ENGL 30283.30 Cyberliteracy
Fall 2013

Instructor: Carrie Leverenz
c.leverenz@tcu.edu
Office: Reed 126
Office Hours: M 10-11, W 1-2; F 10-11 and by appt.
Phone: 817-257-6242

Course Description

This course will investigate how technologies shape literacy, focusing on how digital technologies affect learning, reading, and writing, with some attention to the effects of digital technologies on social relationships and participation in the public sphere.

Readings for the course will be drawn from online sources, including academic research, white papers and policy statements, blogs, and pieces written for a general audience. By relying heavily on digital texts (including multimodal texts), this course is intended to foster students’ own cyberliteracy, one aspect of which is the ability to find, assess, interpret, and make use of digital information.

Cyberliteracy also involves the ability to use digital tools to produce rhetorically effective texts. Toward that end students will conduct research and write about what it means to be literate in a digital culture and will share their work in multiple forms.

Course Outcomes:
At the end of ENGL 30283 Cyberliteracy, students will be able to
• Describe the effects of digital technology on literacy
• Provide a working definition of “cyberliteracy”
• Find, assess, interpret, and make use of digital resources for academic purposes.
• Use digital tools to produce a rhetorically effective text

Writing Emphasis Outcomes
• Students will demonstrate a working knowledge of the rhetorical conventions of the discipline
• Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content
• Students will show the ability to employ writing strategies and rhetorical practices learned in lower division writing courses
• Students will produce writing that demonstrates clarity and precision of thought.

Requirements

Learning Log (10%/100 pts) Students are responsible for keeping track of their engagement with class work. For each day’s assigned texts, and in preparation for class discussion, students
should write about 100 words (about 300 words weekly) both summarizing the key point(s) in the assigned texts and providing a critical response. For example, what questions does this text raise for you? How does it contribute to your understanding of cyberliteracy? What are the strengths or limitations of the author’s argument? Learning Logs should be completed in Word (or comparable program) and uploaded weekly to the course website Drop Box by class time on most Fridays days. At least 10 Learning Logs must be submitted to earn full credit. Additional learning logs may be submitted for extra credit.

**Project 1: Cyberliteracy Auto/biography (30%/300 pts).** This project asks you to explore the meaning of “cyberliteracy” by investigating your own experience as a (cyber)literate person and putting that experience into a larger context by comparing/contrasting/connecting with the (cyber)literate experiences of others. In addition to analyzing your own experiences, then, you’ll need to conduct an in-depth interview with someone different from you in some significant way (age, gender, race, national origin, etc.). Include images and links, where appropriate. About 1500 words.

**Project 2: Designing Cyberliteracy (30%/300 pts)** Students will work in groups to investigate and define a problem related to cyberliteracy and then design a solution. This project will be completed in stages: problem definition (based on primary and secondary research), prototyping, final design, project report (length TBA), and class presentation.

**Project 3: The Future of Cyberliteracy TED-style Presentation (30%/300 pts).** In lieu of a final exam, you will prepare and deliver a TED-style presentation that makes a focused (argumentative) claim or set of related claims about how cyberliteracy is likely to affect us in the future (i.e. career, relationships, leisure activities, community). You’ll prepare a script of about 1000 words (a 10-minute presentation) along with a slide show. Presentations will begin the last week of class and continue during our final exam period.

**Course Policies and Procedures**

**Attendance**
The classes I teach are highly collaborative and student-centered, which means that learning depends on class discussion and on students’ responses to each other’s work. Your regular attendance and participation are thus necessary to your success in this course. Only official university absences-- university-mandated activities that require missing class -- will be excused, and only with official documentation of scheduled absences. Three weeks of unexcused absences (9 in a MWF class) constitute grounds for failure of the course. Absences due to illness, sleeping in, and long weekends are unexcused--they all count toward the three weeks' absences limit. Since illness is likely at some point during the semester, you are urged to save your unexcused absences for times when you are too sick to come to class.

**Tardies**
Please be on time for class. Tardy students are a distraction to me and to other members of the class.

**Late papers**
All work is due in class on the day assigned. Drafts of writing projects for peer response workshops should be posted to the course website by the class period prior to a scheduled
workshop (see below for details). Not submitting drafts for response will affect your grade (typically at least a half letter-grade penalty), as will submitting them too late to be responded to properly. If you need more time to complete an assignment, please contact me at least 24 hours before the due date. Keep in mind that if you are granted additional time, a higher evaluation standard will be applied.

