Teaching Portfolio for Jacob W. Greene

Teaching Specializations

Digital Rhetorics; Visual Rhetorics; Public Writing; Sound Writing; Circulation Studies; Technical Writing; Professional Communication; First-Year Writing; Social Media Writing

Contents

Teaching Statement

Evidenced by writing studies' growing interest in areas such as multimodality, information design, circulation studies, visual rhetoric, and data visualization, the emergence of the Internet and other new media technologies has completely changed how writing circulates in public and professional contexts. Consequently, college graduates are now expected to write, design, and communicate through a variety of new media genres and online platforms, including podcasts, videos, infographics, websites, mobile apps, and social media networks, among many others. As such, my courses not only teach students how to communicate in a variety of modalities, but, more importantly, how to analyze situational factors and come to rhetorically informed decisions about which modes best align with their rhetorical goals.

My courses emphasize multimodal, public writing assignments within a project-based learning environment. In providing students with opportunities to write for public audiences, my pedagogy extends the insights of Christian Weisser that public writing pedagogies should occur "in context." Rather than having students write to an abstracted notion of "the public," I structure public writing assignments in coordination with specific locations. For example, in my spring 2016 Writing through Media course, students submitted individual proposals for an augmented reality smartphone application for a location around campus. After student presentations, the class voted to create an app for use within the campus historic district. The app, "UDiscover," is accessible through Google Play, and it uses augmented reality technology to overlay historical video footage onto buildings and iconic locations around campus. Writing through this location provided students with a clearer sense of audience—alumni, prospective students, etc.—and thus a more precise rhetorical framework for writing the application content. Moreover, the numerous steps involved in this project-based learning assignment—writing proposals, designing online promotional materials, writing emails to potential site contacts, creating multimedia resources, etc.—gave students an opportunity to coordinate the rhetorical affordances of different media and genres of professional writing to the rhetorical aims of a broader public writing project.

In addition to mobile writing, my courses allow students to hone their professional writing skills within a variety of media and online platforms. My approach to multimodal pedagogy is informed by Jonathan Alexander and Jacqueline Rhodes who claim that different media operate according to distinct rhetorics and capacities. In my Writing about Screens course, for instance, students write through different new media genres—blogs, YouTube videos, infographics, etc.—to engage with professional members of their discipline. For one project, students are required to attend a local event related to their major (e.g. guest speaker, conference, etc.) and live-tweet the experience. To prepare for the assignment, students practice the rhetorical strategies of live-tweeting, including quoting, asking engaging questions, and responding to other attendees. By connecting with people from their own discipline, students come to see how the function of writing shifts according to different online platforms and disciplinary discourses.

My digital writing courses often take a media-specific approach. In my Writing with Sound course, for instance, students are required to plan, script, and produce a podcast mini-series. Through this, students not only learn how to create sound-based genres like podcasting and location-based audio tours but continue to develop writing skills that are transferrable to print-based genres. Because audio can be less forgiving than print (i.e. a confused listener cannot simply flip back a few pages if they don't understand something), students are challenged to script their podcasts with ample signposting, concise language, and clear transitions in order to ensure listener comprehension and engagement.

In structuring individual classes, I balance self-guided learning with creative collaboration. I often hold workshops in which students work in groups to compile a list of the skills and technical resources they will need to complete their multimodal projects, such as superimposing text on top of video footage. My role during these workshops is focused on developing students' digital research skills, whether searching for online tutorials, evaluating a potential resource, or posting a clear, focused question on an online forum. By learning general research practices in addition to specific media production techniques, students leave equipped with digital literacies and technical writing skills that they can apply to future projects.

Whether assessing print or multimodal work, I strive to be clear and transparent in all criteria I use to evaluate student assignments. To this end, I use a method of collaborative rubric creation developed by Chris Anson, Matthew Davis, and Domenica Vilhotti called "dynamic criteria mapping." In this approach, students and teacher work together to develop an assignment rubric based on past student work. Through this method, students not only develop a sense of ownership of the assignment requirements but also a heightened awareness of the subjective nature of assessment. As Lester Faigley points out, instructor feedback can too often operate as a justification for the assigned grade rather than suggestions for how to improve. As such, my approach to evaluation is also informed by Derek Soles notion that grading is a "teaching strategy," and, therefore, feedback should "suggest that student's work can and will improve." By having students submit outlines and drafts throughout the semester, I can better assure that feedback will be incorporated into their final projects.

Teachers improve when they are self-reflective and display a willingness to adapt to the needs of individual classes. This is the philosophy I bring not only into my undergraduate pedagogy but also into my training of new graduate student teachers. As a mentoring fellow for the University Writing Program, I work closely with incoming graduate students to develop their abilities to design and implement various components of a writing course, from facilitating group work to leading class discussion. I encourage incoming graduate students to critically evaluate their teaching practices before, during, and after classroom meetings. In doing so, I hope to demonstrate to new instructors that teaching (much like writing) is a skill that must be actively developed through self-reflective practice. As recognition of my accomplishments as a teacher and graduate student mentor, the College of Liberal Arts & Sciences awarded me a university-wide teaching award in spring 2017.

Sample Syllabi: Upper-Division Writing

ENC 3312 Advanced Argumentative Writing: Digital Rhetorics
Upper-division argumentative writing course with focus on digital rhetoric

Course Description

The ancient Greek philosopher Aristotle defined rhetoric as "the ability to discern the available means of persuasion in any given case." Aristotle's definition is interesting in that it encourages us to think about rhetoric as not only something that we do but also something that we can analyze as an object of inquiry. Today, our "available means of persuasion" have grown to encompass a much larger set of practices, contexts, technologies, and individuals. Specifically, the unprecedented growth of digital media over the last two decades has had a dramatic impact on how we act, think, read, and argue. Advanced Argumentative Writing: Digital Rhetorics explores the rhetorical implications of this shift to digital writing. Course readings and assignments engage students' abilities to write in a variety of media of genres for different audiences and situations. Throughout the course, students draw on ancient and contemporary theories of rhetoric as they develop their ability to craft and facilitate effective arguments for a digital age.

Course Outcomes

By the end of the course, students enrolled in Advanced Argumentative Writing: Digital Rhetoric will be able to:

- Identify argumentative strategies within online discourses
- Isolate the rhetorical affordances of a variety of online media and genres
- Argue from different perspectives
- Write clear, concise sentences suitable for online environments
- Adapt writing to different media and genres
- Integrate multimedia components (videos, images, etc.) into online documents
- Incorporate research into a written argument from a variety of sources
- Critique and revise documents for online publication

Major Assignments

"Is Anybody Buying This?" (Analyzing Arguments, 1500 words)	200 points

For this assignment, you will need to track down an argument that you believe to be utter nonsense and explain the rhetorical techniques and contexts that convince people to "buy" this argument. In researching your argument, don't rely on a single source or media. Search for occurrences of this argument in a variety of places, such as newspaper articles, news broadcasts, YouTube videos, memes, tweets, FB posts, etc. In total, you should gather at least 7-8 primary sources (all related to the same overall argument) that you will analyze for this assignment.

After your argument is written, you will adapt it into a short 2-3 minute video using only images and an audio voiceover.

Dissoi Blogoi (Writing Counter-Arguments, 2000 words)	200 points

In Ancient Greece, teachers of rhetoric would travel from polis to polis offering their expertise in oratory and argumentation in exchange for money. One of the most prominent sophistic rhetoricians, Gorgias, was famous for his practice of "dissoi logoi," or the ability to argue both sides of an argument in order to demonstrate his rhetorical prowess to his students and potential customers.

For this assignment, you will enact a modern-day dissoi logoi (or dissoi blogoi) by writing from the perspective of two antagonistic blogging personas that you create in response to a controversial public issue. Using these personas, which you will design fake accounts for through Google's free blogging platform, you will write four blog posts (two per account at 500 words apiece) in an online, back-and-forth rhetorical battle. Feel free to choose any public issue to argue about. The only requirement is that the issue is debatable and that you can find online sources that support both sides.

Extra Credit: Use blogger's comments function to create a mini-back and forth on at least two of your blog posts.

Digital Issues (Researching Arguments, 1500 words)	200 point

The rise of digital media in the 21st century has created lasting consequences within various aspects of modern society. Throughout this course, we have discussed the impact of digital technology within a variety of areas, such as education, sustainability, journalism, automation, and much more. For this assignment, students will isolate a particular area of society that has been (or will be) profoundly affected by digital communication technologies.

Feel to draw on resources from class readings, but you will also be need to conduct outside research for this assignment. Your final paper should have at least 8-10 sources (scholarly publications, news articles, blogs, documentaries, etc.).

(Es)say It Like You Mean It (Personal Essay, 1000 words)	150 points

We tend to think of writing an argument as the pursuit of a one-sided, rationally-motivated claim supported by empirical evidence. Although this is certainly true for many arguments (particular those that spark controversy in online spaces), this is not always the case. In fact, many of the most compelling, well-written arguments are the exact opposite: wandering, personal excursions into the multi-faceted complexity of an issue or idea supported by a mix of fact-based and personal/anecdotal evidence.

Using example personal essays and other writing guides, students will "essay" an argument about their personal experience(s) in regard to a specific issue, event, person, object, or space. The goal of this assignment is not to produce

an airtight, rational argument, but rather to use writing as a tool for opening up (rather than closing off) new perspectives and ideas about this issue, event, person, or space.

Extra Credit: Adapt a portion of your essay to one of the emerging new media genres we have discussed and used this semester (podcast, video, etc..). Make sure to utilize the unique rhetorical affordances of the media you choose to work in.

Discussion Posts	150 points

Students will write discussion posts through Canvas. Each post must be at least 300 words. In addition, I will sometimes ask students to respond to at least two other posts with substantive critique, feedback, or additional support. See Canvas for prompts and check course schedule due dates and response instructions.

Homework and in class activities	100 points

Students are expected to keep up with readings and participate in all in-class/online activities including debates, discussions, group work, and writing.

Course Schedule

Unit 1: What is Digital Rhetoric?

Week 1
M
- Read:
    - Plato, *Gorgias* (selections)
    - Neil Postman, "The Judgment of Thamus"
- In-Class:
    - Syllabus overview
    - Discussion
T
- Read: Rebecca Jones – "Finding the Good Argument OR Why Bother with Logic?"
- Watch: Colbert Report – "Double Barrel Blam-O-Rama"
- In-Class:
    - Logical Fallacies activity
    - Political Satire mini-lecture

W
- Read: "What makes podcasts so addictive and pleasurable?"

