uncc.edu/sites/facultygovernance.uncc.edu/files/media/W-O%20Best%20Practices%20Fall%202011.pdf>.

Grading Policy

Your final grade is supposed to reflect your entire work for the semester and will be based on the percentages below:

Grading Scale for Graded Assignments and Final Grade:				
A= 90 – 100	B= 80 – 89	C= 70 – 79	D= 60 – 69	F=Below 60

Assignments/Grade Distribution for ENGL 4182

Major Assignments (40%)	pts.	Participation (25%)	pts.	Exams (30%)	pts.	Presentation (5%)	pts.
Document #1*	100	Webpage (ongoing)	50	Midterm	100	Final Presentation	100
Document #2*	200	In-Class Participation	100	Final	100		
Document #3*	300	Moodle Posts	100				
Rhetorical Analysis	100						
Total	700	Total	250	Total	200	Total	100

*Portfolio Assignments

Assignments/Grade Distribution for ENGL 5182

Major Assignments (40%)	pts.	Participation (25%)	pts.	Exams and Extras (30%)	pts.	Presentations (5%)	pts.
Document #1*	100	Webpage (ongoing)	50	Midterm	100	Final Presentation	100
Document #2*	200	In-Class Participation	100	Final	100	Biblio. Essay/Project Pres.	100
Document #3*	300	Moodle Posts	100	Leading Class	100		
Rhetorical Analysis	100			Essay/Project	100		
Total	700	Total	250	Total	400	Total	200

*Portfolio Assignments

Definition of A, B, C, D, and F Grades

Remember, your final grade is a combination of the four areas above in the Assignment/Grade Distribution tables. An 'A' means your work was excellent—not mediocre, average, or just good. A 'B' means your work was good—not quite excellent but definitely above average and thoughtful. A 'C' means your work was barely adequate enough to satisfy the assignment—showing a lack of effort or thought for the assignment guidelines. A 'D' or 'F' usually means assignments were late, missing, or incomplete—often this work does not demonstrate appropriate college-level work for a 4000/5000-level class. Of course, this also goes without saying, but *excellent*, *good*, *barely adequate*, etc. are held to different standards for undergraduates and graduate students.

Late Work

An assignment is due at the beginning of the class for which it was assigned. Honestly, there is no excuse for assignments being late in a 4000/5000-level class, but I have a policy anyway. All non-portfolio late work will **reduce** the assignment by 10% for each class period it is late. Therefore, an assignment worth 100 points that is one class meeting late will not be able to have a grade higher than 90. **If a portfolio assignment is late**, your overall grade will be 5% less. Therefore, if you turn in a portfolio assignment a day late, your final grade begins at 95%. If you will not or cannot be in class on the day an assignment is due, you should make arrangements to get the assignment to me via another student, put it in my mailbox, or upload the assignment online and e-mail the link to me. Of course, you must still bring in a hardcopy (if required) of the assignment on the next class meeting. **Remember, I will not accept assignments attached to e-mails.** Please discuss any problems you may have regarding attendance or late work **before** class if at all possible. Remember, you are responsible for making up all work missed. Something I've learned from past semesters is that if you don't turn things in on time early in the semester, you end up not turning other things in on time (or at all). Do your best to get all your work in to me on time. If you are absent, get the information from another student. Do not expect me to e-mail the class notes to you. Of course, never e-mail me and ask, "so...like, Dr. Toscano, man...did we...like...you know...do anything the other day in class?"

Attendance

I will take attendance every day. It is very important that you attend every class in order to keep up with the work and reading. Your grade will be lowered after missing **2** classes. Your final grade will be lowered by a full letter grade for each day

missed beyond **2** absences. After **4** absences (the equivalent of 8 twice-a-week classes), you will receive a failing grade for the course. Please make an effort to come to every class on time. Don't just skip class because you feel you have two "free" days. Save your absences for emergencies. There are no such things as excused absences. Only students participating in UNCC sponsored activities (with the proper documentation) will not be penalized for missing class. I will ask you to request a meeting with the Dean of Students if you have situations that you feel should allow you an exception to missing more than **2** classes: <http://uncddso.orgsync.com/>. Cars break down, parking is limited, students get sick, and traffic is brutal, but class still happens. Your participation may also be lowered for excessive tardiness.

Participation

Although this course has a hands-on or applied component, students are expected to read and articulate their understanding of the course's assumptions. Because separating theories and practices is artificial (if not impossible), we will discuss theories behind the rhetorical strategies of information design and digital publishing. However, unlike a course dominated by theory, we will not have class-wide discussions for the entire class time. Instead, students should expect discussions at the beginning of class and more practical endeavors in the second half of class. **In-class participation** is expected, and you should be ready to be called on at any time during class and work diligently when we break up into smaller groups. If you're not in class, you can't receive credit, so your participation grade will be affected. I will note your participation (or lack thereof) daily. Thoughtful participation means that you engage critically in our discussions or ask engaging questions about the subject. Simply making jokes or telling the class an irrelevant story about some garbage reality program does not warrant thoughtful participation. **Doing work for another class or distracting other students will lower your participation grade—even to the point of falling below 25% (meaning, you can have a negative participation grade).** Additionally, you must do weekly Moodle posts that count for 10% of your overall grade. More information about these posts will be on the class Assignments page online.

Please see me ASAP if you're concerned about your participation grade because you're shy or if you don't understand these requirements. Telling me at the end of November that you didn't participate because you're the quiet type or because you didn't understand what "thoughtful" meant will be too late. Even worse, e-mailing me after the semester is over to complain that participation isn't a "valid" class assignment is too late. The purpose of participation is for students to have control over their own learning and to reinforce critical thinking generally and "critical technological awareness" specifically. I am willing to provide a quasi-alternative to supplement a student's participation grade, but please note that discussion, which allows speakers to exchange ideas, is an extremely important component of critical thinking. One alternative is to do class reflections you post online. Please discuss this alternative with me early in the semester...like today!

Textbooks

The textbooks are required. If you don't have them by the second class meeting (9/03), your final grade will be lowered an entire letter grade. Yes, I will walk around to check whether or not you have the books. Every week afterwards that you don't have the books with you, your grade will be lowered an entire letter grade for each week. Therefore, you will have an 'F' by the sixth class meeting (9/24) if you don't bring in the books. There are absolutely no exceptions to this. If you have financial issues (including third party issues with financial aid), those are irrelevant and won't grant you an exception to this policy. Even if the campus bookstore and Gray's Bookstore don't have these textbooks, you must still get them. I've included the ISBN numbers above, so you can purchase these books online if you haven't already. Don't wait if you intend to remain in the course. I may (not "will") grant an extension if you can show me proof of purchase and that the textbooks are on their way to you.

Academic Integrity

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of *The UNC Charlotte Code of Student Academic Integrity*. This Code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." If you do not have a copy of

the Code, you can view it on **UNC Charlotte's Academic Integrity** Web site at <http://integrity.uncc.edu/>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

If you try to pass off any work in full or part as your own without proper credit being given to the original source—you will receive an 'F' in this course. If you use non-sanctioned resources (e.g., other classmates) to complete tests, exams, and other assignments, you will receive an 'F' in this course.

In addition to the above identification of Academic Dishonesty, students should be aware of technology-mediated concerns related to Academic Integrity. The Oxford English Dictionary defines "integrity" as "The condition of having no part or element taken away or wanting; undivided or unbroken state; material wholeness, completeness, entirety." A second definition states that integrity means "The condition of not being marred or violated; unimpaired or uncorrupted condition; original perfect state; soundness." Therefore, anything that draws students' attention away from course activities and goals is a violation of academic integrity because it corrupts the soundness and condition of learning. For instance, engaging in critical thinking/awareness is a sound, perfect state activity for this course; on the other hand, **devoting attention to facebook, texting/messaging, non-class-related Web surfing or e-mailing, etc. violates or corrupts the learning goals of this course.** Although we may point to the Internet in general and social media sites specifically in our discussions of 21st-Century communication, engrossing oneself in them during class to "catch up with friends" divides your attention and may be distracting to members of this class. **This violation is as serious as plagiarism and will result in an 'F' in participation the first time and an 'F' in this course for a subsequent violation.** This syllabus section is your warning. Yes, it is obvious when you are using computers and handheld devices to take notes or when you use them to corrupt the learning environment.

You will also receive an 'F' in the course for other academic integrity violations specified on the [UNC Charlotte Integrity Web site](#). Do not expect another warning—this is it. Please see me if you need further clarification regarding cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, or complicity in academic dishonesty. Again, so there's no confusion, you will most likely fail the course if you violate any part of the academic integrity code.

A Note to Students from UNC Charlotte's English Department, Statement on Diversity (April 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

The Department of English is committed to the centrality of writing in our curriculum.

Statement of Academic Freedom

I strongly encourage students to use class as a place for free inquiry and intellectual growth. Although we as a class will not always agree or be comfortable with the views of others, every student has the right to his or her own tastes and convictions. I promise to be fair and always support your right to look at the world from your own position, but I encourage all students to branch out and consider multiple perspectives. If you think texts have single, objectively reasoned meanings...well, you're about to get a radical new perspective in this course. Our biases filter our interpretations of the world around us. Family, culture, media, law, religion, etc. influence how we perceive the world. Your perspectives might be similar to those close to you, but your worldview isn't universally held. **I will not tolerate any harassment or abuse (emotional or physical) or any instance where others adversely affect students' learning. Remember, harassment isn't just verbal—making harassing or abusive posts won't be tolerated.**

Instructional Modifications

Students who have a condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the Disabilities Resource Center (<http://ds.uncc.edu/>) to identify, discuss, and document any

feasible instructional modifications or accommodations. Please inform me about circumstances requiring any instructional modifications you may need in order to complete the course requirements successfully.

Inclement Weather/Building Issues

Some buildings can have HVAC problems. Occasionally, the powers that be close buildings and classes are canceled because it is too brutally hot to remain inside. If a building related “issue” cancels class, continue to keep up with the class web page, readings, and [Moodle2](#) posts. The library has lots of space and many computers. We’ll pick up where we left off on the syllabus when we return to class. This also goes for inclement weather that closes school—we’ll pick up where we left off when we return, so keep up with the syllabus.

Right to Make Changes

I reserve the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or to make our lives easier.

Important Dates and Administrative Information

The syllabus schedule on the last two pages has important dates marked. Students are responsible for not only knowing course deadlines but also knowing UNCC deadlines (drop/add, billing, vacation, etc.). Please visit the following link for the registrar’s calendar: <http://registrar.uncc.edu/calendar>.

Schedule for Readings and Assignments

(Have readings and assignments done before class.)

August 27	Introduction to the course. Get online. Make a web page. Say hello.
September 3*	<i>Document Design</i> Ch. 1 & 2

*September 2nd—Big day for the semester:

- Last day to add, drop with no grade * 11:59 PM
If you’re not registered, you will not be allowed to continue in the course
- Last day to submit a grade replacement request * 11:59 PM
- Deadline for graduate students to apply for December 2015 graduation

September 10	<i>The Non-Designer's Design</i> Book Ch. 1, 2, & 8 (pp. 109-130 at least, but try for the whole enchilada...umm, I like enchiladas, but I like burritos more)
September 17* **DUE**	Document #1 DUE : Business Card and Letterhead <i>Document Design</i> Ch. 3 <i>The Non-Designer's Design</i> Book Ch. 3
September 24*	<i>Document Design</i> Ch. 4 <i>The Non-Designer's Design</i> Book Ch. 4

*September 28th — Deadline for undergraduate students to apply for December 2015 graduation

October 1 **Exam**	Midterm Exam Workshop on future assignments or do other work
October 8	<i>Document Design</i> Ch. 5 <i>The Non-Designer's Design</i> Book Ch. 5

October 12th & 13th: No Class—Fall Break

October 15 **Due**	Document #2 DUE : Flyer or Advertisement <i>Document Design</i> Ch. 6
October 22*	<i>The Non-Designer's Design</i> Book Ch. 9, 10, 11

*October 27th: Last day to withdraw from courses with a “W” grade

Please review the new Withdrawal Policy before considering withdrawing from any course: <http://provost.uncc.edu/policies/withdrawals>

October 29	Document #3 WORKSHOP —must have something for a classmate to review <i>Document Design</i> Ch. 7
November 5 **Due**	Document #3: Tutorial or Brochure DUE <i>Document Design</i> Ch. 8
November 12 **Due**	Rhetorical Analysis DUE <i>The Non-Designer's Design</i> Book Ch. 7
November 19 **5182 Due**	<i>Document Design</i> Ch. 9 ENGL 5182 Projects or Bibliographic Essays DUE 5182 Project Presentations Final Presentation Workshop

November 25th – 29th: Thanksgiving Break

December 3 **Due**	Last Day of Class Portfolios DUE Final Presentations (4182 & 5182) Web site finished
December 17 6:30-9:15pm	FINAL EXAM Let me know ASAP of any conflicts you may have with our Final Exam time. http://registrar.uncc.edu/sites/registrar.uncc.edu/files/media/Fall%202015%20FE%20Table.pdf

Commencement December 19th (congratulations)

ENGL 4182/5182: Information Design & Digital Publishing » Major Assignments for ENGL 4182/5182 (Fall 2015)

Major Assignments for ENGL 4182/5182 (Fall 2015)

Assignment Table of Contents

(I'm trying to get these anchor links to work)

- **Weekly Moodle2 Posts**
- **Portfolio Introduction**
 - **Document #1**
 - **Document #2**
 - **Document #3** (either a Tutorial or Brochure)
 - **Rhetorical Analysis** (Ethos, Pathos, Logos)
- Website
 - **Actual Website**
 - **Classwork linked to Website**
- 5182 Projects
 - **Leading Class Discussion**
 - **Bibliographic Essay**
 - **Rhetoric Project**
- **Final Portfolio Requirements**
- **Presentations**

Weekly Moodle2 Posts

Starting Thursday, September 3rd, you'll have prompts to respond to on **Moodle2**. Click on the forum to see the prompt. You have until 5:00 pm on the Friday of the week of the forum post to respond in 250 words. Therefore, for September 3rd's post, you have until Friday, September 4th by 5:00 pm to post your response.

Starting Thursday, September 10th, in order to encourage you to read your fellow classmates' posts, I want you to respond to a classmate's post from the week before in at least 100 words. Therefore, starting 9/10, you'll have two posts a week to finish by 5:00 pm on that Friday.

Of course, as soon as your classmates post, you can respond to one of their posts—you don't have to wait until the next week. Just make sure you do a 250-word post for the weekly forum and a 100-word response to a classmate. Late posts might not be counted, but any late post won't get full credit. Likewise, posts that aren't the appropriate length may not be counted, but, if counted, they won't get full credit.

Your last post (and comment to a classmate's post) is the November 19th one on Moodle.

All Portfolio Documents

All your documents must be accompanied by a **project assessment memo**. This memo provides me with the context for the design of the document as well as a rationale for and evaluation of the use of each application employed. By the way, I don't care if it's in memo format—just cover the pieces I've asked you to cover. It's "done" when you've discussed the design choices critically. This is where you will identify how your design choices match your intended audience and purpose. You will also, if applicable, analyze the rhetorical strategies and cultural elements of your document. More details for these memos are provided with the directions for the major Documents (below).

Without the project assessment memo, the assignment is incomplete and will not be accepted or reviewed. Make sure this gets to me when the document is due. Please do not turn in a document and then get the memo to me days later...that defeats the purpose of this assignment.

Your final portfolio will have an overall reflection that will include your revision strategies (as a whole) for your documents and your Web sites.

Document #1: Business Card and Letterhead (Due 9/17)

Design a business card and letterhead for an organization. The business card and letterhead should be for the same organization—anyone you choose or create using your over-active imaginations. Be creative and use the products available in the lab.

Project Assessment Memo Requirements

- Describe the organization for which you're creating the business card and letterhead.
- Describe the (assumed) audience and purpose for the assignment.
- Describe the software you used when and to what extent for creating the assignment.
- You need graphics for this assignment, if you're not ready to create them using Photoshop or Illustrator, acquire them online, but **YOU MUST TELL ME EXACTLY WHERE YOU GOT YOUR IMAGES**. What do I mean by "EXACTLY"? Well, "google images search" isn't enough. **Use a style guide of your choice to cite images.**
- Explain the changes you made to the graphic and the document: did you change colors, opacity, fonts, etc.
 - By "explain" I mean what you did and, more importantly, why you did what you did.
 - What is the dominant element of your documents? Explain why that element is a good choice for your document (see Williams p. 118).
- Explain what suggestions (if any) you made based on peer-review—have a draft ready next week for this informal workshop.

This memo should be about 1 1/2 pages single spaced (double spaced between paragraphs). Since you're sketching today (9/03), you'll be including your efforts tonight in your memo. This memo is due with your assignment–9/17.

Document #2: Flyer or Advertisement (Due 10/15)

Create a flyer or advertisement. Just around the corner from class is a huge board with many flyers. I'm sure there's one or two of you who like to argue about whether there's a difference between a flyer or an advertisement. That's like arguing the difference between "reading" and "interpretation." We don't need to go there. Flyer's should be no more than 8.5" x 11" in size. Advertisements should be placed into a magazine or newspaper, so please have a source in mind and replicate that source for the final portfolio. For instance, actually paste your ad into the newspaper or magazine where the ad belongs.

Your content is not as important (I didn't say NOT important, btw) as the overall design. Choose whatever you'd like as a subject, and be creative. I encourage you to consider using the Adobe Suite of products for this assignment.

Chapter 8 of The Non-Design's Design Book has information on flyers (p. 119-122) and newspaper ads (p. 135-138). Read those sections for advice.

You should have the following documents:

- A sketch of the ad or flyer (yes, I want an actual hand-drawn rendering of this)
- A written comment from one student about your document (at least 100 words)
- The actual document (flyer or ad)
- A project assessment memo

Your project assessment memos should included the following:

Audience

My audience is...

Placement of...(Advertisement or Flyer)

This (ad or flyer) will most likely be placed...

Estimated Cost

I expect the (ad or flyer) to cost \$XXX.XX. That includes the following breakdown...{calculate how much the project would cost for a specific number of copies.}

Style

- The content is...(what does the ad or flyer include)
- Font type
- Font size(s)

- Font color(s) (C=__, M=__, Y=__, K=__) or **HEXADECIMAL**

Design Choices

Remember, this is where you discuss the visual perception, rhetoric, and culture elements of your design. The “Style” section above is simply a listing of surface features. The “Context” section farther up is for discussing where the user might come across the document or where the document would be used.

The (ad or flyer) communicates its message by/through/with...[think perception, rhetoric, culture and show why—don’t just tell].

Software Used

My creation came to life through the following computer tools.... [Make sure you tell me what area or section or component was created by which computer tool, assuming you used more than one]

Include all the information above in the project assessment memo. Questions???

Document #3: Tutorial or Brochure (workshop 10/29; Due 11/05)

Tutorial

Remember, you do either the Brochure or the Tutorial.

Create a tutorial for a lay audience, an audience with no technical expertise in the subject. Using our wonderful Adobe Creative Suite, make a tutorial that shows a user how to do something. Ideally, you ought to have an actual user test for Oct. 29th’s workshop, but that isn’t required. However, I would like for you to have two (2) classmates comment on your tutorial (100 words). While your tutorial may be of any size, please consider something doable for the time you have (two weeks). The Vonage Tutorial I showed the class is a great example but probably a bit too involved. Consider a tutorial on any computer program, gadgets, appliance, or similarly simple device. Please avoid the following subjects:

- recipes (unless you’re describing the science behind cooking/preparing food)
- changing the oil in your car
- how to put up webpages

Alternatively, as the dozen or so of you know, you may do a description of a technology or science instead of a tutorial. The goal, of course, is to deliver highly technical information to a non-technical audience—aim for a freshman reader. For instance, you might consider describing the water cycle, how volcanoes erupt, etc. Just limit your descriptions to scientific or technical arenas.

