



Hi, my name is Michelle Pacansky-Brock and I am your online instructor. As you get to know me, you'll learn that I am passionate about art and truly love what I do. I work hard to make your experience meaningful and pertinent to your everyday life. Please take time to read this syllabus carefully and contact me right away if you have questions or concerns. I will respond to emails within 24 hours, usually sooner, but I'm slower on the weekends. If I do not respond within 24 hours, assume I did not get your email. When you send me an email, please include "10 OL: Your Class Color (Blue or Red)" in the subject line.



Michelle Pacansky-Brock
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Office: ****

Office Hours:
(available via Skype, Phone,
and in Person)

Tues & Thurs: 9:30-11:00
and 12:30-1:30



This syllabus is your "contract" for this class. Please read it thoroughly and contact me if you have any questions or concerns. Subject to change at the instructor's discretion.

Course Introduction

Hello and welcome to Art Appreciation! This quarter will be an exciting journey as you acquire the basic skills for interpreting, understanding, and appreciating art. This class is intended for non-art majors and people with little or no experience with art. You will explore the physical and psychological aspects of seeing; learn the formal elements of art; write a formal analysis of a work of art; consider why art is important to the world; identify your personal preferences for art; visit an art gallery or a museum; and examine a wide array of artistic mediums. You will also become better acquainted with your own personal beliefs and values, be challenged by new ideas and concepts, and stimulate creativity in your daily life. All of this will be done through reflective writing, group discussions, a gallery/museum visit, visual lectures available in print and audio format, regular homework assignments and exams. Active and regular participation in this online class is vital to your success. Please note, the focus of this course is appreciating and interpreting art, not creating art. Also, while the history of art will be a component of many of our topics, this is not an art history course.

During your journey, remember I am here to work with you. Online learning can be a challenging experience for some students. Remember to rely upon each other for support along the way and don't hesitate to reach out for help when you need it. Hang in there, stay positive and stay in touch!

DIGITAL TOOLKIT- When you click on the “Related Websites” button of our course you’ll see a folder titled “Tech Toolkit.” This is a brief list of necessary downloads you’ll need. All are free. They include the most recent version of Quicktime to view the podcast episodes and a PDF reader (like Adobe Acrobat which most of you will already have on your system).

HEADPHONES (RECOMMENDED) - This class includes audio and you may find that using headphones with your computer will enhance the quality of your experience.

Weekly Schedule

Below is the weekly schedule for this online course. As indicated, a new learning unit will be posted online by Tuesday at 6am of each week. Unless otherwise indicated, the assignments in the learning unit are due the following Monday by 11pm.

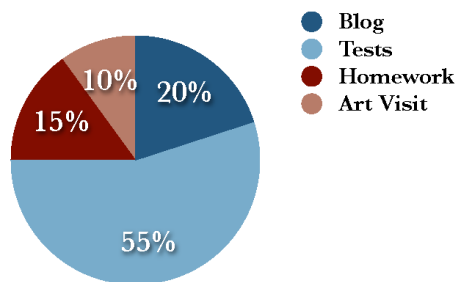
Day 1: Tuesday - new Learning Unit posted in BLACKBOARD by 6am

Day 7: Monday - weekly assignments are due by Monday at 11pm

Grading

There is a total of 500 possible points in this course. The total number of points you earn throughout the term will determine your grade. It’s that simple, really! At the end of the term, the following point scale will be used:

500-450 points = A
449-400 points = B
399-350 points = C
349-300 points = D
299 and below = F





Course Website

Information for this course can be found through the EEE system at <https://eee.uci.edu/13f/60130>.

The course website includes links to readings, assignment information, lecture slides and handouts, discussion forums, and information about campus resources.

Course Requirements

Activities and Quizzes (15% of grade)

The weekly class sessions are a main source of learning for the course. Please arrive to class on time and plan to stay for the entire session.

There will be multiple activities throughout the quarter that are designed to give you an opportunity to apply the concepts we have been learning in class. These may include quizzes, short reflections, film viewing guides, or other activities. No make-up or late assignments will be accepted. Missing more than two activities will have a negative effect on your grade in the class.

Riding the Bus Exercise (20% of grade)

For this project, choose an [OCTA](#) or [LA Metro](#) bus route that you can ride (in one direction) for at least 45 minutes. Ride the bus during daylight hours and take detailed notes about what you see on the bus and out the windows. Think about the following questions:

What areas are you riding through? Can you see changes as you move from one neighborhood to another? What kinds of sidewalk activities do you observe (walking, jogging, street performers, vendors, etc.)? What forms of land use do you see? Do you see mostly businesses, residences, or public areas? What do the

buildings look like? What kinds of signs do you see? Do you see graffiti, murals, or public art? Who gets on and off the bus?

Write a 1,000-word reflection in which you draw on course readings and discussions to report on your observations and conclusions. Additional information and a grading rubric will be distributed on the course website.

Midterm & Final Exams (40% of grade)

There will be one in-class midterm and a cumulative, take-home final exam. Exams will contain multiple choice, identification, short answer, and essay questions. Make-up and late exams will only be accepted in extraordinary (and well documented) situations.