- Listen: Radiolab, "The Cathedral"
- In-Class: Choose a game to play on molleindustria.org
- DUE: Discussion Post 1

Th

- In-class: Writing workshop
  - Find an argument online to analyze in groups
  - Draft outline for argument analysis paper

F

- Watch:
  - 2013 DoGooder award winners
  - "Colbert PAC Ad"
- In-class:
  - Analyzing visual Arguments
  - Brainstorm video adaptations

Unit 2: Analyzing Digital Rhetoric

Week 2

M

- DUE: "Is Anybody Buying This?" *Draft*
- In-class: Peer review

T

- DUE: "Is Anybody Buying This?" *Final*
- Watch: Student example videos on course website
- In-class: Video production workshop

W

- In-class: Video production workshop cont'd

Th

- Listen: Intelligence Squared, "Are Brick and Mortar Colleges Obsolete?"
- Read: Matthew Yglesias- "Giving Poor Kids Computers Does Nothing"
- In-class: Debate

F

- DUE: Discussion post 2
- In-class:Contributing to online discussions mini-lecture and activity

Unit 3: Digital Counter-Rhetorics

Week 3

M

- Read:
  - Alex Reid- "Why Blog?"
  - "Writing Hyperlinks"
- DUE: Video Adaptations for "Is Anybody Buying This?" Argument Analysis

T

- Watch: The Colbert Report, "The Word-Truthiness"
- Listen: Intelligence Squared, "Is the internet closing our minds politically?"
- In-class: Discussion

W

- Read: Steven D. Krause- "On the Other Hand: The Role of Antithetical Writing in FYC Courses"
- In-class: Counter-arguments activity

Th

- DUE: Discussion post 3
- Read: Maria Konnikova, "The Psychology of Online Comments"

F

- In-class: Blogging workshop

Unit 4: Arguments from Experience

Week 4

M

- Read: "Creating Awesome Visual Content"
- In-class:
  - Incorporating multimedia into your blog mini-lecture
  - Blogging workshop

T

- DUE: Dissoi Blogoi
- In-class: Blog Presentations

W

- Read one of the essays below:
  - "What Nobody Told Me About Small Farming"
  - "I'm Having an Abortion This Weekend"
  - "Confessions of a Secret Muslim"
  - "A Frat Boy's 'gay experience'"
- In-class:
  - Mini-lecture on history and genre characteristics of essays
  - Small group discussions
  - Essay brainstorming

Th

- Read: Paul Lynch – "The Sixth Paragraph: A Re-Vision of the Essay"
- In-class: Workshop essay outlines

F

- Read: "The $100 million content farm that is killing the internet"
- In-class: Social media writing workshop

Unit 5: The Materials of Digital Rhetoric

Week 5

M

- DUE: (Es)say It Like You Mean It
- In-class: Peer Review

T

- Read: Jonathan Sterne, "Out with the Trash: On the Future of New Media"
- Watch: The Colbert Report, "The Word - F**k It"
- In-class: e-waste discussion and activity

W

- In-class:
  - Mini-lecture on research topics
  - Workshop topics for final paper

Th

- Read: Randall McClure, "Googlepedia: Turning Information Behaviors into Research Skills"
- In-class: Finding and analyzing online resources

F

- In-class: Workshop outlines for final paper

Unit 6: Researching Digital Rhetorics

Week 6

M

- Read: Kyle Stedman- "Annoying Ways Students Use Sources"
- In-class: Incorporating sources activity

T

- DUE: Discussion post 4

W

- DUE: Digital Issues paper Draft
- In-class: Peer review

Th

- In-class: Workshop final papers based on feedback

F

- In-class:
  - Course wrap up discussion
  - Fill out student work release forms

ENC 3310 Advanced Exposition: Writing with Sound

Upper-division expository writing course with focus on sound writing

Forthcoming as a Course Design in fall 2018 issue of *Composition Studies*

Advanced Exposition is an upper-level writing course in the University of Florida English Department. To enroll, students must be in junior or senior standing in their major and have taken at least two 1000 or 2000-level English courses. Although this course is open to all students, it mostly attracts upper-level English majors. According to the undergraduate catalog, ENC 3310 is intended to introduce students to the "methods of exposition," including "definition, classification, comparison and contrast, analysis, illustration and identification." Due to the generalized nature of this course, the English department encourages instructors to focus on a particular theme, genre, or modality. As such, ENC 3310 "Writing with Sound," uses a semester-length podcasting project to teach the modes of exposition. Students propose an original podcast miniseries at the beginning of the semester and then submit individual episodes at the end of each unit.

Course Overview

In general, expository writing simply refers to how writers use different organizational structures to present information in a clear, accessible manner. Indeed, we draw on these various "modes" of exposition on a daily basis: we compare and contrast different ideas, we link causes to effects, and we describe problems and offer solutions. ENC 3310: Writing with Sound explores how the modalities of exposition—definition, classification, etc.—are evolving alongside new modalities of writing. Specifically, this course will examine how the emergence of "podcasting" is transforming how writers explain, define, summarize, compare, and contrast different types of information through audio media. To this end, this course provides students with opportunities to demonstrate expository writing techniques through both print and sound-based media within the context of three major assignments: 1) a podcast analysis essay, 2) a podcast proposal assignment, and 3) a four-episode podcast mini-series.

Course Objectives

- Identify expository writing techniques in print and audio media
- Classify basic narrative structures of podcasting
- Define key podcasting terms
- Analyze and explain specific audio storytelling techniques
- Compare and contrast different podcasting formats
- Script and produce a podcast mini-series

- Layer discursive and non-discursive audio (e.g. background music, sound effects, etc.) for rhetorical effect
- Adapt modes of expository writing to various podcasting formats
- Critique and revise audio texts

Major Assignments

Podcast Analysis	200 points

Analyze how a podcaster(s) uses audio to tell a story, explore an idea, provide information, and/or to persuade an audience. Your analysis can either be about a particular episode of the podcast or a technique you have observed throughout several different episodes. Prior to submitting your analysis, ensure that you have 1) clearly described the overall goals of the podcast and its intended audience, 2) focused on a specific audio technique used in the podcast (e.g. background music), 3) used specific examples in making claims about the podcast, 4) built your analysis into a focused claim about the podcast's use of sound design (e.g. "*Radiolab* uses background noises, music, and sound effects to signal subtle mood shifts in the listener.")

Podcast Proposal	150 points

Write a proposal for a four-part podcast mini-series. Your proposal should include 1) a title, logo, and (optional) tagline for the podcast, 2) a survey of similar podcasts in your topic area and how your podcast is similar/different, 3) a brief overview of your podcast miniseries including description of its format and ideas for specific episodes.

Podcasting	400 points (100 per episode)

Create four episodes of a podcast related to a topic of your choosing. Each episode should be 5-10 minutes in length. Although you can make your podcast about any topic, each episode should follow a different format based on that week's theme. For the final episode, you can use any format or combination of formats.

- Ep. 1: Narrative
- Ep. 2: Vox pop
- Ep. 3: Interview
- Ep. 4: Freestyle

I will evaluate your podcasts accordings to the following criteria:

- Does the podcast have a specific topic with clear, focused episodes?
- Does the podcast follow the correct format for each unit?
- Does the podcast use background music and sound effects when appropriate?
- Is the podcast technically sound (e.g. balanced volume between different sounds)?
- Is the narration written in a style appropriate to the podcast topic?

- Does the podcast introduce and organize ideas a clear and effective manner?
- Do the podcast episodes have engaging introductions, clear transitions, and fully developed conclusions?
- Do the podcast episodes utilize appropriate narrative structures?

Discussion Posts	150 points

Discussion posts will be due before class on Wednesday of each week. At the beginning of each week, I will post links to several exemplary podcasts that will serve as models for that week's episode. Listen to at least one episode from each weekly list and analyze a specific technique used by the podcaster. For instance, you might describe how the podcaster uses music to create tone shifts, or you might describe the podcaster's unique style of interviewing.

Discussion Leader	100 points

Sign up for one class period to lead discussion on that day's reading/listening. Students signed up for that day should come prepared with at least 2-3 engaging questions about the day's texts. No more than four students can sign up to lead discussion for a given class period.

Course Materials

- Abel, Jessica. *Out on the Wire: The Storytelling Secrets of the New Masters of Radio*. Broadway Books, 2015.
- External USB condenser microphone. Do not rely on your built-in laptop/computer/smartphone microphone. Amazon has quite a few for sale under $50. Just read the reviews to make sure you're getting a good deal. Here are a few options:
  - Samson Go Mic ($36.30)
  - CAD U37 USB Studio Condenser Mic ($36.56)

Podcasting Resources

- TapeACall (https://www.tapeacall.com/)
- Getting Started with Audacity (http://multimedia.journalism.berkeley.edu/tutorials/audacity/)
- Found Sounds - Archiving Field Recordings (https://foundsounds.me/)
- Freesound.org (https://freesound.org/)
- YouTube Audio Library (https://www.youtube.com/audiolibrary/music)
- Royaltyfreemusic.com (http://www.royaltyfreemusic.com

Course Schedule

Unit 1: Analyzing Podcasts

Science vs., "Fracking"
Planet Money, "Open Office"
Serial, "The Alibi"

M
- Read:
  - Syllabus, major assignment descriptions
  - Bill McKibben, "The Pen is Easier Than the Mic"
- In-Class: 99% Invisible, The Sizzle

T
- Listen: Howsound, "Story Structure"
- In-Class: Analyzing Podcasts
  - Group 1: Here Be Monsters, "Do Crickets Sing Hymns?"
  - Group 2: Planet Money, "What the Falcon's Up with Qatar?"
  - Group 3: Startup, "Is Podcasting the Future or the Past"
  - Group 4: Note to Self, "Revealing Selfies. Not Like That."
  - Group 5: 99% Invisible, "Sounds Natural"

W
- Read: Jonah Weiner, "What makes podcasts so addictive and pleasurable?"
- Listen: S-Town, "Chapter 1"
- In-class: Podcast analysis examples

TH
- Read: Jeff Towne, "Podcasting Basics, Part 2"
- In-class: Audio workshop (Bring in condenser mic)
  - Downloading software
  - Setting up recording environment
  - importing/exporting files
  - Basic audio editing

F
- Due: Podcast analysis (bring two copies printed and stapled to class)
- In-class:
  - Introduce podcasting assignment
  - Brainstorm ideas

Unit 2: Planning Podcasts

Radiolab, "Making the Hippo Dance"
99% Invisible, "Mojave Phone Booth"
Startup, "How Not to Pitch to a Billionaire"

M
- Listen: Audio Rhetorics, Ep. 1 "What's an Audio Rhetoric?"
- Read: "Out on the Wire" (p. 1-43)

T
- No Class (holiday)

W
- Read: "Out on the Wire" (p. 47-76)
- Listen: Howsound, "How not to write for Radio"
- In-class: Radiolab, "Finding Emilie"

TH
- Listen: Howsound, "Sound Matters"
- In-class: Audio Editing Workshop
    - Recording audio
    - Audio effects (compressor, noise reducer)
    - Create podcast intros

F
- Due: Podcast Proposal
- In-class: Peer-review proposals (Bring in three copies, printed and stapled)

Unit 3: Narrative

The Memory Palace, "After Party"
Here Be Monsters, "Do Crickets Sing Hymns?"
Twenty-Thousand Hertz, "8-bit Sounds"

M
- Listen: HowSound, "On Your Mark. Get Set. Start Your Story."
- In-Class: Workshop introductions

T
- Read: Frank D'Angelo, "The Rhetoric of Ekphrasis"
- Listen: Howsound, "Show don't tell"
- In-class: Discussion, Ekphrasis activity

W
- In-class: Individual conferences, workshop scripts

TH
- In-class: Audio Workshop
  - Using Sound effects
  - Adding music
  - Editing podcast episodes
  - Uploading to Soundcloud

F
- Due: Podcast episode one

Unit 4: Audio Vérite

- More Perfect, "Cruel and Unusual
- Out of the Blocks, "3300 Greenmount"

