

Quick Links

- [Schedule](https://canvas.vt.edu/courses/105530/pages/schedule) (<https://canvas.vt.edu/courses/105530/pages/schedule>)
 - [Class Activities Folder](https://drive.google.com/drive/folders/0AHbxCOuybHnvUk9PVA) [↗](https://drive.google.com/drive/folders/0AHbxCOuybHnvUk9PVA) (<https://drive.google.com/drive/folders/0AHbxCOuybHnvUk9PVA>) on Google Drive
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Instructor: Dr. Chris Lindgren

Course Location: 360 Shanks Hall

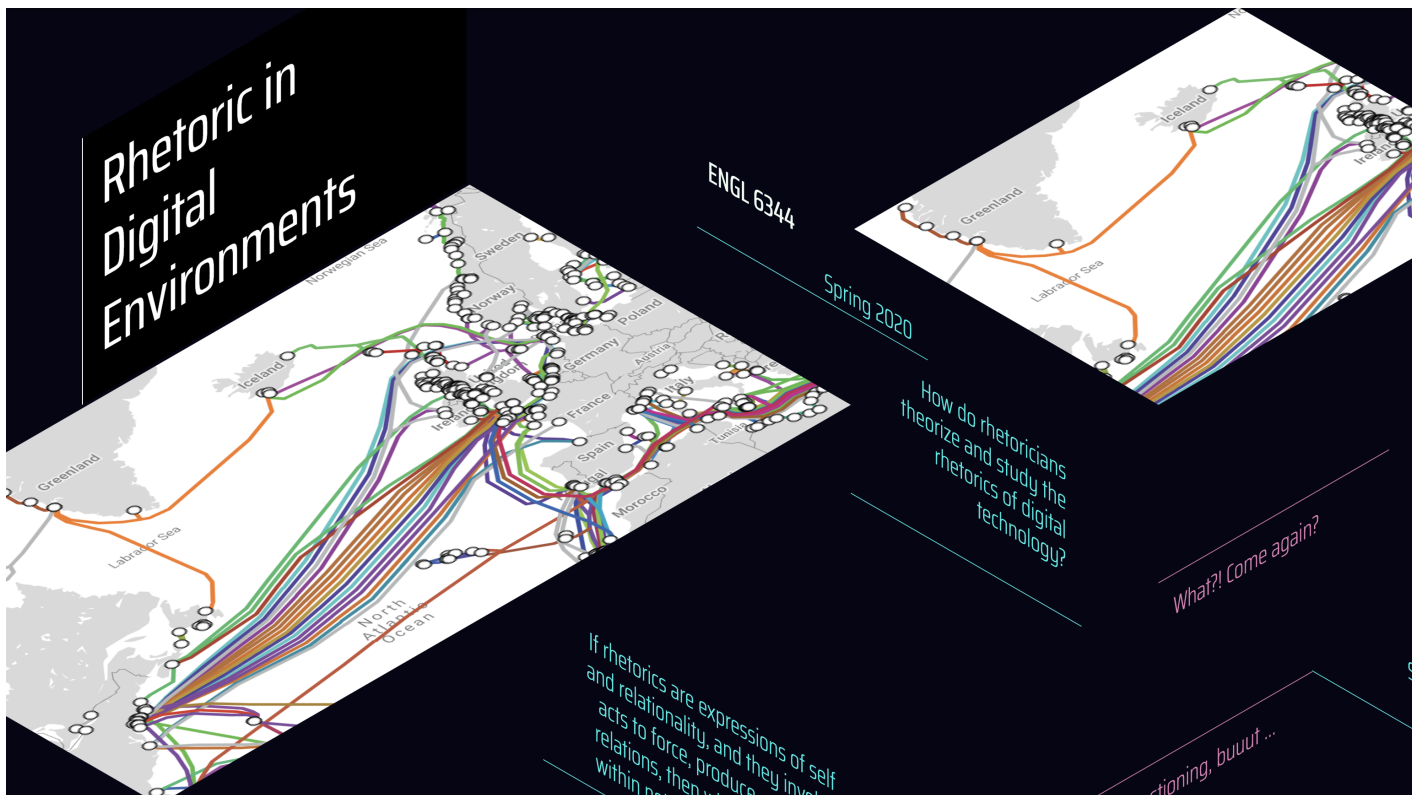
Class Hours: Tuesdays, 5:00pm - 7:50pm

Office: 207 Shanks Hall

Office Hours: Thursdays, 10a-11a, or by appointment

Email: lindgren@vt.edu (<mailto:lindgren@vt.edu>)

Course Description



(<https://codepen.io/Indgrn/full/yLLerLK>)

[see the full poster as a [codepen.io](https://codepen.io/Indgrn/full/yLLerLK) [↗](https://codepen.io/Indgrn/full/yLLerLK) (<https://codepen.io/Indgrn/full/yLLerLK>)]

If rhetorics are expressions of both self and relationality, and they involve acts to force, produce, or sustain relations, then what are such rhetorics within digitally networked environments? In ENGL 6344, we will survey scholarship in rhetoric and writing studies and science and technology studies that cover a range of critical theories and concerns. Before we study contemporary theories of digital rhetoric, we will historicize how our environment of computation, data, and interactivity came to be. From there, we will engage subfields in critical theories of race, gender, data, and algorithms, as well as theories of rhetoric at differently studied levels of ecology, activity, circulation, and mediation.^[1] Overall, we will identify and discuss prevalent theories that have sustained this field in addition to how digital rhetoricians apply such theories to their objects of inquiry.

