COURSE and TITLE: Writing 302, Writing Culture (4 crs.)

COURSE DESCRIPTION
Experience with writings that sustain or reshape culture. May include profiles, reviews, food and fashion writing, liner and exhibition notes. Requires sustained fieldwork and out-of-class technology practice.

PREREQUISITES
None

COURSE LEARNING OBJECTIVES
The first thing to know about this course is that it is unique among writing courses at URI—or anywhere, for that matter. Rather than writing papers about culture, you will create practical real-world documents that take a stand against racial and ethnic discrimination, marginalization, and inequality. The aim is social action through writing to compose a more diverse and equitable world. This course will help you develop diverse and intersectional understandings of anti-racism. Course projects provide opportunities to practice what you’ve learned by writing a group of documents that (re)produce your unique understandings of anti-racist culture.

- Use writing and design to fight racism at the individual, interpersonal, institutional, and structural levels
- Produce a variety of real-world anti-racist texts for cultural institutions
- Choose the best mode of communication for a given audience, purpose, and context/place
- Design effective visual documents for diverse audiences
- Develop personal theories of culture, rhetoric, and anti-racist action

REQUIRED TEXTS
Course readings are provided by instructor. You will also find, evaluate, and critically read library and field research sources as well as writing produced by your classmates.
TECHNOLOGY REQUIREMENTS
To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

<table>
<thead>
<tr>
<th>Windows 7 (XP or Vista)</th>
<th>Mac OS X or higher</th>
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<tbody>
<tr>
<td>64 MB Ram</td>
<td>32 MB Ram</td>
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<tr>
<td>28.8 kbps modem (56k or higher recommended)</td>
<td>28.8 kbps modem (56k or higher recommended)</td>
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<tr>
<td>SoundCard &amp; Speakers</td>
<td>SoundCard &amp; Speakers</td>
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<tr>
<td>External headphones with built-in microphone</td>
<td>External headphones with built-in microphone</td>
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<tr>
<td>Mozilla Firefox 9.0 or higher</td>
<td>Mozilla Firefox 9.0 or higher; Safari 5.0 or higher</td>
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BRIGHTSPACE HELP
Here is the link to access Brightspace [https://brightspace.uri.edu](https://brightspace.uri.edu) as well as the Brightspace resource page [https://web.uri.edu/brightspace/](https://web.uri.edu/brightspace/).

CLASSROOM PROTOCOL
For this course, Brightspace is our “classroom.” Please refer to the Brightspace YouTube video tutorials before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular logins and active participation cannot be overstated.

COURSE NAVIGATION
Begin this course by accessing the “Start Here” section which contains information about course technologies, what you can expect in the course, as well as information about your professor.

You’ll notice that the course is set up and organized using the Modules function. You’ll work through Weekly Modules sequentially, paying close attention to the deliverables due during each week. Since this course is a production-centered writing course, you will not take quizzes or tests. Instead, you will demonstrate your course outcome competencies through your discussion board responses and your written assignments.
Assignments will be due daily Monday-Sunday during the J-term semester.

COURSE PROJECT BUNDLE

A bundle is a collection of written (digital and analogue/verbal and visual) practical, real-world documents. I don’t assign a paper; you produce a group of documents around a theme—we call this group of documents a “bundle.” You will produce one bundle during the J-term course around the theme of museum exhibition. All the documents in the bundle will relate to that topic and to each other and will advance your unique perspective on anti-racist culture. Each bundle will consist of five documents; three of these documents must also include visual components—these visuals can vary from the design of the page, images inserted into documents, drawings, maps, and so on. You will receive guidance on visual rhetoric and design, and the visual elements should have a shared identity and look like they belong together.

All documents in your bundle must be created by you. You can incorporate images from other sources into your documents, but you must be very careful to credit the source, including the artist or photographer and where the image was published. All design must be original—you may not download a fully designed document from the Internet to use as your own. For more information about the major project bundle, please reference the Anti-racist Exhibition Bundle Assignment Guidelines.