You should have the following documents:

- A sketch or computer-rendered template of the tutorial or description layout
- Two written comments from two different students about your document (at least 100 words)

- The actual document (tutorial or description)
- A project assessment memo

Brochure

Remember, you do either the Brochure or the Tutorial.

Inform an audience about a topic in a folded brochure—double sided. Take a look at the brochure from our midterm. Think of a company, organization, event, activity, disease, procedure, etc. that you're interested in. This assignment asks you to create a brochure that informs a lay (non-technical) audience of anything you deem important. I would like for you to have two (2) classmates comment on your brochure (100 words) during the November 4th workshop. While your brochure may be of any size, please consider something doable for the time you have (two weeks).

You should have the following documents:

- A sketch or computer-rendered template of the brochure's layout
- Two written comments from two different students about your document (at least 100 words)
- The actual document
- A project assessment memo

Your project assessment memos should included the following:

Audience

My audience is...

Context for...(Tutorial or Brochure)

This (tutorial or description) will most likely be found with[a product]...[in a textbook for freshman]...[on the back of a truck]...

—or—

This (brochure) will most likely be [displayed, distributed, disseminated...]

Estimated Cost

I expect the (tutorial or brochure) to cost \$XXX.XX. That includes the following breakdown...

Style

- The content is...(what does the ad or flyer include)
- Font type
- Font size(s)
- Font color(s) (C=__, M=__, Y=__, K=__) or **HEXADECIMAL**

Design Choices

Remember, this is where you discuss the visual perception, rhetoric, and culture elements of your design. The “Style” section above is simply a listing of surface features. The “Context” section farther up is for discussing where the user might come across the document or where the document would be used.

The brochure communicates [its message] by/through/with...[think perception, rhetoric, culture and show why—don’t just tell].

Software Used

My creation came to life through the following computer tools.... [Make sure you tell me what area or section or component was created by which computer tool, assuming you used more than one]

Include all the information above in the project assessment memo. Questions???

Rhetorical Analysis...Ethos, Pathos, Logos (Due 11/12)

Please note the requirements for doing a rhetorical analysis on your on work. See Below.***

After nearly three months of discussion of ethos, pathos, and logos as they pertain to visual rhetoric (with)in information design, you’re more than ready to pick a single document and analyze it rhetorically. Remember, this isn’t a discussion of your tastes and convictions. You must consider how an audience (a specific one or a broader one) might generally conclude or come away with meaning as a culturally constructed group. For instance, children might interpret images of children differently from adults. Also, we know there’s a difference between an ethos of childhood and a childish ethos.

Expectations for the essay:

Your essay should incorporate quotations from our main course textbook (*Document Design*), which provides the theoretical framework or support for your argument. Your analysis should properly use course-specific vocabulary to convey the “rhetoric of” the text you’ve selected. You are not required to do outside research, but your Works Cited page will include a proper citation (MLA, APA, Chicago, your style guide choice) for *Document Design* and the document you’re analyzing. You don’t need to provide the document if it’s online—the Works Cited will give me information on how to find it. If your document isn’t online, you’ll need to turn it in with your analysis. Your analysis should be 2 pages (typed, double-spaced, 12 pt font, 1-inch margins).

At a minimum, you ought to address the following in this rhetorical analysis essay:

- Ethos, Pathos, and Logos (as we’ll show, logos is not as prominent)
- Discussion of the culture(s) from which the document comes (only if you discuss ethos, pathos, and logos in less than 2 pages)

Remember, texts are cultural products and, therefore, offer insight about the cultures from which they

come. This analysis is not about the “nuts and bolts” of the document—how it’s assembled; instead, you’re demonstrating how it communicates its message. This essay should show that you’ve been paying attention to the need to separate discussion on ethos, pathos, and logos—don’t lump them together.

***Some of you ignored ethos (and rhetoric altogether) on your Document #2 assessment memos even though you had plenty to talk about. Therefore, if you want to do a rhetorical analysis on your Document #2, you may do so. However, there are requirements. If you choose to do an analysis on your Document #2, it must be at least 4 pages (typed, double-spaced, 12 pt font, 1-inch margins). If you can’t get 4 pages of analysis, find a different document. Yes, you may use the rhetorical analysis you did for your Document #2 memo, but you can’t pad the paper with the non-rhetorical (or cultural) analysis. You must add more. A general rule of thumb is if you don’t use ethos, pathos, and logos, you probably can’t get to 4 pages effectively.

Website (ongoing)

There are two parts to your “website” grade of 200 points: 1) your actual website and 2) the classwork you display on your website.

Your Actual Website

Obviously, we haven’t been keeping up with this as much as I thought we would this semester. I’ll adjust the requirements accordingly. Your Web site is an ongoing project and is supposed to get you to create a series of Web pages that show your understanding of digital information design. While the end result is up to you, I have guidelines for this assignment:

- Using text, graphics, sound, etc.,* to show your understanding of what we’re covering.
- Showcasing your web-development skills.
- Incorporating the theories and goals of this course—effective information design.
- Reflecting on the site design so as to be conscious of the tools you’re using and the ways in which you present information to a certain audience.
- Being creative—this should be fun.

The above are for the rest of the semester; don’t think you have to incorporate them all within the first week. Although I don’t grade you on your Web page weekly, you should try to update your webpage weekly.

*You need not use all, but I want you to maintain an engaged online presence.

The classwork you display on your website

Throughout the semester I’ll ask you to create small documents with the various Adobe software packages. These will be in-class activities that I’ll demonstrate to a point and then let you finish. When you complete them, you’ll put them online and link them to your homepage. The following assignments will be part of this requirement:

- ~~Various (meaning many) Dreamweaver techniques~~
- Fancy logo (Sept. 10th)
- UNCC Logo

- ~~5 x 5 Picture Frame~~
- Doctoring or Digital Graffiti–All Your Base..., church signs, other signs, etc.
- InDesign Table (from Nov. 19th)
- ~~Various links to classroom assignments (groupwork stuff)~~

The above assignments will be explained on the appropriate daily activity pages when we get to them. If you have to e-mail and ask, it means you weren't paying attention in class. I'm sure you can find the information on the Web site somewhere.

Leading Class Discussion (After 9/24)

*****This assignment is for ENGL 5182 students only*****

*****This assignment is for ENGL 5182 students only*****

*****This assignment is for ENGL 5182 students only*****

I would like you to open up discussion on a Chapter in Document Design. In order to get you acclimated to the course, this assignment won't be due until after Fall Break. Those of you in ENGL 5182 should choose a chapter to begin a discussion:

October 22nd: Yekaterina

October 29th: Alex

November 5th: Jess

November 12th: Joye

I don't expect an exhaustive pontification in your discussion. Instead, I'd like you to lead the class for at least 30 minutes on a topic related to the reading. You don't need to have a formal activity for the class, but showing visuals, asking questions, and (possibly) having a web page devoted to your discussion (your notes) would be good. Consider the following goals as you prepare: Think about what you are familiar with and explain how that experience or lens gets you to think about the topic–career, education, major/discipline, etc. Make connections to other examples outside of the textbook, and explain the significance in the connections you make. Of course, you should focus much of your attention on cultural and rhetorical aspects of design as they relate to the specific chapter. Mentioning ethos, pathos, or logos would be prudent.

Remember, you're leading the discussion; you don't have to finish it. It's more effective to go into greater detail about a few aspects of a reading than to skim the entire reading in 20 min.

5182 Projects (assignment and presentation due 11/25)

*****This assignment is for ENGL 5182 students only*****

*****This assignment is for ENGL 5182 students only*****

*****This assignment is for ENGL 5182 students only*****

I'm offering two types of assignments to fulfill the 5182 extra "essay" requirement:

The Bibliographic Essay

This essay will be an exploration of a scholarly topic in the field of technical communication. You will summarize and discuss at least seven (7) articles concerning your topic, situating them in relation to each other and also offering your own opinions/analysis (14 pages, double spaced). If you go over, don't worry, but ask yourself the following:

- Am I doing too much summary?
- Can I tighten up my prose—make it more concise?
- Can I reorganize and combine ideas?
- Examples of topics we'll cover this semester include the following:
 - Rhetoric/rhetorical analysis
 - Technology and technical/professional writing contexts
 - Histories of technical/professional writing
 - Information Design
 - Visual Rhetoric
 - Typography
 - Layout and Design
 - Technology and Information Design

This assignment is similar to a literature review. There are some differences, but the assignment asks you to review a body of related literature and discuss connections among the different texts.

In addition, you must do a 5-6 min presentation. You get up and speak for 5-6 minutes about the essay—you choose what's important to say. Don't go over 6 min and don't go under 5 min. See below for scoring criteria.

—OR—(you choose the one above or below...not both)

Because I'm asking you to do a 2-page rhetorical analysis assignment, I think it's best to just do the Bibliographic essay. If anyone has suggestions, though, I'm willing to listen.

The Rhetoric Project

This is a much longer and involved analysis than the Rhetorical Analysis the class does. This requires outside research and would be most effective if it analyzed multiple documents to make an argument about (assumed) audience(s) and purpose(s) based on the documents' visual rhetoric.

This essay is a bit shorter than the Bibliographic Essay choice, but it comes with a 7-8 minute presentation. The goal is to analyze the visual rhetoric of a document or series of documents similar to the ones we're creating in this course—flyers, business cards, brochures, websites, etc. You will do a 7-page essay that provides some research on visual rhetoric and an analysis of the rhetoric of a document or series of documents.

Expectations for the essay:

Your essay should incorporate **at least 4 sources** in addition to our main course textbook (*Document Design*), which provide the theoretical framework or support for your argument—consider it a mini-lit review. Your analysis should properly use course-specific vocabulary to convey the “rhetoric of” the text or texts you’ve selected. At a minimum, you ought to address the following in this rhetorical analysis essay:

- Ethos, Pathos, and Logos (as we’ll show, logos is not as prominent)
- Discussion of the culture(s) from which the document comes
- Big picture—national, Western, global, etc.
- Local picture—occupation, region, age group, etc.
- E/Affect on/of an audience (this is, of course, debatable)

Remember, texts are cultural products and, therefore, offer insight about the cultures from which they come. This analysis is not about the “nuts and bolts” of the document—how it’s assembled; instead, you’re demonstrating how it communicates its message.

Portfolio Requirements (Due 12/03)

I could go into great detail about the value of portfolios, but I’m going to concentrate on the reflection that’s important in portfolios. Let me get the basics down right now. Include the following items in your portfolio (these are all hard copies except the revisions may be online or printed out and turned in):

- Original copies of your documents 1-3 or 4 (the ones with my comments)
- Original memos for documents 1-3 or 4 (the one with my comments on them)
- If possible, include your classmates’ reviews
- Don’t worry about including the sketches, but you may
- Reflection (aka. the reflective cover letter)
- The revision of documents 1-3 or 4 (printed or online)

Yes, you must turn in a hard copy of your reflective—don’t just put that online. Print it out and put it in your portfolio folder—not a binder, rubber band, plastic sheath contraption, etc.—a folder with pockets on both sides works best.

The goal of the reflection is for you to show me that you’re aware of not only your revision process, but also the perceptual, cultural, and (most importantly) rhetorical design choices you made. In order to increase your critical reflection and, therefore, thinking, I have some guidelines for you. I’ve decided to ask you to concentrate on specific topics for the different documents instead of having you reflect on every document the same way. **The comments I made on your project assessment memos were for you to reflect more broadly about the rhetorical and cultural aspects of your documents. You aren’t answering those comments, but they should be helpful in guiding you to analyze your documents more thoroughly.**

For each document, I want you to reflect on how your design choices carry out your message. Do not feel the need to give me play-by-play steps; instead, you should focus on what your design choices mean. Again, do not narrate your design process.

Below are questions to guide your reflections:

Introduction

- Overall, what do your changes show about your growth as a student of information design? Be specific...show don't tell.
- This is your chance to think broadly, so don't go into too many specific examples. This intro is your sense of yourself as a technical writer who just spent a semester in an information design class.
 - Yes, even without the job title "Technical Writer" each of you will engage in many forms of technical communication on and off the job.

Document #1

- Because this assignment was early in the semester, you probably think differently about information design. Point to the choices you made in the original draft and discuss what theories you learned since the beginning of the semester that led to changes.
- How do these documents show your information design skills? In other words, how are these representative of your information design abilities?

Document #2

- Analyze your document and explain it's visual rhetoric: ethos, pathos, and (possibly) logos.
- How is your document appropriate for your audience? Here you should be thinking about visual culture and the elements of your document that make it a product suitable for your document's audience. That means you should explain how the document is effective for your intended audience based on cultural characteristics you're aware of.
- How have you paid attention to the perceptual elements of your document design? In other words, how does the design work for human vision?

Document #3—Tutorial or Brochure

- Analyze your document and explain it's visual rhetoric: ethos, pathos, and (possibly) logos.
- How is your document appropriate for your audience? Here you should be thinking about visual culture and the elements of your document that make it a product suitable for your document's audience.
- What makes this document a good representation of the capabilities of InDesign, Illustrator, and/or Photoshop as opposed to a simple MS Word creation? If you didn't use the Adobe software, explain why.
- How have you paid attention to the perceptual elements of your document design? In other words, how does the design work for human vision?
{Some of you might be able to cut and paste this from your document #3 memo, but please don't cut and paste without thinking hard about what you're telling me...I definitely don't want you to go over ever detail and every tool you used to create your document. Do not narrate your process.}

Conclusion—Rhetorical Analysis

You won't have your Rhetorical Analysis assignment back before turning in your portfolio—it's a separate grade. However, you should still be able to answer the following:

- How does your rhetorical analysis reflect your understanding of the design choices you've made throughout the semester?
- Feel free to discuss your proclivities and limitations regarding software, background/experience, attitude, diligence, etc. How did reflecting on Documents #1-3 in your Project Assessment Memos help you think CRITICALLY about the document you analyzed for the Rhetorical Analysis assignment?
- How have you contributed to the course—assignments, participation, etc.?
- Anything else?

As you can see, this reflection is very important. Be concise and efficient, but make sure you're able to discuss rhetorical and cultural elements of your documents. Think of this as 3 summaries with a "head's up" intro and a final summary of your understanding of visual rhetoric as a designer in the conclusion. I would be surprised if this went over 6 pages double spaced. I would also be surprised if you NEVER used the terms "ethos" and "pathos." Please double space the reflection.

Examples

[Click here](#) to read some examples for how to discuss your design choices.

Presentations (Due 12/03)

In 4-5 min, highlight the theories that guided your creation and re-vision of your portfolio documents. Here's where you should stress the rhetorical, cultural, and visual elements of your designs. This isn't a speech where you go over every change; in fact, you can do a good job just explaining how your final documents convey the message you think is conveyed. Think ethos, pathos, logos...It is your job to select the appropriate examples and not go over (or under) time.

In case there was some confusion, the 5182 students are doing a 5-6 minute presentation on 11/19 before the portfolio workshop, and on 12/03 everyone will be doing 4-5 minute presentations. I will score your presentation on a scale of 1 to 5 based on the following criteria:

- Appearance of preparation
- Eye contact
- Voice Projection
- Relevance
- Time—don't go over five minutes and don't go under four minutes (practice so you get it just right)

Although it may seem like too much extra work, you should practice your oral presentations in order to gauge how long your part will take. You can't possibly convey all the choices you made as an information designer in the time you have. Therefore, you must choose your points wisely. Whether you're finished talking or not, I'll cut you off if you go longer than your time limit (4-5 min). **I will stop you mid sentence if need be.** Again, preparation is crucial. I can't stress enough how important it is to be prepared for all oral presentations.

English 4275-001

Rhetoric and [of] Technology

Spring 2014

Dr. Aaron A. Toscano (atoscano)

Office: Fretwell 280F

Office hours: T/Th 1:00 – 2:00 pm & 3:30 – 5:00 pm

Classroom: Fretwell 219 200

Time: Tues./Thurs. 2:00 – 3:15 pm

<http://clas-pages.uncc.edu/aaron-toscano/rhet-tech2014/>

Course Description and Purpose

This course will introduce students to research and theories of the rhetorical construction of technology in history and culture. This course analyzes technologies to understand how they reflect the ideologies of the cultures from which they come. Students will engage with rhetorical analyses of technology and focus on the discourse surrounding technologies. We will also discuss how the field of technical writing/communication should recognize historical, cultural, and rhetorical analyses of technologies not as tangential to the study of technical writing/communication but as essential to the field. This course meets in a computer lab, and we will use computer-based technologies for assignments and discussions.

Texts and Materials

Required: Noble, David F. *The Religion of Technology: The Divinity of Man and the Spirit of Invention*. New York: Penguin, 1999. (ISBNs: print-9780140279160 and digital-9780307828538)
Stephenson, Neal. *Snow Crash*. New York: Bantam Spectra, 1992. (ISBN: 9780553380958)
Course readings on [Moodle2](#)
Willingness To Learn

Expectations

I expect students to be prepared to participate in class discussions; therefore, students should finish all reading before the class meets. **There is quite a bit of reading in this course. Again, there is quite a bit of reading in this course.** This is a Writing Intensive (W) course, so students should expect writing to be thoroughly integrated into the course goals. Writing, reflection, and revision will all be essential activities that will advance our understanding of the course subject. Students should be ready to write and reflect on their own thought processes apparent in their writing.

In addition to the graded work below, students must maintain a web page throughout the semester that is updated weekly to reflect the students' understanding of the course material. Unless otherwise stated hand in all essays (Major Assignments below) to me. Please do not e-mail me any attachments—I **will not accept attachments**; in fact, I often delete attachments to avoid malicious viruses. Please do not beg for an exception. You are solely responsible for backing up your work and getting hardcopies to me. The potential for computers crashing and Internet connections failing calls for backing up your work and avoiding procrastination. If last minute “issues” come up, you may upload your assignment to a webpage—this does not mean e-mailing an attachment—but you must also bring a hardcopy to me on the next class meeting. **Do not expect me to provide printing resources.** There is a printer in the computer lab, but please use it before class to print out homework (it often has glitches). Alternative assignments and extensions are given at my discretion. If you are unwilling to fulfill these expectations, please reconsider your enrollment in this course.

This goes without saying, but I expect you to think and show me that you’re thinking deeply about the course material.

Work Requirements

Students in this course are expected to be able to complete unified, coherent documents nearly free of mechanical, logical, or structural errors. The ability to read advanced college-level texts critically is also a requirement. Students will write essays, do a presentation, maintain a webpage, take a midterm and final exam, and participate (online and in class). **All of these assignments must be completed to receive a passing grade in the course. Just because the assignments have percentage values below does not mean you will pass the course if your missing assignments do not drop you below 60%.** This is a writing Intensive (W) course, so 50% of your work is writing.

Assignments/Grade Distribution

Major Assignments (50%)	pts.	Reflections (25%)	pts.	Additional Assessments (25%)	pts.
Technology and yourself, a reflective essay (revision)	50	Webpage (ongoing)	50	Midterm	100
Social Construction of Technology Essay (revision)	100	In-Class Participation	100	Final	100
Technology Project	100	Additional Class Participation	100	Technology Presentation	50
Total	250	Total	100	Total	250

Grading Policy

Your final grade is supposed to reflect your entire work for the semester and will be based on the percentages below:

Grading Scale for Graded Assignments and Final Grade:				
A= 90 – 100	B= 80 – 89	C= 70 – 79	D= 60 – 69	F=Below 60

Definition of A, B, C, D, and F Grades

Remember, your final grade is a combination of the three areas above in the assignment percentage table. An 'A' means your work was excellent—not mediocre, average, or just good. A 'B' means your work was good—not quite excellent but definitely above average and thoughtful. A 'C' means your work was barely adequate enough to satisfy the assignment—showing a lack of effort or thought for the assignment guidelines. A 'D' or 'F' usually means assignments were late, missing, or incomplete—often this work does not demonstrate appropriate college-level work for a 4000-level course.