Learning Objectives

After successfully completing this course, you will be able to:

- Craft a historical purview of digital technologies in relationship to rhetoric;
 - Articulate multidisciplinary theoretical positions about digital rhetoric;
 - Explain and consider multiple methodological approaches to studying digital rhetoric; and
 - Apply digital rhetorical theories to design and begin your own study.
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Texts

All texts are available electronically via VT's library or on Canvas as a PDF. I encourage you to purchase any of these texts, as you are able and see as especially pertinent to your area of study.

Alexander, J. & Rhodes, J., Eds. (2018). *The Routledge Handbook of Digital Writing and Rhetoric*. Routledge.

Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity.

Benkler, Faris, & Roberts. (2018). *Network Propaganda*. Oxford UP.

Brown, Jr., J. (2015). *Ethical Programs: Hospitality and the Rhetorics of Software*. University of Michigan Press.

Bucher, T. (2018). *If ... Then: Algorithmic Power and Politics*. Oxford UP.

Daniels, J. (2009). *Cyber Racism: White Supremacy Online and the New Attack on Civil Rights*. Rowman & Littlefield Publishers.

Duarte, M. (2017). *Network Sovereignty*.

Eymand, D. (2015). *Digital Rhetoric: Theory, Method, and Practice*. University of Michigan Press.

Feagin, J. R. (2010). *The White Racial Frame*. Routledge.

Hayles, K. (2005). *My Mother was a Computer*. University of Chicago Press.

Hutchins, E. (1995). *Cognition in the Wild*. MIT Press.

Kitchin & Dodge. (2011). *Code/Space*. MIT Press.

Marx, K. (1867/1887). *Das Kapital* ↗ (<https://www.marxists.org/archive/marx/works/1867-c1/index.htm>), Vol. 1.

Noble, S. (2018). *Algorithms of Oppression*. New York UP.

O'Connor, T. J. (2013). Chp. 3. Forensic investigations with Python (pp. 81-123). *Violent Python*. Syngress.

Ridolfo, J., and Hart-Davidson, B., Eds. (2019). *Rhet Ops*. University of Pittsburgh Press.

Robinson, C. J. (1983). *Black Marxism: The Making of the Black Radical Tradition*.

Roundtree, A. (2013). *Computer Simulation, Rhetoric, and the Scientific Imagination*. Lexington Books.

Wernimont, J. (2019). *Numbered Lives: Life and Death in Quantum Media*. MIT Press.

Suggested Scholarship

Gallagher, J. (2020). *Update Culture and the Afterlife of Digital Writing*. Utah State UP.

Jenkins, C. (2019). *Black Bourgeois: Class and Sex in the Flesh*. University of Minnesota Press.

Leaver, T., Highfield, T., & Abidin, C. (2020). *Instagram: Visual social media cultures*. Polity.

McIlwain, C. (2019). *Black Software: The Internet and Racial Justice, from the AfroNet to Black Lives Matter*. Oxford UP.

Assignments

*checks notes * ...

Due: Every week.

Points: 10 points each

Description: So, you're taking *checks notes* 2-4 courses with *squints* a ridiculous amount of readings every week.

Rather than focus on annotation and summary writing – week in, week out – I am asking us to be more engaged, focused, and systematic about how we take notes as we actively read the course texts. Notes, as much as summaries and annotations, can help you develop better scholarly habits of mind. Indeed, taking good notes does not mean that it will be less thoughtful. While I am not asking you to adhere to any one method, I will be asking all of us to share and update us about how they are being more thoughtful about their note-taking: how they do it; organize them, consider their uses for later, etc.

With these reasons in mind, at the start of class, I will have everyone show each others notes from the readings. Then, I will randomly choose 1 person to explain the following items in ~5 minutes about their:

1. Note-taking strategy;
2. Why that strategy, and
3. What revised or new strategy will you test and explore next week.

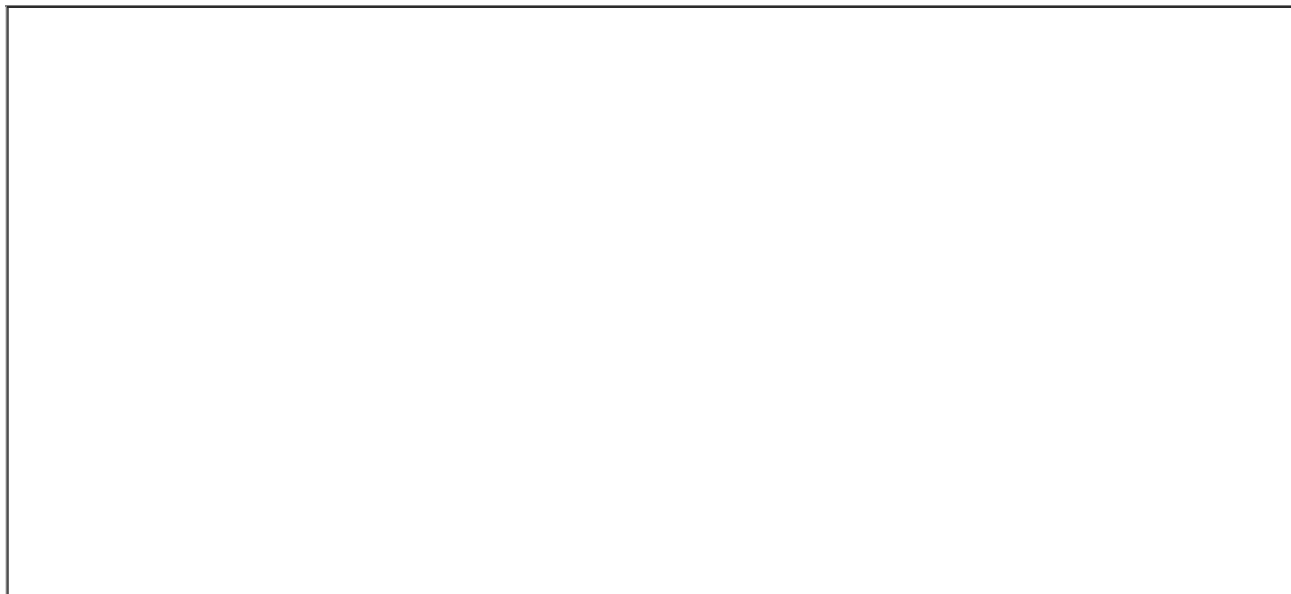
Remember, the goal is to simply share some strategies, which I hope all of us can learn from each other throughout the semester.

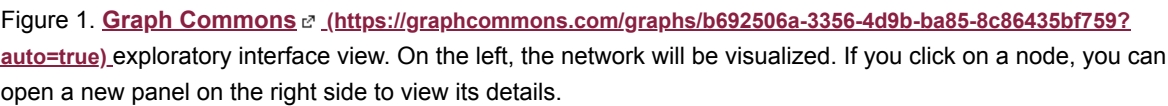
Networked Annotations

Due: 1 team per week; Graded at midterm and end of semester.

Points: Midterm = 100; Final = 100

Description: The project will, I hope, help everyone better understand the intersections between multidisciplinary studies and theories of digital cultures and rhetorics. Using a web application called Graph Commons, we will graph our course readings as a networked interface (see Fig. 1 below). This interface will help organize scholarly excerpts from our readings through our efforts to write our own data model of the course.





By *data model*, I mean that each node and edge will have a set of properties to complete. Each node represents a single excerpt, whether a paraphrase or quote, from the reading, and each node has data properties for you to complete (see below). Additionally, edges (or links) connect excerpts, such as whether scholars agree or disagree, share a problem or object of study, etc. (see more below). We may find more properties to include over time, but the core data model, as outlined below, will produce a rich visualization to guide you through your future graduate exams and potentially your work in this area.

(Haas, 2018, p. 412)

Digital Rhetoric

Description

'Digital rhetoric is the digital negotiation of information—and its historical, social, economic, and political contexts and influences—to affect change.' –Haas, 2018, p. 412

