University of West Georgia
STEAM English 1101: Technology & Humanity
Laura McKee

Tuesdays/Thursdays, Fall 2017
Sections: A08 (9:30-10:45, HUM 209), A12 (12:30-1:45 PM, Pafford 112), A14 (2:00-3:15 PM, Nursing 110), 114 (3:30-4:45, Pafford 307)

Email: lmckee@westga.edu
Office phone: 678-839-4965
Office Hours (TLC 1112C): (appointments are recommended)
  Tuesday and Thursday: 8:30-9:15 AM & 11:00 AM-12:15 PM
  Wednesday: 10-11 AM & 2:15-4:15 PM & by appointment

University Writing Center (UWC) Hours:
  Wednesday: 11 AM-2 PM (to make appt. call 678-839-6513)

Course Description:
This composition course focuses on the intersection between the sciences and liberal arts (STEM+ the Arts=STEAM). We will explore thematic, philosophical, and ethical questions relevant both to the Humanities and STEM fields through a variety of texts and media. In particular, this section will probe BIG questions surrounding the relationship of technology to our humanity. What does it mean to be human and what is technology's relationship to that question? How does technology impact our culture, our social bonds? How does it shape or challenge identity? How does technology help us to connect? Where does technology cause us to feel isolated, alienated? How does technology dehumanize? Can it make us more human? More ethical? More humane? How is technology changing what it means to be human? How does it help us to create? To destroy or oppress? To fight for social justice? These questions are only the beginning! Throughout the class, you'll be adding to this list by contemplating both the course readings and your own personal experiences with technology.

More broadly, ENGL 1101 focuses on skills required for both effective writing for various rhetorical situations and critical reading of texts. In writing, students must demonstrate competency in argumentation, and writing that is strengthened by the use of multiple textual sources.

Learning Outcomes:

- To develop skills in effective expository, analytical, and argumentative writing.
- To develop facility with the whole writing process from invention through revision.
- To understand and employ a variety of rhetorical modes and techniques of persuasion.
- To acquire reasonable mastery of conventions of college-level prose writing.
- To incorporate and document additional textual materials to strengthen and support argument.
Required Texts: (approx. $56) (* texts must be in print from. No ebooks, please)

1. NYTimes.com subscription. Sign up for BASIC digital, student access here: 
   https://www.nytimes.com/subscriptions/edu/lp8R4RH.html?campaignId=6UF9Y. ($1.00 a week x 16=$16 for 
   semester-long subscription. Must sign up with West Ga email to qualify for student rate.)

   (ISBN: 978-0-8090-9468-4) (cover price: $14.95) *


4. Miscellaneous articles and essays to download and PRINT from CourseDen over the duration of the 
   semester (budget: $10 in printing)

Materials Needed for Class:

- Notebook/journal for reading journal assignments, as well as class lecture and discussion notes. I'll take this 
  journal up 1-2 times during the semester, so make sure it’s a separate notebook. But it can be in any format or style 
  you like! (If you choose to type these entries, make sure you print them and keep together in a notebook. Handwritten 
  journals are fantastic too. Whatever works best for you!)

- Folder for class handouts and misc. readings printed from CourseDen

Projects & Assignments:

<table>
<thead>
<tr>
<th>Projects &amp; Assignments</th>
<th>Words/Pages</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay 1: (Summary &amp; Critical Response)</td>
<td>800-1000</td>
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<td>Essay 2: (Analysis)</td>
<td>1000-1200</td>
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<td>Essay 3: (Analytic Argument &amp; Comparison) + Portfolio Reflection</td>
<td>1200-1500</td>
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<td>Poster Presentation</td>
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<td>Daily work: (Quizzes, Reading Journal Entries, In-class writings, Draft Workshop</td>
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<td>comments, &amp; Misc. Homework Assignments)</td>
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<td>Newspaper Reading Journal “pop presentations”</td>
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Quizzes will include scheduled and pop quizzes on reading assignments, as well as concepts and grammar rules reviewed in class. *Quizzes CAN NOT be made up, which is why it is important to attend every class. However, I will drop your lowest grade from this category at the end of the semester.