Evaluation

Learning Logs are worth 10 points each and will be graded primarily for completion. Major projects are worth 300 points each and will be given a letter grade based on stated criteria. For purposes of determining a final grade, letter grades will be translated into numbers based on the following scale and then multiplied by 3:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>72</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>D-</td>
<td>62</td>
</tr>
<tr>
<td>F</td>
<td>55 (or 0 for work not turned in)</td>
</tr>
</tbody>
</table>

Final grades will be determined based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940 and above</td>
</tr>
<tr>
<td>A-</td>
<td>900 -939</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>840-869</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-739</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>640-669</td>
</tr>
<tr>
<td>D-</td>
<td>600-639</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
</tr>
</tbody>
</table>

Academic Misconduct

The English Department has a zero tolerance policy regarding academic dishonesty. The Department requires that all suspected cases of academic dishonesty be submitted to the English Department Chair for evaluation. The minimum penalty for cases in which academic dishonesty is discovered is a grade of “0” for the assignment. In the most serious cases, the Dean may assign an academic misconduct “F” in the course. For a definition of academic misconduct, see below:

Academic Misconduct (Sec. 3.4 from the Student Handbook) – Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;
• Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

• Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Most commonly, academic dishonesty in writing course involves the use of others’ words or ideas without attribution. This includes the unattributed use of writing produced by other students or print sources or Internet sources in part or in whole. It is also academically dishonest to submit writing you have done and received credit for in previous courses. That work cannot be given credit twice. The best guard against academic dishonesty is to take seriously the writing assignments given, to allow enough time to complete them properly, to submit drafts when required, and to seek advice from your instructor, the writing center, or reference books regarding the use of outside sources in your writing.

Additional Resources

Teacher Conferences
Although you are not required to submit drafts for my response (you are required to submit drafts of some assignments for peer response, and I will be looking over these and offering general revision suggestions) I am happy to discuss any of your writing projects at any stage—whether you are just thinking about ideas or want feedback on a draft. Just drop by during my office hours or schedule an appointment.

The Williams L. Adams Center for Writing is an academic support service available to all TCU students, faculty, and staff. Writing specialists and peer tutors are available for individual tutorials from 8-5 Monday through Friday on the fourth floor of Reed Hall and in the library computer lab on Sunday through Thursday evenings. Online tutorials are also available at www.wrt.tcu.edu.

Students with Disabilities
Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 016. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the
Coordinator. Guidelines for documentation may be found at [http://www.acs.tcu.edu/disability_documentation.asp](http://www.acs.tcu.edu/disability_documentation.asp).

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

### Tentative Calendar (modified 9-18 with advance)

#### Week 1

**M Aug 19**
Intro to the course. Defining cyberliteracy.

**W Aug 21**
Take the Pew Millenial Quiz. Read the Executive Summary
Traister, No More Vacation: How Technology Is Stealing our Lives”

**F Aug 23**
Excerpt from “A Pedagogy of Multiliteracies” (pdf on course website); Ken Robinson, “Changing Education Paradigms”
[http://www.youtube.com/watch?v=zDZFcDGpL4U](http://www.youtube.com/watch?v=zDZFcDGpL4U)

**Learning Log 1 due to Dropbox by class time.**

#### Week 2

**M Aug 26**
Confronting the Challenges of Participatory Culture pp 1-21 Jenkins et al. Web
[http://dmlcentral.net/resources/3756/](http://dmlcentral.net/resources/3756/)

**W Aug 28**
Michael Wesch, “From Knowledgeable to Knowledge-able”
[http://www.youtube.com/watch?v=LeaAHv4UTI8](http://www.youtube.com/watch?v=LeaAHv4UTI8)

**F Aug 30**

**Learning Log 2 due to Dropbox by class time.**

#### Week 3

**M Sept 2**
Labor Day. No class.

**W Sept. 4**
Gee, “10 Truths About Books and What They Have to Do With Video Games”
[http://www.jamespaulgee.com/node/52](http://www.jamespaulgee.com/node/52)
“Deep Learning Properties of Good Digital Games”
[http://www.jamespaulgee.com/node/37](http://www.jamespaulgee.com/node/37)

