# PUBLIC WRITING WITH TECHNOLOGY (ENGL4373/ENGL5362)

Instructor:        Dr. June Oh
Email:             joh@uttyler.edu
Class Meeting:     Online (Asynchronous)
Office:            CAS (College of Arts and Sciences) 240
Office Hours:      Wed 12-2 via Zoom; and by appointment

## Course Information

Seminar in experiential learning requiring a digital project for a local organization or business. Topics include, but are not limited to, public writing, writing for non-profit organization, cooperate writing, citizenship and literacy, economy and writing technology, and media and community. End projects may be displayed on a public domain owned by the University.

Prerequisite: ENGL 3361 Word and Digital Technology or instructor's consent.

## Course Description

This course invites students to apply the skills, concepts, and composing practices from previous courses in the Writing and Technology minor to real-world scenarios. Students will conduct independent research of their interest and create an ArcGIS Storymap, an interactive web page that combines texts, multimedia, and maps for a local business, organization, or issue. Although there will be lectures and activities that introduce the platform, foundational theories, and generic conventions of digital writing, the independent research aspect of this class requires students to be proactive and practice a habit of self-learning.

This class also utilizes *Grow with Google* UX design micro-credential certificate program, an industry-certified and no-cost as a student course on Coursera, supported by the Strada Education Foundation. Students will complete specific modules of this program in order to gain opportunities to solidify their learning and skills into a real-world applicable and marketable asset.

## Learning Outcomes

By the end of the semester, students will be able to:

1. Discuss how technology enables new or different ways of reading, creating, and communicating facts and arguments.
2. Propose, revise, and compose a quality digital project.
3. Rationalize the author's media and writing choices for effective communication.
4. Learn to be a critical reader and producer of digital technologies and methods.
5. Develop and implement a proactive and self-learning habit.

## Texts and Course Materials

All texts will be provided by the instructor and students. Students will need to create account and have regular access to ArcGIS Storymap.

## Important Notes Technology

1.  You will need access to a relatively new laptop and high-speed internet.
2.  You should regularly check Canvas (announcement, course schedule, assignments, modules, etc.) and emails. Contact me as soon as possible if you have issues or anticipate problems with technology.
3.  For a tutorial on announcements, click here. To manage notifications, click on "Canvas notifications" in the blue box at the top of the page. For help in resetting notifications, click on the help button on the left-hand side of your UTT Canvas home page (the question mark in a circle) and call the "Canvas Support Hotline (Students)."

## Course Grade

| Component | | Points |
|---|---|---|
| Planning | *Grow with Google*, UX design module notes | 10 points |
| | Quizzes | 10 points |
| | Model storymap analysis | 10 points |
| | Proposal | 10 points |
| Creating | Research | 10 points |
| | Storytelling (script & multimedia) | 10 points |
| | Final Storymap | 15 points |
| Rationalizing | Cartographer's statement | 15 points |
| | Reflections | 10 points |
| | TOTAL | 100 points |

**Grade Scale**

| | | | | |
|---|---|---|---|---|
| A | 90 to | 100 | points |
| B | 80 to | 89 | points |
| C | 70 to | 79 | points |
| D | 60 to | 69 | points |
| F | 0 to | 59 | points |

**Minimum Requirement to Earn a C in the Class**
To earn a C or above in the class, students must earn a C or above **on *all* components**. A grade of D or F on major assignments will result in the grade for the class being no higher than a D.

**Syllabus Changes**
Per the UTT Syllabus Policy: "The information contained in the syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students."

# Course Calendar

**Link to a detailed course schedule** (external link to Google Doc)

## Important Dates
| | |
|---|---|
| 1/23 | Census date |
| 3/25 | Last day to withdraw |
| 4/22 | Final reflection due |

# Major Assignments

All writings done in this class are public and will be publicly shared.

*PLANNING*
This semester will be dedicated to creating a quality ArcGIS storymap. About half of the course will direct students to plan for this creation. Students will conduct individual research and analyze a local issue of interest or a local business or organization of their choice. In doing so, students will identify the parties or stakeholders implicated in the issue, contextualize it using scholarly and journalistic research sources, and discuss the topic's larger impact and significance.

The planning stage will be scaffolded over the first half of the semester beginning with a completion of micro-credential modules and a reading of important concepts and finally, an analysis of a model ArcGIS storymap. Students will propose their semester project and conduct research by the end of this stage.

*Grow with Google, UX Design (Micro-credential)*

This semester, students in select classes will have the opportunity to obtain an industry-certified micro-credential developed by Google and delivered through the platform Coursera. In our class, students will have the opportunity to complete a micro-credential certificate in the areas of *UX Design.*

This opportunity is available at <u>no cost</u> to you as a student, but holds an extremely valuable amount of information that will help you develop skills and articulate those skills as an English major. Research shows that those individuals holding a micro-credential or other career certificate end up being more valuable to employers and help to increase employee salaries within their designated career fields.

Not only will this certificate make you more appealing to employers, while increasing your salary opportunities, but this certificate will help you develop the skills needed to be a better writer, communicator, and reader within your profession. Earning additional certifications beyond your academic degree shows employers that you are ambitious, certified in the skills you say you have, and are indeed capable of delivering results. All of this makes you more marketable as a job applicant!

Additionally, fine tuning your UX design skills aligns wonderfully with the content we will be exploring this semester in our *Public Writing with Technology* course. Writing with technology requires a mindful consideration for access, readability, and aesthetics as well as authority supported by research. Why not learn how to be better equipped to carry out those tasks?