Throughout semester, I will assign exercises and activities for homework. These assignments will be checked in class on the day they are due for a completion grade.

2-5 minute informal presentations in which you will discuss and reflect on entries from your newspaper reading journal as a way to begin our class discussions. Each student will present approximately 3-5 times over the course of the semester. Students will be called on at the
Participation

Thoughtful participation in classroom and small group discussions as well as completion of in-class writing exercises. Participation also includes completing all homework/readings and taking detailed notes from both lectures AND class discussion. You should also come to every class prepared: check syllabus course schedule and complete all assignments and readings for each class session listed.

Reading Journal: The reading journal will consist of both homework and in-class writings designed in response to syllabus readings & your choice of articles from the New York Times (see below for more information.) Through these informal writing assignments, you’ll hone your critical reading skills, prepare for class discussion, and generate ideas for the three major essays. Win win win!

- Journal entries may be handwritten or typed, but need to be kept together over the course of the semester.
- Every journal entry should include two paragraphs. (Can totally be longer!)
- **Paragraph 1 should be straight-up summary** (recap, in your own words, without interjecting opinions, the main ideas and claims made in the text. For the summaries, think BIG Picture. More forest and less trees What is the big takeaway from the text or article? What are the most important claims and arguments?)
- **Paragraph 2 should focus on your intellectual response.** Occasionally, I will provide a specific prompt, but I want you to have a lot of independence here. Questions you might consider:
  - How does this reading connect to other things we’ve read or discussed in class? In your other classes?
  - What do you agree with and why? What do you disagree with and why?
  - What do you find fascinating or troubling (or both!) about the ideas in the reading? Elaborate on why, referencing examples from the text.
  - What do you find confusing about the text? Meditate on some examples and elaborate on where you feel the text is unclear or challenging. What questions do you have for our class discussion?
  - How does this text connect to larger social issues or current events in our world? What parallels do you see? Be as specific as possible.

Newspaper Reading Journal Entries & “Pop Presentations”: To deepen your daily reading skills while broadening your knowledge of current issues, especially in STEM fields, reading journal entries will be due weekly in response to a NYTimes article of your choice. You will informally present your ideas from these entries, at random when called upon, over the course of the class.

- **Your final essay (25% of overall grade)** will build directly from this semester-long newspaper reading practice and accumulated journal entries. So, it’s important to take this work seriously each week.
- **You must subscribe to the NYTimes.** You are able to read a few articles a month for free, but then you’ll hit a paywall. The NYtimes is one of our textbooks for the entire class, so you’ll need to be able to access unlimited articles on a daily basis. The cost of the newspaper is significantly less than a traditional textbook--which is, in part, why I have chosen this resource. ($16 versus $50+ for a traditional print textbook)
- **Peruse! Explore! You get to choose what you read and write on!** I strongly encourage to spend at least 10-15 minutes browsing, skimming, and reading the NYTimes website everyday. But for your journal entries you should focus on an
article from one of the following sections: World, U.S., Politics, Tech, Science, and Health. Each article should from the previous seven days (i.e. for a Tuesday, Aug. 29 due date, the articles needs to have been published/posted between Aug. 22-29)

- For each entry, follow the above reading journal guidelines (one paragraph summary and one paragraph analytic response for each article).
- Over the course of the semester, I’ll ask every student to informally share (“pop presentations”) the main ideas from their newspaper reading journal entries with the class (3-5 times each semester). At random, I’ll call on students at the beginning of class. Other than completing the entries, there is no other preparation needed (or possible) for these pop presentations.
- Pop presentations will begin August 22. (See CourseDen for grading rubric)

My Course Policies & Advice on How to Succeed!

Talk to Me!: I’m available to you outside of class in a variety of ways: office hours, writing center tutoring sessions, email, and online office hours (by appointment), if my regular office hours don’t work with your schedule. I’m here to help! Whether you’d like to talk more about our readings or assignments, or need help working through writer’s block or a draft, come see me. Don’t be shy! Dropping into your professor’s office hours are part of the college experience. Take advantage of them.

