This course is a writing intensive and computer assisted course. As such you will be required to do a great deal of writing both in and out of the classroom and on and offline. The purpose of our study of communication is to critically examine and study ideas, issues, and conventions in ongoing communications and then to actively participate in those communications. These kinds of interactions require making new and interesting connections, communicating insights, expanding the knowledge of others, and perhaps even finding common ground within conflicting viewpoints.

At various times in this class you will be a researcher, a learner and a teacher—observing, taking notes, drawing conclusions and testing those conclusions. You will also be the person who generates what we will be studying because it is your communication experiences and interests that will form the basis of our research: you will be writing different texts, predicting how others will respond to what you have written, observing how others do in fact respond, and then making revisions based on your observations.

In order to see how different kinds of communications have varying effects, you will use the same basic information to generate several differently structured texts: two of your texts will be on paper, and the rest will be on the computer, on the World Wide Web. (Don’t worry if you haven’t made web pages before; you will learn how in this class, with lots of support.)

• to develop theoretical and conceptual frameworks through which we can better understand how ethics informs/relates to our relationships with various technologies
• to judge the validity and authority of someone else’s claims
• to describe how a different arrangement of the parts of a communication may affect the way that communication is read and understood
• to decide which strategies are most useful and best suited for you in making your communication effective in a variety of mediums (hypertext versus paper versus chat environments)

Questions that might shape our class:
• How does our understanding of ethics shape our interactions with a variety of technologies?
• Are different communication strategies possible in some technologies, but not others? Why or why not? (In other words does communication look and feel the same regardless of where and how its made?)

Short reflection:
Each other: Since we will do a great deal of analysis of one another’s work along with peer generated revisions and group work, one very significant way in which you will learn and contribute in this class is through paying very close attention to what your peers have to say—about your work their topics, and the work of others.

Me: I want very much to learn from you in
at least two ways: I want you to give me feedback on how this class works for you and your particular learning styles; I also hope to learn more myself about the ways in which ethics informs our relationships with different types of technologies.

The Writing Center: (487-2207). The Writing Center is in Walker, room 107. The Humanities Department Computer Lab and where we will be spending about half of our class time working. By registering for this class, you have been given an account in the lab. Your account allows you to use the CCLI any time it is open (this quarter's hours are posted on the lab door) and to use any software and hardware that is available. The people who work in the CCLI are friendly: anytime you are there and have a question ask someone wearing a blue or red kimono for help. This person is a volunteer lab consultant and should be able to answer your question or to at least direct you to the right person.

You are required to purchase the Guide to Succeeding in First-Year English (1999-2000) from the bookstore. The rest of your readings which will be placed on reserve at the reference desk in the library.

Class attendance

You are allowed to miss two classes per quarter; any additional absences will affect your final grade. If you miss a class, you are responsible for finding out from someone else in the class what you missed.

C means you did what was minimally expected of you in this class: you came to class and did all the work (and you must complete all the class assignments if you hope to receive a passing grade in this class). If you want a B or an A, you must not only come to all the classes and do all the work, but you must do the work with exceptional effort and attention. To earn an A or a B, your work must demonstrate to me that you have gone well above and beyond the basic requirements of each assignment.

You will come to class with questions coaches in the Writing Center do not work with you to correct your grammatical errors. They work to help you become an even more confident and thoughtful writer. You can make appointments to meet weekly with a coach, or you can take advantage of the drop-in hours.

about assignments and readings,

- You will have thought about an assignment and come up with several different ways to do it and will have tried out several approaches before you are done.
- You will listen attentively to others in class and thoughtfully consider how what they say can change how you approach your work.
- You will develop several different responses to the main questions of the class and test out your responses in our class exercises, in order to learn from your own work.
- You will take active and energetic and engaged part in discussions, respecting the opinions of others.

It will not be easy to earn an A in this class, and it will also be hard to earn a B: if you do earn either grade, you will have good reason to be proud of yourself and your efforts. Earning a C is nothing to scoff at, either, because I have designed the work in this class to challenge you. Generally I will not put grades on assignments you turn in, but you will receive plenty of feedback from me. If you ever want to know what grade I think you are earning, come talk. (I will let you know if ever I think you are doing below C work in class.) Midway through the quarter, you will meet with me individually to determine, through discussion and assessment, the grade you have earned so far. At the end of the quarter, I will be asking you to do an assessment of the work you have done throughout the quarter.

Journal: 25%

- You are required to write a minimum of 2 entries in your class journal per
week

Writing Assignments: 25%
• this will include all
drafting/writing/creating/revising
of at least 3 “papers” and a final
project

Class Participation: 50%
• this will include attendance,
participation in f2f discussions as
well as all MOO discussions, listserv
posts, email queries and net forum
posts
• final project presentation
• any in class writing assignments or
exercises

MTU's Academic Integrity Policy defines
plagiarism as “knowingly copying another's
work or ideas and calling them one's own or
not giving proper credit or citation,” and the
policy covers copying sections or entire
papers from printed or electronic sources
as well as handing in papers written by
students for other classes or purchasing
academic papers. If you ever have any
questions about this issue, or about how to
cite someone else’s work properly, please
talk with me or consult a coach in the
Writing Center.

