**IGNITE, XIDS 2100 T02: Arts and Ideas, Summer/2018**

# Instructor Information

Instructor: Pam Murphy

Class Meeting: M-F  
Time & Location: 3-5:15 in Pafford 102

Office Location: TLC 1114B

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Office Hours: At the Oaks on Tuesdays: Time TBA; In my TLC Office: M,W, and Th from 2-2:45; via email: M-F until 6 p.m.

Westga email: pamm@westga.edu

# Support for courses

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[**CourseDen D2L Home Page**](https://westga.view.usg.edu/)

[**D2L UWG Online Help**](http://uwgonline.westga.edu/students.php)(8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [**online@westga.edu**](mailto:online@westga.edu)

[**24/7/365 D2L Help Center**](https://d2lhelp.view.usg.edu/)Call 1-855-772-0423

[**University Bookstore**](http://www.bookstore.westga.edu/)

[**Student Services**](http://uwgonline.westga.edu/online-student-guide.php)

[**Center for Academic Success**](http://www.westga.edu/cas/)

678-839-6280

[**Distance Learning Library Services**](https://www.westga.edu/library/resource-sharing.php)

[**Ingram Library Services**](http://www.westga.edu/library/)

[**Accessibility Services**](https://www.westga.edu/student-services/counseling/accessibility-services.php)678-839-6428

[**counseling@westga.edu**](mailto:counseling@westga.edu)

# Course Information

## Course Description

This course will explore how media forms and mediations of perspective shape modern audiences' understanding of historical events and culture. Students will examine the defining characteristics of different textual and media forms (i.e. photojournalism, poetry, and short story) and will examine how the construction and projection of textual, aural, and visual images shape meaning and influence broader discussions of events and cultural phenomena.

# Section Description

This section focuses on media and textual forms, as well as audience perspectives with specific emphasis on issues of identity, including that of race, nationality, gender, and the self.

In addition to the primary texts listed below, we will read and discuss brief essays/articles (available as hyperlinks on my website), as well as other texts/media suggested by either myself or students during class discussions.

## Texts, Readings, Instructional Resources, and References

**Required Text(s)**

* selected photographs, all of which we will interpret as “texts” that work to create, construct, and deconstruct cultural ideas and ideals
* the poem “Language Lesson, 1976” by Heather McHugh and short story “Because My Father Always Said HHe Was the Only Indian Who Saw Jimi Hendrix Play ‘The Star-Spangled Banner’ at Woodstock” by Sherman Alexie*,* which we will examine while paying close attention to the way the works engage with and complicate inherited notions of national and individual identity
* current cultural movements, including #MeToo, #TakeAKnee, and #NeverAgain

**Suggested Text(s)** *See links available on my website.*

# \*Course Objectives and Learning Outcomes

1. As a result of close readings and of critical engagement with various texts, students will be able to

* describe and summarize relevant details from visual and printed texts
* discuss and analyze the relationship between form and meaning
* consider how diverse modes of expression, activism, and artistic endeavor contribute to an understanding of history and of American culture and identity
* produce written work that describes and synthesizes evidence effectively in organized, specific, and focused paragraphs
* practice production of a thesis-driven essay that synthesizes texts in relation to larger “real world” questions of social, cultural, or thematic significance



## Assignments

| **Assignment name** | **Description** | **Due Date** | **Points** |
| --- | --- | --- | --- |
| Reading Journal | Students respond individually in writing to daily reading assignments. | In-class work, completed during first ten minutes each day. | *200* |
|  |  |  |  |
| Class Participation | Students come to class on time, prepared to discuss any reading or work assigned. Students attend regularly and remain engaged throughout the class period. | Daily | *150* |
|  |  |  |  |
| Visual image summary response. | In this brief writing assignment, students craft a paragraph that includes a detailed description and personal response to a photograph chosen from our class discussions. | Friday, July 6, by beginning of class. Submit to CourseDen and in hard copy. | *100* |
|  |  |  |  |
|  |  |  |  |
| Short Essay | Write a 1.5-2-page essay that includes a summary of and critical response to the text under consideration (must be McHugh’s poem or Alexie’s short story). A fully detailed explanation of the assignment, as well as grading criteria, is available on my website. | Friday, July 13, by beginning of class. Submit to CourseDen and in hard copy. | *150* |
| Longer Essay | Write a 2-page essay that describes your chosen cultural movement (must be one of the movements we’ve discussed in class OR an alternative that I have pre-approved), and that includes your critical assessment of a ***particular*** article or instance of media coverage related to that movement. A fully detailed explanation of the assignment, as well as grading criteria, is available on my website. | Thursday, July 19, at 11:59 p.m., in CourseDen only. | *250* |
| Final Project | Students will develop a creative project at the end of the semester on a topic of their choosing that is related to the course content. Students will present this project to the class at the end of the semester. Further details will be announced in class and on my website, but options include a photography project, a creative essay that explores a cultural phenomenon that matters to you, or a campaign outline for an existing cultural movement or for one of your own creation. | Friday, July 20, during the final exam period for our course (TBA). | *150* |
| *TOTAL* | *--* | *--* | *1000* |