M
- Listen: HowSound, "Doorstepping"
- Read: "Out on the Wire" (p. 109-143)
- In-class:
  - "How to do Vox pop" YouTube video
  - Voxpop workshop/planning

T
- In-class: *Shut up Little Man!* screening

W
- Read: "Out on the Wire" (p. 147-201)
- Listen: Howsound,"The Ethics of Trespassing and Secret Recording"
- In-class: Discuss ethics of audio verite

TH
- In-class: Audio editing workshop

F
- Due: Podcast episode two

Unit 5: Interviews

Song Exploder, "The Magnetic Fields"
Freakonomics, "Could Solving This One Problem Solve All the Others?"
Reply All, "Underdog"

M
- Read: Jay Allison, "The Basics"
- Listen: This American Life, "Regrets, I've Had a Few"
- In-class: Conducting Interviews mini-lesson

T

- Read: Sally Herships, "The Art of the Pre-Interview"
- In-class: Workshop interview questions

W
- Listen: Howsound, "Tinkering with Sound Design"
- In-class: sound design adaptation activity

TH
- In-class: workshop on editing raw audio from interview

F
- Due: Podcast episode three

Unit 6: Freestyle

Planet Money, "Messy Nobel"
Code Switch, "The Code Switch Guide to Handling Casual Racism"

M
- Listen: Howsound, "Radio Silence"
- In-class: Class discussion on use of silence as rhetorical

T
- Listen: Janet Cardiff "The Missing Voice: Case Study B Part One"
- In-class: River Clegg, "Honest Museum Audio Tour

W
- In-class: Workshop scripts

TH
- In-class: Troubleshooting final episode

F
- Due: Podcast episode four
- In-class: Course wrap up discussion

Sample Syllabi: First-Year and Lower-Division Writing
ENC 1101 Introduction to College Writing
First-Year Writing Course

ENC 1101 Introduction to College Writing is the first course in the University of Florida's two-part writing sequence. Students who score below a 640 on the verbal portion of the SAT are automatically enrolled in ENC 1101. As such, this course introduces students to the basic genres and skills of academic writing in order to prepare them for the writing assignments in their future classes. I taught ENC 1101 with two graduate mentees. As a mentor, I was responsible for modelling effective in-class teaching methods, observing and evaluating graduate mentees, discussing effective grading strategies and methodologies, and teaching how to plan course units and scaffold student learning outcomes.

Course Description

In the first part of the course, students will learn how to analyze written arguments. To this end, students will read arguments from popular and academic publications as they learn how to critically respond to their own and others' writing. In the second part of the course, students will write different genres of argumentation for different audiences and rhetorical goals. In the final unit, students will isolate and describe a specific problem related to the course theme and propose a solution that works toward solving it.

Throughout the course, students will learn how to identify and employ rhetorical concepts such as appeals (ethos, pathos, logos), audience, deductive/inductive logic, and exigence, among others. Students will craft their writing for public and academic audiences by learning how to write concisely, choose effective wording and phrasing, and form and arrange paragraphs to achieve particular rhetorical goals. Additionally, students must attend to basic documentation and editing skills with their written assignments to ensure proper citation and formatting.

Course Outcomes

By the end of ENC 1101, students will be able to:

- plan, draft, revise, edit, and proofread forms of argumentative essays
- read, write, and think critically
- adapt writing to different audiences, purposes, and contexts
- use evidence to effectively support argumentative claims or theses
- write an organized, logical argument
- avoid plagiarism
- write coherent, cohesive, and clear paragraphs

Course Materials

Kirszner, Laura and Stephen Mandell. *Practical Argument*. 2nd ed. Boston, Bedford/St. Martins, 2015. Print.

Hacker, Diane, Stephen Bernhardt, and Nancy Sommers. *Writer's Help*. 2nd ed. Boston, Bedford/St. Martins, 2015. (Online Text).

Major Assignments

Critical Response (900 words)	50 points

In this paper, students will analyze how an essay tries to persuade its readers through rhetorical language and the use of argumentative claims and evidence.

Assignment Checklist
Does this paper:
- Summarize the main claims and evidence of the essay?
- Identify specific claims and stylistic choices made by the author?
- Identify rhetorical appeals used in the argument?
- Evaluate the evidence used to support these claims. Is it good evidence? Does it need further clarification?
- Analyze the overall persuasiveness of the argument?

Evaluation Argument (1000 words)	100 points

In this assignment, students will write an evaluation argument in response to a particular issue related to the course theme. In making their arguments, students must present explicit criteria used to evaluate the particular issue, problem, or trend under discussion. See Ch. 14 of *Practical Argument* for more information on the structure of evaluation arguments.

Assignment Checklist
Does this paper:
- Identify specific criteria used to evaluate the problem?
- Apply these criteria in their evaluation of the problem?
- Address potential counter-arguments?
- Use the essay structure presented in this unit?

Causal Analysis (1500 words)	200 points

In the third paper, students will write an argument that either 1) *traces the causes* of a problem, or 2) *describes potential effects* a problem will have on society. Topics for this paper must align with the course theme of museums. Students are welcome to develop their own problem/issue to write about or they can choose one of the prompts from the rubric, which will be made available and discussed in class.

Assignment Checklist

Does the paper:

- Identify and clearly state a problem in society?
- Identify EITHER the causes for the problem OR the effects of the problem?
- Identify the main cause or effect?
- Persuade why it is the main cause or effect?
- Develop the causes or effects into a logical argumentative essay?

Writing Self-Assessment (750 words)	100 points

Looking back at the first three papers, students will analyze their progress in the course thus far. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

Proposal (2000 words)	400 points

For the final paper, students will consider a contemporary problem related to the course theme. Then, students will write a proposal that (1) argues that the problem exists, (2) offers a solution that solves or mitigates the problem, (3) explains why this solution is the most feasible, and (4) describes the specific benefits if this proposal were to be accepted.

Assignment Checklist

Does this paper:

- Establish the problem in a clear and engaging manner?
- Clearly state a solution that addresses this problem?
- Explain why this solution is the most feasible (e.g. cheapest, most effective, etc.)?
- Describe who benefits (directly and indirectly) from the proposal?
- Does the problem isolate a main cause(s) and/or effect(s)?
- Are the claims supported by evidence?
- Does the solution address the main causes/effects of the problem?
- Does the proposal address potential counter-arguments?
- Does the proposal lay out a clear, detailed plan using bullets and subheadings where appropriate?
- Does the proposal provide evidence to justify the solution?
- Reference similar solutions where applicable?
- Does the feasibility section establish consistent criteria for evaluating the solution?

In-Class Work and Homework (900 Words)	150 points

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include quizzes, drafts, workshops, peer reviews, and reading responses. For peer reviews, a completed paper must be submitted; missed peer reviews will lower the final grade on the paper by 20%. The reading responses and other activities, assigned during class, will total 900 words or more.

Course Schedule

Unit 1: Argument, Rhetoric, and Academic Writing

Week 1

T

- Course and Syllabus overview
- Introductions
- Ekphrastic writing activity

Th

- Read: *Practical Argument* (Hereafter "PA") Chapter 1: "The Core of an Argument" and Chapter 2: "Thinking and Reading Critically"
- Homework: Read "Stop Googling. Let's Talk" by Sherry Turkle. Then, use the criteria on p. 102-107 to analyze the writer's rhetorical situation. Create a bullet point for each of the five criteria (The writer, the writer's purpose, etc.) and jot down a few notes under each.

Week 2

T

- Read Chapter 4: "Writing a Rhetorical Analysis" P. 89-106
- Complete the "Style, Punctuation, and Mechanics Diagnostic" on Writer's Help 2.0 (see Canvas announcements for instructions)

Th

- Read: "Capture This: It's Wrong to Play *Pokémon Go* at Auschwitz!"
- In-class discussion: Is it wrong to use digital media in sacred spaces?
- In class writing and rhetorical analysis workshop
- Critical Response Due (Sunday morning, 7 AM)

Unit 2: Writing Evaluation Arguments

Week 3

T

- Introduce Evaluation Assignment
- PA Chapter 14: "Evaluation Arguments"

Th

- Listen: "Are Smartphones Harming Kids?" on *Radio Atlantic*. As you listen consider what criteria (implicit and explicit) is being used to define "harm."
- In-class: Debate Topic: "Social Media Does More Harm Than Good."

Week 4
T

- Topic and List of Criteria
- Evaluation Exercise

TH

- Style: Topic Sentences
- Paragraphs, Essay Structure

Week 5
T

- Read PA pgs. 22-23 and 250-251

Th

- Individual Conferences
- Evaluation Analysis Due (Sunday, 11:00 pm)

Unit 3: Discerning Logical Causes and Effects

Week 6
T

- Introduce Causal Argument Assignment
- PA Chapter 13: Causal Arguments

Th

- P. 137-147
- Complete Writer's Help 2.0 assignment on Coordination and Subordination

Week 7
T

- Read pgs. 114-120
- Activity on Types of Evidence in Causal Arguments

Th

- Bring in topic(s) for the causal analysis assignment.

- Read pgs. 126-130, and pgs. 448-451 The Use of Facts in Arguments
- Activity on Causal Argument Organization and Sentence Structure

Week 8

T

- Read pgs. 15-17 and pgs. 94-95, Cohesion and Coherence

Th

- Bring in three printed and stapled copies of your causal argument paper for Peer Review
  Causal Argument Due (Sunday, 11:59 pm)

Unit 4: Proposing Persuasive Solutions

Week 9

T

- Introduce Proposal Argument Assignment
- PA Chapter 15: Proposal Arguments

Th

- Writing mini-proposals in class challenge activity. Design a mobile application marketed to college students. Present to the class in "Shark Tank" style entrepreneurial pitch

Week 10

 T

- PA Chapter 15: Proposal Arguments, continued

Th

- Proposal Topic Due
- Discuss Example Proposal
- Workshop: Audience Analysis and Drafting Proposal Outlines
- Writing Self-Assessment Due (Sunday, 7 AM)

 Week 11

T

- PA, Chapter 9: Using Sources

Th

- Discuss the Problem Statement and Evaluate Examples
- Quotation, Summary, and Paraphrase Exercise

Week 12

T

- Review Proposal Outline
- Discuss the Solution Section and Evaluate Examples together as a class

Th

- Due: Bring in 500 word problem statement (printed and anonymous)
- Solutions and Counter-Arguments mini-lecture and activity

Week 13

T

- Bring in solution section for peer review

Th

- Proposal mini-presentations

Week 14

T

- In-class writing workshop: Technical Editing and Documentation

Th

- No Class November 24th (Thanksgiving)

Week 15

T

- Bring in benefits section for peer review

Th

- Writing Proposal Introductions and Conclusions

Week 16

T

- Final course wrap up
- Complete course evaluations

Th

- No classes
- Proposal Argument Due Sunday, 12/11

ENG 1131 Writing through Media: Augmented Reality
Lower-division multimodal writing course

Course Overview

Popularized by optical display devices like Google Glass and Microsoft Hololens, augmented reality technologies overlay multimedia digital content onto a live-camera view of the user's physical surroundings. Compelling applications of augmented reality (AR) technology continue to surface within a variety of contexts: museums are integrating AR content into their displays, marketing campaigns are promoting AR in lieu of print or even web-based catalogs, and digital activists are leveraging AR to turn physical objects, texts, and locations into sites of critique. Writing through Media: Augmented Reality introduces students to the cultural, technical, and rhetorical facets of emerging augmented reality technologies. Course readings and assignments focus on the use of augmented reality as a technology for (re)writing user's perceptions of the physical world. For the final project, students design and build a mobile augmented reality application for use within a specific location. The major assignments for this class operate under a project-based learning model: students spend the semester designing, writing, testing, and promoting a location-based augmented reality application to be used within an area in or around campus. Among other assignments, students write emails to potential site contacts, craft project proposals, design posters, and maintain a progress blog. No prior coding or software experience is necessary for this course.