Late Work

An assignment is due at the beginning of the class for which it was assigned—printing out work at the end of the class in which it was due means the assignment is late. All late work will **reduce** the assignment by **10% for each class period it is late**. If you will not or cannot be in class on the day an assignment is due, you should make arrangements to get the paper to me via another student, putting it in my mailbox, or uploading the paper online and e-mailing the link to me. Of course, you must still bring in a hardcopy of the assignment on the next class meeting. Again, you must still bring in a hardcopy of the assignment on the next class meeting. **Remember, I will not accept assignments attached to e-mails.** Please discuss any problems you may have regarding attendance or late work **before** class if at all possible. Remember, you are responsible for making up all work missed. Something I've learned from past semesters is that if you don't turn things in on time early in the semester, you end up not turning other things in on time (or at all). Do your best to get all your work in to me on time. If you are absent, get the information from another student. Do not expect me to e-mail the class notes to you. Of course, never e-mail me and ask, "so...like, Dr. Toscano, man...did we...like...you know...do anything the other day in class?"

Attendance

I will take attendance every day. It is very important that you attend every class in order to keep up with the work and reading. Your grade will be lowered after missing 3 classes. Your final grade will be lowered by a full letter grade for each day missed beyond 3 absences. After 6 absences you will receive a failing grade for the course. Please make an effort to come to every class on time. Don't just skip class because you feel you have three "free" days. Save your absences for emergencies. There are no such things as excused absences. Only students participating in UNCC sponsored activities (with the proper documentation) will not be penalized for missing class. I will ask you to request a meeting with the Dean of Students office if you have situations that you feel should allow you an exception to missing more than 3 classes: <http://unccdso.orgsync.com/>. Cars break down, parking is limited, students get sick, and traffic is brutal, but class still happens. Your participation may also be lowered for excessive tardiness.

Participation

This is not a drill-and-skill type of course. I expect everyone to be involved in class discussions, which are extremely important for critical thinking. You must contribute to class discussions. Twenty percent (20%) of your grade is based on participation.

In-class participation means you are ready to be called on **at any time** to respond to a question, prompt, and/ or suggestion about the course material. Yes, I will call on you in class periodically, so be prepared to demonstrate that you're reflecting thoughtfully on the readings. Thoughtful reflection doesn't mean you give THE answer; instead, it means you show awareness for the complexity of our subject by describing your interpretation or asking questions that demonstrate critical thinking (as opposed to certainty). We embrace ambiguity in this course.

Additional-class participation means you respond to questions, prompts, and/or suggestions about the course material without being called on or through the Supplemental Participation section on Moodle2.

Merely showing up will not get you participation credit—you must engage the course materials. If you're not in class, you can't receive credit, so your participation grade will be affected. I will note your participation (or lack thereof) daily. Thoughtful participation means that you engage critically in our discussions or ask engaging questions about the subject. Simply making jokes or telling the class an irrelevant story about some garbage reality program does not warrant thoughtful participation. **Doing work for another class or distracting other students will lower your participation grade—even to the point of falling below 20% (meaning, you can have a negative participation grade).**

Please see me ASAP if you're concerned about your participation grade because you're shy or if you don't understand these requirements. Telling me at the end of April that you didn't participate because you're the quiet type or because you didn't understand what "thoughtful" meant will be too late. Even worse, e-mailing me after the semester is over to complain that participation isn't a "valid" class assignment is too late. The purpose of participation is for students to have control over their own learning and to reinforce critical thinking generally and "critical technological awareness" specifically. I am willing to provide a quasi-alternative to supplement a student's participation grade, but please note that discussion, which allows speakers to exchange ideas, is an extremely important component of critical thinking. One alternative is to do class reflections you post online. Please discuss this alternative with me early in the semester...like today!

Academic Integrity

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of *The UNC Charlotte Code of Student Academic Integrity*. This Code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." If you do not have a copy of the Code, you can view it on **UNC Charlotte's Academic Integrity** Web site at <http://integrity.uncc.edu/>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

If you try to pass off any work in full or part as your own without proper credit being given to the original source—you will receive an 'F' in this course. If you use non-sanctioned resources (e.g., other classmates) to complete tests, exams, and other assignments, you will receive an 'F' in this course.

In addition to the above identification of Academic Dishonesty, students should be aware of technology-mediated concerns related to Academic Integrity. The Oxford English Dictionary defines "integrity" as "The condition of having no part or element taken away or wanting; undivided or unbroken state; material wholeness, completeness, entirety." A second definition states that integrity means "The condition of not being marred or violated; unimpaired or uncorrupted condition; original perfect state; soundness." Therefore, anything that draws students' attention away from course activities and goals is a violation of academic integrity because it corrupts the soundness and condition of learning. For instance, engaging in critical thinking/awareness is a sound, perfect state activity for this course; on the other hand, **devoting attention to facebook**,

texting/messaging, non-class-related Web surfing or e-mailing, etc. violates or corrupts the learning goals of this course.

Although we may point to the Internet in general and social media sites specifically in our discussions of 21st-Century communication, engrossing oneself in them during class to "catch up with friends" divides your attention and may be distracting to members of this class. This violation is as serious as plagiarism and will result in an 'F' in participation the first time and an 'F' in this course for a subsequent violation. This syllabus section is your warning. Yes, it is obvious when you are using computers and handheld devices to take notes or when you use them to corrupt the learning environment.

You will also receive an 'F' in the course for other academic integrity violations. Do not expect another warning—this is it. Please see me if you need further clarification regarding cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, or complicity in academic dishonesty. Again, so there's no confusion, you will most likely fail the course if you violate any part of the academic integrity code.

A Note to Students from UNC Charlotte's English Department, Statement on Diversity (April 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

The Department of English is committed to the centrality of writing in our curriculum.

Instructional Modifications

Students who have a condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the Disabilities Resource Center (<http://ds.uncc.edu/>) to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform me about circumstances requiring any instructional modifications you may need in order to complete the course requirements successfully.

Statement of Academic Freedom

I strongly encourage students to use class as a place for free inquiry and intellectual growth. Although we as a class will not always agree or be comfortable with the views of others, every student has the right to his or her own tastes and convictions. I promise to be fair and always support your right to look at the world from your own position, but I encourage all students to branch out and consider multiple perspectives. If you think texts have single, objectively reasoned meanings ...well, you're about to get a radical new perspective in this course. Our biases filter our interpretations of the world around us. Family, culture, media, law, religion, etc. influence how we perceive the world. Your perspectives might be similar to those close to you, but your worldview isn't universally held. **I will not tolerate any harassment or abuse (emotional or physical) or any instance where others adversely affect students' learning. Remember, harassment isn't just verbal—making harassing or abusive posts won't be tolerated.**

Inclement Weather/Building Issues

Some buildings can have HVAC problems. Occasionally, the powers that be close buildings and classes are canceled because it is too brutally hot to remain inside. If a building related "issue" cancels class, continue to keep up with the class web page, readings, and [Moodle2](#) posts. The library has lots of space and many computers. We'll pick up where we left off on the syllabus when we return to class. This also goes for inclement weather that closes school—we'll pick up where we left off when we return, but keep up with the syllabus.

Right to Make Changes

I reserve the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or to make our lives easier.

Important Dates and Administrative Information

The syllabus schedule on the last two pages has important dates marked. Students are responsible for not only knowing course deadlines but also knowing UNCC deadlines (drop/add, billing, vacation, etc.). Please visit the following link for the registrar's calendar: <http://registrar.uncc.edu/calendar>.

Schedule for Readings and Assignments (Have readings and assignments done before class.)

January 9	Introduction to the Course
January 14	Bazerman, Charles. "The Production of Technology and the Production of Human Meaning." <i>Journal of Business and Technical Communication</i> 12 (1998): 381-387. Kuhn, Thomas S. "The Route to Normal Science." <i>The Structure of Scientific Revolutions</i> . Chicago: U of Chicago P, 1962: 10-22.
January 16*	Winner, Langdon. "Technologies as Forms of Life." <i>The Whale and the Reactor: A Search for Limits in an Age of High Technology</i> . Chicago: U of Chicago P, 1986: 3-18. <u>Whale and the Reactor Summary online</u>

*January 17th—Big day for the semester:

- Last day to add, drop with no grade * 11:59 PM
If you're not registered, you will not be allowed to continue in the course
- Last day to submit a grade replacement request * 11:59 PM

January 21	Winner, Langdon. "Do Artifacts have Politics?" <i>The Whale and the Reactor: A Search for Limits in an Age of High Technology</i> . Chicago: U of Chicago P, 1986: 19-39.
January 23	Writing and Reflecting: Discussion on writing as thinking
January 28	Writing Workshop— Technology and yourself , a reflective essay
January 30* DUE	Technology and yourself , a reflective essay DUE Oudshoorn, Nelly. "The Decline of the One-Size-Fits-All Paradigm, or, How Reproductive Scientists try to Cope with Postmodernity." <i>The Social Shaping of Technology</i> . 2nd ed. Eds. Donald MacKenzie and Judy Wajcman. Philadelphia: Open UP, 1999: 325-340.

*January 31st— Deadline to apply for Spring 2014 graduation * 11:59 PM

February 4	Noble, David F. <i>The Religion of Technology</i> . Preface-Ch. 6 (pp. 1-87)
February 6	Noble, David F. <i>The Religion of Technology</i> . Ch. 7-Conclusion (pp. 88-171)
February 11	Noble, David F. <i>The Religion of Technology</i> . (pp. 172-228)
February 13	Pre-Valentine's Day reflection: Is love a technology? Why or why not? This is a major participation day, so skipping will seriously affect your In-class participation grade
February 18 DUE— Revision	Technology and yourself , a reflective essay Revisions DUE Weber, Rachel N. "Manufacturing Gender in Military Cockpit Design." <i>The Social Shaping of Technology</i> . 2nd ed. Ed. Donald MacKenzie and Judy Wajcman. Philadelphia: Open UP, 1999: 372-381.
February 20	Fallows, James. "The American Army and the M-16 Rifle." <i>The Social Shaping of Technology</i> . 2nd ed. Ed. Donald MacKenzie and Judy Wajcman. Philadelphia: Open UP, 1999: 382-394.
February 25	Writing Workshop— Social Construction of Technology Essay
February 27 DUE	MIDTERM: Covers Readings up to this point Social Construction of Technology Essay Due

March 3-7: No Class—Spring Break

March 11*	Stephenson, Neal. <i>Snow Crash</i> . Ch. 1-19 (pp. 1-159)
March 13	Stephenson, Neal. <i>Snow Crash</i> . Ch. 20-41 (pp. 159-315)
March 18	Stephenson, Neal. <i>Snow Crash</i> . Ch. 42-71 (pp. 315-470)
March 20	No Class—Catch up on reading and do research for your Technology Projects
March 25*	Cowan, Ruth Schwartz. "The Industrial Revolution in the Home: Household Technology and Social Change in the 20th Century." Eds. Terry S. Reynolds and Stephen H. Cutcliffe. <i>Technology and the West: A Historical Anthology from Technology and Culture</i> . Chicago: U of Chicago P, 1997. 291-313.
March 27	Adams, Hunter Havelin III. "African Observers of the Universe." <i>Blacks in Science: Ancient and Modern</i> . Ed. Ivan Van Sertima. New Brunswick: Transaction Books, 1983: 27-50.

*March 26th: Last day to withdraw from a course with a "W" grade (and retain other courses)

Please review the new Withdrawal Policy before considering withdrawing from any course: <http://provost.uncc.edu/policies/withdrawals>

April 1	Writing and Reflecting: Research and Synthesizing your analysis and the ideas of others
April 3	No Class—Catch up on reading and do research for your Technology Projects
April 8 DUE— Revision	Social Construction of Technology Essay Revisions Due Maines, Rachel P. "Female Sexuality as Hysterical Pathology." <i>The Technology of Orgasm: "Hysteria," the Vibrator, and Women's Sexual Satisfaction</i> . Baltimore: Johns Hopkins Press, 1999: 21-47.
April 10	Writing Workshop—Technology Project
April 15*	Articles on Video games—history and violence
April 17	Articles on <i>The Titanic</i> sinking

*April 15th: Deadline to withdraw from all courses with a 'W' grade * 11:59 PM

April 22	Presentation Discussion
April 24 DUE	Technology Project Due Presentations—13 of you must present
April 29	Last Day of Class Presentations—12 of you must present
Tues, May 6 2:00-4:30pm	FINAL EXAM Let me know ASAP of any conflicts you may have with our Final Exam time. http://registrar.uncc.edu/sites/registrar.uncc.edu/files/media/Spring%202014%20Exam%20Schedule.pdf

Commencement May 10th (congratulations)



ENGL 4275: Rhetoric of Technology » Assignments for ENGL 4275

Assignments for ENGL 4275

Participation (Every Class Meeting)

This is not a drill-and-skill type of course. I expect everyone to be involved in class discussions, which are extremely important for critical thinking. You must contribute to class discussions. Twenty percent (20%) of your grade is based on participation.

In-class participation means you are ready to be called on **at any time** to respond to a question, prompt, and/ or suggestion about the course material. Yes, I will call on you in class periodically, so be prepared to demonstrate that you're reflecting thoughtfully on the readings. Thoughtful reflection doesn't mean you give THE answer; instead, it means you show awareness for the complexity of our subject by describing your interpretation or asking questions that demonstrate critical thinking (as opposed to certainty). We embrace ambiguity in this course.

Additional-class participation means you respond to questions, prompts, and/or suggestions about the course material without being called on or through the Supplemental Participation section on Moodle2.

Merely showing up will not get you participation credit—you must engage the course materials. If you're not in class, you can't receive credit, so your participation grade will be affected. I will note your participation (or lack thereof) daily. Thoughtful participation means that you engage critically in our discussions or ask engaging questions about the subject. Simply making jokes or telling the class an irrelevant story about some garbage reality program does not warrant thoughtful participation. **Doing work for another class or distracting other students will lower your participation grade—even to the point of falling below 20%(meaning, you can have a negative participation grade).**

Please see me ASAP if you're concerned about your participation grade because you're shy or if you don't understand these requirements. Telling me at the end of April that you didn't participate because you're the quiet type or because you didn't understand what "thoughtful" meant will be too late. The purpose of participation is for students to have control over their own learning and to reinforce critical thinking generally and "critical technological awareness" specifically. I am willing to provide a quasi-alternative to supplement a student's participation grade, but please note that discussion, which allows speakers to exchange ideas, is an extremely important component of critical thinking. One alternative is to

do class reflections you post online. Please discuss this alternative with me early in the semester...like today!

Webpages

This is not a Web development class. You are not expected to be super savvy online, but you are expected to be able to reflect upon technology. The webpage (or website) you'll create is to showcase your understanding of our course material. In lieu of reading quizzes, I'm asking you to maintain a website that helps you reflect on what we've covered in class. After 7 years, I've finally abandoned my previous webpage design and system for this format. There are lots of things that are easier than the way I used to update my website, but there are things that annoy me greatly. In both cases, though, I'm conforming to the technology's rules as opposed to the technology fitting my preferences.

More on my issues later...You are to maintain a website all semester. You can use any format you'd like, but I'll take time to show you how to use UNCC's system. DON'T PANIC! If you can "Save As..." and drag and drop with a mouse, you can maintain a website. Besides weekly reflection on the readings and other course materials or discussions, I want you to have the following items on your homepage:

- Your name or alias
- Link to ENGL 4275's Homepage
- Link to your Major's Department Webpage
- Link to a classmate's Homepage
- Visuals and links representing or demonstrating or explaining concepts you've encountered

I will most likely add some more items, so stay tuned. One suggestion is to have a homepage and have separate pages you link to. For instance, this page is one of several different pages within my entire Website. Each class period has its own date page.

Technology and yourself, a reflective essay (due 1/30 rev. due 2/18)

This is a personal essay, but it has to show you're thinking beyond the function of the technologies you use. I want you to discuss your feelings, beliefs, and goals surrounding technology. It's best to focus on a single (or a few) technologies than to try to cover many different ones. This essay is reflective and should show you're critically thinking about the technologies you use. Don't make surface observations or discuss how it works.

The overall goal is to identify to what extent you're critically aware of how technology permeates your life. Remember, this essay isn't about the function (i.e., use) of technologies; instead, I want you to reflect upon your feelings, associations, and projections (assumptions of the future) about technology. What does technology mean to you?

Below are the format logistics (I don't take off for formatting, but I am always asked about formatting so...):

- Typed, double spaced (except heading), 12 pt font
- 1-inch margins all around

- Page numbers (anywhere)
- A title other than “Technology and Yourself [Essay]”
- At least seven (7) pages
- In-text citations: you must use quotations from the course reading and, if you choose, outside reading
- Works Cited/References page (if you use ANY sources)

Although this is a personal reflection, it’s not an unorganized “freewriting”; it’s supposed to be a polished work. You’ll have a chance to workshop these essays and revise. It is due on 1/30/2014, and your revision is due on 2/18/2014.

Social Construction of Technology Essay (due 2/27 rev. due 4/3)

As you read and participate in class discussions, consider the technologies that you’ve come across. You’ll need to choose a technology and describe how it represents the society from which it comes—be that American, Western, Industrial, etc. In order to do that, you’ll need to identify a few cultural values that your technology conforms to. Also, you shouldn’t just list or state the values. You must describe (make an argument for) why you feel those values are part of a culture.

I do not expect you to go into a tremendous amount of technical or historical detail in your essays; instead, try to pick a technology that might fit our discussions regarding American values in general (of course, you may use a technology from any culture, so refer to those values). Although we might all agree that a particular value (e.g., individualism) is an American value, you must offer support for such a claim—you can’t just state it.

After you identify and describe the values, you must describe how those values are **embodied** in the technology. You may use “I” and even bring in personal examples, but you have to defend your reasons for arguing the way you do. You are required to use outside sources—sources from the class reading and sources outside of our readings. A nice split would be to cite at least 4 sources from our class readings and 4 sources from outside our class readings. Below are the format logistics (I don’t take off for formatting, but I am always asked about formatting so...):

- Typed, double spaced (except heading), 12 pt font
- 1-inch margins all around
- Page numbers (anywhere)
- A title other than “Social Construction of Technology [Essay]”
- At least twelve (12) pages
- In-text citations: you must use quotations from the course reading and, if you choose, outside reading
- Works Cited/References page (I don’t care which style—MLA, APA, Chicago, etc.—you use for your paper, but please choose one)

Over the course of the semester, the above ideas should make more sense. You’ll have a chance to workshop these essays and revise. Please start thinking about a contemporary technology you can identify as embodying values of a culture. You’ll turn it in on 2/27/2014 and have a revision back to me on 4/3/2014.

Please don't e-mail me a draft and say "look at this." Office hours are TTh 1pm-2pm and 3:30-5:00pm and by appt. If you're wondering if one particular technology over another would be better suited, please ask, and I'll offer some advice.

Technology Project (due 4/24)

This assignment is supposed to be your chance to be creative. I hesitate to give specific guidelines because I want you to be bold and not do a traditional type of assignment. Although I don't have specific guidelines, you should produce something worthy of a final project for a 4000-level class. It is worth 20% of your grade, so it's a pretty big deal. I originally wanted to have you do a visual-audio type of assignment, but that would require us to get away from the highly theoretical things we discuss. Instead, I have some options, but they all have to do with showing your understanding of the various subjects we cover within the rhetoric of technology.