MTU complies with all federal and state
laws and regulations regarding
discrimination, including the Americans with
Disabilities Act (ADA) of 1990. If you have
a disability and need reasonable
accommodation for equal access to
education and services at MTU, please
contact Dr. Gloria Melton in the Dean's
office (487-2212). For other concerns
about discrimination, you may talk with me,
your advisor, a department chair, or the
Affirmative Action Officer (487-3310).

A Note: I reserve the right to revise this syllabus
and/or the class schedule.
<table>
<thead>
<tr>
<th>week</th>
<th>date</th>
<th>what's due in class</th>
<th>what we'll do in class</th>
<th>journal assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: 3/7</td>
<td></td>
<td>course introduction</td>
<td>MOUniversity, ch. 1, p. 10, questions 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>R: 3/9</td>
<td>reading: MOOUniveristy ch. 1</td>
<td>CCLL: Intro to MOO</td>
<td>describe your experience in the MOO today? how would you describe this type of communication?</td>
<td></td>
</tr>
<tr>
<td>T: 3/14</td>
<td>reading: what to argue about? and language and power</td>
<td>intro to deliberative writing</td>
<td>what is deliberative writing? what is persuasive writing?</td>
<td></td>
</tr>
<tr>
<td>R: 3/16</td>
<td>reading: MOOUniveristy ch. 8 &amp; 9</td>
<td>CCLL: advanced MOO session</td>
<td>MOOUniveristy questions 1, 2, 3, &amp; 4 on p. 143, and question 1 on p. 154</td>
<td></td>
</tr>
<tr>
<td>T: 3/21</td>
<td>reading: Nearly Roadkill chapters 1 and 4</td>
<td>CCLL: MOO discussion</td>
<td>response to Nearly Roadkill, TBA</td>
<td></td>
</tr>
<tr>
<td>R: 3/23</td>
<td>reading: Nearly Roadkill all the rest first draft of paper 1 due</td>
<td>In class discussion and group work</td>
<td>start developing your own definition of ethics- what is ethical behavior?</td>
<td></td>
</tr>
<tr>
<td>T: 3/28</td>
<td>reading: aids to revision reading: a rape in cyberspace</td>
<td>CCLL: discuss reading, work on defining ethics within technology</td>
<td>was the rape really a violation of someone's rights? why or why not?</td>
<td></td>
</tr>
<tr>
<td>R: 3/30</td>
<td>reading: ethics, law and technology, part 1 draft 2 of paper 1 due</td>
<td>library tour</td>
<td>what kinds of research have you done?</td>
<td></td>
</tr>
<tr>
<td>T: 4/4</td>
<td>reading: ethics, law and technology, part 2</td>
<td>group work on readings intro to using sources</td>
<td>response to readings (site sources)</td>
<td></td>
</tr>
<tr>
<td>R: 4/6</td>
<td>journals are due to me at conference time</td>
<td>student conferences in my office or online</td>
<td>where are you in the class? are you lost? are you doing all right? need more of a challenge?</td>
<td></td>
</tr>
<tr>
<td>date</td>
<td>what's due in class</td>
<td>what we'll do in class</td>
<td>journal assignment</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>T: 4/11</td>
<td>reading: the rhetoric and stylistics of writing for e-space</td>
<td>CCLI: intro to html web project assigned</td>
<td>what are your web writing experiences</td>
<td></td>
</tr>
<tr>
<td>R: 4/13</td>
<td>reading: site design mock up for web writing project due</td>
<td>present web writing project ideas to groups</td>
<td>explore your project idea</td>
<td></td>
</tr>
<tr>
<td>T: 4/18</td>
<td>reading: constructing web pages: the electronic essay</td>
<td>CCLI: lab time to work on web project</td>
<td>keep a record of your project progress for this weeks journal entries</td>
<td></td>
</tr>
<tr>
<td>R: 4/20</td>
<td>work on project</td>
<td>CCLI: lab time to work on web project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T: 4/25</td>
<td>reading: Links first draft of web projects due</td>
<td>final projects assigned</td>
<td>discuss your final project: why did you decide to do it? which types of communication tools will you use and why?</td>
<td></td>
</tr>
<tr>
<td>R: 4/27</td>
<td>reading: The Fate of the Book</td>
<td>CCLI: lab time to work on final projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T: 5/2</td>
<td>first draft of final projects</td>
<td>discussion of final projects</td>
<td>how will you use technology in your career?</td>
<td></td>
</tr>
<tr>
<td>R: 5/4</td>
<td>reading: Virtuality and its Discontents</td>
<td>CCLI: lab time to work on final projects</td>
<td>what types of communications do you think will be useful to you? why?</td>
<td></td>
</tr>
<tr>
<td>T: 5/9</td>
<td>final project presentations</td>
<td>presentations</td>
<td>spend this week reflecting on your definition of ethics</td>
<td></td>
</tr>
<tr>
<td>R: 5/11</td>
<td>final project presentations</td>
<td>presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F: 5/19</td>
<td>final projects due to me by 3:00 p.m.</td>
<td>wave bye-bye!!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>