Course Objectives

In ENG 1131 Writing through Augmented Reality, students will learn to:

- Analyze the rhetorical affordances of augmented reality
- Create multimedia content
- Design augmented reality experiences
- Write different genres of professional and technical communication, including proposals, emails, and usability reports
- Collaborate in groups to create location-based augmented reality applications

Course Materials

- Craig, Alan B. *Understanding Augmented Reality: Concepts and Applications*. Waltham: Morgan Kaufmann, 2013.
- Unity 3D (Personal Edition). https://unity3d.com/get-unity
- Account with Aurasma https://studio.aurasma.com/home

Major Assignments

Blog posts, 250 words each	150 points
Students will be expected to maintain a weekly progress blog due by	

Thursday, 9am of each week. Students will be required to read and respond to at least two other students' blog posts before Friday's class.

Annotated Bibliography	100 points
Write a fifty word annotation for 6-8 sources that you will for your AR Criticism research paper. Each annotation should contain (at the very least) 1) a brief summary of the source and 2) an explanation of how the source fits into your overall argument (e.g., difference from other sources, potential counter-argument, etc.).	
Augmented reality criticism research paper, 1500 words	200 points
This paper provides students with a well-researched foundation for completing the augmented reality criticism project. Students will write an essay investigating the ethical discrepancies between the hidden actions and public rhetoric of a company, organization, or social/cultural phenomenon. For instance, students might choose to write about the fast food chain McDonald's, focusing on how the company ignores its complicity in the childhood obesity epidemic in the United States. To narrow the scope of their topics, students must choose a specific public entity AND a specific ethical discrepancy to research.	
Augmented Reality Criticism Project	200 points
For this project, students will isolate a particular company, organization, individual, event, or social/cultural phenomenon and create an augmented reality critique using Aurasma that re-purposes the overt rhetorical message of any images, texts, places, or objects associated with it. Students will extend their work from the research paper into this assignment by adapting their written work into a multimodal format. The word count for this assignment can be fulfilled through hyperlinked text and/or audio overlays.	
Site-Specific AR application proposal	100 points
Students will write a researched argument proposing a specific location (park, museum, historic district, etc.) to augment in or around UF's campus. The proposal should describe 1) why this location is ideal for a site-specific AR application, 2) the kinds of overlays and content that will be used at the location, 3) the kind of background research and technical knowledge required to carry out this proposal. Students will present their proposals formally to the class during one of our workshop times along with a short Prezi. The class will place votes to determine which proposal(s) will be accepted for the final project.	
Site-Specific AR Application Project	250
Students will work on a collaborative, class-wide project to create a mobile augmented reality tour for a location in or around Gainesville, FL. Each student will be responsible for producing augmentations and application content for a yet-to-be-determined number of trigger images at the location. For each of their trigger images, students will create: 1) one video overlay, 2) one audio-visual overlay, and 3) an about page. Students will use Vuforia augmented reality plug-in for Unity to create the augmentations for this assignment.	

Course Schedule

Unit 1: Augmented Reality Interventions

Week One

W
- Read syllabus and assignment guidelines on Canvas.
- Workshop: view augmented reality demo videos, test AR applications, explore Aurasma interface and online creation studio

F
- Read: Craig Chapter 1: "What is Augmented Reality?"
- Class prep: Research how augmented reality technology is being used in your discipline/major. If it's not, consider ways that it could be used in your discipline/major.

Week Two

M
- Watch: "Crop-Cropping Augmented Reality Intervention"
- Read: "New walk-in comic book uses augmented reality to show sexual assault survivors as heroes"
- Class Prep: Think about this question as you read/view: what are some other ways that augmented reality technology be used to spur social change?
- Workshop: Create Aurasma account, upload image and video overlays, create image with alpha background

W
- Read: "Augmented Reality Activism" Mark Skwarek
- Explore: Mark Skwarek's website http://www.markskwarek.com/
- First blog post due Thursday, Jan. 9th by 9am. Two responses to other student posts due before Friday's class. This is a weekly assignment due every Thursday by 9am so I will not repeat it throughout the rest of the schedule. You can find prompts for each blog posts on Canvas.

F
- Read: Craig Chapter 2: "AR Concepts"
- Discuss blog posts

Week Three

M
- Holiday, no class

W

- Read: "Googlepedia: Turning Information Behaviors into Research Skills" Randall McClure
- Explore: Manifest.AR website https://manifestarblog.wordpress.com/
- Workshop: narrowing topics, online research

F
- One on one conferences

Week Four

M
- Annotations Workshop

W
- Due: Annotated Bibliography
- Workshop: Aurasma action functionality, linking overlays

F
- Read: "Annoying Ways Students Use Sources" Kyle Stedman

Week Five

M
- Craig Chapter 5: "Content is Key"

W
- Peer review: Augmented Reality Criticism Research paper. Bring two printed and stapled copies to class.
- Workshop: Creating image slideshows with audio background (Movie Maker and iMovie)

F
- Due: Augmented Reality Criticism Research Paper
- Cynthia Selfe "Thinking about Multimodality"

Unit 2: Writing through AR

Week Six

M
- Augmented Reality Law, Chapter 5: Intellectual Property, Brian Wassom
- Class prep: Can a trademarked/copyrighted image be "augmented" by anyone? Should the copyright owner maintain exclusive rights to augmented their image(s)?

W
- "All the World's a Link" John Tinnell
- Workshop: Locating and editing trigger images for the AR Criticism project

F
- Blog discussion

Week Seven

M
- Jody Shipka "Including, but Not Limited to, the Digital: Composing Multimodal Texts"

W
- Craig, Chapter 7 "Mobile Augmented Reality"
-
- Workshop: Work on AR Criticism project

F
- Blog discussion

Week Eight

M
- Due: Augmented Reality Criticism Project
- Project showcase

W
- Introduce Site-Specific AR proposal assignment
- Workshop: Introduction to Prezi, work on proposals

F
- Blog discussion

Week Nine

- (Spring Break)

Week Ten

M
- Proposals workshop

W
- Due: Site-Specific Application Proposal
- Workshop: Proposal presentations

F

- Blog discussion/proposal voting
- Introduce Site-Specific AR application project

Week Eleven

M

- Read: "An Introduction to Augmented Reality Development with Unity" Jacob Greene
- Class prep: Follow the instructions in the tutorial for downloading and installing Unity on your laptop

W

- Craig Chapter 8 "Augmented Reality Applications"
- Explore: https://www.qualcomm.com/products/vuforia
- Class prep: What was the most compelling application of AR that you found on the Vuforia website?
- Workshop: Adding multimedia overlays, create project completion time lines, assessing available technologies

F

- Blog discussion

Week Twelve

M

- "Will New Media Produce New Narratives" Marie Laure-Ryan

W

- Nathan Shafer "Augmented Wilderness"
- Workshop: video and audio editing, linking scenes in Unity

F

- Blog discussion

Week Thirteen

M

- Workshop and finalize content for Wednesday filming/audio recording

W

- Workshop: Finish filming, work on editing raw video and audio content

F
- blog discussion
- workshop in groups

Week Fourteen

M
- Project time line assessment meetings with instructor
- Class Prep: Create a checklist of things that still need to be completed for your group.

W
- NO CLASS (out of town for conference)

F
- NO CLASS (out of town for conference)

Week Fifteen

M
- Conduct usability tests on site

W
- In class: review of multimedia overlay content
- Workshop: Writing usability reports

F
- Complete usability reports
- In-class: workshop revisions to mobile app

Week Sixteen

M
- Due: Application usability testing on site

W
- Course evaluations and wrap-up discussion

ENC 1145 Writing about Screens
Lower-division writing & rhetoric course with focus on digital rhetoric

Course Overview
Writing about Screens focuses on the role of the "screen" as a major actor within the rhetorical complexity of 21st century writing. Students in this course learn to analyze the role of digital technologies within our culture, including augmented and virtual reality, "natural" user interfaces, and ubiquitous computing technologies, among others. This course also focuses on the social effects of digital technologies on areas such as education, foreign labor, journalism, protests, and political revolutions. Course assignments focus on enhancing students' ability to craft rhetorically effective writing in a variety of new media genres, including tweets, videos, facebook posts, memes, infographics, and blogs, among others. In doing so, students not only gain greater acuity in operating within a variety of rhetorical modes and genres, but also a more nuanced understanding of the strategic, dispersed nature of digital writing.

Course Outcomes
By the end of the course, students enrolled in ENC 1145 should be able to:
- Identify different aspects of society that are being (or will be) affected by digital media
- Compose with rhetorical awareness within a variety of new media genres
- Find, evaluate, and incorporate sources from a variety of online databases in response to an original research question

Major Assignments

Blog Posts, 350 words each	150 points

Blogging continues to grow as a popular cultural medium for both writers and readers. Although it is often disparaged as an informal medium rife with personal indulgence and sloppy writing, a blog can be a useful tool for regularly connecting and interacting with a more specific audience. For this class, we will be using Blogger primarily to explore and hone ideas from class readings and multimedia texts. All blog posts will be written in response to specific prompts listed on the schedule and readings page and are due on the date under which they are listed.

I expect your blog posts to be concise yet compelling. Do not waste your reader's time by making the same point across three different sentences or saying something in 50 words that could have been said in 15. In addition, be sure to integrate some kind of multimedia functionality (hyperlinks, videos, and images) into each of your blog posts to create more compelling content; do not insert media just for its own sake. Use multimedia to support evidence for your arguments, illustrate a point more clearly, engage your reader, etc. Label your blog post with a clear, engaging, and "clickable" title. Before you

write your first blog post, read the chapter from *Writing for the Internet* on blogging.

Online Technology Article, 1000 words	150 points

Write an online technology article in which you evaluate the potential of an unreleased and/or fictional screen-based technology. This could be a new physical device; a new kind of software or operating system; or even a technology from a movie, book, or television show. For example, you might provide a brief overview of Intel's new Real Sense technology and use the product information from the product website to critically evaluate the claims that Intel makes about its potential to revolutionize our everyday interactions with the desktop computer interface.

As you speculate on the future potential of your technology, be sure to explain the reasoning behind your evaluations. Consider the following questions as you formulate your response:

- What social and cultural conditions guarantee that this technology will (or will not) become integrated into our everyday lives?
- Is this technology merely a gimmick? If so, why? What is a gimmick?
- Can you think of any past technologies which faced criticism yet still became integrated into society? Conversely, are there any past technologies that did not live up to the hype surrounding them? Use these examples to support your evaluation.

Using the readings below as general models for your own article. In addition, here is an article from Slate that demonstrates effective hyperlinking.

