

FMS 115, Fall 2017
Writing and the Senses

FMS 115 Freshman Seminar in Reasoning and Discourse I provides "[i]nstruction and practice in deliberative, informative, and reflective writing based on the study of primary texts" with "[e]mphasis on the writing/revising process and on critical reading"



Images from the NYPL's public domain collection; L-to-R: "Unidentified man and child watching Arturo Toscanini conduct on television", 1952; "The courting stick"; "Negroes under protection of police leaving wrecked house in riot zone", 1922; "#467. Telling the folks about France", 1917.

Instructor: Carl Schlachte

Email: cpschlac@uncg.edu

Classes:

Stone Bldg., Rm. 352

Section 02: Tu/Th, 9.30-10.45a

Section 03: Tu/Th, 11.00a-12.15p

Office: MHRA 3313

Office Hours: Tu, 12.30p-2.30p
& by appointment

Mailbox: MHRA 3317

UNCG Freshman Seminar 115

FMS 115 satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which states that students "gain skills in intellectual discourse, including

- constructing cogent arguments,
- locating, synthesizing and analyzing documents, and
- writing and speaking clearly, coherently, and effectively"

In addition, FMS 115, as a GRD course, is designed to meet Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to

- "think critically,
- communicate effectively, and
- develop appropriate fundamental skills in quantitative and information literacies."

FMS 115 Student Learning Objectives

The following are FMS 115 student learning objectives. [General Education Reasoning and Discourse Student Learning Outcomes (GRD)] At the completion of this course, students will be able to:

1. Critically evaluate written, oral, and/or visual arguments (LG1)
2. Construct cogent, evidence based arguments (LG1)

Course Theme:

This course, "Writing and the Senses," explores how writing responds to our ways of being in the world. Over three units—on seeing, listening, and embodiment—we will write about our sensory experiences, compose multimedia texts that engage our senses, and examine the links between thinking, sensing, and responding. This course also includes visits to museums and performances to see the ways that these ideas function outside the classroom, and to spur particular assignments. (This course is fully accessible to visually- or aurally-impaired people.)

Required Texts:

Berberyan, Lilit, Ellison, Kristie, and Alicia Beeson, eds. *Rhetorical Approaches to College Writing*.

Hayden-McNeil, 2018. (ISBN 978-073809218-9)

Berger, John. *Ways of Seeing*. Penguin/Random House, 1990. (ISBN 978-014013515-2)

Additional readings, posted as PDFs or links on our course Canvas site. (You will need sufficient printing funds or printer/paper for printing any required in-class workshop or in-class readings.)

Note: FMS 115 also carries credit equivalent to ENG 101. You may not receive credit for both FMS 115 and ENG 101.

Important Class Policies

Attendance: I adhere to the departmental attendance policy: Students are allowed a maximum of 3 absences without penalty. Each absence over 3 results in a one-half letter grade deduction from your participation grade. Students who miss 6 or more classes will fail the course.

Students must attend every class, arrive on time with the necessary assignments and readings, and stay for the duration of the class. This attendance policy does not differentiate between "excused" and "unexcused" absences; it is your responsibility to plan for absences and to reserve your absences for unavoidable occurrences, such as illness, work-related events, advising sessions, childcare concerns, car trouble, minor emergencies, etc.

State law requires that students be allowed two absences due to religious holidays; please notify me at least 48 hours prior to your anticipated absence. Intercollegiate athletes should provide official documentation of anticipated absences early in the semester. Absences for religious holidays and documented athletic events will not count toward the maximums described above.

NOTE: I expect students to monitor their own absences. Please keep a record of your own absences.

Extenuating Circumstances: If you have extenuating circumstances such as a chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., you should make your instructor aware of these circumstances as soon as possible and keep your instructor informed until you are able to return to class. You should also contact the Dean of Students Office, which can review documentation and notify multiple instructors on your behalf, especially if hospitalization or distress prevent you from properly doing so yourself. You should be aware, however, that the Dean of Students Office will not override any individual instructor's attendance policy and that decisions about whether and how to accommodate students in distress are made by individual instructors. The Dean of Students office is located on the top floor of the Elliott University Center, and can be reached by phone at 336-334-5514 or email at deanofstudentsoffice@uncg.edu.

Use of Canvas and Email: You are required to check and to use Canvas on a regular basis in this course. Our Canvas course site holds our class syllabus, resources and readings, as well as assignments. You will need:

- To check your UNCG email account daily.
- To check your Canvas announcements.

Assignment Submission: All assignments will be submitted electronically to Canvas. I will return feedback to you on Canvas. Do not email assignment submissions to me.

Late Work: I do not accept late work. I do accept early work.

Note: I do not discuss grades in email, nor do I discuss grades of a particular assignment until 24 hours after the grade has been given.