View markdown tips

Image

http://

Reference

http://

Properties

paraphrase

false

author

Haas, Angela

publication

Toward a digital cultural rhetoric

year

2018

type

definition

paraphrase

false

+ Add new property

NODE-EXCERPT

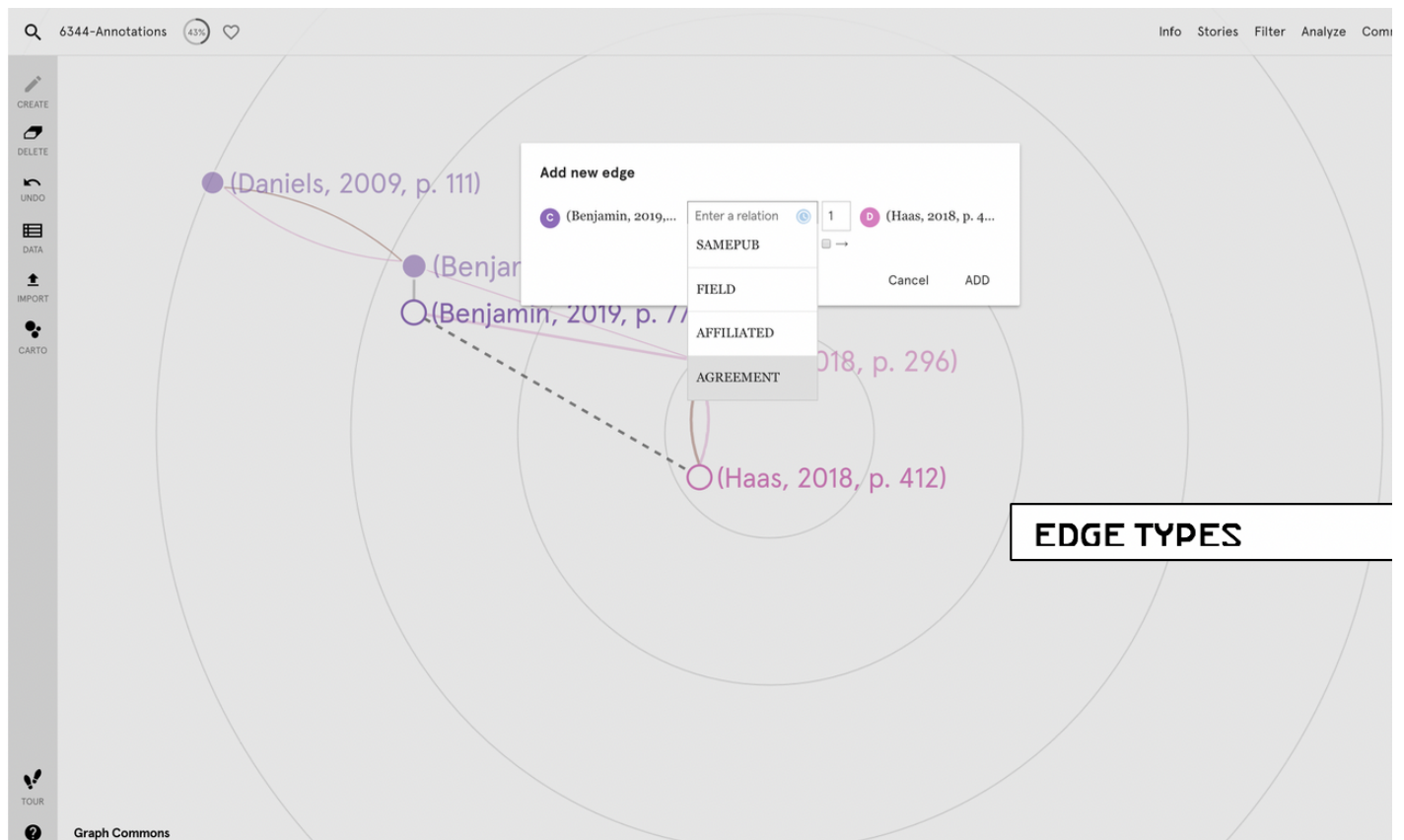
DATA PROPERTIES

Clic

title	Citation in APA – (lastname, YYYY, p. xx)

field	<ul style="list-style-type: none"> Drop-down menu under the title <ul style="list-style-type: none"> Critical Race Studies Digital Rhetoric Media Studies Technology Studies Philosophy ... [can add more as needed]
description	<p>Quote or paraphrase in the following scheme:</p> <ul style="list-style-type: none"> "Quoted passage like so" –lastname, YYYY, p. xxx.
author	Name of author in *lastname, firstname* scheme, e.g., "Haas, Angela"
publication	e.g., Toward a digital cultural rhetoric
year	YYYY format
type	<ul style="list-style-type: none"> claim definition problem object of study methodology finding
paraphrase	true or false

“Link” types: How are these 2 excerpts linked?



EDGE TYPES

- Agreement
- Disagreement

- Shared Problem
- Shared Methodology
- Shared Object of Study
- Same publication

Data-Writing Procedure

The designated team for the week:

1. Fills out the **template proposal** [↗ \(https://drive.google.com/open?id=1wUH5ExbuJ2YL_AgJgtAQbxbpMGpkLYb8jDuE5pJPBiQ\)](https://drive.google.com/open?id=1wUH5ExbuJ2YL_AgJgtAQbxbpMGpkLYb8jDuE5pJPBiQ) (Google Doc) for designated week: node-excerpts with data properties and edges with particular meanings.
 - Minimum 5 excerpts, but feel free to add more, since there are multiple types of excerpts: claims, method, object of study, definition, etc.
 - Consider how you do not need to quote verbatim. You can paraphrase too. If you paraphrase, be sure to demarcate it with the true or false value.
 - Also, consider what you will wish to capture for future reference. We can deliberate about such matters in the Google Doc. We can always thin it out, so feel free to "explore the space" first.
2. Asks the previous team questions about their inclusions, if necessary, in the Google Doc. Use the commenting features to facilitate this deliberation.
3. Revises previous nodes/edges, as per your discussion in the Google Doc.
4. Adds the agreed upon nodes and edges from the previous week to the graph.

Discussion Facilitation

Due: Chosen week. Signup sheet available by **TBA**

Points: 50

Description : Guiding others through scholarship is a significant portion of academia. To gain more experience in this process, each person will sign up to lead half of a class session: either part 1 or 2, as listed on the schedule. You must conference with me prior to scheduled class, so we can discuss your approach.

Proposal

Due: 04/13

Points: 100

Description: In a memo format, describe your topic, research question(s) that guide your inquiry, and how you situate them in digital rhetoric and writing. In it, describe your topic, contextualize your thinking in digital rhetoric, and plan out your research timeline.

The proposal should also include an annotated bibliography with 6-8 sources. Choose sources that will help you situate your project and develop a methodology for your inquiry.

Final Paper

Due: 05/11

Points: 300

Description: Your seminar paper should be between 12-15 double-spaced pages. I recommend writing it as a potential submission for publication, so consider what journal might work best as its audience. You will have an opportunity to conference with me, after you have written your proposal. But, of course, you can arrange to meet with me throughout the semester, as your ideas develop.