Regardless of which one you choose, you must cite all text, visuals, etc. that you use. Therefore, you must do research outside of the class readings.

Option #1

A historical-rhetorical analysis of a technology. This was going to be the only choice, but I'm all for options. We've discussed the discourse surrounding technologies all semester, so you have models from which to work. Pick a technology and find historical information about its reception. I'm sure I've told you one or two stories about Marconi's wireless and the popular press, so that can be a model for you, but we've also talked about other technologies in society.

Your main goal is to analyze the rhetoric of the discourse surrounding a technology. Consider how the texts communicate and adhere to the values of the time period (progress, military superiority, instant gratification, etc.). Advertising, charities, special interests, politics, sales, and media are several good places to look. Make sure you use vocabulary from our readings and cite enough sources. Page length is 8-10 pages, and this is considered the boldest option, so taking risks and being exploratory will be graded favorably.

If you aren't finding and discussing what others say about the technologies (their reception and promise), you aren't fulfilling this assignment's goals. This discourse you analyze may come from interviews, newspaper/magazine articles, etc., but it should come from a historical context—before the years 2001.

Option #2

Create a webpage (or webpages) that define and describe several of our concepts this semester. It can be all text, but visuals are appreciated. Comparable to a 6-page paper, but it needs to show some creativity. Don't just put up 6-pages worth of text online and think that's enough: use hypertext, embed videos, place images, create interactive menus, etc. Unlike the Web page I assigned all of you, this requires some Web development skills.

Option #3

Do another social construction of technology essay. (This is different from Option #1 because you'll be

using more of your analysis on the technology instead of analyzing the rhetoric of others). Pick a different topic/technology and describe it as a socially constructed artifact. Remember, you have to define the values it embodies first, and then describe how the technology embodies those values. This choice assumes you will do a better job than on your Social Construction of Technology essay (in other words, I'll grade a bit harder).

Option #4

The visual "essay." If you're savvy with various software, you may choose to create a project that showcases those skills and demonstrates technology from the points of view we've taken this semester: rhetoric and culture. You may use audio, video, images, and text to convey your message, but you must cite EVERYTHING you borrow. Consider writing a script for this option.

Option #5

An essay on rhetoric in society. Advertising, charities, special interests, politics, sales, and media are several good places to look. Make sure you use vocabulary from our readings and cite enough sources. Page length the same as option #2.

Unlike option #1 where I ask you to consider a historical context, this should be an analysis of discourse after 2001. Focus on contemporary rhetoric.

Technology Project Presentations (due 4/24 and 4/29)

Basically, you get up and present on your Technology Projects. I will score your presentation on a scale of 1 to 5 based on the following criteria:

- Appearance of preparation
- Eye contact
- Voice Projection
- Relevance
- Time—don't go over five minutes and don't go under four minutes (practice so you get it just right)

Although it may seem like too much extra work, you should practice your oral presentations in order to gauge how long your part will take. You can't possibly convey all the choices you made as an information designer in the time you have. Therefore, you must choose your points wisely. Whether you're finished talking or not, I'll cut you off if you go longer than your time limit (4-5 min. **I will stop you mid sentence if need be.** Again, preparation is crucial. I can't stress enough how important it is to be prepared for all oral presentations.

English 6008-090

New Media

Spring 2009

Dr. Aaron A. Toscano Office: Fretwell 280F Office hours: Mon&Wed 4 pm - 6 pm (and by appt)	Classroom: Fretwell 219 (Computer Lab) Time: Wednesday 6:30 - 9:15 pm http://www.english.uncc.edu/atoscano/
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Course Description and Purpose

The term “new media” is an interesting subject for the twenty-first-century student and a study that has an evolving definition. Currently, new media refers to the digital technologies that have inundated contemporary society—video games, webpages, digital photography, and numerous multimedia formats. This course has two major goals: 1) to explore the ways in which new media reflect larger cultural myths, values, and attitudes and 2) to use new media technologies to create material that reshapes our notions of textuality. Recent scholarship on new media reveals complex narratives that complicate traditional notions of textuality. Many video game sequences, webpages, commercials, TV shows, film clips, and printed media will be shown in class to aid our study of not just the technologies behind new media, but also the cultures from which they come. Students will create print-based and electronic assignments. Although the course is mainly a professional/technical communication course, the material covered is pertinent to any twenty-first-century student.

Text and Materials

Required:	Manovich, Lev. <i>The Language of New Media</i> . MIT Press, 2001. (0-262-63255-1) Asimov, Isaac. <i>I, Robot</i> . Access to a UNCC Internet account (e-mail, web space, etc.) Willingness To Learn
Recommended:	Ozer, Jan. <i>Microsoft Windows Movie Maker 2</i> . Peachpit Press. (978-0321-19954-6) Buechler, John. <i>Microsoft Windows Movie Maker 2</i> . Microsoft Press. (978-0-7356-2014-8) Some means of portable storage (i.e. flash drive, ‘h’ drive, etc.)

I expect students to be prepared to participate in class discussions; therefore, students should finish all reading before the class meets. In addition to the graded work below, students must maintain a webpage throughout the semester that is updated weekly to reflect the students’ understanding of the weekly readings/discussions. What’s newer media than webpages?

Unless otherwise stated hand in all written work to me. Please do not e-mail me any attachments—I **will not accept attachments**; in fact, I often delete attachments to avoid malicious viruses. Please do not beg for an exception. You are solely responsible for backing up your work and getting hardcopies to me. The potential for computers crashing and Internet connections failing calls for backing up your work and avoiding procrastination. If last minute “issues” come up, you may upload your assignment to a webpage—**this does not mean e-mailing an attachment**—but you must also bring a hardcopy to me on the next class meeting. **Do not expect me to provide printing resources**. Alternative assignments and extensions are given at my discretion. If you are unwilling to fulfill these expectations, please reconsider your enrollment in this course.

Work Requirements

Students in this course are expected to be able to write/compose complete unified, coherent documents nearly free of mechanical, logical, or structural errors. Students are also expected to put forth effort to create new media “texts” that this class will pursue. The ability to read advanced college-level texts critically is a requirement. Students will write essays, do presentations, maintain a webpage, create new media assignments, and lead class discussions. By “leading class discussions,” I mean you must choose a night to lead discussion on a Manovich reading (or the Frasca article). This is your reading presentation noted below. I expect you to have an activity for the class (lecture, open discussion, viewing, combination of these, or other educational-related events) and lead the class for approximately 20 minutes. On all your presentations, you will be graded excellent, satisfactory, or unsatisfactory. I will provide additional requirements closer to

when the presentations and other assignments are due.

All of these assignments must be completed to receive a passing grade in the course. Just because the assignments have percentage values associated with them does not mean you will pass the course if your missing assignments do not drop you below 60%.

Assignments/Grade Distribution

New Media Assignments (40%)	Written Assignments (40%)	Presentations (10%)	Participation (10%)
Visual "Essay" Video/Audio "Essay" Webpage	Propaganda Essay <i>I, Robot</i> Essay	Reading Pres. Visual Essay Pres. Video/Audio Essay Pres.	Talk every single class...talk every single class...talk every single class...talk every single class...talk every single class...

Grading Policy

Your final grade is supposed to reflect your entire work for the semester and will be based on the percentages below:

Grading Scale for Graded Assignments and Final Grade:				
A= 90 – 100	B= 80 – 89	C= 70 – 79	D= 60 – 69	F=Below 60

Definition of A, B, C, D, and F Grades

Remember, your final grade is a combination of the four areas above in the assignment percentage table. An 'A' means your work was excellent—not mediocre, average, or just good. A 'B' means your work was good—not quite excellent but definitely above average and thoughtful. A 'C' means your work was barely adequate enough to satisfy the assignment—showing a lack of effort or thought for the assignment guidelines. A 'D' or 'F' usually means assignments were late, missing, or incomplete—often this work does not demonstrate appropriate college-level work for a 6000-level course.

Late Work

An assignment is due at the beginning of the class for which it was assigned. Honestly, there is no excuse for assignments being late in a graduate-level class, but I have a policy anyway: All late work will **reduce** the assignment by **10% for each class period it is late**. If you will not or cannot be in class on the day an assignment is due, you should make arrangements to get the paper to me via another student, putting it in my mailbox, or uploading the paper online and e-mailing the link to me. Of course, you must still bring in a hardcopy (or other medium) of the assignment on the next class meeting. Again, you must still bring in a hardcopy (or other medium) of the assignment on the next class meeting. **Remember, I will not accept assignments attached to e-mails.** Please discuss any problems you may have regarding attendance or late work **before** class if at all possible. Remember, you are responsible for making up all work missed. Something I've learned from past semesters is that if you don't turn things in on time early in the semester, you end up not turning other things in on time (or at all). Do your best to get all your work in to me on time. If you are absent, get the information from another student. Do not expect me to e-mail the class notes to you. Of course, never e-mail me and ask, "so...like, Dr. Toscano, man...did we...like...you know...do anything the other day in class?"

Participation

This is not a drill-and-skill type of course. I expect everyone to be involved in class discussions, which are extremely important for critical thinking. You must contribute to class discussions. Ten percent (10%) of your grade is based on participation.

Attendance

I will take attendance every day. It is very important that you attend every class in order to keep up with the work and reading. Your grade will be lowered after missing 2 classes. Your final grade will be lowered by a full letter grade for each day missed beyond 2 absences. After 4 absences you will receive a failing grade for the course. Please make an effort to

come to every class on time. Don't just skip class because you feel you have two "free" days. Save your absences for emergencies. There are no such things as excused absences. Only students participating in UNCC sponsored activities (with the proper documentation) will not be penalized for missing class. I will ask you to request a meeting with the Dean of Students if you have situations that you feel should allow you an exception to missing more than 2 classes. Cars break down, parking is limited, students get sick, and traffic is brutal, but class still happens. Your participation may also be lowered for excessive tardiness.

Important Dates and Administrative Information

The syllabus schedule below has important dates marked. Students are responsible for not only knowing course deadlines but also knowing UNCC deadlines (drop/add, billing, vacation, etc.). Please visit the following link for the registrar's calendar: <http://www.registrar.uncc.edu/calendars/calendar.asp>.

Academic Integrity

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of *The UNC Charlotte Code of Student Academic Integrity*. This Code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." If you do not have a copy of the Code, you can view it on **UNC Charlotte's Academic Integrity** Web site at <http://integrity.uncc.edu/>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

If you try to pass off any work in full or part as your own without proper credit being given to the original source—you will receive an 'F' in this course.

You will also receive an 'F' in the course for other academic integrity violations. Do not expect another warning—this is it. Please see me if you need further clarification regarding cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, or complicity in academic dishonesty. Again, so there's no confusion, you will most likely fail the course if you violate any part of the academic integrity code.

Disabilities Modification Statement

Students who have a condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with me to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform me about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and assistance, contact the Disabilities Resource Center.

Statement of Academic Freedom

I strongly encourage students to use class as a place for free inquiry and intellectual growth. Although we as a class will not always agree or be comfortable with the views of others, every student has the right to his or her own tastes and convictions. I promise to be fair and always support your right to look at the world from your own position, but I encourage all students to branch out and consider multiple perspectives. **I will not tolerate any harassment or abuse (emotional or physical) or any instance where others adversely affect students' learning.**

Building "Issues" and Inclement Weather

Fretwell has an A/C problem. Occasionally this building gets closed and classes are canceled because it is too brutally hot to remain inside. If the A/C "issue" (or other climate related control system) cancels class, continue to keep up with the class webpage, readings, and assignments. The library has lots of space and many computers. Also, Barnard 105 is a 24/7 computer lab you may use. We'll pick up where we left off on the syllabus when we return to class. This also goes for inclement weather. It's possible the one "snow day" of the year could fall on a day when we have class, so just continue with the readings and we'll catch up when we return to class.

Right to Make Changes

I reserve the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or to make our lives easier.


Schedule for Readings and Assignments

(have readings and assignments done before class)

January 14	Introduction to the course Freire, Paulo. "Chapter 2: The Banking Concept of Education." <i>Pedagogy of the Oppressed</i> . New York: Continuum, 1990. 57-74. Murray, Donald. "Teach Writing as Process not Product." <i>The Leaflet</i> 71.4 (Nov 1972): 11-14.
January 21	McLuhan, Marshall. "The Medium is the Message." <i>Understanding Media: The Extensions of Man</i> . New York: Signet, 1964. 7-21. Habermas, Jurgen. "The Public Sphere: An Encyclopedia Article." <i>Media and Cultural Studies: Keywords</i> . Eds. Meenakshi Gigi Durham and Douglas M. Keller. Trans. Sara Lennox and Frank Lennox. Malden, MA: Blackwell, 2001. 102-107. Manovich, Lev. "Prologue" pp. xiv-xxxvi. Manovich, Lev. "Introduction" pp. 3-17.
January 28	Manovich, Lev. Chapter 1: "What is New Media" pp. 19-61.
February 4	Propaganda Movie Night: <i>Obsession...</i> Heuston, Sean. "Weapons of Mass Instruction: Terrorism, Propaganda Film, Politics, and Us: New Meanings, New Media." <i>Studies in Popular Culture</i> 27.3 (April 2005): 59-73. Conniff, Richard. "In the Name of the Law: How to Win Arguments without Really Trying." <i>Smithsonian</i> 38.7 (Oct. 2007): 128. Frasca, Gonzalo. "Videogames of the Oppressed: Critical Thinking, Education, and Other Trivial Issues." <i>First Person: New Media as Story, Performance, and Game</i> . Eds. Noah Wardrip-Fruin and Pat Harrigan. Cambridge, MA: The MIT Press, 2004. 85-94. Review this website before coming to class: http://www.cs.dartmouth.edu/farid/research/digitaltampering/
February 11	Manovich, Lev. Chapter 2: "The Interface" pp. 63-93.
February 18 **Due**	Propaganda Essay Due Manovich, Lev. Chapter 2: "The Interface" pp. 94-115. Getting up to speed with the technology we're using; webpages check 1 of 2
February 25	Manovich, Lev. Chapter 3: "The Operations" pp. 117-160.
March 4 **Due**	Video Essay Due and Presentations Manovich, Lev. Chapter 3: "The Operations" pp. 161-175.

March 8-14 Spring Break

March 18	<i>I, Robot</i> Discussion
March 25 **Due**	<i>I, Robot</i> Essay Due Manovich, Lev. Chapter 4: "The Illusions" pp. 177-211.


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Home Aaron A. Toscano's Homepage English 6008-090 Major Assignments

Major Assignments

Web Site

I want you to create a **BRAND NEW** webpage for this course. Let's try to get one up today. Some of you have had me before, and you still have a webpage. Please have this class's web pages contained in a file folder named "6008." Therefore, in you public_html file folder, you should have a file folder named "6008."

Let's get right into Dreamweaver and make a simple page. If you want to start from scratch, that's fine, but I have a handy-dandy [template](#) you may use and update. After clicking on the above link, go to **File --> Save As...** and select the appropriate file folder to save the page. Not sure what that folder is? Read further and then come back to this step. Some of you may say, "but this template is for a different class?" Sure is...fix it.

In order to save changes to your webpage, you must save your homepage as "index.html," and those of you with new pages must save them in your "6008" file folder, which should be in your "public_html" file folder, which you access by going to the 'H:' drive.

To access your Web site, type in your address:

`http://webpages.uncc.edu/~userID/`
or
`http://webpages.uncc.edu/~userID/6008/[indexpage].html`

For this evening, please have the following up:

- Your name or alias
- A link to our class home page
- A link to a classmate's webpage
- A link to UNC-Charlotte's homepage
- A link to you department's homepage
- Other links?

Aren't sure how to do links? I'll show you.

Leading Class Discussion

Starting with Ch. 2 in the Language of New Media, I want a class member to open up discussion on a chapter. I expect you to have an activity for the class (lecture, open discussion, viewing, combination of these, or other educational-related events) and lead the class for approximately 20 minutes.

Consider the following goals as you prepare:

- Think about things that you are familiar with--don't try to be exhaustive.
- Find natural section breaks and briefly summarize--give of the gist of the sections and don't re-read the chapter.
- Make connections to other readings--don't just mention other readings, explain the significance in the connections you make.
- It would help to have a web page devoted to text and visuals for enhancing our understanding of the chapter.

Remember, you're leading the discussion; you don't have to finish it. It's more effective to go into greater detail about a few aspects of the chapter than to skim the entire reading in 20 min.

On all your presentations, you will be graded excellent, satisfactory, or unsatisfactory. I want you to create a **BRAND NEW** webpage for this course. Let's try to get one

Propaganda Essay (Due 02/18)

In 7 well-written pages, analyze a propaganda text. A new media text would be ideal, but do not feel limited to new media texts--films and manifestoes are fine. Using the Heuston article as an example, explain how the (open) text is propaganda and, most importantly, how it might soothe, condition, and/or "construct" reality for the audience.

Consider the following goals as you prepare:

- Define the text as propaganda--defend your definition
- Forced or planned associations made by the "author" (Manovich, p. 61)
- Be aware of juxtapositioning
- Do little summary; focus on describing how the text "works" as propaganda
- Explore, if possible, different possible interpretations
- Be keenly aware of audience--to whom is this propaganda addressed

In case you were wondering, that would be at least 7 pages, typed, double-spaced, 1-inch margins, 12 pt font.

Video Essay (Workshop 3/04, Due 3/18)

For this "essay," I'd like you to create a short video using Movie Maker. Using

text, images, videos, and F/X, make an argument. I've shown you a few examples (I hope), but you might want to adapt your propaganda essay (or a part of that essay), to this assignment. Try to use images that you discussed in that essay to explain what you're trying to get across. For instance, what does my Zombie "essay" say about the culture?

***I, Robot* Essay (Due 3/25)**

For this "essay," I'd like you to, in 7 well-written pages, analyze an aspect of *I, Robot* that deals with interface. Come up with a thesis that argues that Asimov's robots are symbolic of contemporary society's dealings with computers.

If the above doesn't work for you, I have fall backs from a previous course (yes, I bring *I, Robot* up quite a bit in my courses). The main topics are related to possible essays that students write. I've pasted some of those below. These topics are more appropriate for this class than some of the other topics I've used. [These topics have been modified to be more appropriate for this class.](#)

In case you were wondering, that would be at least 7 pages, typed, double-spaced, 1-inch margins, 12 pt font.

Visual or Audio or Visual/Audio "Essay" (Workshop [4/08](#) and 3/15, Due 4/22)

I want you to have many options for this assignment. One possibility for this "essay" is to create a text that deals with database, navigable space, or pseudo-[cacophony](#). Of course, you have lots of freedom to work with visuals or audio in anyway you'd like--argument, art, reflection. Also, you may do another Video "Essay" if you'd like.

If I were to say there's a requirement, it would be that I want your "essay" to reflect our main text, Manovich's *The Language of New Media*. That doesn't mean summary. Instead, create a project that reflects or is inspired by something in Manovich's text.

Instead of rigid guidelines, I want to give you plenty of rope to...experiment. I originally envisioned traditional brochure-like texts that often come from tech comm classes, but now I'm just looking to see how the course material inspired you to communicate in a form other than a traditional academic essay.



