

## ATCM 3301 | Writing for ATEC | Spring 2021

### Course Information

Class No. 27912

Online

Credit Hours: 3

### Contact Information

Instructor: Dr. Laura Beltz Imaoka

email: [laura.imaoka@utdallas.edu](mailto:laura.imaoka@utdallas.edu)

Student Hours: By appointment only. Sign up at <https://imaoka.youcanbook.me> for 20-minute slots every Thursday evening at 7-9 pm via MS Teams

Teaching Assistant: Cameron Irby

email: [cli170000@utdallas.edu](mailto:cli170000@utdallas.edu)

Student Hours: Walk-in on Wednesdays 1-2 pm via Discord (Cirby#1412)

Course workspace: <http://writingforatec.pbworks.com/>

### Course Description

This writing intensive course focuses on the genres of writing associated with arts, technology, and emerging communication. ATCM 3301 trains students in the process of writing about media (animation, design, games, and so forth) for a variety of audiences. Writing assignments and presentations prepare students for the types of writing that are common in the media and cultural industries including formal analysis, interpretation, the personal or artist's statement, and project proposals.

### Student Learning Objectives/Outcomes

- Improved writing skills
- Demonstrated ability to write in various modes (reflective, descriptive, argumentative, generative)
- Evaluating the student's creative work and that of others
- Communicating to specialist and non-specialist audiences
- Engage in constructive feedback and iteration

### Required Textbooks and Materials

- Various articles and chapters available through online resources. Those not listed in the syllabus are available in a UT Box folder (link shared on eLearning).

### Assignments

- **Attendance/Participation (20%):** This class is structured to facilitate an asynchronous learning environment. Participation includes completing the video lecture freewriting activities, participating in peer reviews and feedback sessions, pop quizzes, and think pieces. **Think pieces** are short written responses [150-200 words] posted to your course participant page on the course workspace before the end of Friday of the week assigned. The responses will address a question or problem posed for that week's assigned readings/topic. Students are expected to comment on one of their groupmate's think pieces before the end of the following week.
- **Paper 1 – Artist Statement (5%):** A short artist/work statement providing a general introduction to your creative work focusing on enhancing the way a viewer understands your work by providing some context. This statement will be revised for the student's final portfolio submission. [300 words]

- **Paper 2 – Media Analysis (20%):** A formal/technical analysis and interpretation of a media object from a list of suggested work. This assignment will be written in multiple drafts. [1,200 – 1,500 words]
- **Paper 3 – Analytical Reflection (15%):** A formal/technical analysis and interpretation of one piece of the student’s own artwork. [1,000-1,250 words]
- **Paper 4 – Proposal (20%):** A conceptual essay that proposes a future project for a specific audience (grant, competition, etc.). The proposal will discuss the background and overview of the piece, provide a description of the process and work itself, and argue for its significance. This assignment will be written in multiple drafts. [900-1,200 words]
- **Presentation (10%):** A short/lighting talk presentation (5 minute) of your proposed project (Paper 4) for a non-specialist audience followed by an online Q&A session.
- **Final Portfolio Submission (10%):** Revise and submit the Artist Statement and one other paper assignment to the eLearning class portfolio system. This includes a reflection on the editing process.

\*Full assignment descriptions and grading rubrics can be found on the course workspace.

## COURSE POLICIES

### A Note on Class Format

A remote format for this class is not ideal, but it is necessary in these times. In order to be successful in this class, please make sure to:

- Use the schedule as your guide
- Thoroughly read my weekly emails (sent every Sunday) for notes on that week’s agenda
- Do not ignore individual emails sent from me or noreply@turnitin.com since they will be about pressing matters regarding your work.
- Read and consider feedback on submitted assignment. Feedback is provided in eLearning’s Turnitin feedback center
- Use the workspace forum for questions or, if personal, email me
- Use student hours for assistance. Please note, I will not offer feedback on drafts over email. It is best to set up an appointment for feedback.
- Do the requested work each week, which includes listening to the video lectures, think pieces, completing freewriting, etc.

### Grades

Course grades are based on a 100-point scale. Final grades fall on the following ranges: A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, and so on. Assignment grades are standard letter to point: A+ = 98.5, A = 95, A- = 91.5, and so on. There is no curve. There are no individual extra-credit or re-take options.

A Range: Excellent	B Range: Good	C Range: Fair	D Range: Needs Improvement	F Range: Failing
Original, exceptional work, excellent performance, demonstrates mastery of material, surpasses expectations, often inventive	Strong, above-average work, achieves goals of assignment in a thorough fashion, solid grasp of course materials and concepts	Satisfactory, meets assignment requirements and demonstrates adequate grasp of course materials and concepts	Assignment requirements and expectations not met, below average, demonstrates misunderstanding of material	*
A, A-	B+, B, B-	C+, C, C-	D+, D, D-	F

**\*F-grades** are given to students who fail to meet the expectations and requirements of an assignment, who have submitted plagiarized work (see below), who fail to complete much or all of the assigned work for the course, or who have missed more than five classes.