SCHEDULE

Week 1 — Intro to the Course and Digital Rhetoric (01/21)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> Syllabus, Assignments, & Tools 	
2	<ul style="list-style-type: none"> Eymand, D. (2015). Digital Rhetoric, Chp. 1. Defining and locating digital rhetoric. Haas, A. (2018). Toward a digital cultural rhetoric. In J. Alexander and J. Rhodes, (Eds.), <i>The Routledge Handbook of Digital Writing and Rhetoric</i> (pp. 412-422). Routledge. [Canvas] 	<ul style="list-style-type: none"> Please be sure to take good notes on these readings.
Suggested	<ul style="list-style-type: none"> Brown, Boyle, and Ceraso. (2018). The digital: Rhetoric behind and beyond the screen. <i>Rhetoric Society Quarterly</i>, 48(3), pp. 251-259. 	

Week 2 —Distribution of Labor & the Black Radical Tradition (01/28)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> Marx, K. (1867). Das Kapital, Vol. 1, Chps. 1.1; 15.1, 15.4-6; 31. 	
2	<ul style="list-style-type: none"> Robinson, C. J. (1983). <i>Black Marxism: The Making of the Black Radical Tradition</i>. <ul style="list-style-type: none"> Skim the 2 Forewords. They provide rich context and sources of Robinson's criticisms of Marx. Introduction & Chp. 1 – Racial capitalism (pp. 1 - 29); Chp. 9 – Historiography and the Black radical tradition (pp. 185 - 241). [Canvas] 	<ul style="list-style-type: none"> *checks notes* Network annotations
Suggested	<ul style="list-style-type: none"> Amrute, S. (2016). <i>Encoding Race, Encoding Class: Indian IT Workers in Berlin</i>. Duke UP. Jenkins, C. (2019). <i>Black Bourgeois: Class and Sex in the Flesh</i>. University of Minnesota Press. 	

Week 3 —Distribution of Labor & Consciousness (02/04)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> Vygotsky, L. and A. Luria. (1996). Tool and symbol in child development. In R. van der Veer and J. Valsiner, Eds., The Vygotsky Reader (pp. 99-174). Blackwell. [Canvas] Lee, C. and Smagorinsky, P., Eds. (2000). <i>Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry</i>. Cambridge UP. [Canvas] <ul style="list-style-type: none"> 1-Introduction: Lee and Smagorinsky (pp. 1-18) 2-Vygotsky's Two minds on the nature of meaning: Wertsch, J. (pp. 19-30). 	<ul style="list-style-type: none"> *checks notes* Network annotations
2	<ul style="list-style-type: none"> On interobjectivity. Debate between media and STS scholars. Read Editor's introduction, Latour, Engestrom, and Latour's response. [Canvas] Hutchins, E. (1995). <i>Cognition in the Wild</i>. Introduction: Welcome aboard, pp. 1-17; Chp. 2 – Navigation as computation, pp. 61-83, 107-116. [Canvas] 	
Suggested	<ul style="list-style-type: none"> Spinuzzi, C. (2019). 'Trying to predict the future': Third-generation activity theory's codesign orientation. <i>Mind, Culture, and Activity</i>. Witte, S. (2005). Research in activity: An analysis of speed bumps as mediational means. <i>Written Communication</i>, 22(2), pp. 127-165. 	

Week 4 — From Social 'Frames' and Situations ... (02/11)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> Cagle, L. E. (2019). Surveilling strangers: The disciplinary biopower of digital genre assemblages. <i>Computers and Composition</i>, 52, 67-78. 	<ul style="list-style-type: none"> *checks notes* Network annotations:

- Feagin, J. R. (2010). *The White Racial Frame*. Routledge. Preface & Chp. 1 – The white racial frame (pp. 1-22). [\[Canvas\]](#)
- Bucher, T. (2018). *If... Then*. Oxford UP. Chp. 1 – Introduction: Programmed sociality, pp. 1-18; Chp. 3 – Neither black nor box: (Un)Knowing algorithms, pp. 41-64. [\[Canvas\]](#)
- 2 • Sano-Franchini, J. (2018). Designing outrage, programming discord: A critical interface analysis of Facebook as a campaign technology," *Technical Communication* 65(4), pp. 387–410. [\[Canvas\]](#)

- Suggested
- Selfe & Selfe. (1994). Politics of the interface. *CCC*, 45(4), pp. 480-503. [\[Canvas\]](#)
 - Galloway, A. (2012). *Interface effect*. Polity.
 - Gallagher, J. (2019). *Update culture*.

Week 5 — ... to Networks (02/18)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> • Benkler, Faris, & Roberts. (2018). <i>Network Propaganda</i>. Oxford UP. Chp. 1. Epistemic crisis; Chp. 2 – The architecture of our discontent. [Canvas] 	
2	<ul style="list-style-type: none"> • Gallagher, J., Yinyin, C., Wagner, K, Wang, X. Zeng, J. & Lingyi Kong, A. (2019). Peering into the internet abyss: Using big data audience analysis to understand online comments. <i>Technical Communication Quarterly</i>. [Canvas] • Freelon, D. (Dec. 2019). Tweeting Left, Right & Center: How users and attention are distributed across Twitter. Knight Foundation [report]. [Canvas] 	<ul style="list-style-type: none"> • *checks notes* • Network annotations:

- Suggested
- Brooke, C. (2009). *Lingua Fracta*. Hampton Press.