TECHNOLOGY PRACTICE

To create the bundle documents, you will need to use digital writing tools and technologies that may be unfamiliar to you such as ArtSteps Exhibition Design Software, Adobe Spark, Google or Garageband. Make sure to reserve time for intensive, out-of-class experimentation with digital composing software. Each bundle will be assessed on content (audience and purpose), format (genre and effective use of modes), and the relationship between texts.

FIELDWORK: RESEARCH AND ANALYSIS

In order to produce documents for your bundles, you will spend time conducting field analyses in museums. If students are interested, I will schedule a day for us to visit exhibitions together. This trip will be option, but students often report it is one of the best experiences of the J-term course! You are also welcome to visit exhibitions on your own. Solid, credible research—including field research—is an extremely important part of this course—so plan accordingly.
METHODS OF EVALUATION
Your grade in this class will be based on your writing process, your final products, and your active participation with the other writers in this class. You must complete all major projects to pass the course.

- Discussion Board 25%
- Major projects 75%
  - Bundle One Field Research 20%
  - Bundle One Complete Draft 10%
  - Bundle One Peer Review 15%
  - Bundle One Final Draft with Post Write 30%

ATTENDANCE AND OTHER CLASS POLICIES

- Monday of the first week is considered the first day of class for online instruction.
- If you miss more than three days of engagement in this very short J-term course, you will be at risk of failing the course. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Regular online attendance/participation and engagement is expected for student success in online courses. Online participation is evident through posting and responding to discussion boards, attending virtual office hours, and submitting drafts according to deadlines.
- Late work is penalized 10 points for every 24 hours that have elapsed since the deadline. You may petition the instructor for an extension prior to the deadline for a no-penalty extension, but these should be reserved for truly extenuating circumstances.
- If there is a discrepancy regarding due dates on Brightspace (i.e. different dates on the calendar, to-do lists, or weekly overview), reach out to your instructor immediately for clarification. Likewise, if a weblink is broken or a course file or discussion forum is missing or inaccessible, reach out to your instructor immediately to correct the problem.
- All assignments must be submitted via Brightspace. No email submissions are accepted.

FINAL EXAMS
There is no final exam in the J-term course.
ACADEMIC HONESTY
Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

We will practice careful citation during the course, and you must understand plagiarism and its consequences. Please consult the URI Student Handbook about academic honesty and related issues. You may wish to also review URI’s Report of Cheating or Plagiarism. The penalty for plagiarism is an F on the project or assignment, and you will not have an opportunity to resubmit. Your academic dean also has the option to fail you for the course, and the charge of academic dishonesty will go on your record in the Office of Student Life. If you need more help understanding when to cite something or how to make clear your references, PLEASE ASK.

LAND ACKNOWLEDGEMENT & ANTI-BIAS STATEMENT
We gather as the University of Rhode Island on the traditional land of the Niantic and Narragansett people in past and present. We honor with gratitude the land itself and the people who have stewarded it throughout the generations. We commit to learning how to better continue that stewardship and ally with indigenous communities in pursuit of sovereignty, equity, and justice.

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.
ACADEMIC SUPPORT SERVICES

Office of Disability Services
Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student’s responsibility. Information about services, academic modifications and documentation requirements can be obtained from The Office of

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

Affirmative Action, Equal Opportunity and Diversity (AAEOD).
https://web.uri.edu/affirmativeaction/

Any student with a documented disability is encouraged to contact your professor early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities:

In addition to mandated accommodations, we want to ensure that all students are given the tools and resources necessary to be successful within our courses. Therefore, we work to accommodate all students, regardless of their abilities or needs. We attempt to accomplish this by providing an inclusive course design and teaching strategies to equip each student with the tools and resources to successfully navigate and complete the course. We are more than willing to work with DSS to provide whatever a student requires or needs. In addition, we encourage all students to approach instructors with suggestions and requests in regards to accessibility of information, accommodation, etc. We are interested in suggestions that will not only meet an individual student’s needs but also suggestions to make the overall class more accessible and inclusive of all students.