- Matt Novak- "Time after Time: 70 Years of Broken Smartwatch Dreams"
- Molly McHugh- "Facebook Might Add the Dislike Button"
- Stuart Dredge- "Dekko Wants to Take Augmented Reality Beyond a 'Marketing Gimmick'"
- Ian Bogost- "The Cathedral of Computation" (take note of Bogost's simple yet engaging introduction)
- Douglas Quenqua- "Is E-Reading to Your Toddler Story Time or Screen Time?" (Notice how this article inserts images at key rhetorical moments in the article)

Live Tweets	100 points

The purpose of this assignment is to practice the rhetorical style of one of the most popular new media genres of the twenty first century: Twitter. In order to do so, you must attend and live-tweet a public event related to your major. If you are having trouble finding an event, ask some professors from your department if there are any upcoming events at the university they would recommend. If you do not know any of the professors from your field/major,

this would be a great opportunity to establish a professional relationship with one of them and share your own passion/interest for your field of study.

Annotated Bibliography	100 points

Write annotations in MLA or APA format for at least 6 sources which will be used in your Screen Story assignment. In addition, post links to at least 4 videos you hope to use as models for your own video. Write an annotation for each video explaining how it will inform your own. Include a short (250 word) abstract describing your video. Post your annotations and abstract to Blogger.

Your annotations should include the following:
- A brief summary of the source
- How the source relates to your own project
- How the source differs from your other sources
- 3 useful quotes

Screen Story	200 points

Create a 4-5 minute YouTube video that depicts the fictionalized journey of an electronic screen (phone, television, laptop, etc.) as it impacts a particular sector of society. Examples can be drawn from different sections of the course and include education, the news media, electronic waste, childhood development, social interaction, among many others. Although it is not required, I would encourage you to choose a sector of society that is related to your field of study (e.g. medicine, business,sports management, etc.).

For instance, if you created your screen story around the issue of e-waste, you might trace the manufacturing, distribution, advertising/marketing process of a device you use on a daily basis (such as your phone). You would need to gather research related to the materials (minerals, components, etc.) within the device and note the conditions under which it was produced. You might also include an ending that shows the "death" (recycled, etc.) of the device. As another example, if your sector of society was "education," you might follow a day in the life of a typical student as you portray sources from your bibliography which discuss changes within education brought about by the internet, computers, etc. to the everyday life of students and the future changes they might bring.

Let your video annotations inform the style and structure of your own video and critically consider appropriate rhetorical strategies for the audience you are attempting to reach (e.g. students, general public, parents of young children, etc.). Consult the Screen Story Rationale assignment before you plan and create your video.

The form of your video will depend upon the particular discourse community in which you will be attempting to circulate it. For example, if you were focusing on education, you might consider how your video will relate to both

parents and students, and perhaps even narrow your scope by grade level to focus on elementary and preschool education. In creating your content, utilize the expansive rhetorical options available within this medium (audio, still images, moving, images) in order to create a compelling video. Feel free to use original footage, images, sound and/or media collected online. However, if you are using copyrighted material, make sure it aligns with YouTube's fair use policy. Other information about using non-original footage in online videos can be found at the Center for Media and Social Impact. You can also search Creative Commons for non-restricted images and video.

Screen Story Rhetorical Rational   150 points

Write a detailed essay explaining your rationale behind the various rhetorical choices you made in creating your video. This assignment should incorporate specific screen shots from your video explaining why you chose certain images, placed text in certain places, and/or chose to present your research via narration, text, etc. Also include links to videos from your bibliography or elsewhere that informed your own. Feel free to organize your blog post in the way that makes the most sense to you; however, it should cover all of the main parts of your video. If you are not sure how to organize it, simply walk the reader through the different parts from beginning to end.

In addition, keep the following questions in mind throughout the video creation process so that you can form coherent responses to each for this assignment.
- Why did you choose to portray your narrative in a primarily textual, image, or auditory mode?
- How did your audience for this video inform your rhetorical choices?
- What is the tone of your video and how did you decide on it (humorous, serious, accusatory, etc.)?
- What elements of your video do you believe are most responsible for conveying this tone?
- Are there sections in your video that did not turn out how you envisioned them? If so, why not?

Crafting Viral Links   150 points

Using a variety of new media genres, promote your video on social media through teaser links, tweets, infographics, etc. On a spreadsheet, note the date, time, and content of your posts along with the number of favorites, retweets, shares that they received. At minimum, you should have:

- 5 instagram posts
- 5 Facebook posts
- 10 tweets

Because circulation is so contingent upon the number of followers that you have, you will need to do some work prior to this assignment in creating

connections with people who might be interested in your video. Feel free to use your personal social media accounts and circulate your video among friends and family; however, you can certainly create new accounts for each if you don't wish to use these.

Helpful Links

Writing Twitter and Facebook Headlines

15 Engaging Facebook Post Examples

Resources

Eesel.ly Infographic editor

Vengage Infographic editor

Visualization Tools

Course Schedule
Unit 1: Screens of Futures Past

Week One

W

- Introduction and Syllabus

F

- Sherry Turkle- "Are we connected but alone?"
- Charles Yu-"Happiness is a Warm iPhone"
- Homework: Make a bulleted list of the most interesting ideas from each piece. These could be a summary of an idea, a quote, or an example/illustration.

Week Two

M

- Matt Novak, Paleofuture- "Time after time: 70 years of broken smartwatch dreams"
- Matt Novak, Paleofuture- "A Brief History of Tomorrow's High Tech Living Room"
- Bryan Bishop- "From gimmick to main attraction: Virtual Reality is Coming to Hollywood"
- Blog Post: Post a link to an emerging screen based technology (app, software, device, etc.) and analyze whether or not you think it has the potential of becoming useful or is simply a gimmick. Explain the reasoning behind your decision. Use the readings above as guides for constructing your blog post. (Make sure to read over the blog post assignment instructions before writing. Also, email me a link to your blogger site once it has been created).

W

- "How to Write Successfully for the Web"
- "Writing Hyperlinks: Salient, Descriptive"

F

- Marshall, McLuhan, "Television"
- Blog Post: Marshall McLuhan, a canonical media theorist, wrote *Understanding Media: The Extensions of Man* in 1964. Based on the readings we have done so far and your own thoughts on the status of contemporary culture, would you say that his predictions concerning the impact of television are accurate? In composing your blog post, consider how the television (as a material device as well as its content) has changed over the last fifty years. Use quotes from the text in writing your response.

Unit 2: Digital Attention

Week Three

M

- NO CLASS

W

- Nicholas Carr-"The Juggler's Brain" from *The Shallows: What the Internet is Doing to Our Brains*
- Douglas Quenqua- "Is e-reading to your toddler story time or screen time?"

- Homework: Do you believe that your cognitive abilities have been negatively affected by digital technology (social media, video streaming, hyperlinked content, etc.) in the manner described by Nicholas Carr? Free write in response to this question.

F
- Writing Workshop

Week Four

M
- DUE: Online Tech Article
- Live Tweeting practice

W
- Wendy Austin- "Text Messaging: Rhetoric in a New Keypad"
- Farhad Manjoo-"Twitter's Digital Body Language"
- Composing Twitter Stories: Norm Macdonald and R.L. Stine

F
- Homework: Listen to this podcast in preparation for in class twitter debate. Check the course website to see if you will be arguing for or against online education. As you are listening, take note of any interesting quotes, facts, and/or counter arguments. Be sure to follow your classmates so you can view their tweets during our class debate. Feel free to gather other evidence from elsewhere. I think we will follow a style similar to the one described in this journalism class at the University of New Mexico, but instead of two debaters we will have teams tweeting responses to the questions.

Week Five

M
- Sugata Mitra: The Child-Driven Education
- Matthew Yglesias- "Giving Poor Kids Computers Does Nothing"
- Homework: What is the determining factor in "Child-Driven Education?" Why does giving a students a computer to learn on his/her own work in some cases and not others? Free write in response to the previous questions.

Unit 3: Screened from View

W
- LIVE TWEETS DUE-(If your event is after this date, you must send me a link by today. It should be at least before the end of March).
- Ifixit.org/e-waste
- Ifixit.org/manufacturing
- *Residual Media*- "Out with the Trash: On the Future of New Media"
- Homework: Create a rough timeline of all of the electronics you have ever owned. Then, to the best of your knowledge, make a brief note by each one describing the context of its acquisition (i.e. why you got it.). The notes can be as short or as long as you would like them to be (e.g. "graduation present from parents").

F
- NO CLASS

Week Six

M

- Podcast- "Is the internet closing our minds politically?"
- Pew Center- "What Facebook and Twitter mean for news"
- Homework: Search for a recent news story trending on twitter, list the first ten tweets that show up, and write about any differences in the way this story is framed within the tweets.

W

- 2013 DoGooder award winners
- Blog post: Analyze the rhetorical effectiveness of one of the above award winning non-profit videos. Look through the playlists and find a video that you believe is persuasive and compelling in the way that it presents its argument through this medium. Consider the following questions in your post:
  - What kind of tone is the video trying to set? Is this tone appropriate for the subject matter of the video and the audience to which it is directed?
  - How does the video communicate this tone through the video's style and organization (e.g. editing, music, text, rhythm, etc.)?
  - What aspects of this video might you try to incorporate into your own video?

F

- In class work on Screen Story topics

Week Seven

M

- Online Technology Article Revisions Due by midnight
- Workshop searching for primary and secondary sources

W

Read the article and watch the video below in preparation for our in class discussion in response to this question: "What makes a video go viral?" Take informal notes in your in class work and homework google doc.

- Mat Honan, "Inside the Buzz-Fueled Media Startups Battling for Your Attention"
- Kevin Allocca- "Why videos go viral"

F

- One on one conferences

Week Eight

M

- Video editing software workshop

W

- Video editing workshop, adding text and image overlays

F

- DIY video production (green screen techniques, recording voice over)

Week Nine

- Spring Break

Week Ten

M

- Video Workshop

W

- Peer review Screen Story videos

F

- FIRST DRAFT OF SCREEN STORY DUE

Week Eleven

M

- In class work on screen story revisions

W

- No class (away at conference)

F

- No class (away at conference)

Unit 4: Viral Media and Circulation

Week Twelve

M

- Introduce Viral Link assignment
- "How to be a Twitter Celebrity"
- Homework: Using your twitter and facebook accounts, begin following organizations and individuals related to the sector of society you focused on in your screen story and start posting pertinent content in order to gain followers of your own. Free write about how you used the advice in the articles in attracting a social media audience.

W

- Ridolfo and DeVoss- "Composing for Recomposition" (Read "intro" and "velocity" only)
- Gizmodo Infograph- "What exactly is a meme"

F

- Bring video and draft of rhetorical rationale
- In class workshop on rhetorical rationale assignment

Week Thirteen

M

- SCREEN STORY AND RHETORICAL RATIONALE DUE

W

- In class screenings

F

- Jay Baer- "The 6 Dangerous Fallacies of Social Media"
- John Rampton- "Why Most Social Media Strategies Fail"
- Heike Young- "The 30 Most Brilliant Social Media Campaigns of 2014 (So Far)"
- Blog post: Using the three articles above, write a blog post distilling the most useful advice for a reader interested in creating compelling social media content.