- Cooper, M. M. (1986). The ecology of writing. *College English*, 48(4), pp. 364-75.
- Lockett, A. (2020). Scaling black feminisms. In S. Ross and A. Pilsch (Eds.), *Humans at Work in the Digital Age* (pp. 250-266). Routledge.
- Stuckey, M. (2012). On rhetorical circulation. *Rhetoric and Public Affairs*.
- Potts, Small, & Trice. (2019). Boycotting the knowledge makers. *IEEE Transactions on Professional Communication*, 62(4), pp. 351 – 363.
- Baniya, S. (forthcoming, Summer 2020). Managing environmental risks: Rhetorical agency and ecological literacies of women during the Nepal earthquake. *Enculturation*.

Week 6 — Critical Race P1 (02/25)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> • Feagin, J. (2010). <i>The White Racial Frame</i>. Routledge. Chp. 5 – The contemporary white racial frame. • Benjamin, R. (2019). <i>Race After Technology</i>. Polity Press. Introduction 	<ul style="list-style-type: none"> • *checks notes* • Network annotations:
2	<ul style="list-style-type: none"> • Daniels, J. (2009). Cyber Racism. Introduction; Chp. TBA [Canvas] • Larson & McHendry, Jr. (2019). Parasitic publics. <i>RSQ</i>. [Canvas] 	
Suggested	<ul style="list-style-type: none"> • Banks, A. (2005). <i>Race, Rhetoric, and Technology</i>. NCTE-Routledge. 	

Week 7 — Critical Race P2 (03/03)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> • Benjamin, R. (2019). <i>Race After Technology</i>. Polity Press. Chp. 2 – Default discrimination: Is the glitch systemic. • Amrute S. (2019). On techno-ethics and techno-affects. <i>Feminist Review</i>, 123, pp. 56-73. [Canvas] 	<ul style="list-style-type: none"> • *checks notes* • Network annotations:

- Freelon, McIlwain, & Clark. (2018). Quantifying the power and consequences of social media protest. *New Media & Society*, 20(3), pp. 990-1011. [[Canvas](#)]
- Noble, S. (2018). *Algorithms of Oppression*. Introduction, TBA

Suggested • TBD

Week 8 — Spring Break Week (03/9)

Week 9 — Code/Space (03/17)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> • Brown, J. (2014). Ethical Programs. University of Michigan Press. Introduction: The swarm; Chp. 1. Web hosting: Hospitality and ethical programs 	
2	<ul style="list-style-type: none"> • Kitchen & Dodge. (2011). <i>Code/Space</i>. Part I, Chps. 1-2 (pp. 1-44) • Thornton, Pip. (2019). Google Adwords: Subprime language and the crash. <i>How to Run a City Like Amazon, and Other Stories</i> (pp. 504-529). Meatspace Press. 	<ul style="list-style-type: none"> • *checks notes* • Network annotations:

Suggested • TBD

Week 10 — (De)Colonizing [Code]/Space & Sovereignty (03/24)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> Dharnoon. (2015). A Feminist Approach to Decolonizing Anti-Racism. <i>Feral Feminisms</i>. Haas, A. (2007). Wampum as HyperText: An American Indian intellectual tradition of multimedia theory and practice. <i>Studies in American Indian Literatures</i>, 19(4), pp. 77-100. [Canvas] 	<ul style="list-style-type: none"> *checks notes* Network annotations:
2	<ul style="list-style-type: none"> Duarte, M. (2017). <i>Network Sovereignty</i>. Chp. 3 – The Overlap between Technology and Sovereignty; Chp. 7 - Decolonizing the Technological. 	
Suggested • TBD		

Week 11 — Rhetops (03/31)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none"> Ridolfo & Hart-Davidson. (2019). Introduction: From the dark side of digital composing to #rhetops. In Ridolfo and Hart-Davidson, (Eds.), <i>Rhet Ops</i> (pp. 14-37). University of Pittsburgh Press. Omizo. (2019). Stormwatch: Machine learning approaches to understanding white supremacy online. In Ridolfo and Hart-Davidson, (Eds.), <i>Rhet Ops</i> (pp. 214-242). University of Pittsburgh Press. 	<ul style="list-style-type: none"> *checks notes* Network annotations:
2	<ul style="list-style-type: none"> O'Conner, T.J. (2013). <i>Violent Python</i>. Syngress. Chp. 3. Forensic investigations with Python (pp. 81-123). Phillips, W. (2018). The oxygen of amplification: Better practices for reporting on extremists, antagonists, and manipulators online. <i>Data & Society</i>. Focus on Parts 1 & 2. Tactical Tech. Browser Histories [video]. ~00:03:00. 	

