

Syllabus for CODE121

Transdisciplinary Communication – Face to Face

Fall 2022

[Time]

[Location]

## About the Instructor

Name: xxx

Phone: xxx

Email: xxx

Office Number: xx

Office Hours: xxx

## Welcome

Community-Oriented Digital Engagement Scholars (CODES) is a pathway for motivated students in all fields and majors to use their general education credits to work alongside community organizations to study and address the world’s most pressing problems. CODES students meet each semester in research-team courses facilitated by their mentoring professor and a community organization to address major social problems in our region. Teams analyze, visualize, and share their work with the broader public using skills central to the digital humanities, including data mining, mapping, storytelling, networking, and cultural analytics.

This is the first core course in the program’s sequence where we will set the tone for your work in the program and in college for the next four years. We will learn about the concept of wicked problems from the perspective of several disciplines and will learn how to understand the complex interplay of cause and effect within a large system. You will also learn how to present your work publicly and write for a variety of genres and formats, including formal papers, websites, social media, and audio/video productions. You will meet in your research team alongside your participation in this class. There you will be working to define a problem related to our larger theme and tackling a content list to help you learn about your topic from a variety of perspectives. Your work in the research team will inform this course, and you will take the skills you learn here back to your research teams. We will also work to help you acclimate to the University, consider issues of work/life balance, and prepare you to make the best, most engaging use of your next four years at SIUE.

## **Co-Requisites and Pre-Requisites**

Students must be enrolled in CODE120: Research Team I during the same semester they are enrolled in CODE121: Transdisciplinary Communication There are no pre-requisites for the course.

## Catalog Description

Students learn about transdisciplinary approaches and systems thinking as they present their work publicly and write in a variety of genres for multiple formats.

## Course Goals

As a result of this course, you will be able to:

* Analyze, critically evaluate, and construct arguments
* Understand and use rhetorical strategies
* Compose a variety of print, visual, and digital media for a variety of audiences
* Organize and deliver speeches in professional and academic contexts
* Reflect on your speaking and writing process and development
* Find your way around campus and establish a sense of community as SIUE

## What to Expect

My goal is to help students become inquisitive, expert questioners. My classes are discussion- and workshop-based. We will frequently discuss texts in circles or groups, and you should focus on determining what salient points you need to take away from these conversations for your notes and for use in your research teams. Our classes will be devoted to writing together, sharing your work with others, and reflecting on your own learning. You’ll do a lot of reading, writing, talking, and thinking, often in collaboration; you won’t take quizzes or tests.

## Course Materials

* *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers*, eds. Mary Lynch Kennedy and William J. Kennedy, Pearson, 2014.
* Sonya Remington-Doucette, *Sustainable World: Approaches to Analyzing and Resolving Wicked Problems*, Kendall Hunt, 2017.
* Jesmyn Ward, *Salvage the Bones*
* Additional essays and reading are posted on Blackboard.

## Grading and Assignments

All grades will be posted on Blackboard. I will assign a letter grade at midterm and the course’s end. Grades will be given on a points scale; the class as a whole is worth 1000 points.

900-1000 points A

800-900 points B

700-799 points C

600-699 points D

below 599 points F

Participation (100 points at midterm and 100 points at course’s end)

Being able to speak cogently is, like writing, a skill that can be developed and practiced. In fact, reading, writing, and speaking are the combination of skills that make a well-rounded analytical thinker. This is a discussion-based class, and you are as equally responsible as the instructor for making it a success. We will develop a rubric together on the first day of class determining what you, as a group, consider important attributes for a class participant. You will then assess yourself with this rubric at midterm and at the course’s end.

Personal Digital Writing Projects 3 at 100 points each

You will write three multimodal digital projects combining writing with other media.

Speeches 2 at 100 points each

You will give two speeches throughout the semester.

Discussion Forum 200 points

Throughout the term, you will contribute to a weekly online discussion about our readings.

Collaborative Digital Project 1 at 100 points

Your research team will complete a collaborative digital project worth 100 points.

# Course and University Policies

I know my students at SIUE: you have lives, you have full-time jobs, and you have homes and families that need you. Things happen. Let me know what those things are, and tell me how I can help. Above all, I want you to succeed. The policies below are where we begin, but policies always have exceptions when the reasoning is good.