Week Fourteen

M
- Workshop Screen Story revisions

W
- "11 Ways to Promote Your Brand or Product through Vine"
- "6 Ways to Use Vine Videos to Promote Your Film"
- "How to tell a compelling story in a six second video"
- Homework: Use at least two pieces of advice from the above articles to create two Vines promoting your Screen Story video. Be sure to check out the "Helpful Links" section of the Viral Links assignment.

F
- Viral links/Screen Story revisions workshop

Week Fifteen

M
- Workshop
- Screen Story Revisions Due (upload video to YouTube and email me another link. Bring in a backup on a thumb drive.)

W
- Individual conferences

F:
- Individual conferences

Week Sixteen

M
- Viral links assignment due
- Present results

W
- Viral links presentations cont'd
- Course evaluations

ENC 2210 Technical Writing
General technical writing and professional communication course

Course Description

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course teaches students how to communicate in different kinds of workplace environments and professional discourse communities. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, and instructional guides. Students will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

Class meetings provide students with the opportunity to participate in ongoing class discussions about assigned readings and writing projects, to work closely with the instructor, to work with peers in writing and revision workshops, and to collaborate with peers on projects. Because as much of the communicative work produced in the workplace is collaborative as it is individual, ENC 2210 emphasizes both individual writing projects and collaborative writing projects.

Course Materials

Johnson-Sheehan, Richard. *Technical Communication Today*. 5th ed. New York:
Pearson/Longman, 2015. Print. ISBN: 9780321907981

Course Outcomes

By the end of the course, students enrolled in ENC 2210 should be able to:

- Write in the primary genres of technical writing, including letters, memos, emails, resumes, reports, proposals, technical descriptions, and technical definitions
- Produce professional caliber technical documents
- Analyze and adapt to the constraints of specific rhetorical situations
- Write documents that are accessible and reader-centered
- Strategically orchestrate elements of document design and layout, including type, spacing, color, and medium
- Integrate tables, figures, and other images into documents
- Produce documents both collaboratively and independently
- Develop and administer user tests; analyze and synthesize user test data
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis
- Critique and revise their own documents
- Work with peers to provide written and oral feedback
- Apply appropriate rhetorical strategies when creating similar content in different media

Course Assignments

Discussion Posts, 250 words each Throughout the semester, I will ask you to write short responses to readings or case studies. These may be assigned in class or for homework. Check our detailed schedule on Canvas for homework dates for discussion posts.	50 points
Introductory Email, 200-300 words Using a standard email format and an effective professional style, send a message to a teacher or professional working within your field (e.g nurse, doctor, teacher, engineer, etc.).	50 points
Professional Correspondence, 500 words Using professional correspondence style, write a "letter from a nut" to a company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out Ted L. Nancy's website for examples.	50 points

Technical Description, 800 words
Write a professional memo that either:
  1. provides a clear description for a specific technical term from your field to a general, non-expert audience
OR
  2. argues for the implementation of specific process or device in regard to some technical aspect of your field.
 	
Make sure that your memo is properly researched and includes sources where appropriate.
	100 points

Application Packet
The application packet assignment contains three main sections:
  1. Job description and analysis
  2. Cover letter
  3. Resume
 	
Job description and analysis, 300 words
Find a job application description for a specific job, internship, graduate school, and/or professional organization. Include a link to this description when you turn in your assignment. Once you find the application instructions, write an analysis of the job description that details
 	
  1. the materials they are requesting to be included in the application
  2. the qualities they are looking for in their ideal applicant
	200 points

Cover Letter, 350 words
Write a cover letter for your application packet in which you introduce yourself as an ideal candidate, address any shortcomings in your resume, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume.

Resume, 1-2 pages
Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult pgs. of your textbook for formatting and style guidelines.

Mobile App Proposal, 1000 words	200 points

For the proposal assignment, students will write a detailed proposal for a mobile application that solves a problem within their field of study. Alternatively, students may write a funding proposal for a specific grant from within their field. (Grant must be approved by instructor.)

Augmented Reality Instruction Manual, 1000 words per student	200 points

Working in groups of three, students will create an augmented reality instructional guide designed to provide advice or instructions for either the general student body at UF or a specific group of students. The instruction manual will be housed on a website created with Wix free website editing software. The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate. The online instruction manual will be distributed to students using the free augmented reality mobile application Aurasma. The trigger images and/or location of the augmentations should correspond in some way to the content of the online instruction manual. For example, if your online instructional guide is "How to Use the Library Resources" you might place one of your augmentations somewhere near the entrance of Library West.

Each student is responsible for writing the content for their specific section of the website. Although the entire group is responsible for (and should provide input on) all aspects of the assignment, individual students will be assigned specific technical roles. Each student must take up one of three technical positions necessary to complete the augmented reality instruction manual: 1) Webmaster, 2) AR Expert, or 3) Instructional Technician. The webmaster is responsible for designing, updating, and approving all technical aspects of the website. The AR expert is responsible for selecting, photographing, and testing all of the augmentations within the manual. The Instructional Technician is responsible for writing the website About page as well as any necessary instructions (e.g. downloading aurasma, finding the triggers, etc.) for viewing the augmented manual.

Progress Report, 500 words	50 points

This assignment refers to the augmented reality instruction manual assignment described above. Midway through the project, you will need to submit a progress report to your instructor detailing the progress you have made on the manual assignment. Include information about what you have finished, what you still need to finish and how you plan to do so. You may also use the progress report to address any difficulties working with specific group members or other group related difficulties.

Usability Report, 800 words	100 points

Develop a user test methodology for your augmented reality instruction manual. Using test groups from inside the class population, you will conduct user tests to measure the functionality and readability of your technical manual. Based on the data you gather and your evaluation of that data in the usability report, you'll then revise your instruction manual before submitting it for a final grade.

The Report should include:
1. Methodology
    a. Summary of instructions
    b. Statement of test goals
    c. User profile
    d. Description of assigned tasks for user test
2. User test data
    a. Step by step analysis of each question from your questionnaire
3. Recommendations
    a. Plan for revising the instruction manual based on feedback conducted during the user tests.

Course Schedule

Unit 1: Professional Correspondence

Week 1

M
- Read: Ch. 1, "Communicating in the Technical Workplace
- In-Class:
    ○ Syllabus overview
    ○ Genres of the Workplace Discussion

T
- Read: Ch. 5, "Letters, Memos, and Emails"
- In-Class: Writing Introductory Emails workshop
- DUE BY END OF CLASS: Introductory e-mail

W
- Read: Ch. 13, "Persuading Others"
- In-Class: [Audience and Purpose Activity](#)

Th
- Read: Ch. 2, "Communicating in a Reader Focused Way"
- In-class: [Letter Writing Activity](#)
- DUE: Professional Letter

F
- Read: Ch. 16, "Using Plain and Persuasive Style"
- In-class: [Concise Memo Activity](#)

Unit 2: Applications

Week 2

M
- Read: Ch. 4, "Managing Ethical Challenges"
- In-class: [Case Studies in Applied Ethics Activity](#)

T
- DUE: Case Study Memo
- Read: Ch. 11, "Starting Your Career"
- In-class: [Application Letter Activity](#)

W
- In-class: Analyzing Job and Internship Descriptions

Th

- Read: Ch. 15, "Organizing and Drafting"
- In-class: [Resume Activity](#)

F
- DUE BY START OF CLASS: Application Packet
- In-class: Peer-review application packet

Unit 3: Technical Specifications

Week 3

M
- DUE: Application Packet Final
- In-class: Mini-lecture on technical descriptions

T
- Read: Ch. 6, "Technical Definitions and Specifications"
- In-class: Definition activity and workshop

W
- Read: Ch. 17, Designing Documents and Interfaces"
- In-class: Document analysis activity

Th
- In-class: writing workshop

F
- DUE BY START OF CLASS: Technical Description
- In-class: Peer review

Unit 4: Writing Proposals

Week 4

M
- Read: Ch. 8, "Proposals"
- In-class: Proposal activity

T
- Read: Ch. 14, "Researching in Technical Workplaces"
- In-class:
    - Brainstorm mobile app ideas
    - Research Techniques Activity

W
- In-class: Cohesion Activity

Th

- Read: Ch. 19, "Preparing and Giving Presentations"
- DUE BY START OF CLASS: Proposals draft

F
- In-class: Proposal Presentations

Unit 5: Writing Instructional Guides

Week 5

M
- Read: Ch. 7, "Instructions and Documentation"
- In-class:
  - Form groups for AR instruction manual project
  - Analyzing Instructional Guides Lecture and Activity

T
- Read: Ch. 3, "Working in Teams"
- In-class: Collaborative Work Icebreaker

W
- Read: Ch. 10, "Analytical Reports

Th
- DUE BY END OF CLASS: User-Test Report

F
- In-class: Workshop AR instruction manuals

Unit 6: Writing Progress and Usability Reports

Week 6

M
- DUE: Draft of AR Instruction Manual
- In-class: Conduct Usability Tests for AR Instruction Manuals

T
- Read: Ch. 9, "Activity Reports"
- In-class: Meet in groups to outline progress report

W
- DUE: Progress Report

Th
- In-class: Finalize edits to AR instruction manual based on data gathered from User-Testing

F
- DUE: AR Instruction Manual Final
- In-class: Course wrap up discussion

Faculty and Student Course Evaluations

To evaluate Jacob Greene's teaching in the Fall of 2014, I reviewed his course materials for and observed his teaching of ENG 1131, Writing through Media. As stated directly on his course syllabus, "human experience has always been 'augmented in some sense, whether through primitive writing technologies, networked computing devices, or even language itself." Yet for this course, Jacob wants students to explore the technical, biological, and cultural impacts of augmented reality technologies. In addition, because this is a writing course, Jacob wants students to experiment with producing rhetorically effective digital overlays using still and moving images. The overall goal of the course then is to develop a greater understanding of augmented reality as a digital technology for experiencing reality and as a writing apparatus. In this sense, the augmented reality applications that students gain experience working with in Jacob's course are positioned as a new mode of reception and production.

To accomplish his course goals, Jacob carefully scaffolds learning in an impressive way that I would like to speak to in this letter. First off, students have to blog regularly in response to course readings, texts which range from Marshall McLuhan's *Medium is the Massage* to Alan Craig's *Understanding Augmented Reality* to NYTimes articles about cutting edge mobile apps to films in which augmented reality (AR) and virtual reality (VR) technologies have infiltrated contemporary society. Such readings are intended to help students understand "the changes underway within the human-technology relationship" and to introduce related themes such as avatars and digital identity, the perception of artificial intelligence/artificial life, bodies in digital space, and the narratology of augmented reality tours. The readings, however, are also intended to help students learn new concepts and theories that can help them grapple with these themes in critically informed ways. The blogs, then, are the first opportunity students have to begin thinking about AR technologies and to practice deploying theory to make sense of how such technologies are impacting society in various ways.

To push students ability in both these regards, Jacob has also created a series of formal assignments that I find particularly compelling. For their first major writing assignment, students perform a close analysis of a particular AR app that has already been invented and is in use in some way. Then students embark on a more substantial research project that demands inventive and creative thinking. For this latter assignment, students must write a critically informed and research-backed proposal for the development of an augmented reality application for a hypothetical institution or company. For instance, students can suggest developing an AR app for a historic site considering adding augmented tours, a company interested in using AR marketing strategies, or a museum invested in the digital art. While I appreciate the first assignment for its focus on analysis, I really like this latter assignment because it pushes students to engage in speculative thinking, a mode of invention grounded in both visions for the future and the

technological realities of the day. It also demands persuading readers why such invention would be worth of development, not only for the institution or company at hand but culture at large. What I also really appreciate is how these assignments build on one another to help students hone their ability to forward theoretically informed ideas about AR technologies and their social relevance.