English 6166

Rhetorical Theory

Spring 2013

Dr. Aaron A. Toscano Office: Fretwell 280F Office hours: T&Th Tues 4:00 pm - 6:00 pm (and by appt)	Classroom: Fretwell 223 Time: Thursday 6:30 - 9:15 pm http://webpages.uncc.edu/~atoscano/
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Course Description and Purpose

The course surveys a variety of Western perspectives on language and discourse from ancient Greece to postmodernity. Texts of European rhetoric theorize the West's beliefs about the nature and importance of speech and writing, the production and substance of knowledge, the arts of communication, and the social practices as well as institutions (schools, family, religion, government, etc.) that language "articulates." To help us explore and situate how foundational and later major thinkers of Western civilization formulated and presented their ways of understanding concepts, such as good, evil, love, courage, and even varieties of European "common sense," through discourse, we will read Plato's *Phaedrus*, Aristotle's *On Rhetoric*, St. Augustine's *On Christian Doctrine*, Descartes' *Discourse on Method*, Nietzsche's *Use and Abuse of History*, Barthes' *Mythologies* and *Elements of Semiology*, Derrida's *Positions*, Lyotard's *Postmodern Condition*, and shorter readings from Umberto Eco, Jean Baudrillard, Nietzsche, and Jameson. This theory intensive course aims to privilege readings of "primary" texts in an attempt to read with the above major figures. Critiquing the above all-male, Eurocentric canon is greatly encouraged and an assumed goal for the course.

Text and Materials

Required	Richards, Jennifer. (2008). <i>Rhetoric</i> . Routledge. Descartes, Rene. <i>Discourse on Method</i> . (Any edition) Barthes, Roland. (1972). <i>Mythologies</i> . Barthes, Roland. (1964). <i>Elements of Semiology</i> . Nietzsche, Friedrich. <i>Use and Abuse of History</i> . Derrida, Jacques. (1981). <i>Positions</i> . Trans. Alan Bass. Univ. of Chicago Press. Lyotard, Jean Francois. (1984). <i>The Postmodern Condition</i> . Univ. of Chicago Press. Selected Readings on Moodle
Recommended	Plato. <i>Phaedrus</i> . (Any edition; also available online) Aristotle. <i>On Rhetoric: A Theory of Civic Discourse</i> . 2nd ed.* Trans. George A. Kennedy. (2007) *first edition of Kennedy's translation is fine; another translation is available online St. Augustine, <i>On Christian Doctrine</i> . (Any edition; also available online)

Expectations

I expect students to be prepared to participate in class. At a minimum that means having completed the reading for the class meeting prior to coming to class and posting a reflection on Moodle (weekly). This is a graduate-level seminar that demands active, critical engagement with the texts. Although one's tastes and convictions, often mistaken as "opinions," are appropriate for personal ways of knowing, we will emphasize identifying (as accurately as possible) the author's meaning before rushing to evaluative comments on a work. Our personal experiences will help guide us in this endeavor by offering examples from school, work, media, life—our unique experiences—which we may use to enhance our understanding of a figure's work. In other words, our experiences should help us (re)think about a figure's work in ways that enhance our understanding. Although we shouldn't be too eager to uncritically consume or "buy into" a figure's ideas, we also shouldn't allow our experiences (in other words, biases) to shut us off from exploring a figure's work with an open (critically aware) mind.

Work Requirements

Students in this course are expected to be able to compose unified, coherent documents nearly free of mechanical, logical, or structural errors. The ability to read advanced college-level texts critically is also a requirement. I will provide additional requirements on the class website. The final exam period will be used as a presentation day for students' to present their rhetoric/al projects. Time (limits) will be based on enrollment. Our final exam day is **Thursday, May 9, 2013 from 6:30-9:15 pm**. Please let me know ASAP if there are any other exam conflicts with your schedules.

Assignments/Grade Distribution

- **Midterm Mini-Rhetorical Analysis** (10%)—Also known as the *ethos, pathos, logos* assignment
- **Rhetoric/al Project** (20%)
- **Presentations** (20%)
 - Leading/Supplementing Class Discussions
 - Rhetoric/al Project Presentations
- **Moodle Responses (500 words, weekly)** (25%)
- **Participation** (25%)
Talk every single class...talk every single class...talk every single class...talk every single class...talk every single class.....talk every single class.....talk every single class.....talk every single class.....talk every single class.....talk every single class.....talk every single class.....

All of these assignments must be completed to receive a passing grade in the course. Just because the assignments have percentage values associated with them does not mean you will pass the course if your missing assignments do not drop you below 70%. Remember, a final grade of 'D' at the MA level is failing.

Grading Policy

Your final grade is supposed to reflect your entire work for the semester and will be based on the percentages below:

Grading Scale for Graded Assignments and Final Grade:				
A= 90 - 100	B= 80 - 89	C= 70 - 79	D= 60 - 69	F=Below 60

Definition of A, B, C, D, and F Grades

Remember, your final grade is a combination of the five assignment areas above. An 'A' means your work was excellent—not mediocre, average, or just good. A 'B' means your work was good—not quite excellent but definitely above average and thoughtful. A 'C' means your work was barely adequate enough to satisfy the assignment—showing a lack of effort or thought for the assignment guidelines. A 'D' or 'F' usually means assignments were late, missing, or incomplete—often this work does not demonstrate appropriate college-level work for a 6000-level course.

Late Work

An assignment is due at the beginning of the class for which it was assigned. Honestly, there is no excuse for assignments being late in a 6000-level class, but I have a policy anyway: All late work will **reduce** the assignment by **10% (an entire letter grade) for each class period it is late**. Late moodle posts will incur a 4% penalty, taking off from 25%. If you will not or cannot be in class on the day a paper assignment is due, you should make arrangements to get the paper to me via another student, turn it in early, or put it in my mailbox. **I will not accept assignments attached to e-mails**. Please discuss any problems you may have regarding attendance or late work **before** class if at all possible. Remember, you are responsible for making up all work missed. Something I've learned from past semesters is that if you don't turn things in on time early in the semester, you end up not turning other things in on time (or at all). Do your best to get all your work in to me on time. If you are absent, get the information from another student. Do not expect me to e-mail the class notes to you. Of course, never e-mail me and ask, "so...like, Dr. Toscano, man...did we...like...you know...do anything the other day in class?"

Participation

This is not a drill-and-skill type of course. I expect everyone to be involved in class discussions, which are extremely important for critical thinking. You must contribute to class discussions. **Twenty-five percent (25%) of your grade** is based on participation.

Please see me ASAP if you're concerned about your participation grade because you're shy or if you don't understand these requirements. Telling me at the end of April that you didn't participate because you're the quiet type or because you didn't understand what "thoughtful" meant will be too late. Even worse, e-mailing me after the semester is over to complain that participation isn't a "valid" class assignment is too late. The purpose of discussions is for students to have control over their own learning and to reinforce critical thinking generally and dialogic exchange of ideas specifically. I am willing to provide a quasi-alternative to supplement a student's participation grade, but please note that discussion, which allows speakers to exchange ideas, is an extremely important component of critical thinking. One alternative is to do class reflections you post online. Please discuss this alternative with me early in the semester...like today!

Attendance

I will take attendance every day. It is very important that you attend every class in order to keep up with the work and reading. Your grade will be lowered after missing **2** classes. Your final grade will be lowered by a full letter grade for each day missed beyond **2** absences. After **4** absences you will receive a failing grade for the course. Please make an effort to come to every class on time. Don't just skip class because you feel you have two "free" days. Save your absences for emergencies. There are no such things as excused absences. Only students participating in UNCC sponsored activities (with the proper documentation) will not be penalized for missing class. I will ask you to request a meeting with the Dean of Students if you have situations that you feel should allow you an exception to missing more than **2** classes. Cars break down, parking is limited, students get sick, and traffic is brutal, but class still happens. Your participation may also be lowered for excessive tardiness.

Important Dates and Administrative Information

The syllabus schedule below has important dates marked. Students are responsible for not only knowing course deadlines but also knowing UNCC deadlines (drop/add, billing, vacation, etc.). Please visit the following link for the registrar's calendar: <http://registrar.uncc.edu/calendar>.

Academic Integrity

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of *The UNC Charlotte Code of Student Academic Integrity*. This Code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." If you do not have a copy of the Code, you can view it on **UNC Charlotte's Academic Integrity** Web site at <http://integrity.uncc.edu/>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

If you try to pass off any work in full or part as your own without proper credit being given to the original source, you will receive an 'F' in this course.

You may also receive an 'F' in the course for other academic integrity violations specified on the [UNCC Integrity Web site](http://integrity.uncc.edu/). Do not expect another warning--this is it. Please see me if you need further clarification regarding cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, complicity in academic dishonesty, or other violations of academic integrity. Again, so there's no confusion, you will most likely fail the course if you violate any part of the academic integrity code.

A Note to Students from UNC Charlotte's English Department, Statement on Diversity (April 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political

orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

The Department of English is committed to the centrality of writing in our curriculum.

Disabilities Modification Statement

Students who have a condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with me to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform me about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and assistance, contact the Disabilities Resource Center.

Statement of Academic Freedom

I strongly encourage students to use class as a place for free inquiry and intellectual growth. Although we as a class will not always agree or be comfortable with the views of others, every student has the right to his or her own tastes and convictions. I promise to be fair and always support your right to look at the world from your own position, but I encourage all students to branch out and consider multiple perspectives. **I will not tolerate any harassment or abuse (emotional or physical) or any instance where others adversely affect students' learning.**

Building "Issues" and Inclement Weather

Fretwell has an A/C problem. Occasionally this building gets closed and classes are canceled because it is too brutally hot to remain inside. If the A/C 'issue' (or other climate related control system) cancels class, continue to keep up with readings and assignments. We'll pick up where we left off on the syllabus when we return to class. This also goes for inclement weather. It's possible the one "snow day" of the year could fall on a day when we have class, so just continue with the readings and we'll catch up when we return to class.

Right to Make Changes

I reserve the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or to make our lives easier.

Schedule for Readings and Assignments

(have readings and assignments done before class)

**All weekly Moodle posts are due on Wednesdays by 11:59pm.
That means 18 and a half hours before class meets that evening.**

January 10	Introduction to the course. Say hello. Go over the syllabus.
January 17	Plato. <i>Phaedrus</i> . http://classics.mit.edu/Plato/phaedrus.html
January 24	Aristotle. <i>On Rhetoric</i> . Book 1 http://rhetoric.eserver.org/aristotle/oneindex.html
January 31	Aristotle. <i>On Rhetoric</i> . Book 2 http://rhetoric.eserver.org/aristotle/twoindex.html
February 7	Aristotle. <i>On Rhetoric</i> . Book 3 http://rhetoric.eserver.org/aristotle/threeindex.html Richards, <i>Rhetoric</i> , pp. 1-63 Gorgias, "Encomium of Helen" (also in Kennedy's Translation of <i>On Rhetoric</i>)
February 14	St. Augustine, <i>On Christian Rhetoric</i> http://www9.georgetown.edu/faculty/jod/augustine/ddc.html
February 21	Descartes, Rene. <i>Discourse on Method</i> . Hugo, Victor. [selection from <i>Les Miserables</i>] Vol. 2, Bk. 1, CH. XVII: http://www.gutenberg.org/files/135/135-h/135-h.htm#link2HCH0087 Vol. 2, Bk. 1, CH. XVIII: http://www.gutenberg.org/files/135/135-h/135-h.htm#link2HCH0088 -and- Vol 5., Bk. 1, CH. V: http://www.gutenberg.org/files/135/135-h/135-h.htm#link2HCH0303 Vol 5., Bk. 1, CH. XX: http://www.gutenberg.org/files/135/135-h/135-h.htm#link2HCH0318 Richards, <i>Rhetoric</i> , pp. 64-113
February 28	Midterm Mini-Rhetorical Analysis Barthes, <i>Mythologies</i>

March 4-9 Spring Break

Midterm Grades Submitted by 3/1/2012

March 14	Barthes, <i>Elements of Semiology</i> . Barthes, "Death of an Author" (on Moodle)
March 21	Nietzsche, <i>Use and Abuse of History</i> . Nietzsche, [Select pages from Writings from the Late Notebooks, pp. 1-28] (on Moodle)
March 28	Derrida, <i>Positions</i> . Kandell, Jonathan. (2004). "Jacques Derrida, Abstruse Theorist, Dies at 74." <i>New York Times</i> . (online)
April 4	Lyotard, <i>The Postmodern Condition</i> .
April 11	Eco, Umberto. "Travels in Hyperreality" (on Moodle) Baudrillard, Jean. "Simulacra and Simulation" (on Moodle)

April 18	Jameson, "The Postmodern Condition" (on Moodle)
April 25	Rhetoric/al Projects Due Richards, <i>Rhetoric</i> , pp. 114-179
May 9 (Thurs 6:30-9:15)	Final Exam Day Rhetoric/al Project Presentations



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Major Assignments

- [1\) Midterm Mini-Rhetorical Analysis](#)
- [2\) Rhetoric/al Project](#)
- [3\) Presentations](#)
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- [5\) Participation](#)

Midterm Mini-Rhetorical Analysis (Due 2/28)

This is a rhetorical analysis of discourse. It's short--5 pages--but it should be well-thought. You are analyzing discourse in order to explain how (not just what) a speaker/author's conveys a message. Of course, there's always text and subtext in any message, so you have lots to work with. Consider media segments, speeches, printed arguments, YouTube diatribes, etc. Just explain how the text, segment, discourse carries meaning. You'll be looking for obvious rhetoric--persuasive phrases and images--but you should also look for *a priori* meaning--the values, attitudes, myths, and ideas--built into or associated with the segment's topic.

Ideally, I'd like you to focus on a shorter message and explain the many rhetorical "layers" you find as opposed to analyzing a longer piece and covering just one or two layers.

Below are the format logistics:

- Typed, double spaced (except heading), 12 pt font
- 1-inch margins all around
- Page numbers (anywhere)
- A title other than "Rhetorical Analysis"
- In-text citations: you must use quotations from the course reading and, if you choose, outside reading
- Works Cited/References page (I don't care which style--MLA, APA, Chicago, etc.--you use for your paper, but please choose one)

This is in lieu of an in-class midterm, so we won't workshop these essays. However, please start thinking about rhetoric as you read or consume media. Please don't e-mail me a draft and say "look at this." Please come to my office,

so I may ask better questions.

Because of the wealth of material on these following speeches, **please do not choose one of them:**

- John F. Kennedy's Inaugural Address
 - Martin Luther King's "I Have a Dream" speech
 - Martin Luther King's "Letter from a Birmingham Jail"
- There are 1,000s of other civil rights text/speech acts from which to choose
- Abraham Lincoln's Gettysburg Address

If you're wondering whether or not one particular text would be better over another, please ask, and I'll offer some advice.

Rhetoric/al Project (Due 4/25)

This is a big project that could serve as the beginning of a larger future project (i.e., a thesis, MA project, journal article). Pick any genre, but, in order to make it more fun, you ought to select a genre that reflects your professional interests and goals. The project may be as theoretical, practical, or personal as you like-- an analytical essay on Lyotard; a "blog" (printed, of course) of your philosophical riffs on one or more of our texts; a fictional dialogue between Socrates and Nietzsche; a website featuring your own Key points and examples for understanding one of our figures; an investigation of the practical rhetoric of some workplace (a school, for instance, or a company); an application of rhetorical theory to the classroom (for instance, the teaching of reading, writing, or literature; or a discussion of Great Books ideology in curriculum design). It may be limited to a single course reading, or may link several, or may focus on a particular problem (ethos on the internet; the rhetoric of science textbooks; the nature of metaphor).

Regardless of your choice of project, you **MUST** focus on a work or (even better) works from this semester and include some outside resources. Cite scholars, philosophers, authors, etc. who help support what you're doing. You can't do any of these projects without incorporating outside research of some kind.

Below are the format logistics:

- Typed, double spaced (except heading), 12 pt font
- 1-inch margins all around
- Page numbers (anywhere)
- Approximately 15 pages
- A title other than "Rhetoric/al Project"
- **In-text citations: you must use quotations from the course reading and several sources outside class readings**
- Works Cited/References page (I don't care which style--MLA, APA, Chicago,

etc.--you use for your paper, but please choose one)

This assignment might evolve over the semester, but I'll let you know more about it later.

Moodle Responses (Weekly)

500-word posts every week.

Presentations (Various times)

Leading Class Discussion

I would like you to open up discussion on a reading. I don't expect an exhaustive pontification in your discussion. Instead, I'd like you to lead the class for at least 30 minutes on a topic related to the reading. You don't need to have a formal activity for the class, but showing visuals, asking questions, and (possibly) having a web page devoted to your discussion (your notes) would be good.

One way to approach this assignment is to focus on a passage from one of our readings. You would explain what you feel is going on in the passage, possibly referring to what other's (e.g., Richards) have to say about the figure and the specific text. Then, you could relate it to an example out in the world. Because this is a presidential election year, I'm sure you'll have many "rhetorical" examples to choose from.

Consider the following goals as you prepare: Think about what you are familiar with and explain how that experience or lens gets you to think about the figure's topic--argument, discussion, way(s) to truth. Make connections to other examples outside of the text, and explain the significance in the connections you make.

Remember, you're *leading* the discussion; you don't have to *finish* it. It's more effective to go into greater detail about a few aspects of a reading than to skim the entire reading in 30 min.

Date	Reading	Leader(s)
2/14	St. Augustine, <i>On Christian Doctrine</i>	Nicholas
3/14	Barthes, <i>Elements of Semiology</i>	Brian
3/21	Nietzsche, <i>Use and Abuse of History</i>	Jennifer
3/28	Derrida, <i>Positions</i>	Andrea
4/4	Lyotard, <i>The Postmodern Condition</i>	Drew
4/11	Eco or Baudrillard	Andrae

Rhetoric/al Project Presentation (final exam day)

Here's your chance to get up and present on your rhetoric/al Project. In 10-15 min, please give us the highlights and connect your presentation back to a key figure or two (or more) we've read this semester. Besides making sure you're making smart arguments, consider the following grading criteria:

- Relevance (how sound are your points; how do you connect back to our authors and theories)
- Eye contact (look at us, not the screen)
- Appearance of preparation
- Voice projection
- Time (don't go under 10 min and don't go over 15)

Participation (Throughout the semester)

This is not a drill-and-skill type of course. I expect everyone to be involved in class discussions, which are extremely important for critical thinking. You must contribute to class discussions. Twenty-five percent (25%) of your grade is based on participation.

Please see me ASAP if you're concerned about your participation grade because you're shy or if you don't understand these requirements. Telling me at the end of April that you didn't participate because you're the quiet type or because you didn't understand what "thoughtful" meant will be too late. Even worse, e-mailing me after the semester is over to complain that participation isn't a "valid" class assignment is too late. The purpose of discussions is for students to have control over their own learning and to reinforce critical thinking generally and dialogic exchange of ideas specifically. I am willing to provide a quasi-alternative to supplement a student's participation grade, but please note that discussion, which allows speakers to exchange ideas, is an extremely important component of critical thinking. One alternative is to do class reflections you post online. Please discuss this alternative with me early in the semester.