## Course Communication

The CODES pathway uses Slack for communications. Use it to talk to one another and to message me privately about our work or about your other experiences on campus. I’ll be available in Slack Monday through Friday between the hours of 9 and 5.

## Office Hours

Take full advantage of my office hours; I will happily discuss project ideas as well as any other issue related to the course. I wear many hats during the time I am on campus and often have obligations elsewhere, so I can only guarantee that I will be in my office during posted hours, but feel free to e-mail me to set up an appointment if those times do not work for you.

## The Writing Center

The staff at the Writing Center (Student Success Center, Room 1254) is happy to schedule weekly free appointments with students. You may stop into the center or give them a call at 618-650-2045. For more information visit: <http://www.siue.edu/IS/WRITING/index.html>.

## Blackboard

Our readings, assignments, and communications will be transmitted via the course’s Blackboard site. Experiment with it and become familiar with its organization. Blackboard is the web-based course management system used at SIUe. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Access the Blackboard site by going to <http://bb.siue.edu/>. Your Blackboard login is your email username and your Blackboard password is your email password. If you are having trouble uploading projects, speak to ITS (trying another web browser usually does the trick). I will not accept assignments via e-mail. Additional Blackboard resources include:

Blackboard Student Orientation Site: <http://www.siue.edu/its/bb/index.shtml>

Blackboard Help Line: 618-650-5500

## Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Mental Health

The fast-paced life of a college student can be challenging, and I support your decision to prioritize mental health. You have access to counseling services on campus (Student Success Center, 0222); make an appointment by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu/) or calling (618-650-2842).

## Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial demographics of CODES exceed the standards of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. In addition to fully supporting the University's [diversity statement](https://www.siue.edu/about/mission-goals-plans/diversity.shtml), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives both on campus and more broadly.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

* [Lovejoy Library Resources](http://www.siue.edu/lovejoylibrary/)
* [Tutoring Resource Center](https://www.siue.edu/lss/tutoring-resource-center/)
* [The Writing Center](http://www.siue.edu/lss/writing/index.shtml)
* [Academic Advising](http://www.siue.edu/advising/)
* [Financial Aid](https://www.siue.edu/financialaid/)
* [Campus Events](http://www.siue.edu/events/)
* [Counseling Services](https://www.siue.edu/counseling/)

If you find that you need additional support, please reach out to me, and let me know.

## Late Work

I will dock late work one letter grade for each day that passes beyond a due date. I am very flexible if I receive notice, so do not hesitate to contact me if you need an extension.

## Plagiarism

A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. Plagiarism is the unacknowledged use of others’ words or ideas. Professionals in English studies adhere to [Modern Language Association](http://www.mla.org/style) (MLA) style guidelines to avoid plagiarizing. Southern Illinois University Edwardsville specifically states that: “The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one’s own.” **Students who plagiarize are in danger of failing the course and will be reported to the Provost—no exceptions.**

# CODES Partners

CODES is a partnership between several University programs and Centers; members of these University groups will make frequent appearances in and provides support for your CODES courses.

## The IRIS Center

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siue.edu> to learn more about the IRIS Center.

## SIUE Successful Communities Collaborative

SIUE Successful Communities Collaborative (SSCC) is a cross-disciplinary program that supports yearlong partnerships between Illinois communities and SIUE to advance local resiliency and sustainability based on community-identified environmental, social and economic issues and needs. SSCC's mission is to connect Illinois communities with SIUE students and faculty. The SSCC team is eager to support you and your cohort. Visit <https://www.siue.edu/successful-communities/index.shtml> to learn more about SSCC and the resources it has available to support your work.

## The SIUE Truth, Racial Healing and Transformation Campus Center

The SIUE Truth, Racial Healing and Transformation Campus Center (TRHT) seeks to dismantle a hierarchy of human value by connecting community agencies already engaged in anti-racism work, establishing new relationships between those community agencies and SIUE, and preparing students to work alongside community members as agents of social change. As equal partners with all stakeholders, we establish authentic, trusting relationships for the upbuilding of sustainable communities where people of all backgrounds can thrive. Visit <https://www.siue.edu/provost/trht/index.shtml> to learn more about TRHT, its goals, programs, and initiatives.