Suggested • TBD

Week 12 — Rhetorical.Critical(Code) (04/07)

Part	Readings to Have Read	Writing(s) Due
1	<ul style="list-style-type: none">Bowden, B. V., Ed. (1953/1963). <i>Faster Than Thought: Symposium on Digital Computing Machines</i>. Preface, Chp. 1 – A brief history of computation (pp. 3-31).; Chp. 2 – The circuit components of digital computers (pp. 32-66). Sir Isaac Pitman & Sons Ltd.	
2	<ul style="list-style-type: none">Chun, W.H.K. (2004). On software.Beck, E. (2018). Implications of persuasive computer algorithms. In Alexander and J. Rhodes, (Eds.), <i>The Routledge Handbook of Digital Writing and Rhetoric</i> (pp. 291-302). Routledge.Easter, B. (2018). "feminist_brevity_in_light_of_masculine_long-windedness": Code, space, and online misogyny. <i>Feminist Media Studies</i>, 18(4), pp. 675-685.	<ul style="list-style-type: none">*checks notes*Network annotations:
Suggested	<ul style="list-style-type: none">Marino, M. (2020). <i>Critical code studies</i>. MIT Press.Brock & Mehlenbacher. (2017). Genres in code. <i>JBTV</i>.Kane, C. L. (2014). Chromatic Algorithms. Introduction: How color became code (pp. 1-19); Chp. 6 – Digital infrared as algorithmic lifeworld.	

Week 13 — var conferences = discussion(proposals); (04/14)

Part	Readings to Have Read	Writing(s) Due
null	<ul style="list-style-type: none">None.	<ul style="list-style-type: none">Proposals due by end of Monday (4/13)
Notes	<ul style="list-style-type: none">Come to your scheduled conference with a printed copy of your proposal.	

Policies

Grading & Project Policies

Grading guidelines

- A: 100-94%, A-: 90-93%: "A" work exceeds basic assignment criteria in several ways.
- B+: 87-89%, B: 84-86%, B-: 80-83%: "B" work meets and exceeds basic assignment criteria
- C+: 77-79%, C: 74-76%, C-: 70-73%: "C" work meets basic assignment criteria.
- D+: 67-69%, D: 64-66%, D-: 60-63%: "D" work fails to meet one or more basic assignment criteria.
- F: 0-59%: "F" work is incomplete, not received, or fails to meet any basic assignment criteria.

Deadlines/Late work

Final drafts handed in after their due dates will be **reduced half a letter grade**, unless prior arrangements are made with me. After 2 days, the grade lowered a full-letter grade, and another full-letter grade for the third. A fourth day results in an automatic failure.

Of course, however, life happens, and if you require extra time to complete your project, contact me **prior to the assignment deadline**. I am very willing to consider accommodations.

Technological failure does not constitute an extenuating circumstance. It is therefore important that you back up your files and save files you are working on frequently to a reliable space, (i.e., a cloud-based technology, such as Google Drive or Dropbox).

Class Attendance and Participation

Because this course is interactive and requires high levels of student participation, your attendance and participation are expected at all class sessions. We will use discussions and other activities as a way of building knowledge, and there is no substitute for your presence during these times.

Being late for class or leaving early is considered unprofessional and can affect your grade for this course. If you are absent, you are responsible for getting notes from a classmate and for fulfilling any assignments that are due. If you know in advance that you must miss class, you should contact me and others with whom you are working prior to your absence to coordinate future activities.

If you miss more than one class, than your grade could be lowered, if it becomes a recurrent issue. Please see me about any accommodations or support, so we can consider options, if needed.

Classroom Conduct

Original author: Dr. Sano-Franchini

All course participants are expected to be respectful of academic and personal differences that are present in this classroom and in our conversations, discussions, and interactions with one another. Anyone who exhibits disrespectful behavior will be asked to leave, and I will strongly recommend your removal from the course. In addition to a general standard of mutual respect in this classroom, all participants are asked to adhere to the following classroom policies:

Respectful and Empathic Listening

Effective dialogue hinges on our ability to listen with the goal of understanding and building connections—even if we disagree with what is being said. To work toward understanding, we will respect that each person's perspectives are valid, and that they come from a legitimate place. If we don't understand those perspectives, we will ask questions and avoid making silent judgements.

Personal Responsibility

We will use "I statements" (such as "I believe that...") rather than generalizing or provoking (but don't you think..?).

Collective Responsibility

We will speak for ourselves and not for others (including groups to which we belong). Likewise, we will respond to content rather than personalize comments that are made.

Mindfulness

We will be mindful of our personal impact on the group. Dominating discussions, interrupting others, arriving late, texting on your phone, checking social media, and eating or drinking noisily are examples of having a negative impact.

Confidentiality

Any sensitive information about individuals shared during class discussion remains in the classroom.

Ongoing Development

We will review our classroom protocol regularly to insure that we are meeting our expectations, and to determine if additional guidelines are needed.


VT Principles of Community

- We affirm Dignity & Value
- We affirm Civility & Sensibility
- We affirm Diversity & Difference
- We reject Prejudice & Discrimination
- *Ut Prosim* (That I May Serve)

Undergraduate Honor Code

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code, please visit: <https://www.honorsystem.vt.edu/> 
(<https://www.honorsystem.vt.edu/>).

Honor Code Pledge for Assignments

The Virginia Tech honor code pledge for assignments is as follows: “I have neither given nor received unauthorized assistance on this assignment.”