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Appendix: Teaching Evaluations

Second Summer 2015 Summary Report

AARON TOSCANO

Course Sections	Enrolled Students	Responded Students	Response Rate
A ENGL 2116 (20): Intro of Technical Comm	22	9	40.91%
B ENGL 2116 (21): Intro of Technical Comm	10	4	40%
Overall	32	13	40.63%

Overall, I learned a lot in this course.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	44.44% (4)	33.33% (3)	11.11% (1)	11.11% (1)	0% (0)	4.11	0.99	0	9
B	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0	4

Overall, this instructor was effective.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	66.67% (6)	11.11% (1)	11.11% (1)	11.11% (1)	0% (0)	4.33	1.05	0	9
B	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)	4.75	0.43	0	4

These next questions are about the instruction that you received in this course.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor was <u>prepared</u> for class.									
A	66.67% (6)	22.22% (2)	11.11% (1)	0% (0)	0% (0)	4.56	0.68	0	9
B	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)	4.75	0.43	0	4

My instructor's teaching strategies helped me to understand course content.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	55.56% (5)	22.22% (2)	11.11% (1)	11.11% (1)	0% (0)	4.22	1.03	0	9

These next questions are about the instruction that you received in this course.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
B	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)	4.5	0.5	0	4
My instructor effectively challenged my thinking about the subject matter.									
A	77.78% (7)	11.11% (1)	11.11% (1)	0% (0)	0% (0)	4.67	0.67	0	9
B	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0	4

The following questions are about the grading methods and the feedback that you received in the course:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor provided timely feedback on class performance and course assignments.									
A	33.33% (3)	33.33% (3)	11.11% (1)	22.22% (2)	0% (0)	3.78	1.13	0	9
B	25% (1)	25% (1)	25% (1)	25% (1)	0% (0)	3.5	1.12	0	4
My instructor provided useful feedback on class performance and course assignments.									
A	44.44% (4)	22.22% (2)	22.22% (2)	11.11% (1)	0% (0)	4	1.05	0	9
B	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0	4
My instructor used grading methods that were fair.									
A	66.67% (6)	0% (0)	22.22% (2)	11.11% (1)	0% (0)	4.22	1.13	0	9
B	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)	4.5	0.5	0	4

The next questions concern your instructor's level of professionalism:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor treated all of the students in the class with respect.									
A	100% (9)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0	9
B	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)	4.75	0.43	0	4

The next questions concern your instructor's level of professionalism:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor was readily available for consultation (e.g. during office hours, by email, or otherwise).									
A	66.67% (6)	22.22% (2)	11.11% (1)	0% (0)	0% (0)	4.56	0.68	0	9
B	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)	4.75	0.43	0	4

The final questions ask for your overall evaluation of the course and the instructor:

	Excellent	Good	Fair	Poor	Very Poor	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I would rate this course:									
A	44.44% (4)	22.22% (2)	33.33% (3)	0% (0)	0% (0)	4.11	0.87	0	9
B	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0	4
Overall, I would rate this instructor as:									
A	55.56% (5)	11.11% (1)	22.22% (2)	11.11% (1)	0% (0)	4.11	1.1	0	9
B	100% (4)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0	4

What is your class level?

	Freshman	Sophomore	Junior	Senior	Graduate	Did Not Answer	Total Responses
A	0% (0)	11.11% (1)	33.33% (3)	55.56% (5)	0% (0)	0	9
B	0% (0)	50% (2)	0% (0)	50% (2)	0% (0)	0	4

Was this course in your major?

	Yes	No	Did Not Answer	Total Responses
A	55.56% (5)	44.44% (4)	0	9
B	100% (4)	0% (0)	0	4

What is your expected grade in this course?

	A	B	C	D	F	Did Not Answer	Total Responses
A	33.33% (3)	55.56% (5)	11.11% (1)	0% (0)	0% (0)	0	9
B	66.67% (2)	0% (0)	33.33% (1)	0% (0)	0% (0)	1	3

Second Summer 2015 Comment Report

AARON TOSCANO

Course Sections

A ENGL 2116 (20): Intro of Technical Comm

B ENGL 2116 (21): Intro of Technical Comm

Please provide any additional comments or suggestions you have regarding the instruction you received in this course:

- A**
- I am extremely satisfied with this course.
 - The workload for the class was excessive and does not allow for adequate learning. The focus is primarily placed on getting the work complete with disregard to the quality.

- B**
- u rock

Please provide any additional comments or suggestions you have regarding the grading and feedback in this course:

- A**
- Have no clue what my grade could be
 - I'm extremely satisfied with the grading and feedback methods in this course.
 - I barely understood what was going on in the course. The

Please provide any additional comments or suggestions you have regarding your instructor's level of professionalism:

- A**
- I am extremely satisfied with Dr. Toscano's professionalism.

Please provide any additional comments or suggestions you have about your experience in this course:

- A**
- I am extremely satisfied with this course.

Fall 2014 Summary Report

AARON TOSCANO

Course Sections	Enrolled Students	Responded Students	Response Rate
A ENGL 4182 (90): Info Design & Digital Publish / ENGL 5182 (90): Information Design and Digital Publishing	23	11	47.83%
-- ENGL 6890 (11): Directed Reading	1	0	0%
Overall	24	11	45.83%

Overall, I learned a lot in this course.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	45.45% (5)	45.45% (5)	0% (0)	9.09% (1)	0% (0)	4.27	0.86	0	11

Overall, this instructor was effective.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	45.45% (5)	27.27% (3)	27.27% (3)	0% (0)	0% (0)	4.18	0.83	0	11

These next questions are about the instruction that you received in this course.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
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My instructor was prepared for class.

A	63.64% (7)	36.36% (4)	0% (0)	0% (0)	0% (0)	4.64	0.48	0	11
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My instructor's teaching strategies helped me to understand course content.

A	36.36% (4)	45.45% (5)	9.09% (1)	9.09% (1)	0% (0)	4.09	0.9	0	11
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My instructor effectively challenged my thinking about the subject matter.

A	54.55% (6)	36.36% (4)	0% (0)	9.09% (1)	0% (0)	4.36	0.88	0	11
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The following questions are about the grading methods and the feedback that you received in the course:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor provided timely feedback on class performance and course assignments.									
A	63.64% (7)	18.18% (2)	9.09% (1)	9.09% (1)	0% (0)	4.36	0.98	0	11
My instructor provided useful feedback on class performance and course assignments.									
A	63.64% (7)	36.36% (4)	0% (0)	0% (0)	0% (0)	4.64	0.48	0	11
My instructor used grading methods that were fair.									
A	63.64% (7)	18.18% (2)	9.09% (1)	9.09% (1)	0% (0)	4.36	0.98	0	11

The next questions concern your instructor's level of professionalism:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor treated all of the students in the class with respect.									
A	54.55% (6)	36.36% (4)	0% (0)	9.09% (1)	0% (0)	4.36	0.88	0	11
My instructor was readily available for consultation (e.g. during office hours, by email, or otherwise).									
A	54.55% (6)	27.27% (3)	18.18% (2)	0% (0)	0% (0)	4.36	0.77	0	11

The final questions ask for your overall evaluation of the course and the instructor:

	Excellent	Good	Fair	Poor	Very Poor	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I would rate this course:									
A	63.64% (7)	18.18% (2)	9.09% (1)	9.09% (1)	0% (0)	4.36	0.98	0	11
Overall, I would rate this instructor as:									
A	54.55% (6)	36.36% (4)	9.09% (1)	0% (0)	0% (0)	4.45	0.66	0	11

What is your class level?

	Freshman	Sophomore	Junior	Senior	Graduate	Did Not Answer	Total Responses
A	0% (0)	0% (0)	0% (0)	63.64% (7)	36.36% (4)	0	11

Was this course in your major?

	Yes	No	Did Not Answer	Total Responses
A	72.73% (8)	27.27% (3)	0	11

What is your expected grade in this course?

	A	B	C	D	F	Did Not Answer	Total Responses
A	36.36% (4)	36.36% (4)	27.27% (3)	0% (0)	0% (0)	0	11

Department of ENGL - Question Set 1

Course Prefix: **ENGL**
Course Number: **4182**
Section Number: **091**

Year: **2010**
Term: **Fall**
Instructor: **TOSCANO**

Number Enrolled: **0**
Course Respondents: **14**
Dept. Respondents: **2424**

Question	SA 5	Course					# Omit	Mean/Standard Deviation											
		A 4	N 3	D 2	SD 1	Level 1000-2000		Level 3000-4000	Level 5000-Above										
The goals of this course were clearly stated and explained.	6	8	0	0	0	0	4.43	0.49	4.51	0.72	4.52	0.71	4.53	0.69	4.49	0.75	4.56	0.67	
My past educational experiences prepared me for the work in this course.	4	7	1	2	0	0	3.93	0.96	4.24	0.86	4.24	0.86	4.21	0.85	4.26	0.86	4.34	0.90	
My instructor displayed knowledge and understanding of the subject.	7	7	0	0	0	0	4.50	0.50	4.70	0.56	4.70	0.56	4.67	0.58	4.70	0.55	4.86	0.45	
My instructor used effective and appropriate methods of instruction.	5	6	3	0	0	0	4.14	0.74	4.41	0.81	4.42	0.81	4.46	0.76	4.36	0.88	4.44	0.80	
My instructor suggests specific ways I can improve.	4	5	4	1	0	0	3.86	0.91	4.25	0.90	4.12	0.97	4.14	0.95	4.07	1.00	4.22	0.97	
This course contributed to my educational growth.	4	8	2	0	0	0	4.14	0.64	4.34	0.87	4.34	0.87	4.32	0.86	4.30	0.91	4.59	0.71	
My instructor stimulates interest in the course.	7	4	2	1	0	0	4.21	0.94	4.45	0.80	4.31	0.91	4.25	0.94	4.40	0.86	4.42	0.85	
Exams and other assignments were appropriate to the purposes of this course.	5	6	2	0	1	0	4.00	1.07	4.43	0.74	4.44	0.74	4.42	0.72	4.43	0.79	4.61	0.60	
My instructor emphasizes relationships between and among topics.	2	10	2	0	0	0	4.00	0.53	4.47	0.71	4.44	0.76	4.40	0.78	4.50	0.72	4.59	0.64	
The assigned readings significantly contribute to this course.	6	7	1	0	0	0	4.36	0.61	4.32	0.86	4.26	0.89	4.18	0.91	4.36	0.84	4.35	0.84	
My instructor was excellent.	4	6	3	1	0	0	3.93	0.88	4.44	0.82	4.44	0.83	4.47	0.78	4.38	0.89	4.55	0.78	
The climate of this class is conducive to learning.	4	7	3	0	0	0	4.07	0.70	4.31	0.83	4.25	0.90	4.21	0.91	4.32	0.90	4.36	0.84	
Writing assigns in this course were appropriate to the purposes of this course.	6	8	0	0	0	0	4.43	0.49	4.45	0.72	4.45	0.72	4.46	0.71	4.35	0.78	4.66	0.56	
This was an excellent course.	3	4	7	0	0	0	3.71	0.80	4.23	0.94	4.23	0.94	4.24	0.91	4.13	1.00	4.39	0.88	
My instructor reflected awareness of individual interests, abilities & backgrounds of students.	5	5	3	0	1	0	3.93	1.10	4.34	0.84	4.35	0.83	4.36	0.79	4.28	0.90	4.51	0.77	
The grading system was clearly explained.	5	5	2	1	1	0	3.86	1.19	4.25	0.95	4.31	0.88	4.29	0.88	4.32	0.90	4.39	0.85	
My instructor motivated me to do my best work.	3	5	6	0	0	0	3.79	0.77	4.31	0.85	4.25	0.87	4.20	0.87	4.29	0.89	4.42	0.79	
This course introduced different points of view.	6	6	1	1	0	0	4.21	0.86	4.44	0.75	4.45	0.74	4.42	0.74	4.45	0.74	4.62	0.67	
The stated goals of this course are consistently pursued.	5	6	2	1	0	0	4.07	0.88	4.37	0.78	4.30	0.85	4.28	0.85	4.37	0.84	4.35	0.86	
My instructor makes good use of examples and illustrations.	6	7	1	0	0	0	4.36	0.61	4.42	0.76	4.27	0.90	4.22	0.93	4.38	0.83	4.36	0.84	
My instructor respects divergent viewpoints.	4	8	1	0	1	0	4.00	1.00	4.50	0.73	4.51	0.74	4.52	0.72	4.48	0.78	4.61	0.67	
Class projects are related to course goals and objectives.	7	6	1	0	0	0	4.43	0.62	4.42	0.72	4.36	0.78	4.31	0.81	4.38	0.77	4.64	0.53	
This course provides an opportunity to learn from other students.	5	5	1	2	1	0	3.79	1.26	4.38	0.81	4.37	0.83	4.40	0.75	4.25	0.93	4.59	0.71	
This course was challenging.	6	4	4	0	0	0	4.14	0.83	4.15	0.93	4.17	0.92	4.05	0.95	4.28	0.86	4.49	0.74	
Overall, this instructor was effective	4	8	1	1	0	0	4.07	0.80	4.46	0.79	4.30	0.95	4.25	0.98	4.38	0.90	4.43	0.81	
Overall, I learned a lot in this course.	3	8	2	0	0	1	4.08	0.62	4.36	0.87	4.21	0.98	4.15	1.01	4.32	0.92	4.39	0.84	

Department of ENGL - Question Set 1

Course Prefix: **ENGL**
Course Number: **5182**
Section Number: **091**

Year: **2010**
Term: **Fall**
Instructor: **TOSCANO**

Number Enrolled: **0**
Course Respondents: **10**
Dept. Respondents: **2424**

Question	SA 5	Course					# Omit	Mean/Standard Deviation											
		A 4	N 3	D 2	SD 1	Course		Dept.	College	Level 1000-2000	Level 3000-4000	Level 5000-Above							
The goals of this course were clearly stated and explained.	7	2	0	1	0	0		4.50	0.92	4.51	0.72	4.52	0.71	4.53	0.69	4.49	0.75	4.56	0.67
My past educational experiences prepared me for the work in this course.	3	2	1	3	1	0		3.30	1.42	4.24	0.86	4.24	0.86	4.21	0.85	4.26	0.86	4.34	0.90
My instructor displayed knowledge and understanding of the subject.	8	2	0	0	0	0		4.80	0.40	4.70	0.56	4.70	0.56	4.67	0.58	4.70	0.55	4.86	0.45
My instructor used effective and appropriate methods of instruction.	2	6	2	0	0	0		4.00	0.63	4.41	0.81	4.42	0.81	4.46	0.76	4.36	0.88	4.44	0.80
My instructor suggests specific ways I can improve.	4	4	0	2	0	0		4.00	1.10	4.25	0.90	4.12	0.97	4.14	0.95	4.07	1.00	4.22	0.97
This course contributed to my educational growth.	6	4	0	0	0	0		4.60	0.49	4.34	0.87	4.34	0.87	4.32	0.86	4.30	0.91	4.59	0.71
My instructor stimulates interest in the course.	3	6	1	0	0	0		4.20	0.60	4.45	0.80	4.31	0.91	4.25	0.94	4.40	0.86	4.42	0.85
Exams and other assignments were appropriate to the purposes of this course.	4	4	1	0	1	0		4.00	1.18	4.43	0.74	4.44	0.74	4.42	0.72	4.43	0.79	4.61	0.60
My instructor emphasizes relationships between and among topics.	5	3	2	0	0	0		4.30	0.78	4.47	0.71	4.44	0.76	4.40	0.78	4.50	0.72	4.59	0.64
The assigned readings significantly contribute to this course.	5	4	0	1	0	0		4.30	0.90	4.32	0.86	4.26	0.89	4.18	0.91	4.36	0.84	4.35	0.84
My instructor was excellent.	4	2	3	1	0	0		3.90	1.04	4.44	0.82	4.44	0.83	4.47	0.78	4.38	0.89	4.55	0.78
The climate of this class is conducive to learning.	2	7	1	0	0	0		4.10	0.54	4.31	0.83	4.25	0.90	4.21	0.91	4.32	0.90	4.36	0.84
Writing assigns in this course were appropriate to the purposes of this course.	5	5	0	0	0	0		4.50	0.50	4.45	0.72	4.45	0.72	4.46	0.71	4.35	0.78	4.66	0.56
This was an excellent course.	4	3	2	1	0	0		4.00	1.00	4.23	0.94	4.23	0.94	4.24	0.91	4.13	1.00	4.39	0.88
My instructor reflected awareness of individual interests, abilities & backgrounds of students.	2	5	1	2	0	0		3.70	1.00	4.34	0.84	4.35	0.83	4.36	0.79	4.28	0.90	4.51	0.77
The grading system was clearly explained.	2	7	0	1	0	0		4.00	0.77	4.25	0.95	4.31	0.88	4.29	0.88	4.32	0.90	4.39	0.85
My instructor motivated me to do my best work.	2	5	2	1	0	0		3.80	0.87	4.31	0.85	4.25	0.87	4.20	0.87	4.29	0.89	4.42	0.79
This course introduced different points of view.	7	3	0	0	0	0		4.70	0.46	4.44	0.75	4.45	0.74	4.42	0.74	4.45	0.74	4.62	0.67
The stated goals of this course are consistently pursued.	4	5	1	0	0	0		4.30	0.64	4.37	0.78	4.30	0.85	4.28	0.85	4.37	0.84	4.35	0.86
My instructor makes good use of examples and illustrations.	5	5	0	0	0	0		4.50	0.50	4.42	0.76	4.27	0.90	4.22	0.93	4.38	0.83	4.36	0.84
My instructor respects divergent viewpoints.	6	3	1	0	0	0		4.50	0.67	4.50	0.73	4.51	0.74	4.52	0.72	4.48	0.78	4.61	0.67
Class projects are related to course goals and objectives.	5	5	0	0	0	0		4.50	0.50	4.42	0.72	4.36	0.78	4.31	0.81	4.38	0.77	4.64	0.53
This course provides an opportunity to learn from other students.	5	3	1	1	0	0		4.20	0.98	4.38	0.81	4.37	0.83	4.40	0.75	4.25	0.93	4.59	0.71
This course was challenging.	6	2	1	1	0	0		4.30	1.00	4.15	0.93	4.17	0.92	4.05	0.95	4.28	0.86	4.49	0.74
Overall, this instructor was effective	6	2	1	1	0	0		4.30	1.00	4.46	0.79	4.30	0.95	4.25	0.98	4.38	0.90	4.43	0.81
Overall, I learned a lot in this course.	5	4	1	0	0	0		4.40	0.66	4.36	0.87	4.21	0.98	4.15	1.01	4.32	0.92	4.39	0.84

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

By using numerous of examples in explaining things help the most.

2. What is your opinion of the texts used in the course?

They were overall very helpful and full of good information about document design

3. What is your opinion of the course content?

Course Content was not bad at all,
not too much and not too less

4. Was this course a worthwhile learning experience for you? Why or why not?

yes, I have learn about in this course,
and it has better prepared me in designing
documents.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 91 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Toscano's a great guy who relates to students exceptionally well.

2. What is your opinion of the texts used in the course?

Actually great textbooks. Possibly a first for a class.

3. What is your opinion of the course content?

Content was immensely conducive to learning.

4. Was this course a worthwhile learning experience for you? Why or why not?

Very much so. Will utilize the tools learned in both personal and business day-to-day life.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 91 Semester F. 10

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Thomas was very active in the course and actively engaged and encouraged students to participate

2. What is your opinion of the texts used in the course?

Very relevant

3. What is your opinion of the course content?

Relevant and helpful to understanding document design

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, helped me to broaden my design abilities

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section _____ Semester Fall 10

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Good at getting students involved in discussions.

2. What is your opinion of the texts used in the course?

Helpful but a little boring

3. What is your opinion of the course content?

Useful information that I will be able to use in the future

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, it made me realize the importance of the way documents are created and presented.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 091 Semester Fall 2016

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Friendly teacher. Made class enjoyable.

2. What is your opinion of the texts used in the course?

Very thorough but seemingly based around preferences of the author at times.

3. What is your opinion of the course content?

Good ~~and~~ wide range of assignments to help ~~to~~ convey importance of Ethos, Pathos, and Logos.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. Improved my ability to create documents.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4180 Section 91 Semester FALL

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Instructor was approachable

2. What is your opinion of the texts used in the course?

Texts are good.

3. What is your opinion of the course content?

Good

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 091 Semester Fall '10

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The instructor has inside knowledge on cultural topics that related to the course

2. What is your opinion of the texts used in the course?

The texts are useful but should not be required

3. What is your opinion of the course content?

The content is interesting

4. Was this course a worthwhile learning experience for you? Why or why not?

Worthwhile : yes

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 91 Semester Fall 2010

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Good speaker.