# The Ins and Outs of Writing for Class

## My Feedback

Assignment sheets include a grading rubric to check your work against. I upload graded projects to the Blackboard grade book. I use Microsoft Word’s commenting feature, so be sure to open the document in Word. I only mark and explain grammatical errors the first time they appear, but that doesn’t mean there aren’t other instances of the mistake. At the bottom of the project, I paste your rubric alongside comments regarding your performance and score.

## Revising for a Better Grade

You may revise any project for a better grade. To do so, you must meet with me before revising. Bring a printed copy of your project with my comments and a list outlining your plans for revision. Revisions are due a week after the scheduled meeting.

# Course Schedule

\*\*All dates are tentative and may be changed if necessary

**Week 1**

date- Syllabus, Introductions, defining wicked problems

date- Activities analyzing personal priorities and goals

**Week 2**

date- Read *Sustainable World*, Chapter 2, “Wicked Problems and their Resolution”; read Sarra Gibbens, “Hurricane Katrina Explained” from *National Geographic* on Bb; groups present overview of research team topics

date- Read *Writing in the Disciplines*, Chapter 1, “Active Critical Reading,” and in Chapter 15, Helena Maria Viramontes’s “Snapshots”; discuss personal digital project #1: the personal video essay

**Week 3**

date- What is multimodal writing and writing for the web; read *Writing for the Disciplines,* Ch. 5, “Visual Analysis” and Ch. 16, “Three Visual Portfolios”

date- Analyzing the elements of storytelling, learning to storyboard

**Week 4**

date and date- In-class workshop

**Week 5**

date- Read *Writing in the Disciplines* Ch. 3, “Critical Analysis”; *Sustainable World*, Ch. 3, “Current Stage Analysis”; Kelly Servick, “More Than 12 years After Hurricane Katrina, Scientists are Learning What Makes Some Survivors More Resilient than Others” from *Science Magazine* on Bb; discuss DP#2/ Speech #1: building an argument

date- Read Keith Payne, from *The Broken Ladder: How Inequality Affects the Way We Think Live and Die*, Bb; discuss speech organization

**DP #1: The Personal Video Essay Due by end of day DATE**

**Week 6**

date-Payne contd.; workshop speech outlines; watch speech samples

date-Payne cont.; read *Writing in the Disciplines*,Ch. 7, “Argument”

**Week 7**

date and date- In-class workshop

**DP #2: Building an argument due by end of day DATE**

**Week 8**

Date- Speech #1: building an argument

**Week 9**

date- “The Best in Interactive Multimedia Journalism 2017: Pushing the Limits of Storytelling,” [*Medium*](https://medium.com/%40aschugart/the-best-in-interactive-multimedia-journalism-2017-pushing-the-limits-of-storytelling-e2ccdec8e576)

date- Discuss DP#3/Speech #2: mapping and presenting a problem

**Week 10**

date- Technology tinker day with Tableau and data visualization; bring facts, data, or snippets from your groups you would like to think about visualizing,

date- Read Sean B. Carroll, from *The Serengeti Rules;* *Sustainable World*, Ch. 5, “Resilience and Patterns of Change” and Ch. 6, “Complex Adaptive Systems,” on Bb; explore [*Hurricane Digital Memory Data Bank*](http://hurricanearchive.org/)

**Week 11**

date- Read Jesmyn Ward’s *Salvage the Bones*

date- *Salvage the Bones* contd.; Nikki Giovanni, “Allowables”; discussion of binaries at work in cultural thinking

**Week 12**

date- *Salvage the Bones* contd.; in-class workshop

date- *Salvage the Bones* contd.

**DP #3 due by end of DATE**

**Week 13**

date- Read *Sustainable World*, Ch. 7, “Thinking about the Future”; discussion of community partner needs; discuss collaborative project

date- Collaboration time

**Week 14**

No-Class: Thanksgiving Break

**Week 15**

date and date- Progress presentations and collaboration time

**Week 16**

date and date- Reflection across the research teams

**Collaborative Project Due on Sunday, May 5 by 11:59 pm on Blackboard**