Email Policy: Please email me only from your UWG account. Though I will often reply much sooner, please allow 24 hours for a response during the week (48 hours over the weekend), before sending a follow-up email. Email is another opportunity to practice good writing techniques—always include a greeting (Dear, Hello, Hi Ms. McKee) and a closing with your name. Also, be sure to proofread for clarity, spelling, and grammar. Remember: well-written, courteous emails will get you far in life, and are MUCH more likely to receive prompt replies.

Technology & CourseDen: While we explore our relationship to technology on a philosophical level, we’ll also be using technology on a practical level to enhance the experience of the classroom, including online lectures, discussions, and assignment submission. CourseDen is the primary space for our online dialogue, and I’ll communicate frequently via this platform. All of our written materials (handouts, syllabus, assignment sheets etc) will be housed here as well. You should aim to check into CourseDen daily, and always check for announcements if you miss class.

Taking Notes: Learning to take detailed notes is a critical skill for your college years. I expect you to take notes throughout every class session, and your notes should include key points and ideas raised in our conversations about the texts as well as my lectures and visual presentations. If you miss class for any reason, it is your responsibility to obtain a set of notes from a classmate. It’s fairly easy to record notes from Powerpoint presentations, but you need to practice synthesizing and summarizing information transmitted through spoken lectures and class discussions as well. That said, if you ever need an idea or concept repeated or clarified, don’t be afraid to ask!

Draft Workshop: Writing is a process. Often, it’s a messy slog. Revision is where the real magic happens! Draft workshops are peer review groups in which you’ll give and receive feedback during various stages of the drafting process. But more importantly than the feedback you receive is the practice you’ll gain for your own critical reading and editing skills. Draft workshops count as quiz grades & can’t be made up outside of class.

Revision: Since revision is one of the MOST effective way to improve as a writer, you will have the option (not mandatory) to revise the FIRST paper only. If you choose to accept the revision option, you will need to carefully review my comments on your graded paper and address all of the areas noted in need of improvement. You will also need to document these changes in a formal “revision reflection letter” (see CourseDen for instructions.) Revisions will not be accepted without this letter. Only revised papers that merit a higher grade will receive one. If you do receive a higher grade on your revision, I will average the two grades (i.e. if you received a 70/C- on your paper and an 80/B- on your revision, you will receive a 75/C
for your final grade). Revisions must be submitted within two weeks of receiving your graded paper (along with the original, graded copy and “revision reflection letter”).

**Submitting Assignments:** All formal, written assignments should be submitted in hardcopy to me at the beginning of class on the due date. In addition to a hard copy, an electronic copy of each of the three major essays must be uploaded to CourseDen by the due date. (Emailed files will NOT be accepted.) All assignments should be double spaced in a 12-point plain font (i.e. Times New Roman), and follow MLA formatting guidelines.

**Laptop Policy/Cell Phone Policy:** You are allowed to use laptops to take notes and for in-class writing exercises. However, you may only have word processing programs open during class (i.e. Word)—in other words—absolutely no Internet usage during class. Be honest with yourself—if you can’t resist the temptation to check email or Facebook, don’t use your laptop or have your cell phone in sight. (Violations will significantly impact your participation grade.) Cell phone use is NOT allowed in class. Please make sure your cell phones are silenced and put away before class begins. Failure to do so will impact your participation grade as above. This includes, texting, email, surfing the web, or taking photos in class (not allowed without instructor permission. See additional info. under Taking Notes above). If you’re looking at your lap, I pretty much assume you’re texting.

**Late Assignments/Extra Credit:** 10 points will be deducted for every class period late. Keep in mind, however, that I will not accept assignments more than seven days late. On occasion, I will offer extra credit opportunities for students who volunteer their writing for class discussion/group workshop. However, in general, no extra credit will be offered.

**Plagiarism Policy:** (DON’T DO IT.) Plagiarism will not be tolerated and is defined as using another’s words OR ideas (in whole or in part) without giving credit through proper documentation. If plagiarism is suspected, the instructor reserves the right to submit a student’s paper to Turnitin.com, a plagiarism detection service. Any plagiarized work found in a student paper or assignment will result in an automatic F for that assignment and potential UWG disciplinary action.