If you must miss class,

- check the course Canvas and with another student about what you missed in class.
- As a rule, I will not respond to questions about content or assignments from missed classes.

If you come late,

- I take attendance at the beginning of class; if you come in after, see me so I can make sure you are marked present/tardy
- Every three tardies is equal to an absence
- If you leave class early or if you frequently depart class and come back in you will be marked tardy.

Email Communication: Outside of office hours, email is the best way to reach me. Note: I do not discuss via email weighty issues such as grades, grade appeals, or conflicts with other students or with me. These are important discussions best addressed face-to-face, so if you wish to discuss these, please schedule an appointment or come by during office hours.

Grade Scale: I utilize the range of grades from A to F, in keeping with university grading policies. UNCG defines an A as excellent; a B as good; a C as average; a D as lowest passing grade; and an F as failure. In adherence to this scale, you should understand that a C means you successfully met the requirements of the course, not that the requirements were unsuccessfully met, which would be indicated by either a D or an F. Likewise, an A or B indicate that you met and exceeded course requirements.

Accommodations: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 EUC, 336-334-5440, <http://oars.uncg.edu>.

Electronic Devices: All cell phones, smart phones, and iPods should be turned completely off and put away in your bag during exams or any other selected in-class assignments as determined by the instructor. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

NO LAPTOP COMPUTERS, TABLETS, OR OTHER INTERNET-ENABLED DEVICES MAY BE USED IN CLASS: Students should print out all Canvas readings and bring these to class rather than accessing them online during class. Exceptions to this policy will only be made in cases where there is documented evidence of a learning disability or other situation where a computer is necessary. In these cases, you must consult with the instructor and provide appropriate documentation.

Behavior Policy: Students are expected to demonstrate respect for their instructor and their colleagues. Those engaging in disrespectful or disruptive behavior will be asked to leave the class and, depending upon the severity, may be permanently withdrawn from the course. UNCG regards as “disruptive” any speech or action that (1) is disrespectful, offensive, and/or threatening; (2) impedes or interferes with the learning activities of other students; (3) impedes the delivery of university services; and/or (4) has a negative impact in any learning environment. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University.

Academic Integrity:

I adhere to the College Writing Program's policies on Academic Integrity: “Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity Policy). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at <http://academicintegrity.uncg.edu>. I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at <http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>

"In addition, you must always properly document any use of another’s words, ideas, images, or research both in the text and in a Works Cited / Bibliography. Failure to properly document is a form of plagiarism and may earn a zero on an assignment."

Depending on the severity of the violation and the significance of the assignment to the final grade, penalties for plagiarism, among other forms of academic dishonesty or unethical intellectual property appropriation, may range from an automatic zero on the assignment, to the student being dropped from the class or receiving expulsion from the university. All work will be evaluated against electronic sources and must be your work. The first time the Academic Integrity Policy is violated, the student will fail the assignment; the second violation will result in automatic failure of the course. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at <http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>

Note regarding academic integrity policy regarding falsification: "Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted." For more information, see <http://sa.uncg.edu/handbook/academic-integrity-policy/>

Resources for Students

Writing Center

The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of essays, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Sessions are available on a walk-in basis in MHRA 3211 or online; or you may schedule an in-person or online writing conference (either by email: askthewc@uncg.edu or phone: 336.334.3125). While you can always do an online “walk in,” the Writing Center online facilities are limited, so it is advisable to make online appointments in advance. For more information, see: <http://www.uncg.edu/eng/writingcenter/>

Speaking Center

The University Speaking Center (MHRA 3211) is designed to help speakers further develop their own oral communication confidence and competence. We provide peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Hours and online resources can be found here: <http://speakingcenter.uncg.edu/>

Tip: Schedule your appointment at the University Speaking Center to take place not closer than two days before your final presentation.

Digital Media Commons (DMC)

The DMC, housed on the lower level of Jackson Library, provides the space and resources for UNCG's students, faculty and staff to create and refine their multimedia projects, including web pages, digital images, digital video, digital audio, PowerPoint and more. Patrons can receive assistance with selecting, using, and citing media resources, as well as consult with experts on the technical "how to" aspects of developing and communicating their ideas through media. For more information, go here: <http://library.uncg.edu/spaces/dmc/>

Digital ACT Studio (DACTS)

The Digital ACT Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Digital ACT Studio consultants are a trained, engaged audience, providing feedback on presentations, video projects, podcast, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Schedule an appointment here: <http://digitalactstudio.uncg.edu/>

Student Success & Tutoring and Academic Skills Programs

The Student Success Center (<http://success.uncg.edu/>) offers free services to the entire UNCG undergraduate community and is located in McIver Hall, room 104. For information and support, contact the Student Success Center by phone: 336.334.3878 or email: tasp@uncg.edu

The Tutoring and Academic Skills Programs (TASP) helps students become independent and successful learners. Services such as tutoring, academic skills instruction, and workshops help students:

- improve study skills,
- increase their understanding of course content,
- enhance self-confidence, and
- foster positive attitudes toward learning.