## Grading Information and Policy

Grading structure and point scale

900-1000 points 90% - 100% A

800 points - 899 points 80% - 89% B

700 points - 799 points 70% - 79% C

600 points - 699 points 60% - 69% D

< 600 points < 60% F

### Grading Rubrics

Assignment One

Assignment Two

Assignment Three

Final Project

**Please see the** [**Common Language for Course Syllabi**](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php) **for official information on UWG’s Academic Integrity Policy.** *Note that I will enforce this policy.*

# Communication Rules

## Communication Rules:

I prefer that you contact me via westga email, as I rarely check CourseDen email. I will respond to all emails within 24 hours during the week and generally within 48 hours over the weekends.

## Expected Response Times

Out-of-class assignments will be graded within 5 days of the due date and will contain feedback on what you did well and what you can do to improve. If I offer revision opportunities, expect response times to be a bit longer, as I generally place priority on original assignments when allocating my grading time.

# Class Schedule Information

| **Week** | **Begin Date** | **End Date** | **Topic/Activity/Reading Assignment** | **Assignment Name & Due Date \*\*** |
| --- | --- | --- | --- | --- |
| 1 | June 26 | June 29 | See Reading Assignments and Due Dates on my website. In-class discussions of various photographs available online. Prep work for first assignment.  \*\*Wednesday, 6/27: Plagiarism Workshop |  |
| 2 | July 2  (No class on Wednesday, July 4) | July 6 | Practice ekphrasis, or describing a work of art—in this case photography—as a rhetorical exercise. Writing exercises to help students move from description to personal response. | First out-of-class assignment due Friday. |
| 3 | July 9 | July 13 | See Reading Assignments and Due Dates on my website. In-class discussions of the McHugh and Alexie readings. Prep and process work for second assignment. Discussion of final projects.  \*\*Wednesday, 7/11: APA/MLA Workshop | Second out-of-class assignment due Friday. |
| 4 | July 16 | July 19  (Final projects presented on Friday, July 20) | See Reading Assignments and Due Dates on my website. In-class discussions of the #MeToo, #TakeAKnee, and #NeverAgain movements, as well as others of interest to students. Prep and process work for final assignments.  \*\*Wednesday, 7/18: Thesis/Research Workshop | Third out-of-class assignment due Thursday.  Final projects due Friday during class, time TBA. |

**\*\*Note**: All times are EST. Dates may change at the instructor’s discretion: all changes will be posted in the News/Announcements section of CourseDen.

## Late work policy:

There are no extensions for out-of-class assignments. We are working on a tight timeline and must stick to the schedule. Assignments are accepted up to three days late, with a five point penalty per day. The final assignment and final project must be completed by the due date, no exceptions.

# Expectations of Students

## Course Structure:

I expect you to:

· Display a working knowledge of the syllabus

· Attend all classes, arriving on time with relevant materials in hand

· Participate fully and respectfully in class discussions

· Remain attentive and engaged throughout the class period

· Respond graciously to constructive criticism

· Improve your writing during each step of the process

· Avoid repeating mistakes addressed in feedback

· Submit quality work, complete and on time

· Communicate promptly with me about any questions or concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one-hundred percent of my own effort, but I promise you will always receive my full effort. I hope to have the same from you.

# Course and UWG Policies

## Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week 1, in order to be considered as attending class. Students who do not attend in the first three days may be dropped from the class for non-attendance.

## Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](https://www.westga.edu/student-services/counseling/accessibility-services.php). UWG also provides [Accessibility Statements for Technology](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the[Common Language for Syllabus](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php) document.

# Additional Support Information

## Center for Academic Success

The new [Center for Academic Success](http://www.westga.edu/excel/) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [**Student Services**](http://uwgonline.westga.edu/online-student-guide.php) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [**UWG Cares**](http://www.westga.edu/UWGCares/).

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* **Ingram Library Services**

<http://www.westga.edu/library/>

* **Proctored Exams**

<http://uwgonline.westga.edu/exams.php#student>

* **Student Services**

<https://uwgonline.westga.edu/online-student-guide.php>

* **UWG Accessibility Statements for Technology**

<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f>