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course.

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student’s voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

**In short:** if you’re using another writer’s ideas, research, or information (even if you translate into your own words), you must give credit through both in-text citations and a work cited page. (Don’t worry. I’ll teach you how to do this.)

**Role of the Writing Center:** The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student’s work. For more information, visit the Writing Center online at [http://www.westga.edu/writing](http://www.westga.edu/writing). You can find me there on Wednesdays from 11-2.
Disruptive Behavior: Disruptive behavior will not be tolerated. Excessive tardiness, cell phone use, speaking rudely or inappropriately to instructor and/or classmates, sleeping, not having materials for class, refusal to participate in daily class work, group work, or class discussions are all considered disruptive and may result in a student being asked to leave the class that day (without being able to make up work) and may also result in university disciplinary action.

Grading Scale: A 90 – 100 (Excellent); B 80 – 89 (Good); C 70 – 79 (Fair); D 60 – 69 (Poor); F below 60 (Failure)

University Policies & General Course Information

Important Information on University Policies, Honor Code, ADA, & Campus Carry:
Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:
https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Confidential Discussions:
The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here.) As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. Here is the UWG Title IX website. (Also, look here for a definition of sexual misconduct). What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too. Here is the contact list:

HEALTH SERVICES 678-839-6452

COUNSELING CENTER Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu

PATIENT /VICTIM ADVOCATES 678-839-0641; 678-839-5338 (after hours 678-839-6000)

(This one is not confidential, but you should have it) UNIVERSITY POLICE 678-839-6000 (96000 on campus)
Course Schedule

UNIT ONE: Technology in our Lives

**Week 1** (8/11 is last day to drop class with refund)
**Thurs:** 8/10: Intro. to Course & Syllabus; In-class writing and discussion

**Week 2** (8/14 is last day to add or reinstate class)
**Tues:** 8/15: In-class Pre-test/ Diagnostic Essay;
**Read:** In-class article (no homework); “This Cyborg Wants to Hack Your Body” by Madeleine Stix

**Thurs:** 8/17: Critical Reading & Analysis, Three Ways of Responding to Texts
**Read:** In-class article from NYTimes (no homework); In-class writing

**Week 3**
**Tues:** 8/22: The Writing Process; What is Rhetoric?, Responding to Arguments
**Read:** “Superhumanity” by Robert M. Sapolsky (print from CourseDen)
**Due:** Newspaper Reading Journal entry in response to one article from the NYTimes.com (see guidelines in the policies above)(**pop presentations begin this week!**)

**Thurs:** 8/24: Introduction to Essay 1, Summary, Quoting, Paraphrasing; Avoiding Plagiarism; MLA Format (In-Text Citations & Works Cited); Using templates to introduce sources
**Read:** “Cracking the Code” by Jesmyn Ward (print from CourseDen)
**Due:** Journal entry on “Cracking the Code” (see reading journal instructions above)

**Week 4**
**Tues:** 8/29: Incorporating Sources; Passive vs. Active Voice
**Read:** “Is Facebook Making Us Lonely” (CourseDen)
**Due:** Newspaper reading journal entry due

**Thurs:** 8/31: Developing Essay 1; MLA format
**Read:** TBA
**Due:** Journal Entry in response to reading

**Week 5**
**Tuesday 9/5: Thesis Statements & Argument Paragraphs**
**Read:** TBA
**Due:** Newspaper Journal Entry

**Thurs:** 9/7: Developing Essay 1; Grammar Review
**Due:** Drafts of Thesis statements for Essay 1
(Extra Credit Volunteers, email me your thesis statements by 6 PM, Tuesday)
WEEK 6
Tues: 9/12: Developing Essay 1, Revision Strategies  
Due: Draft of Introductory paragraph and first body paragraph (typed and printed) & newspaper journal entry  
(**Extra Credit Volunteers, email me your thesis statements by noon, Monday.)  
Thurs: 9/14: Draft Workshop  
Due: Complete Draft of Essay 1 (Bring 1 hard copy of complete & carefully proofread draft to beginning of class)