Jacob's scaffolding of learning does not just take place in writing assignments. In asking students to engage in such analytical and speculative assignments, Jacob implements a series of effective pedagogical strategies for helping students develop and communicate their ideas. For instance, in preparing students for the app analysis paper discussed earlier, Jacob takes time in class for students to practice putting theory into action. In Chapter 5 of *Understanding Augmented Reality*, Jacob explains, Craig offers a basic taxonomy for analyzing augmented reality content. In groups, then, Jacob asks students to practice using various terms from the taxonomy to make claims about different apps (regarding gimmick vs. compelling content, conceptual vs. physical representation, interactivity vs. passivity, etc.). While such pedagogical move may seem simple, it is very useful, especially because in the following day of class, Jacob asks students to walk through a similar exercise regarding the app they have chosen to analyze for their app analysis paper. Especially in course such as ENC 1131, when students are often being asked to write about new media technologies they have never encountered in discourse that they have never encountered, writing a critically informed analysis can be very difficult. I appreciate Jacob's empathy for his students, his commitment to scaffolding, and his determination to help them succeed by implementing simple but effective pedagogical strategies.

I also want to say that teaching such lessons is not always the easiest task in that many of these composing lessons lack the excitement that other in class activities generate for students. Jacob, however, manages to make such writing lessons not only meaningful for his students but also engaging. On the day, I observed Jacob's teaching, for instance, Jacob wanted students to practice using concepts from Craig's taxonomy to make claims about their own chosen app of study. Jacob began this lesson in a smart way. He began by explaining the lesson's relevance for both the upcoming app analysis paper and the research AR app proposal they would begin working on in coming weeks. For their AR app proposal, Jacob explained, they will produce an annotated bibliography in which they have to summarize 8-10 secondary and primary sources and discuss how they are useful for their speculative proposals. The inclass activity they were working with today would help them not only make claims about the app in their object analysis paper but also interact with sources in their AR app proposal. Explaining the purposes of the day's writing lesson in such way was very clever in that students had two reasons to pay close attention to Jacob's teaching. Again, a simple pedagogical move, but a smart and effective one. Besides his strong ability to scaffold learning, design compelling assignments, and integrate useful writing lessons, Jacob is a clear, professional, and effective instructor. I was particularly

impressed with his delivery of the writing lesson spoken about above. For this activity on what Jacob calls "quote framing." Jacob created and delivered a powerpoint presentation in which he went over useful strategies for introducing quotes and engaging with sources on the page. Jacob then presented a slide with various Craig quotes and asked students to write a single paragraph in which they use one of the concepts from Craig's taxonomy (interactivity, abstract, realistic, registration, etc.) to make a coherent claim about their app. In discussing some of the students' paragraphs in class, Jacob identified strengths of their work to help identify what productive source engagement entailed. During this exercise, students worked diligently and listened carefully to Jacob, demonstrating to me a deeply held respect for him and his teaching.

While Jacob's teaching shows the signs of a strong teacher, in our post-discussion of his teaching, Jacob showed signs of what I deem the mark of an excellent teacher-the ability and willingness to self reflect. Jacob and I discussed what went well and could have been improved upon on in regard to that particular lesson. Yet, we also discussed larger issues such as facilitating class discussions, delivering well-timed mini-lessons on writing, and curricular development on the whole. Jacob's desire to improve his teaching is earnest; he is a teacher that wants to think through his pedagogy in careful and productive ways.

Overall, I think Jacob is a wonderful teacher. His teaching materials are innovative, engaging, and instructional, and as I discussed here, Jacob has a penchant for scaffolding learning in meaningful ways. I would trust Jacob to teach upper level courses and hope we give Jacob the opportunity to do so. I also think his innovative teaching is worthy of a teaching award and hope he will be seriously considered for this position.

Please let me know if you have any questions regarding Jacob's teaching.

Laurie Gries

UF | UNIVERSITY of FLORIDA

September 29, 2016

Dr. Henry Frierson
164 Grinter Hall
University of Florida

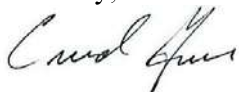Dear Dr. Frierson and Awards Committee:

The University Writing Program is honored to nominate Mr. Jacob Greene for a Graduate Teaching Assistant Award. He has devised and taught several very successful writing courses for us over the past few years and has consistently received excellent teaching evaluations. Because of the high quality of his work, Mr. Greene was asked to mentor new instructors by leading a co-taught section of ENC 1101 Expository and Argumentative Writing this fall. In this co-taught section, he is the lead instructor and teaches approximately 18 class sessions, which qualifies him for this nomination.

This semester, I observed a well-taught session of Mr. Greene's ENC 1101 course, the goals of which where to explain and demonstrate the use of counterarguments and refutations of counterarguments, key components of building effective academic statements in a wide variety of disciplines. Mr. Greene's class was a perfect demonstration of an effective pedagogy—he explained and defined the concept, illustrated the concept with examples, and had students practice creating counterarguments and refutations in an in-class activity. To help explain the need for counter arguments, Mr. Greene showed a short film clip from Monte Python—the "Argument Clinic." The clip was an entertaining way to show that counterarguments should deal with legitimate concerns and that refutations of counterarguments should be based on logic. The class discussed why we should introduce opinions that differ from ours—to clarify our position, to head off damaging evidence, to build credibility—and looked at some real world examples, one memorable example of an argument about a college laptop computer requirement. After the concept was defined and exemplified, students were broken into small groups to develop counterarguments and refutations on their own based on theses provided by the instructor. During the activity, Mr. Greene monitored the progress of students and, finally, had students report to the class. Every stage of the class was executed in an expert and productive manner.

The management of the class was impressive too. The goals of the session were described clearly at the beginning of the session and the lesson was connected to ongoing work (a paper in progress) as well as to the next class period. The class was lively and interactive from start to finish. Students participated by asking questions and responding to discussion prompts, happy to be agents of their own learning experience. Clearly, this environment was created by a talented teacher.

Because of his obvious dedication to excellence and his passion for the craft, Mr. Greene is a true asset to the University Writing Program. As such, he has my whole-hearted nomination for a Graduate Student Teaching Award.

Sincerely,

Creed Greer
Associate Program Director

The Foundation for The Gator Nation

Sample Student Responses

ENG 1131 Writing through Media, fall 2014
"He was very helpful in taking things step by step so that way we would be able to comprehend the world of AR. He also was pretty friendly in how he would approach discussion classes as well, making sure we had plenty of time to come up with ideas."

"Wasn't sure what to expect from this course, but I thoroughly enjoyed it and got a lot out of it. I had no idea what augmented reality was walking into this class, but I'll leave with a whole lot of knowledge about it and a project as proof to show future employers. The papers/writing assignments, critical thinking, discussions, hands on activities, movies, videos, and all other materials were extremely helpful."

ENC 2210 Technical Writing
"He cared a lot about us learning the writing skills for our future careers and formed our assignments around that. He was always willing to offer assistance and was very helpful."

"He was very well organized. All the information we needed to know was very clear, and accessible. He is always willing to help students and shows a great deal of patience. I think he handled the class really well."

ENC 3312 Advanced Argumentative Writing, summer 2016
"Completely relevant to what we experience in the technological world today. I learned how to argue my side as well as see the other side before speaking as well. I also learned the value of citations, news stories, blogs, and other things that my generation needs to learn about since we are surrounded by it all. Everything was pretty interesting and I was never bored or overwhelmed with the material. I learned and had fun learning."

"Mr. Greene was very enthusiastic about the course, and it showed with every assignment we participated in. Whether it was videos, articles, or group discussions, everything he brought to the classroom was not only relevant but enjoyable. I learned so much about argumentative writing because of everything he taught me."

	Question	Percentages						Mean	StdDev	Median	Course Mean	Dept Mean	College Mean
		(1)	(2)	(3)	(4)	(5)	Omitted						
1	Description of course objectives and assignments	0.00%	0.00%	18.75%	12.50%	68.75%	0.00%	4.50	0.82	5.00	4.54	4.42	4.33
2	Communication of ideas and information	0.00%	0.00%	12.50%	25.00%	62.50%	0.00%	4.50	0.73	5.00	4.50	4.37	4.2
3	Expression of expectations for performance in this class	0.00%	0.00%	12.50%	25.00%	62.50%	0.00%	4.50	0.73	5.00	4.52	4.47	4.3
4	Availability to assist students in or out of class	0.00%	0.00%	6.25%	18.75%	75.00%	0.00%	4.69	0.60	5.00	4.54	4.48	4.28
5	Respect and concern for students	0.00%	0.00%	0.00%	18.75%	81.25%	0.00%	4.81	0.40	5.00	4.61	4.56	4.38
6	Stimulation of interest in course	0.00%	6.25%	12.50%	12.50%	68.75%	0.00%	4.44	0.96	5.00	4.40	4.30	4.21
7	Facilitation of learning	0.00%	0.00%	6.25%	25.00%	68.75%	0.00%	4.63	0.62	5.00	4.48	4.37	4.18
8	Enthusiasm for the subject	0.00%	0.00%	6.25%	25.00%	68.75%	0.00%	4.63	0.62	5.00	4.52	4.47	4.44
9	Encouragement of independent, creative, and critical thinking	0.00%	0.00%	6.25%	25.00%	68.75%	0.00%	4.63	0.62	5.00	4.58	4.50	4.26
	Averages for questions 1-9							4.59	0.68	5.00	4.52	4.44	4.29
10	Overall rating of the instructor	0.00%	0.00%	12.50%	25.00%	62.50%	0.00%	4.50	0.73	5.00	4.53	4.42	4.24
11	Amount learned	0.00%	6.25%	37.50%	12.50%	43.75%	0.00%	3.94	1.06	4.00	4.17	4.05	4.05
12	Amount of effort required	0.00%	0.00%	50.00%	18.75%	31.25%	0.00%	3.81	0.91	3.50	4.07	3.96	4.03
13	Difficulty of the subject matter	0.00%	43.75%	31.25%	0.00%	25.00%	0.00%	3.06	1.24	3.00	3.56	3.41	3.84
14	The educational value (relevance) of this course	0.00%	18.75%	18.75%	25.00%	37.50%	0.00%	3.81	1.17	4.00	4.13	4.08	4.05
15	Expected grade	0.00%	0.00%	12.50%	31.25%	56.25%	0.00%	4.44	0.73	5.00	4.24	4.41	4.15
	Averages for questions 11-15							3.81	1.02	3.90	4.03	3.98	4.02
16	The instructor used class time efficiently	0.00%	6.25%	6.25%	12.50%	75.00%	0.00%	4.56	0.89	5.00	4.47	4.38	4.39
17	The instructor followed a clear class plan	0.00%	0.00%	12.50%	6.25%	81.25%	0.00%	4.69	0.70	5.00	4.55	4.45	4.48
18	Quality of instructor's expertise in subject matter.	0.00%	0.00%	6.25%	18.75%	75.00%	0.00%	4.69	0.60	5.00	4.60	4.49	4.52
	Averages for questions 16-18							4.65	0.73	5.00	4.54	4.44	4.46