The *Grow with Google UX Design Micro-Credential* is comprised of seven different modules each focused on a different aspect of UX design and implementation. This semester you will be required to complete three of the seven courses.

*Creating*
Students will create ArcGIS Storymap utilizing their research and write up the script and select and create a visualization of the information gathered and analyzed from their research while utilizing effective writing and incorporation of multimedia. Students will also consider how to incorporate their lessons from the UX design course from *Grow with Google* micro-credential program.

*Rationalizing*
Students will rationalize their rhetorical and design choices as informed by their lessons from the UX design course. Students will also discuss how the digital technology allows and navigates various methods of communication and describe their process, challenges, and successes in implementing their plan in detail.

Course Policies and Resources

## Submitting Written Work
To be counted for a grade, written work must be submitted (unless instructed otherwise) as a Word document in the appropriate drop box in Canvas. For a free copy of Microsoft Office, including Word, [click here](). Assignments that do not follow the above format, that are emailed, that are submitted to the wrong drop box, or that I cannot open (e.g., zipped files, ios files, damaged files) will receive 0.

**Late work will not be accepted** unless discussed with the instructor at least 3 days prior to the due date. This class is scaffolded in a way that missing one due date can have a riffle effect.

I understand there are unforeseen circumstances. You should contact me as soon as possible if you encounter or foresee any issues that can seriously affect your performance.

## Attendance

Students are expected to engage with all class materials. Attendance and participation are not a "portion" of the grade in this course because it's an absolute requirement for you to succeed in this course. There are no excused or unexcused absences or missed works.

## Academic Dishonesty & Disruptive Behavior

This class has a Zero Tolerance Policy for academic dishonesty. Any act of academic dishonesty will result in immediate failure of the entire course and will be reported to the Office of Student Conduct and Intervention.

For the UTT definition of "academic dishonesty," go to the UT Tyler Syllabus Module in the class Canvas shell. Click on "University Policies and Information." Scroll to the "Academic Honesty and Academic Misconduct" section. Click on "Student Conduct and Discipline policy." Read Section 8-802 "Academic Dishonesty."

Disruptive behavior will be reported to the Office of Student Conduct and Intervention and may result in failing the class and/or University sanction. Disruptive behavior includes, but is not limited to:

- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- talking when the instructor is talking
- repeatedly arriving late and/or leaving early
- using technology for purposes other than working on the tangible learning activities taking place during the class period
- doing something other than working on the tangible learning activities taking place during the class period
- sleeping during class

For the UTT definition of "disruptive behavior," go to the UT Tyler Syllabus Module in the class Canvas shell. Click on "University Policies and Information." Scroll to the "Academic Honesty and Academic Misconduct" section. Click on "Student Conduct and Discipline policy." Scroll to Section 8-804 "Certain Other Offenses." Read item number four "Disruptive Behavior."

*Artificial Intelligence Use Policy*

Students are welcome to use AI programs e.g. ChatGPT, Bing, etc. under two basic conditions: 1) To help generate ideas and brainstorm and 2) when the student is fully equipped with the skills to how to ethically utilize and cite AI-generated contents.

Students should indicate how much and which part of their writing and thinking process are facilitated by such programs. In other words, any unacknowledged AI-facilitated work and acknowledged AI-facilitated work without considerable edition and critical revision process will be considered as cheating and will be directly reported. This includes using ideas and

paraphrasing as it traditionally is in using other works. Students should never submit any work or content generated or supported by an AI program as their own. It should be cited like any other reference material (with due consideration for the quality of the reference). Violation of this policy may result in disciplinary action, up to and including full revocation of credit for the assignment, and other sanctions.

## Class Conduct

All students are expected to behave in a becoming manner, both in-person and online. Sensitive topics may be addressed during discussion, and passionate opinions are welcome. However, each student should remain respectful and civil throughout, and avoid using inflammatory language or taking insubordinate action by practicing equitable etiquette/netiquette.

Our texts or our discussion of the texts may include offensive, controversial, and/or uncomfortable topics and contents. Violence, suicide, physical and mental illnesses, racism, sexism, explicit sexual content, and political views may be discussed. If you anticipate issues reading such contents, consult with the instructor during the first week of the course.

**A Note on the N-Word and on Safe Spaces:** The N-word won't be used in this class by a person of any race, even if it appears in our texts. This classroom is a safe space. As such, this class will also be free of hate speech regarding sexual orientation, gender expression, race, ability, and socio-economic status or background. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it. (Language adapted from Koritha Mitchell's class covenant.)

In general, adhere to these four tenets, and you'll be fine: Be kind. Work hard. Think generously. Write critically.

## Contacting the instructor

If you have individual questions, you can set up a time to meet either in-person or via Zoom.

To contact me, use UTT email or Canvas messenger. Per the UTT Email Policy, I will not reply to emails sent from non-UTT email addresses.

Emails and Canvas messages should provide a succinct overview of the topic and be written using complete sentences, reasonably correct grammar, and proper structure. In the subject line list the class (ENGL4373), your name, and a topic.

## University Policies and Information

Go to our class Canvas for information relating University Policies.

## Student Resources

Go to our class Canvas for information relating University Policies.


This syllabus is a product of many generous educators' hard work and support.
I give special thanks to UT Tyler's English department faculty and staff and my former colleagues at MSU.