**F Sept. 6**
Jane McGonigal, “Gaming Can Make a Better World” and “How a Game Saved My Life”

**Learning Log 3 due to Dropbox by class time.**

#### Week 4

**M Sept 9**
Kevin Kelly, “Achieving Techno-Literacy”
“Aristotle for Everyone”  
http://www.youtube.com/watch?v=7vsCAM170-M 

“What’s a MOOC”  
http://socialmediatoday.com/khalidraza9/1413716/what-mooc

W Sept 11  
**Draft of Cyberliteracy Auto/biography due.** Sample student drafts

F Sept 13  
Peer Response. Revision activity. 
**Learning Log 4 due to Dropbox by class time.**

**Week 5**
M Sept 16  
Revision workshop.  
**NOTE CHANGE Frontline: Digital Nation**  
Make a list of problems related to our immersion in technology as revealed in Digital Nation. 
http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/

W Sept 18  
**Final draft of Cyberliteracy Auto/biography due.** Discuss “Digital Nation.”  
Assign Project 2: Designing Cyberliteracy. Brainstorm topics.

F Sept 20  
Assign Groups. Plan research. No **Learning Log**

**Week 6**
M Sept 23  
Walter Ong, “Writing Is a Technology that Restructures Thought” Section II p.27-48  
http://www.bc.edu/content/dam/files/centers/boisi/pdf/f08/ong_article.pdf

W Sept 25  
Carr, “Is Google Making Us Stupid?”  
http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/  
Literacy Debate: Online R U Really Reading?  

F Sept 27  
[FemRhet Conference]. Group Work—research.  
**Learning Log 5 due to Dropbox by class time.**

**Week 7**
M Sept 30  
Share research in groups. Michael Wesch, “An Anthropological Introduction to YouTube “  
http://www.youtube.com/watch?v=TPAO-IZ4_hU  
For next time—update and history http://www.businessinsider.com/key-turning-points-history-of-youtube-2013-2?op=1  
http://dailyinfographic.com/a-brief-history-of-youtube-infographic

W Oct 2  
Wikipedia entry on Wikipedia  

F Oct 4  
Meet in Scharbauer 4022  
**Share Preliminary Problem Definitions with the class.** Work on Problem Definition Drafts in groups.  
**Learning Log 6 due to Dropbox by class time.**

**Week 8**
Problem Definition draft due to course website by class time. Why Blog?  
http://www.theminimalists.com/blog/  
Pelli and Bigelow, “A Writing Revolution”  
http://seedmagazine.com/content/article/a_writing_revolution/  

John McWhorter “Txntg is killing language”;  
http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk.html?quote=2130  
“6 Ways Twitter Has Made Me a Better Writer”  
http://www.poynter.org/how-tos/newsgathering-storytelling/140751/6-ways-twitter-has-made-me-a-better-writer/  
Clive Thompson, “The Dumbest Generation? No, Twitter is Making Kids Smarter.”  

Edward Tufte, “PowerPoint is Evil”  
http://www.wired.com/wired/archive/11.09/ppt2.html  
Dumont, “The Cognitive Style of Powerpoint: Slides Are not all Evil” (pdf)  
Learning Log 7 due to course website by classtime.

Educause, “Visual Literacy in Higher Education” (pdf online)  
David McCandless, “The Beauty of Data Visualization” TED talk  
Information Visualization http://www.informationisbeautiful.net/  

Prototypes due. Workshop.

Meet in Scharbauer 4022  
Larry Lessig TED talk, “How creativity is being strangled by the law”  
http://www.youtube.com/watch?v=7Q25-S7jzs  
Learning Log 8 due to Dropbox by class time.

Fall Break. No class.

Addiction Group Assigned Reading. Group work time: Plan design.  
http://www.ted.com/talks/amber_case_we_are_all_cyborgs_now.html  
We use cell phones so much that it's more thought of as part of our bodies than a technological device. How do you see yourself being a "cyborg" in real life? If you had to abstain from technology for one day would you feel less or more connected (hypothetically)? What is the irony of her idea of "ambient intimacy"?
F Oct 25  
Cyberbullying Group Assigned Reading. Group work time. Plan user testing.  
New York Times Article about the problems that schools face in terms of disciplining online behavior. What are schools and administrators responsible for in terms of disciplining student behavior outside of school? Where is the boundary between school and not school? What is solely a parent's responsibility?  