2. What is your opinion of the texts used in the course?

Good books.

3. What is your opinion of the course content?

Good. The "Document Design" book had so many variants of terminology it was a little confusing as to which terms we should learn.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. I was forced to learn how to use different computer programs.

OPEN-ENDED QUESTIONS

COURSE: ENGL A182 Section 091 Semester Fall 2010

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Organized, know what to expect each class. Tries to make lectures interesting. However the layout of the classroom is not conducive to class discussions.

2. What is your opinion of the texts used in the course?

Both were effective, but Non-Designers was excellent.

3. What is your opinion of the course content?

It is informative and more concrete instead of previous theory classes.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. My knowledge of InDesign and Photoshop has increased significantly.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

he was very open to discussion

2. What is your opinion of the texts used in the course?

document design was more appropriate for grad students
and the non-designer's design book was much easier to
follow seeing direct example and limited text

3. What is your opinion of the course content?

it is valid and will need to be taken into account
in the field

4. Was this course a worthwhile learning experience for you? Why or why not?

yeah, I thought about font choices a lot more
than I ever thought I would

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 91 Semester

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Friendly, informative, entertaining

2. What is your opinion of the texts used in the course?

Weak source

3. What is your opinion of the course content?

educational

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, rhetoric in regarding documents is always worth learning.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 071 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

2. What is your opinion of the texts used in the course?

It was very useful.

3. What is your opinion of the course content?

4. Was this course a worthwhile learning experience for you? Why or why not?

OPEN-ENDED QUESTIONS

COURSE: ENGL 4182 Section 091 Semester FALL

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Arrogant & doesn't appreciate views other than his own

2. What is your opinion of the texts used in the course?

Great texts - I learned most via texts

3. What is your opinion of the course content?

4. Was this course a worthwhile learning experience for you? Why or why not?

It could have been better.
3hrs worth of lecture is too much

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester FAU '10

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

PROFESSIONAL EXPERIENCE WITH
SUBJECT MATTER

2. What is your opinion of the texts used in the course?

APPROPRIATE, INTERESTING, USEFUL

3. What is your opinion of the course content?

WISH THERE WAS MORE SOFTWARE INSTRUCTION

4. Was this course a worthwhile learning experience for you? Why or why not?

YES
I WILL USE WHAT I LEARNED
IN MY CAREER.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano has a positive disposition and good sense of humor. He appears to have a rigid course but he is willing to deviate and is pretty flexible.

2. What is your opinion of the texts used in the course?

I loved both text. The Kimbrell and Hawkins book really is essential in following along in class discussions and understanding the course.

3. What is your opinion of the course content?
- The second book by Robin Williams is icing on the cake and complements the 1st book with additional visuals. And a new fresh point of view.

The course content was good but I feel their need to be better aids for the program side of the course. Since Dr. Toscano does not give

4. Was this course a worthwhile learning experience for you? Why or why not?

tutorials he should make suggestions on resources. The campus should also provide better access in the library concerning Adobe products. The Macs don't work, they need Adobe products on PCs as well.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The ability to make seemingly complicated material understandable by using real world examples and continually emphasizing the necessary take-aways.

2. What is your opinion of the texts used in the course?

The texts were efficient and contained the relevant information to the course.

3. What is your opinion of the course content?

The course content was interesting and made me more aware of how rhetoric dominates my everyday life and decisions.

4. Was this course a worthwhile learning experience for you? Why or why not?

This course was definitely a worthwhile learning experience. Combining the theoretical and technological components of understanding and displaying rhetoric was enlightening. The opportunity to create a portfolio site and produce more effective digital documents is priceless.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5188 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Enthusiastic, determined, humorous.

2. What is your opinion of the texts used in the course?

Helpful, specific

3. What is your opinion of the course content?

valuable

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes

OPEN-ENDED QUESTIONS

COURSE: ENGL 582 Section 091 Semester Fall 2010

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The emphasis on participation was good + forcing you to think about ideas. Relying on some students only to talk and not always giving opportunities to think independently makes it more difficult to get some of the content.

2. What is your opinion of the texts used in the course?

I liked the texts, but the depth of the chapters made them a little bit daunting.

3. What is your opinion of the course content?

I liked the content overall. I wish I had more opportunities to use the programs in class + ask questions.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. Definitely learned new ideas.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section _____ Semester _____

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

He made the class
entertaining which made learning
the material easier.

2. What is your opinion of the texts used in the course?

They are relevant and helpful.

3. What is your opinion of the course content?

It is relevant to the career.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes because it increased my
skills as a tech writer.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

- Instructor was effective - knowledgeable, provided thought-provoking examples, encouraged discussion of ideas,
- Instructor provides useful constructive criticism on projects

2. What is your opinion of the texts used in the course?

- Non-designer's Design Book - excellent, useful info
- Document Design - meh

3. What is your opinion of the course content?

- Course was very effective in helping us to understand meanings of visual elements and designs. Went beyond just making a document "pretty."

4. Was this course a worthwhile learning experience for you? Why or why not?

- Yes, it was challenging and provided opportunity to practice, revise, and implement tools we learned.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester Fall 2010

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

I was a little put off by Toscano's "I don't teach tutorials" approach at first, but I get it now. His humor helped as well.

2. What is your opinion of the texts used in the course?

There is useable info in each text & I plan to keep them.

3. What is your opinion of the course content?

4. Was this course a worthwhile learning experience for you? Why or why not?

Absolutely. I learned a huge amount about the Adobe Creative Suite & I'll never be able to look at any document in the same way, especially visually-oriented ones.

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester Fall

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The instructor set vague expectations but graded harshly. This created a negative association for me with the course work, as did the extreme

2. What is your opinion of the texts used in the course? Participation requirement,

Great

3. What is your opinion of the course content?

Helpful, but the limited instruction in the various computer programs did not meet the project expectations that were established.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. I did learn about things that I hoped to learn

OPEN-ENDED QUESTIONS

COURSE: ENGL 5182 Section 091 Semester Fall 2010

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Humor was helpful to relate to an otherwise potentially dry topic.

2. What is your opinion of the texts used in the course?

The texts were great - especially Robin Williams' book.

3. What is your opinion of the course content?

Projects were great. Vocabulary tests + quizzes at a graduate level were not at all helpful to learning or applying the information.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, though I wish we had spent more time working with some of the software.

Spring 2014 Summary Report

AARON TOSCANO

Course Sections	Enrolled Students	Responded Students	Response Rate
A ENGL 4275 (1): Rhetoric and Technology	17	13	76.47%
Overall	17	13	76.47%

Overall, I learned a lot in this course.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	61.54% (8)	23.08% (3)	15.38% (2)	0.00% (0)	0.00% (0)	4.46	0.75	0	13

Overall, this instructor was effective.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	76.92% (10)	7.69% (1)	7.69% (1)	7.69% (1)	0.00% (0)	4.54	0.93	0	13

These next questions are about the instruction that you received in this course.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor was <u>prepared</u> for class.									
A	100% (13)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	5	0	0	13

My instructor's teaching strategies helped me to understand course content.

A	69.23% (9)	15.38% (2)	7.69% (1)	7.69% (1)	0.00% (0)	4.46	0.93	0	13
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My instructor effectively challenged my thinking about the subject matter.

A	84.62% (11)	15.38% (2)	0.00% (0)	0.00% (0)	0.00% (0)	4.85	0.36	0	13
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The following questions are about the grading methods and the feedback that you received in the course:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor provided timely feedback on class performance and course assignments.									
A	46.15% (6)	38.46% (5)	7.69% (1)	7.69% (1)	0.00% (0)	4.23	0.89	0	13
My instructor provided useful feedback on class performance and course assignments.									
A	84.62% (11)	7.69% (1)	7.69% (1)	0.00% (0)	0.00% (0)	4.77	0.58	0	13
My instructor used grading methods that were fair.									
A	76.92% (10)	15.38% (2)	7.69% (1)	0.00% (0)	0.00% (0)	4.69	0.61	0	13

The next questions concern your instructor's level of professionalism:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
My instructor treated all of the students in the class with respect.									
A	69.23% (9)	7.69% (1)	15.38% (2)	7.69% (1)	0.00% (0)	4.38	1	0	13
My instructor was readily available for consultation (e.g. during office hours, by email, or otherwise).									
A	92.31% (12)	0.00% (0)	0.00% (0)	7.69% (1)	0.00% (0)	4.77	0.8	0	13

The final questions ask for your overall evaluation of the course and the instructor:

	Excellent	Good	Fair	Poor	Very poor	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I would rate this course:									
A	61.54% (8)	15.38% (2)	23.08% (3)	0.00% (0)	0.00% (0)	4.38	0.84	0	13
Overall, I would rate this instructor as:									
A	84.62% (11)	0.00% (0)	7.69% (1)	7.69% (1)	0.00% (0)	4.62	0.92	0	13

What is your class level?

	Freshman	Sophomore	Junior	Senior	Graduate	Did Not Answer	Total Responses
A	7.69% (1)	23.08% (3)	15.38% (2)	53.85% (7)	0.00% (0)	0	13

Was this course in your major?

	Yes	No	Did Not Answer	Total Responses
A	61.54% (8)	38.46% (5)	0	13

What is your expected grade in this course?

	A	B	C	D	F	Did Not Answer	Total Responses
A	53.85% (7)	30.77% (4)	15.38% (2)	0.00% (0)	0.00% (0)	0	13

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

He's open and honest with his class, he'll work with students to get things accomplished

2. What is your opinion of the texts used in the course?

1st book dull
2nd book annoyingly boring
Articles hit or miss.

3. What is your opinion of the course content?

Entertaining

4. Was this course a worthwhile learning experience for you? Why or why not?

Nope

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

A sense of humor is always nice when incorporated properly!
Dr. Toscano is well spoken and you can tell he really cares about the course and enrolled students

2. What is your opinion of the texts used in the course?

Religion of Tech. was the only text I had trouble with other than that, I enjoyed all the rest.

3. What is your opinion of the course content?

There's a great deal of useful information within the content of the course, I really learned a lot.

4. Was this course a worthwhile learning experience for you? Why or why not?

Definitely! There's not a single class I would change or question I would take back. Probably because as the class comes to a close, I'm realizing that I learned a lot more than I thought.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester SPR 14

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Prof. Toscano was one of my favorite professors this semester. Not only was he extremely enthusiastic but he was also a caring professor as well. He made the class fun and more entertaining.

2. What is your opinion of the texts used in the course?

The texts were interesting. They opened my eyes to new topics and views of things.

3. What is your opinion of the course content?

The course content was much like the text, interesting and I really learned more than I intended.

4. Was this course a worthwhile learning experience for you? Why or why not?

I believe this was a worthwhile class. It made me realize that technology is more than a computer or a cell phone.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

I thought that this course allowed me to keep an open mind involving peoples ideas on intense subjects.

2. What is your opinion of the texts used in the course?

I thought some of them were very long winded and some seemed like repeated ideas, Showcrash was not fun.

3. What is your opinion of the course content?

I thought it was a very interesting content that I enjoyed listening to. many of these topics are fun to talk about but avoided by several.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, it broadened what I thought about certain opinions.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester Spring 2014

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The instructor encouraged class discussion but occasionally made jokes about people in the class which was distracting.

2. What is your opinion of the texts used in the course?

Highly relevant to class discussion.

3. What is your opinion of the course content?

Great content, encouraged the class to think about topics critically and from a rhetorical perspective.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, this course was very interesting, and the assignments challenged me effectively.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester Spring 2014

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

confident in what he has to say, knows a lot
Has experience playing video games and we
talked about that quite a bit. smiles a lot. makes
eye contact.

2. What is your opinion of the texts used in the course?

they were short = good

somewhat confusing articles at times though.

3. What is your opinion of the course content?

I wish the texts connected more w/ one
another in some way. Although I liked the
topics.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, I like writing a lot. The ~~books~~ webpages
gave me a good opportunity to write express my personal
opinions. I like that he offered "supplemental posts".

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester SPRING 2014

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

His extensive knowledge and passion for Technical Writing and applying it to the Rhetoric and technology perspective.

2. What is your opinion of the texts used in the course?

The texts were great because they provided alot of information. Most of them were electronic which significantly reduced the costs of purchasing books for this course.

3. What is your opinion of the course content?

Overall the content was very new to me and gave me a better understanding rhetoric concepts.

4. Was this course a worthwhile learning experience for you? Why or why not?

It was. I learned something ~~new~~ new and it helped me try to think more critically about anything new I ~~learn~~ learn.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4215 Section 001 Semester Spring 14

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Kumar, broad knowledge, held us accountable

2. What is your opinion of the texts used in the course?

Don't care for science fiction unfortunately. However I know it comes with the territory with Dr. Hassan

3. What is your opinion of the course content?

A bit difficult to grasp

Thanks!

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes - helped me to learn to consider technology in a more critical way.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section _____ Semester Spring 14

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

He was very funny and cool.
Let stupid kids talk and gave them a chance
to prove themselves.

2. What is your opinion of the texts used in the course?

They interested me and I thought
they were very cool. Many were unknown to
me about the U.S. and now I'm
even more cynical than before.

3. What is your opinion of the course content?

Cool and modern. Relatable to me
and my peers, very interesting
discussions.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes because time went by fast
and the teacher knew his shit.
Recommend him to future
seniors. GL to scano! (3!!

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Charismatic, Great Sense of Humor, and overall Dr. Toscano was very knowledgeable.

2. What is your opinion of the texts used in the course?

They were appropriate for the topics discussed.

3. What is your opinion of the course content?

I didn't appreciate certain X-Rated portions, but Overall the content was good.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. It challenged many of my foundational values of thinking and reasoning.

OPEN-ENDED QUESTIONS

COURSE: ENGL 0005 4275 Section _____ Semester SP 14

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

- I liked the open discussions

2. What is your opinion of the texts used in the course?

- Some were a bit dry

3. What is your opinion of the course content?

- As a whole, it is definitely a technology specific class

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, It taught me how to write using ^{many} articles from class

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section _____ Semester Spring 14

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Sarcasm, but it was well utilized and contributed to success... love Dr. Toscano

2. What is your opinion of the texts used in the course?

Very relevant.

3. What is your opinion of the course content?

Not what I expected, but absolutely worth my time.
I thoroughly enjoyed this class.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. Dr. Toscano knows his stuff, explained things thoroughly but left a lot of room for our own critical thinking to carry us through. My favorite class of the semester.

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section _____ Semester 2

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Funny Guy

Passionate about technology

Made class fun!

2. What is your opinion of the texts used in the course?

Hated the Religion of Technology book

Snow Crash was cool

3. What is your opinion of the course content?

Very interesting, makes me look at the world in a new way

learned a lot

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes

* Read #3

OPEN-ENDED QUESTIONS

COURSE: ENGL 4275 Section 001 Semester Spring 2015

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

He had a sense of humor that was sometimes offensive.

2. What is your opinion of the texts used in the course?

I did not like the novels but the articles were interesting.

3. What is your opinion of the course content?

I do not like it and I only took the course because of a writing ^{in the} requirement or I would not have taken the class.

4. Was this course a worthwhile learning experience for you? Why or why not?

No, I did not enjoy it and I still do not know what rhetoric is.

Department of ENGL - Question Set 1

Course Prefix: **ENGL**
Course Number: **6008**
Section Number: **090**

Year: **2009**
Term: **Spring**
Instructor: **TOSCANO**

Number Enrolled: **0**
Course Respondents: **7**
Dept. Respondents: **1884**

Question	Course						Mean/Standard Deviation											
	SA 5	A 4	N 3	D 2	SD 1	# Omit	Course		Dept.	College		Level 1000-2000		Level 3000-4000		Level 5000-Above		
The goals of this course were clearly stated and explained.	4	2	0	1	0	0	4.29	1.03			4.42	0.78	4.43	0.74	4.37	0.85	4.62	0.65
My past educational experiences prepared me for the work in this course.	3	1	2	1	0	0	3.86	1.12			4.16	0.91	4.14	0.88	4.13	0.94	4.37	0.95
My instructor displayed knowledge and understanding of the subject.	5	2	0	0	0	0	4.71	0.45			4.64	0.62	4.59	0.64	4.64	0.62	4.88	0.34
My instructor used effective and appropriate methods of instruction.	2	4	1	0	0	0	4.14	0.64			4.35	0.87	4.37	0.81	4.27	0.96	4.60	0.70
My instructor suggests specific ways I can improve.	1	4	1	0	1	0	3.57	1.18			4.09	0.97	4.08	0.94	4.06	1.02	4.34	0.85
This course contributed to my educational growth.	3	4	0	0	0	0	4.43	0.49			4.26	0.89	4.25	0.86	4.20	0.95	4.63	0.68
My instructor stimulates interest in the course.	4	3	0	0	0	0	4.57	0.49			4.23	0.95	4.14	0.98	4.33	0.90	4.60	0.71
Exams and other assignments were appropriate to the purposes of this course.	3	3	1	0	0	0	4.29	0.70			4.37	0.81	4.35	0.81	4.36	0.84	4.61	0.64
My instructor emphasizes relationships between and among topics.	3	3	0	1	0	0	4.14	0.99			4.45	0.73	4.41	0.74	4.49	0.73	4.69	0.57
The assigned readings significantly contribute to this course.	1	5	1	0	0	0	4.00	0.53			4.23	0.89	4.13	0.91	4.33	0.85	4.43	0.81
My instructor was excellent.	3	3	0	1	0	0	4.14	0.99			4.32	0.92	4.34	0.86	4.22	1.02	4.65	0.70
The climate of this class is conducive to learning.	3	3	1	0	0	0	4.29	0.70			4.25	0.89	4.17	0.92	4.35	0.85	4.50	0.76
Writing assigns in this course were appropriate to the purposes of this course.	4	3	0	0	0	0	4.57	0.49			4.38	0.78	4.39	0.76	4.28	0.87	4.60	0.62
This was an excellent course.	2	3	1	1	0	0	3.86	0.99			4.12	1.01	4.10	0.97	4.00	1.12	4.53	0.78
My instructor reflected awareness of individual interests, abilities & backgrounds of students.	2	3	1	1	0	0	3.86	0.99			4.28	0.88	4.30	0.81	4.21	0.95	4.54	0.81
The grading system was clearly explained.	1	3	2	0	1	0	3.43	1.18	4.21	0.95	4.32	0.87	4.31	0.85	4.30	0.92	4.48	0.78
My instructor motivated me to do my best work.	1	4	1	0	1	0	3.57	1.18	4.21	0.95	4.22	0.87	4.19	0.84	4.20	0.93	4.48	0.81
This course introduced different points of view.	6	1	0	0	0	0	4.86	0.35	4.21	0.95	4.35	0.80	4.33	0.78	4.33	0.83	4.61	0.71
The stated goals of this course are consistently pursued.	3	3	0	1	0	0	4.14	0.99	4.21	0.95	4.29	0.84	4.23	0.85	4.38	0.84	4.63	0.61
My instructor makes good use of examples and illustrations.	6	1	0	0	0	0	4.86	0.35	4.25	0.88	4.27	0.91	4.21	0.94	4.34	0.85	4.49	0.81
My instructor respects divergent viewpoints.	5	1	1	0	0	0	4.57	0.73	4.25	0.88	4.43	0.78	4.40	0.79	4.42	0.79	4.68	0.61
Class projects are related to course goals and objectives.	2	5	0	0	0	0	4.29	0.45	4.25	0.88	4.33	0.81	4.31	0.80	4.31	0.84	4.65	0.56
This course provides an opportunity to learn from other students.	4	3	0	0	0	0	4.57	0.49	4.25	0.88	4.27	0.86	4.30	0.79	4.18	0.96	4.64	0.64
This course was challenging.	4	3	0	0	0	0	4.57	0.49	4.25	0.88	4.17	0.92	4.06	0.93	4.26	0.91	4.63	0.66
Overall, this instructor was effective	4	2	0	1	0	0	4.29	1.03	4.19	1.00	4.31	0.94	4.26	0.96	4.39	0.89	4.53	0.80
Overall, I learned a lot in this course.	3	3	1	0	0	0	4.29	0.70	4.07	0.97	4.22	0.97	4.16	1.00	4.33	0.91	4.48	0.81

OPEN-ENDED QUESTIONS

COURSE: ENGL ENGL 6008 Section _____ Semester _____

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr T's Wide range of interests and knowledge of technology created interest & helped us make connections between the course content & everyday uses of technology.