The pledge is to be written out on all graded assignments at the university and signed by the student. The honor pledge represents both an expression of the student’s support of the honor code and an unambiguous acknowledgment that the student has, on the assignment in question, abided by the obligation that the Honor Code entails. In the absence of a written honor pledge, the Honor Code still applies to an assignment.

Student Perceptions of Teaching

You are strongly encouraged to complete the Student Perceptions of Teaching (SPOT) questionnaire near the end of the semester. Constructive student feedback is important for enhancing the learning experience in this course. Changes to the class and instruction may result from suggestions that are shared with me. Comments about specific aspects of the course or instruction are most helpful.

Learner Support

Students should feel free to approach the instructor with concerns or questions about special needs or considerations that fall outside of the services listed here. All information shared will be kept confidential. For complete information on student services at Virginia Tech, please see the Division for Student Affairs.

- Emergencies - Dial 911. Subscribe to **campus alerts** ↗ [\(https://www.alerts.vt.edu/\)](https://www.alerts.vt.edu/). Emergency Warning System
- Personal counseling, including help with drinking, drug abuse, mental health, stress, sexual assault recovery - Thomas E. Cook Counseling Center, 240 McComas Hall - dial (540) 231-7473 or **Cook Counseling Center** ↗ [\(http://www.ucc.vt.edu/\)](http://www.ucc.vt.edu/)
- Reporting **sexual assault** ↗ [\(http://www.stopabuse.vt.edu/Get_Educated/sexual_assault/index.html\)](http://www.stopabuse.vt.edu/Get_Educated/sexual_assault/index.html) - dial 911 or Student Health Care Center - dial 231-7642 or Women's Center at Price House - dial 231-7806
- Health care appointments - Schiffert Health Center - dial 231-7642 or **Health Care Website** ↗ [\(http://www.healthcenter.vt.edu/\)](http://www.healthcenter.vt.edu/)
- Legal concerns - Student Legal Services - dial 231-4720 or **services website** ↗ [\(http://filebox.vt.edu/other/legal/\)](http://filebox.vt.edu/other/legal/)
- Technical: I can not provide technical support. VT specific technology support can be directed to 4Help via the **Help Request Form** ↗ [\(https://vt4help.service-now.com/ess/\)](https://vt4help.service-now.com/ess/) or by calling (540) 231-HELP (4357).
- Accommodations for Special Needs: Any student who has been confirmed by the University as having special needs for learning must notify me in the first week of the course. For more information please refer to **student services website** ↗ [\(http://www.ssd.vt.edu/\)](http://www.ssd.vt.edu/).
- Academic Support Services: Any student requiring academic support should investigate the University's services. Service areas include: **Student Success Center** ↗ [\(http://www.studentsuccess.vt.edu/index.html\)](http://www.studentsuccess.vt.edu/index.html), **Multicultural Academic Opportunities Program** ↗ [\(http://www.maop.vt.edu/\)](http://www.maop.vt.edu/), **Student Athlete Academic Support Services** ↗ [\(http://www.saass.vt.edu/\)](http://www.saass.vt.edu/), **University Academic Advising Center** ↗ [\(http://www.advising.vt.edu/\)](http://www.advising.vt.edu/), and **Office of Veterans' Services** ↗ [\(http://www.veterans.vt.edu/\)](http://www.veterans.vt.edu/).
There are orientation services for new graduate students and for new or transfer undergraduate students. For tutoring, visit the Office of Academic Enrichment - 122 Hillcrest - dial 231-8887 or their website For career counseling, visit the Career Services, top floor Henderson Hall, - dial 231-6241 or refer to their **website** ↗ [\(http://www.career.vt.edu/\)](http://www.career.vt.edu/). For study skills advice, visit **Thomas E. Cook Counseling Center** ↗ [\(http://www.ucc.vt.edu/\)](http://www.ucc.vt.edu/), 240 McComas Hall - dial (540) 231-7473.
- The library has **extensive help services** ↗ [\(http://www.lib.vt.edu/index.html\)](http://www.lib.vt.edu/index.html), including services and guides for those **using the library through the Internet** ↗ [\(http://www.lib.vt.edu/help/research/library-web.html\)](http://www.lib.vt.edu/help/research/library-web.html). There are several methods to **contact a librarian** ↗ [\(http://www.lib.vt.edu/help/ask.html\)](http://www.lib.vt.edu/help/ask.html).
- Accessibility: Students will be provided access to educational materials, buildings, library, computer and classroom opportunities. Videos will have closed captioning. All lecture videos have audio. It is uncertain if the textbook or reading material outside of the textbook is offered in a braille version or on audio. Visually-impaired students may request that the instructor describe the required figures verbally and the images used in the video lectures. Students may request that their requirement to do the field delineation project, attend the field trip, and to lead WebEx sessions be waived, modified, or enabled. Review questions and exams may be presented in audio format upon request, and questions answered verbally by voice recording. More information about the university's **Accessibility policy** ↗ [\(https://www.vt.edu/about/accessibility.html\)](https://www.vt.edu/about/accessibility.html).
- Disability: The university provides **services for students with disabilities** ↗ [\(http://www.ssd.vt.edu/\)](http://www.ssd.vt.edu/). Students with disabilities and challenges should contact the university for course support.