	Question	Percentages (1)	(2)	(3)	(4)	(5)	Omitted	Mean	StdDev	Median	Course Mean	Dept Mean	College Mean
1	Description of course objectives and assignments	0.00%	9.09%	9.09%	9.09%	72.73%	0.00%	4.45	1.04	5.00	4.64	4.45	4.26
2	Communication of ideas and information	0.00%	0.00%	9.09%	27.27%	63.64%	0.00%	4.55	0.69	5.00	4.69	4.45	4.1
3	Expression of expectations for performance in this class	0.00%	9.09%	18.18%	27.27%	45.45%	0.00%	4.09	1.04	4.00	4.55	4.42	4.2
4	Availability to assist students in or out of class	0.00%	0.00%	0.00%	18.18%	81.82%	0.00%	4.82	0.40	5.00	4.90	4.57	4.2
5	Respect and concern for students	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	5.00	0.00	5.00	4.83	4.61	4.3
6	Stimulation of interest in course	9.09%	0.00%	18.18%	18.18%	54.55%	0.00%	4.09	1.30	5.00	4.43	4.54	4.12
7	Facilitation of learning	0.00%	0.00%	9.09%	27.27%	63.64%	0.00%	4.55	0.69	5.00	4.71	4.47	4.08
8	Enthusiasm for the subject	0.00%	0.00%	9.09%	18.18%	72.73%	0.00%	4.64	0.67	5.00	4.81	4.76	4.39
9	Encouragement of independent, creative, and critical thinking	0.00%	0.00%	0.00%	36.36%	63.64%	0.00%	4.64	0.50	5.00	4.81	4.64	4.17
	Averages for questions 1-9							4.54	0.70	4.89	4.71	4.55	4.20
10	Overall rating of the instructor	0.00%	9.09%	0.00%	18.18%	72.73%	0.00%	4.55	0.93	5.00	4.71	4.52	4.16
11	Amount learned	0.00%	9.09%	0.00%	54.55%	36.36%	0.00%	4.18	0.87	4.00	4.26	4.32	3.95
12	Amount of effort required	0.00%	9.09%	18.18%	54.55%	18.18%	0.00%	3.82	0.87	4.00	4.00	4.18	3.98
13	Difficulty of the subject matter	0.00%	18.18%	45.45%	27.27%	9.09%	0.00%	3.27	0.90	3.00	3.55	3.83	3.8
14	The educational value (relevance) of this course	0.00%	9.09%	45.45%	27.27%	18.18%	0.00%	3.55	0.93	3.00	4.05	4.19	3.95
15	Expected grade	0.00%	9.09%	0.00%	36.36%	54.55%	0.00%	4.36	0.92	5.00	4.50	4.25	4.11
	Averages for questions 11-15							3.84	0.90	3.80	4.07	4.15	3.96

	Question	Percentages						Mean	StdDev	Median	Course Mean	Dept Mean	College Mean
		(1)	(2)	(3)	(4)	(5)	Omitted						
1	Description of course objectives and assignments	0.00%	0.00%	9.09%	18.18%	72.73%	0.00%	4.64	0.67	5.00	4.61	4.43	4.29
2	Communication of ideas and information	0.00%	0.00%	9.09%	36.36%	54.55%	0.00%	4.45	0.69	5.00	4.58	4.43	4.14
3	Expression of expectations for performance in this class	0.00%	0.00%	9.09%	18.18%	72.73%	0.00%	4.64	0.67	5.00	4.54	4.44	4.24
4	Availability to assist students in or out of class	0.00%	0.00%	9.09%	18.18%	72.73%	0.00%	4.64	0.67	5.00	4.82	4.55	4.23
5	Respect and concern for students	0.00%	0.00%	9.09%	9.09%	81.82%	0.00%	4.73	0.65	5.00	4.82	4.61	4.31
6	Stimulation of interest in course	0.00%	0.00%	9.09%	18.18%	72.73%	0.00%	4.64	0.67	5.00	4.72	4.54	4.15
7	Facilitation of learning	0.00%	0.00%	9.09%	36.36%	54.55%	0.00%	4.45	0.69	5.00	4.65	4.44	4.12
8	Enthusiasm for the subject	0.00%	0.00%	9.09%	27.27%	63.64%	0.00%	4.55	0.69	5.00	4.79	4.78	4.4
9	Encouragement of independent, creative, and critical thinking	0.00%	0.00%	9.09%	9.09%	81.82%	0.00%	4.73	0.65	5.00	4.79	4.65	4.21
	Averages for questions 1-9							4.61	0.67	5.00	4.70	4.54	4.23
10	Overall rating of the instructor	0.00%	0.00%	9.09%	18.18%	72.73%	0.00%	4.64	0.67	5.00	4.79	4.54	4.19
11	Amount learned	0.00%	0.00%	18.18%	27.27%	54.55%	0.00%	4.36	0.81	5.00	4.28	4.26	4
12	Amount of effort required	0.00%	0.00%	36.36%	36.36%	27.27%	0.00%	3.91	0.83	4.00	3.75	4.06	4
13	Difficulty of the subject matter	0.00%	9.09%	45.45%	36.36%	9.09%	0.00%	3.45	0.82	3.00	3.26	3.72	3.83
14	The educational value (relevance) of this course	0.00%	0.00%	27.27%	45.45%	27.27%	0.00%	4.00	0.77	4.00	3.81	4.12	3.98
15	Expected grade	0.00%	0.00%	0.00%	36.36%	63.64%	0.00%	4.64	0.50	5.00	4.35	4.25	4.14
	Averages for questions 11-15							4.07	0.75	4.20	3.89	4.08	3.99

	Question	Percentages						Mean	StdDev	Median	Course Mean	Dept Mean	College Mean
		(1)	(2)	(3)	(4)	(5)	Omitted						
1	Description of course objectives and assignments	0.00%	0.00%	7.14%	14.29%	78.57%	0.00%	4.71	0.61	5.00	4.48	4.53	4.42
2	Communication of ideas and information	0.00%	0.00%	0.00%	35.71%	64.29%	0.00%	4.64	0.50	5.00	4.47	4.53	4.31
3	Expression of expectations for performance in this class	0.00%	0.00%	0.00%	21.43%	78.57%	0.00%	4.79	0.43	5.00	4.52	4.47	4.39
4	Availability to assist students in or out of class	0.00%	0.00%	0.00%	14.29%	78.57%	7.14%	4.85	0.38	5.00	4.65	4.59	4.4
5	Respect and concern for students	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	5.00	0.00	5.00	4.77	4.72	4.52
6	Stimulation of interest in course	0.00%	0.00%	7.14%	21.43%	71.43%	0.00%	4.64	0.63	5.00	4.44	4.56	4.32
7	Facilitation of learning	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%	4.71	0.47	5.00	4.50	4.51	4.29
8	Enthusiasm for the subject	0.00%	0.00%	0.00%	14.29%	85.71%	0.00%	4.86	0.36	5.00	4.77	4.81	4.54
9	Encouragement of independent, creative, and critical thinking	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%	4.71	0.47	5.00	4.63	4.67	4.4
	Averages for questions 1-9							4.77	0.43	5.00	4.58	4.60	4.40
10	Overall rating of the instructor	0.00%	0.00%	0.00%	21.43%	78.57%	0.00%	4.79	0.43	5.00	4.62	4.61	4.38
11	Amount learned	0.00%	7.14%	14.29%	35.71%	42.86%	0.00%	4.14	0.95	4.00	4.09	4.32	4.13
12	Amount of effort required	0.00%	7.14%	50.00%	14.29%	28.57%	0.00%	3.64	1.01	3.00	3.92	4.13	4.04
13	Difficulty of the subject matter	7.14%	35.71%	42.86%	7.14%	7.14%	0.00%	2.71	0.99	3.00	3.09	3.65	3.7
14	The educational value (relevance) of this course	0.00%	0.00%	14.29%	21.43%	64.29%	0.00%	4.50	0.76	5.00	4.33	4.26	3.97
15	Expected grade	0.00%	0.00%	0.00%	35.71%	64.29%	0.00%	4.64	0.50	5.00	4.57	4.31	4.23
	Averages for questions 11-15							3.93	0.84	4.00	4.00	4.13	4.01

Term: 2017 Summer B
College: Liberal Arts and Sciences
Department(s): English
Course(s): ENC3310
Section(s): 4F72
Instructor: Greene,Jacob W (5355-0909)
Response Rate: 52.63% (responded: 10, enrolled:19)

	Question	Percentages						Mean	StdDev	Median	Course Mean	Dept Mean	College Mean
		(1)	(2)	(3)	(4)	(5)	Omitted						
1	Description of course objectives and assignments	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	5.00	0.00	5.00	5.00	4.47	4.48
2	Communication of ideas and information	0.00%	0.00%	10.00%	10.00%	80.00%	0.00%	4.70	0.67	5.00	4.70	4.46	4.36
3	Expression of expectations for performance in this class	0.00%	0.00%	0.00%	20.00%	80.00%	0.00%	4.80	0.42	5.00	4.80	4.45	4.44
4	Availability to assist students in or out of class	0.00%	0.00%	10.00%	10.00%	80.00%	0.00%	4.70	0.67	5.00	4.70	4.60	4.45
5	Respect and concern for students	0.00%	0.00%	0.00%	10.00%	90.00%	0.00%	4.90	0.32	5.00	4.90	4.59	4.54
6	Stimulation of interest in course	0.00%	0.00%	0.00%	10.00%	90.00%	0.00%	4.90	0.32	5.00	4.90	4.51	4.37
7	Facilitation of learning	0.00%	0.00%	0.00%	10.00%	90.00%	0.00%	4.90	0.32	5.00	4.90	4.44	4.34
8	Enthusiasm for the subject	0.00%	0.00%	0.00%	10.00%	90.00%	0.00%	4.90	0.32	5.00	4.90	4.67	4.55
9	Encouragement of independent, creative, and critical thinking	0.00%	0.00%	10.00%	0.00%	90.00%	0.00%	4.80	0.63	5.00	4.80	4.62	4.42
	Averages for questions 1-9							4.84	0.41	5.00	4.84	4.53	4.44
10	Overall rating of the instructor	0.00%	0.00%	10.00%	0.00%	90.00%	0.00%	4.80	0.63	5.00	4.80	4.49	4.4
11	Amount learned	0.00%	0.00%	10.00%	20.00%	70.00%	0.00%	4.60	0.70	5.00	4.60	4.28	4.2
12	Amount of effort required	0.00%	10.00%	20.00%	30.00%	40.00%	0.00%	4.00	1.05	4.00	4.00	4.03	4.1
13	Difficulty of the subject matter	0.00%	20.00%	30.00%	20.00%	30.00%	0.00%	3.60	1.17	3.50	3.60	3.50	3.8
14	The educational value (relevance) of this course	0.00%	0.00%	10.00%	40.00%	50.00%	0.00%	4.40	0.70	4.50	4.40	4.23	4.09
15	Expected grade	0.00%	0.00%	0.00%	20.00%	70.00%	10.00%	4.78	0.44	5.00	4.78	4.39	4.26
	Averages for questions 11-15							4.28	0.81	4.40	4.28	4.09	4.09