UNIT TWO: Trinity

WEEK 7: 
Tues: 9/19: Introduction to Trinity; Analyzing Imagery and Text  
Due: ***Final Draft of Essay 1 (submitted in CourseDen and in hardcopy); Newspaper journal entry  
Thurs: 9/21: Trinity ctd.; Character Analysis  
Read: Pages 1-75 of Trinity  
Due: Journal entry in response to first half of Trinity

WEEK 8: (Last Day to Drop Class with a W is 9/29) 
Tues: 9/26: Intro to Essay 2; Rhetorical Appeals (Ethos, Logos, Pathos); Grammar Review; Analysis ctd.  
Read: Complete Trinity (pages 76-151) & Excerpts from the Bhagavad Gita (download handout from CourseDen)  
Due: Newspaper journal entry (one article: should speak to nuclear energy, atomic science, defense (military) technology, or current war/international conflict) 
Thurs 9/28: Trinity Ctd.; Scene Analysis  
Read: excerpt from The Girls of Atomic City (handout in CourseDen)  
Due: Journal Entry in response to reading

Week 9: 
Tues: 10/3: CLASS DISCUSSION WILL BE HELD Online (we won’t meet in person)  
Trinity Ctd.; Developing Essay 2; RESEARCH/Writing Day & electronic conferencing day  
Due: TBA  
Thurs: 10/5: **FALL BREAK (NO CLASS)

Week 10 
Tues: 10/10: Developing Essay 2; Supporting your analysis; Group workshop of sample intro & body paragraph  
Due: Bring typed draft of first three paragraphs (including thesis) of Essay 2 to class & newspaper journal entry (one article)  
Thurs: 10/12: Draft Workshop Essay 2  
Due: Bring complete typed draft of Essay 2 to class
UNIT THREE: Reaper

Week 11
Tues: 10/17: Introduction to Poetry, Reaper
Read: “The Rise and Fall of Robots” (3)
**Due: Final Draft due Essay 2 (in hard copy AND in CourseDen dropbox by the beginning of class)

Thurs: 10/19: Reaper Ctd.
Read: reading from Reaper TBA
Due: Newspaper Reading Journal

Week 12:
Tues: 10/24: Intro to Essay 3 & Final Poster Presentations, Reaper ctd.
Read: reading from Reaper TBA
Due: Newspaper reading journal (find an article that speaks to a subject or theme in one of the poems from Reaper)

Thurs: 10/26: Reaper ctd.
Read: Reading from Reaper TBA
Due: Brainstorming Homework for Essay 3; Reading journal entry in response to one poem from this day’s assigned reading

Week 13
Tues: 10/31: Developing Essay 3; Grammar Review, Reaper ctd.
Read: Reading from Reaper TBA
Due: Newspaper journal entry (2 articles)

Due: TBA

Week 14
Mon: 11/7: Developing Essay 3 & Poster Presentations
Due: TBA

Wed: 11/9: Developing Essay 3 & Poster Presentations; Post-test
Due: TBA

Week 15
Tues: 11/14: Developing Essay 3; Developing Poster Presentation;
Due: *Rough Draft Essay 3 (Bring hard copy of rough draft, typed with works cited page, to class)

Thurs: 11/16: Draft Workshop Essay 3; Developing Poster Presentation

Week 16
Tues: 11/21: NO CLASS (Thanksgiving Break)
Thurs: 11/23: NO CLASS (Thanksgiving Break)

Week 17
**Tues: 11/28:** Workshop Essay 3; Prep for Poster Presentations; Course evaluations

Thurs: 11/30: ***Poster Presentation Day!! (We'll meet in Ballroom 108.2 in the Student Center on this day)

Week 18: EXAM WEEK: Dec. 2-8
***Your Final Essay is due by 5 PM, Thursday, December 7 in dropbox. The final essay serves as your final exam.

***This syllabus is subject to change. The instructor reserves the right to make changes and/or adjustments to assignments, readings, and/or due dates as deemed necessary for the success of the class. If you miss class, it is your responsibility to check CourseDen for any announcements regarding changes to the syllabus.