Week 11  
M Oct 28  
Multitasking Group Assigned Reading. Share results of user testing. Plan revisions.  
1. Why do students multitask so often? Do you consider yourself a multitasker? How do you personally multitask?  
2. Why do students multitask regardless of its negative impacts? After reading the article, do you believe that multitasking actually hinders your work like the article states?  
3. Do these studies and facts reach the desired effect stated in the beginning of this article? Do they make you want to stop multitasking?  

W Oct 30  
Networking (Surveillance) Group Assigned Reading. Complete portfolio and prepare for presentations.  
Read this for information about networking/surveillance and be sure to check out the visual at the bottom.  
1. Would you censor yourself to get a job and how?  
2. Have you been exposed to this sort of online monitoring?  
3. If you were an employer, how would you use social media when hiring a candidate?  

F Nov. 1  
Project 2 Designing Cyberliteracy due. Group presentations. Submit portfolios. Assign Final Position Paper/Presentation  

Week 12  
M Nov. 4  
Catfish documentary (purchase for viewing @$2.99 at Amazon.com). Assign Project 3.  

W Nov. 6  
Amy Webb, “How I Hacked Online Dating”  
http://www.ted.com/talks/amy_webb_how_i_hacked_online_dating.html  
Online dating & relationships  
Online dating infographic  
http://pewinternet.org/Infographics/2013/Online-Dating.aspx  
“Online Dating Has Its Pros and Cons”  
http://articles.washingtonpost.com/2012-02-05/lifestyle/35444572_1_match-com-eli-j-finkel-single-parents
F Nov. 8  Turkle interview with Bill Moyer  
“7 Myths about Social Media and Relationships”  
The Facebook Effect on Relationships (infographic)  
[http://mashable.com/2011/05/31/facebook-relationships](http://mashable.com/2011/05/31/facebook-relationships)  
Sherman Alexie, “The Facebook Sonnet” (poem)  
[http://www-tc.pbs.org/wnet/shakespeare-uncovered/files/2013/01/Merely_Players_The_Facebook_Sonnet_SO.pdf](http://www-tc.pbs.org/wnet/shakespeare-uncovered/files/2013/01/Merely_Players_The_Facebook_Sonnet_SO.pdf)  
Learning Log 9 due to Dropbox by class time.

Week 13

M Nov. 11  Project 3 Topics due. Shirky, “How Social Media Can Make History”  
Malcolm Gladwell, “Small Change”  

W Nov. 13  Ariel Levy, “Trial by Twitter”  
[http://www.newyorker.com/reporting/2013/08/05/130805fa_fact_levy](http://www.newyorker.com/reporting/2013/08/05/130805fa_fact_levy)

F Nov. 15  “The Future of Surveillance”  
Gary Shteyngart, “O.K., Glass”  
[http://www.newyorker.com/reporting/2013/08/05/130805fa_fact_shteyngart](http://www.newyorker.com/reporting/2013/08/05/130805fa_fact_shteyngart)  
Learning Log 10 due to Dropbox by class time.

Week 14

M Nov. 18  Discuss digital storytelling. Outlines/storyboards.  
Five key TED Talks  
[http://www.newyorker.com/online/blogs/culture/2012/07/five-key-ted-talks.html](http://www.newyorker.com/online/blogs/culture/2012/07/five-key-ted-talks.html)  

W Nov. 20  “What Do We Actually Learn from TED Talks?”  
“The Trouble with TED Talks”  

F Nov. 22  Discuss presentation design.  
“How to Make a Great TED Talk”  
[http://philpresents.wordpress.com/2012/03/12/how-to-make-a-great-ted-talk/](http://philpresents.wordpress.com/2012/03/12/how-to-make-a-great-ted-talk/)  
Advice from TedX: “How to Make Your Presentation Great”
Learning Log 11 due to Dropbox by class time.

<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M Nov. 25</td>
<td>Presentation scripts due for workshop.</td>
</tr>
<tr>
<td>W Nov. 27</td>
<td>Thanksgiving Break. No class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M Dec. 2</td>
<td>Share drafts of TED Presentations (script and images)</td>
</tr>
<tr>
<td>W Dec. 4</td>
<td>Presentations</td>
</tr>
<tr>
<td>W Dec. 11</td>
<td>11:30-2 Final Presentations.</td>
</tr>
</tbody>
</table>