For help with study skills, go to <http://success.uncg.edu/lac/>

Technology Access: Computers, Printers, & More

Computers and printers are available in the library, the Writing Center, and labs (<https://its.uncg.edu/Labs/Hours/>); as these computers and printers may be occupied, I strongly suggest you print out any work well ahead of class. — “My printer wasn’t working” or “I didn't have printing money on my card” is not a valid excuse for not having work or printouts.

MLA Citations and Format

Your submissions must appropriately cite all outside sources used in your work. This course will use the Modern Language Association (MLA) documentation format, which requires in-text citations and a “Works Cited” page. Purdue University’s OWL is a great resource for MLA style: <https://owl.english.purdue.edu/owl/resource/747/01/>.

UNCG Jackson Library

The library offers a variety of resources that can help you, including study space, computers, technology checkout (voice recorders for transcription), scanners (scan printouts and texts and email them to yourself as an electronic copy), <https://library.uncg.edu/>

The library also offers an "Ask Us" service where you can ask for research and citation help: http://library.uncg.edu/info/ask_us.aspx

UNCG Information and Technology Services (ITS)

Need help using Canvas? Have a computer virus? Can't get connected to the network? Need Microsoft Office software: (FREE to all UNCG students: <https://its.uncg.edu/office365/>) ITS can help online, by phone, or in person; see <https://its.uncg.edu/help>

Assignments

For each unit, we will produce both a *text response* to the material, and a *response in the medium* we're studying. The order in which we do these assignments varies, but they are always linked.

Sight, Photo Response	5%	You will compose a photograph in response to John Berger's <i>Ways of Seeing</i> .
Sight, Photo Synthesis Essay	10%	You will write an essay in response to an anonymous peer's photo (from the previous assignment), synthesizing the image and <i>Ways of Seeing</i> .
Embodiment, Composing Process Essay	10%	You will write an essay about the embodied ways that you write essays: Where are you located? How is your body situated? How do you move and feel as you write?
Embodiment, Occupation Presentation	10%	You will occupy a space, and consider how your presence in that space changes it. Then you will present on your findings to the class.
Sound, Soundscape	10%	You will create an audio composition which seeks to evoke a specific place, without using words or visuals.
Sound, Performance Response Essay	10%	As a class, we will attend a musical performance put on by the School of Music. You will write an essay responding to this performance, incorporating our readings.
Quizzes / Discussion Board Posts	15%	Either short quizzes or discussion board posts online in Canvas designed to reinforce your class readings. There will be 15 points, total; 1 point for each quiz (5), 2 for each discussion board post (5)
Discussion Leading / Active Class Participation	15%	<p>You will be responsible for leading class discussion twice during the semester. This means that you will briefly share with the class what you believe is noteworthy from our reading. You will also be responsible for developing one question for the class to discuss.</p> <p>While I provide instruction on research, critical thinking, and communication skills, much learning in this class results from student interaction (with me and the other students in class). Class participation includes:</p> <ul style="list-style-type: none"> ___ bringing readings/textbook/writing implements; assigned work ___ positive/respectful attitude to entire class ___ being on time/staying the entire class/not sleeping in class ___ doing individual and group work (writing, invention, responses) ___ asking questions
Final Synthesis Assignment	15%	You will offer some final reflections on the class or the material we've covered by putting the media we've used in a new combination.

Course Schedule

Reading Key: *RACW*: *Rhetorical Approaches to College Writing*; *WoS*: *Ways of Seeing*; *(C)*: on Canvas.

* This calendar is subject to change for weather or class pacing purposes. I will announce any changes in class / online.