2. What is your opinion of the texts used in the course?

Good textbook but extremely difficult. I feel I would have gotten more from the class using a different text or a selection of articles by other authors.

3. What is your opinion of the course content?

Excellent for a 1st semester but sometimes things just didn't click. I believe it was the textbook. Dr T has a wide range of knowledge in the subject area which helped put it all together.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. Learned about technology & how it relates to our lives; why & how we should be critical of it.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6008 Section _____ Semester Spring 09

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The instructor allowed the students to participate in all of the class discussions which made the class more interesting and educational.

2. What is your opinion of the texts used in the course?

It was very challenging, however, it should be for a graduate level course.

3. What is your opinion of the course content?

It was a unique course so the content reflected the nature of New Media.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, it allowed me to think about a topic in ways I never would have considered before taking the course.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6008 Section 090 Semester Spring '09

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano makes learning the material interesting and puts technical writing in a new light.

2. What is your opinion of the texts used in the course?

It was challenging, but interesting.

3. What is your opinion of the course content?

It covered a wide variety of interesting topics.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. It was always challenging but engaging. I enjoyed it very much.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6008 Section 090 Semester Spring '09

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

- extremely enthusiastic about subject, very insightful
- extremely knowledgeable about software
- extremely helpful in helping learn new software & relating topics in class to media issues outside class.

2. What is your opinion of the texts used in the course?

- Very dense reading - but interesting and useful ...
- Good overview of media history in general

3. What is your opinion of the course content?

This is by far the most interesting course I have taken @ UNCC!
" " " " the best classroom experience both in terms of
teacher ability and fellow student enthusiasm.

4. Was this course a worthwhile learning experience for you? Why or why not?

↓
Yes, I read an important book in the field of New Media, I had
~~also~~ since seen this book referenced in several other academic
articles.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6008 Section _____ Semester Spring 2009

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano is engaging and inclusive. Still, I would have preferred that he try a little harder to bring out the quieter students. We would have benefited from more give-and-take.

2. What is your opinion of the texts used in the course?

Very appropriate, and often very difficult. Suitable for grad-level.

3. What is your opinion of the course content?

Interesting, fascinating subject matter. Personally, I would prefer less of the theoretical/historical, and more of the practical (eg, what works).

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. It complements my degree work and personal interests.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6008 Section _____ Semester Spring '09

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Enthusiasm for the subject but condescending/
mocking at times.

2. What is your opinion of the texts used in the course?

The articles helped to frame the Manovich book in a larger (more relevant?) context. What can you say about Manovich? If you hated the book, you're an idiot who only cares about practice; doesn't have enough respect for theoretical studies.

3. What is your opinion of the course content?

Difficult; not my 1st choice for the Topics class, but I did get some meaningful concepts out of it.

If you liked the book ... well, you're lying. I Robot was surprisingly relevant; a good break

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, I learned a lot of things outside my normal realm of experience.

UNC CHARLOTTE
University of North Carolina, Charlotte
College of Arts & Sciences

Run Date:
5/24/2013

Department of ENGL - Question Set 1

Course Prefix: **ENGL**
Course Number: **6166**
Section Number: **90**

Year: **2013**
Term: **Spring**
Instructor: **TOSCANO**

Number Enrolled: **0**
Course Respondents: **5**
Dept. Respondents: **2953**

Question	Course						Mean/Standard Deviation							
	SA 5	A 4	N 3	D 2	SD 1	# Omit	Course	Dept.	College	Level 1000-2000	Level 3000-4000	Level 5000-Above		
The goals of this course were clearly stated and explained.	5	0	0	0	0	0	5.00	0.00	4.48	0.75	4.48	0.75	4.45	0.77
My past educational experiences prepared me for the work in this course.	3	1	1	0	0	0	4.40	0.80	4.18	0.90	4.18	0.90	4.18	0.88
My instructor displayed knowledge and understanding of the subject.	5	0	0	0	0	0	5.00	0.00	4.63	0.62	4.63	0.63	4.59	0.65
My instructor used effective and appropriate methods of instruction.	5	0	0	0	0	0	5.00	0.00	4.38	0.83	4.38	0.84	4.36	0.84
My instructor suggests specific ways I can improve.	2	2	0	1	0	0	4.00	1.10	4.25	0.92	4.12	1.01	4.11	1.00
This course contributed to my educational growth.	5	0	0	0	0	0	5.00	0.00	4.24	0.93	4.25	0.94	4.19	0.95
My instructor stimulates interest in the course.	5	0	0	0	0	0	5.00	0.00	4.41	0.83	4.34	0.90	4.27	0.93
Exams and other assignments were appropriate to the purposes of this course.	5	0	0	0	0	0	5.00	0.00	4.36	0.82	4.38	0.81	4.33	0.83
My instructor emphasizes relationships between and among topics.	4	1	0	0	0	0	4.80	0.40	4.42	0.76	4.46	0.77	4.43	0.77
The assigned readings significantly contribute to this course.	4	0	1	0	0	0	4.60	0.80	4.22	0.92	4.24	0.92	4.11	0.96
My instructor was excellent.	4	0	1	0	0	0	4.60	0.80	4.41	0.85	4.41	0.86	4.37	0.87
The climate of this class is conducive to learning.	2	2	1	0	0	0	4.20	0.75	4.30	0.84	4.26	0.91	4.21	0.92
Writing assigns in this course were appropriate to the purposes of this course.	5	0	0	0	0	0	5.00	0.00	4.36	0.79	4.36	0.79	4.33	0.81
This was an excellent course.	4	0	1	0	0	0	4.60	0.80	4.18	0.97	4.18	0.97	4.14	0.99
My instructor reflected awareness of individual interests, abilities & backgrounds of students.	5	0	0	0	0	0	5.00	0.00	4.34	0.83	4.34	0.84	4.32	0.83
The grading system was clearly explained.	5	0	0	0	0	0	5.00	0.00	4.25	0.93	4.31	0.90	4.28	0.91
My instructor motivated me to do my best work.	4	1	0	0	0	0	4.80	0.40	4.29	0.85	4.27	0.87	4.23	0.88
This course introduced different points of view.	5	0	0	0	0	0	5.00	0.00	4.36	0.79	4.37	0.79	4.33	0.80
The stated goals of this course are consistently pursued.	5	0	0	0	0	0	5.00	0.00	4.36	0.80	4.35	0.84	4.33	0.85
My instructor makes good use of examples and illustrations.	4	1	0	0	0	0	4.80	0.40	4.38	0.78	4.31	0.90	4.26	0.92
My instructor respects divergent viewpoints.	5	0	0	0	0	0	5.00	0.00	4.45	0.75	4.50	0.74	4.48	0.74
Class projects are related to course goals and objectives.	5	0	0	0	0	0	5.00	0.00	4.37	0.79	4.39	0.78	4.33	0.81
This course provides an opportunity to learn from other students.	5	0	0	0	0	0	5.00	0.00	4.30	0.88	4.30	0.89	4.29	0.87
This course was challenging.	5	0	0	0	0	0	5.00	0.00	4.03	1.04	4.05	1.03	3.96	1.05
Overall, this instructor was effective	5	0	0	0	0	0	5.00	0.00	4.38	0.87	4.34	0.94	4.29	0.96
Overall, I learned a lot in this course.	4	0	0	0	0	1	5.00	0.00	4.27	0.95	4.28	0.96	4.22	0.98

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166:90 Section 90 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano involves everyone in discussion and values every viewpoint. He even made Derrida bearable, which is a Herculean Task.

2. What is your opinion of the texts used in the course?

A good selection from history
- I especially like Lyotard

3. What is your opinion of the course content?

Challenging but useful

4. Was this course a worthwhile learning experience for you? Why or why not?

Absolutely — I am ^{now} able to apply some of the ideas to life, living, & academia

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring 13

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

2. What is your opinion of the texts used in the course?

Perfect

3. What is your opinion of the course content?

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. We learned the stuff of life.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section _____ Semester Spring 13

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Real-life examples and expert knowledge on the topics covered.

2. What is your opinion of the texts used in the course?

Loved them.

3. What is your opinion of the course content?

Loved it.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes.

OPEN-ENDED QUESTIONS

COURSE: ENGL _____ Section _____ Semester _____

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

The instructor allowed students to read works and then discuss them without a prescribed formula, but guided the conversations when necessary to redirect students to course contents.

2. What is your opinion of the texts used in the course?

There was a nice mixture of texts.

3. What is your opinion of the course content?

4. Was this course a worthwhile learning experience for you? Why or why not?

As a beginning graduate school, I feel this course has allowed me to find my voice/reason^{out for} ^{me to become} using to understand the post-modern world in which I live.

OPEN-ENDED QUESTIONS

COURSE: ENGL 61166 Section 90 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Professional, Mastered Course Material,
Charismatic, Challenging, and
made the course interesting.

2. What is your opinion of the texts used in the course?

Great Choices - all relevant & enlightening
Maybe not Demida next time

3. What is your opinion of the course content?

Interesting, Applicable

4. Was this course a worthwhile learning experience for you? Why or why not?

Very Worthwhile.

Toscano is a great Professor.

He's one of the best Professors I've had

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring 2012

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Knowledge about rhetoric + theories helped contribute.

2. What is your opinion of the texts used in the course?

The texts were appropriate for course.

3. What is your opinion of the course content?

The content was appropriate for the class.

4. Was this course a worthwhile learning experience for you? Why or why not?

I learned a lot about rhetoric, but I don't think this should be requirement for Tech. Writing.

Department of ENGL - Question Set 1

Course Prefix: **ENGL**
Course Number: **6166**
Section Number: **90**

Year: **2012**
Term: **Spring**
Instructor: **TOSCANO**

Number Enrolled: **0**
Course Respondents: **12**
Dept. Respondents: **2470**

Question	SA 5	A 4	Course			SD 1	# Omit	Mean/Standard Deviation							
			N 3	D 2				Course	Dept.	College	Level 1000-2000	Level 3000-4000	Level 5000-Above		
The goals of this course were clearly stated and explained.	7	4	1	0	0	0	0	4.50	0.65	4.50	0.70	4.52	0.70	4.47	0.72
My past educational experiences prepared me for the work in this course.	4	6	2	0	0	0	0	4.17	0.69	4.28	0.82	4.28	0.82	4.25	0.82
My instructor displayed knowledge and understanding of the subject.	10	2	0	0	0	0	0	4.83	0.37	4.66	0.57	4.67	0.57	4.61	0.60
My instructor used effective and appropriate methods of instruction.	5	6	0	1	0	0	0	4.25	0.83	4.42	0.79	4.43	0.79	4.40	0.78
My instructor suggests specific ways I can improve.	2	9	1	0	0	0	0	4.08	0.49	4.27	0.85	4.19	0.93	4.17	0.93
This course contributed to my educational growth.	6	4	2	0	0	0	0	4.33	0.75	4.33	0.87	4.34	0.86	4.27	0.88
My instructor stimulates interest in the course.	3	7	2	0	0	0	0	4.08	0.64	4.43	0.80	4.38	0.84	4.33	0.86
Exams and other assignments were appropriate to the purposes of this course.	4	8	0	0	0	0	0	4.33	0.47	4.41	0.75	4.42	0.75	4.37	0.75
My instructor emphasizes relationships between and among topics.	8	3	1	0	0	0	0	4.58	0.64	4.48	0.68	4.47	0.72	4.43	0.73
The assigned readings significantly contribute to this course.	3	8	0	1	0	0	0	4.08	0.76	4.32	0.86	4.32	0.86	4.22	0.90
My instructor was excellent.	3	5	3	1	0	0	0	4.08	0.76	4.32	0.86	4.32	0.86	4.22	0.90
The climate of this class is conducive to learning.	4	6	1	1	0	0	0	4.08	0.86	4.31	0.82	4.44	0.81	4.40	0.82
Writing assigns in this course were appropriate to the purposes of this course.	7	4	0	0	0	1	1	4.08	0.86	4.31	0.82	4.29	0.89	4.23	0.92
This was an excellent course.	3	3	3	3	0	0	0	4.23	0.92	4.40	0.81	4.47	0.81	4.40	0.82
My instructor reflected awareness of individual interests, abilities & backgrounds of students.	3	6	2	1	0	0	0	4.61	0.71	4.44	0.81	4.47	0.81	4.40	0.82
The grading system was clearly explained.	8	0	0	4	0	0	0	4.08	0.86	4.31	0.82	4.29	0.89	4.23	0.92
My instructor motivated me to do my best work.	4	6	2	0	0	0	0	4.64	0.48	4.42	0.74	4.42	0.74	4.40	0.73
This course introduced different points of view.	7	5	0	0	0	0	0	4.64	0.48	4.42	0.74	4.42	0.74	4.40	0.73
The stated goals of this course are consistently pursued.	6	5	1	0	0	0	0	3.50	1.12	4.22	0.94	4.22	0.94	4.16	0.94
My instructor makes good use of examples and illustrations.	6	5	1	0	0	0	0	4.36	0.86	4.36	0.79	4.37	0.80	4.36	0.78
My instructor respects divergent viewpoints.	6	4	2	0	0	0	0	4.36	0.86	4.36	0.79	4.37	0.80	4.36	0.78
Class projects are related to course goals and objectives.	5	7	0	0	0	0	0	4.00	1.41	4.29	0.90	4.33	0.88	4.30	0.88
This course provides an opportunity to learn from other students.	6	4	0	2	0	0	0	4.17	0.69	4.31	0.84	4.24	0.88	4.18	0.89
This course was challenging.	5	4	1	2	0	0	0	4.17	0.69	4.31	0.84	4.24	0.88	4.18	0.89
Overall, this instructor was effective	6	6	0	0	0	0	0	4.58	0.49	4.38	0.75	4.41	0.74	4.35	0.74
Overall, I learned a lot in this course.	5	5	2	0	0	0	0	4.58	0.49	4.38	0.75	4.41	0.74	4.35	0.74

OPEN-ENDED QUESTIONS

COURSE: ENGL C0166 Section 090 Semester Spring 2012

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Professor definitely had an interest in the topic of Rhetorical Theory so it made it a little more enjoyable to be studying and trying to learn such dense difficult material.

2. What is your opinion of the texts used in the course?

I thought some of them were a little too dense and referred too much to other texts and authors we hadn't studied so it was difficult to process the text we were reading.

3. What is your opinion of the course content?

Again I refer to the fact that some content was difficult to understand as it relied on already knowing other works we hadn't studied.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. I enjoyed the theoretical even if I'm not adept at expressing my thoughts on it.

OPEN-ENDED QUESTIONS

COURSE: ENGL 01164 Section 090 Semester Sp 112

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Jossano is very knowledgeable about rhetorical theory and was able to present them in a way we could understand.

2. What is your opinion of the texts used in the course?

I think they were all relevant and connected to each other in their own way.

3. What is your opinion of the course content?

The content was a great selection. Since the aspect of an all male canon was not explored he should have incorporated some female philosophers.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, I have never taken a rhetorical theory course or studied any of the literature that we discussed so it was a challenging yet interesting learning experience for me.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

He tried to link the course to everyday life which helped in gaining our interest.

2. What is your opinion of the texts used in the course?

There were way too books

3. What is your opinion of the course content?

It related to the course

4. Was this course a worthwhile learning experience for you? Why or why not?

While Dr. Toscano tried his best to link rhetoric to other aspects of our education and life, I still found the course pointless. We've been studying old dead men since high school and their philosophies have not changed.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring 2012

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano was extremely knowledgeable on rhetoric & provided many culturally relevant examples that aided my understanding.

2. What is your opinion of the texts used in the course?

I thought that the texts were difficult - I wish we had spent more time on Richards.

3. What is your opinion of the course content?

I really enjoyed it - rhetoric ~~has~~ has really changed the way I see things.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes - I learned a lot about the theorists & how to wade through difficult texts.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring '12

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

My only issue was the almost need for students to have an "aha!" moment, it was a bit much.

2. What is your opinion of the texts used in the course?

Fine.

3. What is your opinion of the course content?

Good.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, though I feel some examples used were arguable without being allowed too much room for actual debate in the classroom.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring '12

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano is very knowledgeable, and his teaching style is excellent. He encourages class participation and is very adept at using topics/comments students make to highlight relevant points.

2. What is your opinion of the texts used in the course?

Honestly, I could've done with less classical rhetoric - an overview would've been useful, but it would've been more use to me to delve more into ~~cont~~ contemporary rhetorics than spend so much time on Aristotle.

3. What is your opinion of the course content?

Good. I never know how to answer this one.

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes. I enjoy theory, and rhetoric is a topic that I think should be requisite - I feel better prepared to critically examine the everyday world.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 01090 Semester Spring

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

He was well prepared.

2. What is your opinion of the texts used in the course?

Most of the texts in the course were relevant, however, I felt that a few were chosen because they were obscure.

3. What is your opinion of the course content?

The readings were tough, but readable for the most part.

4. Was this course a worthwhile learning experience for you? Why or why not?

I would not say that this course taught me anything in the realm of life experience, but it was interesting.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. Toscano seemed willing to provide feedback & has taken a more gentler approach this semester so it does feel slightly easier to approach him for help - which has happened several times

2. What is your opinion of the texts used in the course?

Although there were many texts, it was helpful that he provided links for them online

3. What is your opinion of the course content?

Engaging but very dense

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes, I never would have gotten this opportunity otherwise

OPEN-ENDED QUESTIONS

COURSE: ENGL 6466 Section 090 Semester Spring 2012

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Dr. T brought a relaxed approach to a tough, boring subject.

2. What is your opinion of the texts used in the course?

They were all relevant, but we read them so quickly it was hard to delve deeply into some of the denser works. I'm not complaining about that, though.

3. What is your opinion of the course content?

4. Was this course a worthwhile learning experience for you? Why or why not?

Yes and no. I see a little bit more of the connection between rhetorical theory and the real world. I still think the Tech Writing program is too theory heavy and needs more practical, useful classes.

OPEN-ENDED QUESTIONS

COURSE: ENGL 6166 Section 090 Semester Spring 2012

1. What personal qualities or teaching practices of the instructor contributed to the success of the course or hindered the success of the course?

Very interested & knowledgeable about the subjects, made class very interesting!

2. What is your opinion of the texts used in the course?

While difficult, at times, they were ~~very~~ very appropriate to the flow of the classroom. They clearly built on each other in significant ways & provided a good trajectory of rhetoric throughout history.

3. What is your opinion of the course content?

The assignments allowed me personal free range to cover & analyze stuff I was interested in while still belonging to a contextualized rhetoric. It made the class fun, because I became more personally invested in the content.

4. Was this course a worthwhile learning experience for you? Why or why not? I was writing.

Yes! I enjoyed the challenge that the readings & assignments posed to me! It has definitely sparked a deeper interest into the philosophy of rhetoric.