Course Requirements, continued

Research Project (25% of grade)

For this research project, choose any topic related to the study of urban spaces or communities, whether it has been discussed in class or not. For example, you may want to learn more about issues in urban housing, education, health, or sustainability. Alternatively, you might use a combination of library and observational/ethnographic research to investigate a particular location in the area.

Complete the project in three stages:

1. **Proposal (15 points):** Write a 1-paragraph (~150 words) description of your research topic, and include the references for at least 3 scholarly sources you plan to use to begin research.

2. **Outline (25 points):** Write a 1-2 page outline of your paper, identifying your thesis statement and the arguments/evidence you will use to support it.
3. **Paper (60 points):** Write a 1500 word (~6 double-spaced pages plus a bibliography) paper analyzing and presenting your findings.

This project will be discussed more during class sessions and a grading rubric will be posted to the course website. Feel free to talk with the professor about your topic ideas, and remember that there are a variety of other resources available. The Anthropology Reference Librarian, Ms. Pauline Manaka, has developed an [online guide to Anthropology scholarship](#), and the [UCI Writing Center](#) offers drop-in peer consultations for students at any stage of the writing process.

GRADING

ACTIVITIES & QUIZZES	60 PTS
RIDING THE BUS EXERCISE	80 PTS
MIDTERM EXAM	80 PTS
FINAL EXAM	80 PTS
RESEARCH PROJECT	
Proposal	15 PTS
Outline	25 PTS
Final Paper	60 PTS
TOTAL	400 PTS

GRADING SCALE (PTS)

A+ ≥ 386	A ≥ 374	A- ≥ 360
B+ ≥ 346	B ≥ 334	B- ≥ 320
C+ ≥ 306	C ≥ 294	C- ≥ 280
D+ ≥ 266	D ≥ 254	D- ≥ 240
F ≤ 240		

Syllabus for WR 13300

Multimedia Writing & Rhetoric



Professor: Dr. Erin McLaughlin
Office: 300 O'Shaughnessy
Office Hours: Tues/Thurs, 2-3 p.m.; other times by appointment
E-mail: edietelm@nd.edu

WHAT WE'LL COVER

WRITING



The process of constructing meaning through the use of symbols, including, but not limited to, alphabetic characters

RHETORIC



The study and practice of symbolic expression, shaped by audience, purpose, context, constraints, and kairos

RESEARCH



A systematic process of investigation, analysis, and synthesis

MEDIA



Tools used to craft and distribute information

KEY QUESTIONS

WHAT IS "LITERACY" AND WHY DOES IT MATTER?

What does it mean to be "literate" in the 21st Century? What import do these literacies have for knowledge production, civic participation, community identification, and so on?

WHAT IS THE IMPORT OF MEDIUM TO MESSAGE? TO RHETORIC?



What rhetorical practices are invited/constrained by the medium? What cultural attitudes shape the text? Which genres matter most, and in what contexts?

HOW DOES MEDIA LITERACY IMPACT IDENTITY & COMMUNITIES?

How do you use media to craft an identity? What kinds of media are important in your intended major, profession, club, etc? What arguments are relevant in those communities, and what form do those arguments take?



REQUIRED MATERIALS



A computer with word processing and Internet access



Access to our Sakai and Wordpress sites



Readings (you print, annotate, and bring to class)



E-mail account that you check DAILY.



A Wordpress blog (we will set this up in class)



Web-based storage to back up your work DAILY (google drive, webfile, Dropbox, etc)

MAJOR ESSAYS



AUDIO ESSAY

150 pts

DUE 1/30
Tell a story that somehow relates to one of the key course questions, using tension, turn, and resolution to develop an implied claim

RHET ANALYSIS

150 pts

DUE 2/27
Craft a claim about the rhetoric of a film we watch together and develop that claim with evidence and examples

RSRCH ESSAY

200 pts

DUE 4/1
Investigate a controversy relevant to our course theme and your interests, developing a focused argument that joins that conversation

TED TALK

200 pts

DUE 4/21 and 4/23
Craft a TED-style presentation that compellingly blends research, images, storytelling, and performance

ESSAY GRADING & REVISION POLICY: You will receive feedback and a provisional letter grade for each of the major essays listed above. You may choose to resubmit a resubmitted submission on 2/28/20 of those essays with the permission of the

★ ★ 2015/16 ★ ★

ENGLISH 9

COURSE OUTLINE



UNITS OF STUDY

THIS COURSE IS DESIGNED TO IGNITE YOUR PASSION FOR THE STUDY OF ENGLISH AND TO PREPARE YOU FOR SUCCESS AT HIGHER LEVELS OF STUDY.



SHORT STORIES *



NOVEL



SPEECH



DRAMA



POETRY



RESEARCH PAPER

IN THIS COURSE YOU WILL:

Apply reading skills and strategies to comprehend a variety of text types
Apply writing skills and strategies to create a variety of text types
Apply listening and speaking skills and strategies to communicate effectively
Use conventions to communicate effectively

Deliver Oral Presentations
Give Speeches
Engage in Socratic Seminars
Deliver Oral Commentaries
Create Written Tasks
Write Commentaries, Literary Essays, and Research Papers
Undertake Projects and Investigations
...and much more...

COURSE EXPECTATIONS