****Readings/assignments are to be completed before class time on the day listed.**

**** Bring your textbook/readings to class on the assigned days.**

Date	Topic	Reading	Due
Week 1			
T Aug 15	Welcome & Course Introduction	Course syllabus <i>RACW</i> : Beeson, "Understanding Course Materials" (pp. 181-187), McGuire, "Strategies for Active Reading" (pp. 57-68)	Informational email to instructor
Th Aug 17	First day, Sight Unit	<i>WoS</i> : chapters 1 & 2	Canvas quiz on assigned reading
Week 2			
T Aug 22	Sight Unit	Excerpt from Molly Bang, "Picture This" (<i>C</i>); <i>RACW</i> : Blevins, "An Introduction to Rhetoric" (pp. 3-17) In class: Visit Weatherspoon Art Museum	Canvas discussion board post in response to assigned readings
Th Aug 24	Sight Unit	<i>WoS</i> : chapters 3 & 4	DUE: Photo Response
Week 3			
T Aug 29	Sight Unit	<i>WoS</i> : chapters 5, 6, & 7	Canvas discussion board post in response to assigned readings
Th Aug 31	Sight Unit	<i>RACW</i> : Dolive, "Staying on Track with Your Thesis" (pp. 79-85) In class, peer review of Photo Synthesis Essay	Bring your essay draft to class for peer review
Week 4			
T Sep 5	Sight Unit	<i>RACW</i> : Skelley, "Arrangement as Rhetorical Composing" (pp. 86-90); Two videos by Tony Zhou, linked on Canvas	Canvas quiz on assigned reading
Th Sep 7	Last day, Sight Unit	No assigned reading; finish your Photo Synthesis Essay	DUE: Photo Synthesis Essay
Week 5			
T Sep 12	First day, Embodiment Unit	Brent Staples, "Black Men and Public Space" (<i>C</i>)	Canvas quiz on assigned reading
Th Sep 14	Embodiment Unit	Michael Faris, "Coffee Shop Writing in a Networked Age" (<i>C</i>)	Canvas discussion board post in response to assigned readings
DATE TBD	Embodiment Unit	Extra-curricular: Visit Civil Rights Museum	

Week 6			
T Sep 19	Embodiment Unit	In class, peer review of Composing Process Essay	Bring your essay draft to class for peer review
Th Sep 21	Embodiment Unit	In class, we will reflect on the trends we've seen thus far in our readings about embodiment, and use these ideas to plan the Occupation Presentations	DUE: Composing Process Essay
Week 7			
T Sep 26	Embodiment Unit	In class, peer review of Occupation Presentation	Bring your presentation outline to class for peer review
Th Sep 28	Embodiment Unit	Nancy Mairs, "Carnal Acts" (C)	Canvas discussion board post in response to podcast
Week 8			
T Oct 3	Embodiment Unit	In class: presentations	DUE: Occupation Presentation (Group 1)
Th Oct 5	Last day, Embodiment Unit	In class: presentations	DUE: Occupation Presentation (Group 2)
Week 9			
T Oct 10	No class today, Fall Break		
Th Oct 12	First day, Sound Unit	Excerpts from R. Murray Schafer, "The Soundscape," and Emily Ann Thompson, "Sound, Modernity, and History" (C)	Canvas quiz on assigned reading
Week 10			
T Oct 17	Sound Unit	Lab day: Class will meet in the Digital Media Commons to learn about soundscape production technology	Bring your first draft of your soundscape outline to class
Th Oct 19	Sound Unit	In class, peer review of soundscape outline	Bring your soundscape outline to class for peer review
Week 11			
T Oct 24	Sound Unit	Soundscape workshop day	Bring your soundscape-in-progress to class
Th Oct 26	Sound Unit	In class, we will listen to each others' soundscapes	DUE: Soundscape
Th Oct 26	Sound Unit	Extra-Curricular: Attend Casella Sinfonietta at 7:30pm	Located in Music Bldg., Recital Hall
Week 12			
T Oct 31	Sound Unit	Krista Ratcliffe & Cheryl Glenn, "Silence and Listening as Rhetorical Acts" (C)	Canvas quiz on assigned reading
Th Nov 2	Sound Unit	Pauline Oliveros, score for "Tuning Meditation"; excerpt from Steph Ceraso, "(Re)Educating the Senses" (C)	Canvas discussion board post in response to assigned readings
Week 13			
T Nov 7	Sound Unit	In class, peer review of Performance Response Essay	Bring your essay draft to class for peer review

Th Nov 9	Last day, Sound Unit	In class, we will begin discussing our Final Synthesis Assignment	DUE: Performance Response Essay
Week 14			
T Nov 14	First day, Synthesizing + Translating	Adam Breckenridge, "Remediation": http://writingcommons.org/new-media/remediation/411-remediation	Bring to class a 150 word proposal for what kind of remediation you might want to try for our Final Synthesis Assignment
T Nov 16	Synthesizing + Translating	Final Synthesis Assignment workshop	Bring your Final Synthesis Assignment outline to class
Week 15			
T Nov 21	Synthesizing + Translating	In class, peer review of Synthesis Assignment	Bring your Final Synthesis Assignment (in progress) to class
Th Nov 23	No class today, Thanksgiving		
Week 16			
T Nov 28	Last class meeting	In class, final course reflections; synthesis project exhibition	DUE: Final Synthesis Assignment
Week 17			
Sat Dec 2	8.00a-11.00a	Final Exam	Section 02 (9.30a)
Th Dec 7	12.00p-3.00p	Final Exam	Section 03 (11.00a)