### **Online Etiquette**

Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor as well as fellow students should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. The instructor can order the temporary removal or exclusion from the (virtual) classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution (see [UT Dallas Title IX Initiatives](#)).

Online participation requires the same atmosphere of respect. Name calling, harassing, flaming, trolling, etc. is antithetical to the course goals and will not be tolerated.

*Content Warning:* Our (virtual) classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I aim to forewarn students about potentially disturbing content, and I ask all students to help create an atmosphere of mutual respect and sensitivity.

### **Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage. Other technical issues should be discussed with the instructor.

### **Course Access and Navigation**

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### **Communication**

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email, a course workspace, and a web conferencing tool will also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

General questions about course logistics or content should be made to the online forum on the workspace. For personal questions, I check email regularly and I will respond to your message within 24 hours. If it surpasses 24 hours, check your email and resend it. Use UTD email only. Follow [email etiquette](#). I will not respond to course matters that are listed in the syllabus. Students are also encouraged to sign up for virtual office hours, especially if they would like help on drafts.

### **Student Resources**

Students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Students with disabilities who believe they may need formal accommodations are encouraged to register with the [Office of Access Ability](#) within the first week of class. The office is located in SSB 3.200 and can be contacted at 972-883-2098 or [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

### **Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

### Due Dates and Late Work

All assignments are due on the date listed unless otherwise noted. All major paper assignments will be submitted through eLearning’s Turnitin system. It is the student’s responsibility to confirm submission of their work.

### Academic Honesty

A failing grade will automatically be assigned to any student who violates the academic integrity policy of the University of Texas, Dallas. All work submitted must represent your own, individual effort. Use of sources or others’ ideas must be acknowledged with proper citations. Please familiarize yourself with the UT Dallas’ policy on [Academic Honesty](#).

### Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

### Disclaimer

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor. Please see the course workspace for any updates. More UT Dallas syllabus policies and procedures can be found [here](#), including those pertaining to COVID-19 requirements.

## COURSE SCHEDULE

WEEK 1	
T-F 1/19 - 1/22 <b>Introduction</b>	<b>WATCH   VIDEO LECTURE</b> 1.1 Syllabus Overview 1.2 Course Workspace Set-up  <b>ASSIGNMENTS</b> (before end of Friday 1/22) <a href="#">Qualtrics Survey: Writing Self-Assessment</a> Set up course participant page (see lecture 1.2)

UNIT I: THE “ARTIST” STATEMENT	
WEEK 2	
M-F 1/25 - 1/29 <b>The Artist Statement</b>	<b>READ</b> Hotchkiss, <a href="#">“How to Write an Artist Statement”</a> Paper 1: Assignment Prompt  <b>WATCH   VIDEO LECTURE</b> 2.1 Paper 1 Artist Statement Overview 2.2 The Artist Statement, Part 1 2.3 The Artist Statement, Part 2

	<p><b>ASSIGNMENTS</b> (before end of Friday 1/29)</p> <p><a href="#">Class Introductions Board</a>: Respond to questions of your choosing and respond to other classmates' responses. These questions also serve a brainstorming prep for your artist statement.</p> <p><b>Think Piece #1</b>: Choose an artist or creative practitioner's statement in your field of interest. For some industries where statements are less common, an interview will suffice. Briefly discuss who the person is and what they do (1-2 sentences) followed by an analysis of how their statement is written. Explain whether it follows the guidelines provided in the prior reading. Make sure to provide the link to the statement before your discussion. Write your 150-200 word response on your course participant page under "Think Pieces." Comment on a classmate's think piece in the comments section of their course participant page before the end of next week.</p>
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WEEK 3	
M-F 2/1 – 2/5	<b>WATCH   VIDEO LECTURE</b>
	3.1 Peer Review 3.2 How to Peer Review using the Workspace
	<b>PEER REVIEW</b>
	<b>Wednesday</b> (before 11:59 pm): Post a link to the draft of your Artist Statement (a Google doc. or Box file) on your course participant page under "First Versions."
	<b>Thursday</b> (before 11:59 pm): Complete a Peer Review for a classmate. Use the Peer Review Partner board to find a partner. Use the workspace template "Feedback 1" in the Templates folder. Create a peer review page in your partner's peer review folder. Title it "[Your Name's] Artist Statement PR for [Their Name]." Follow lecture 3.2 for instructions on how to do a peer review on the workspace.
	<b>ASSIGNMENTS</b> (before end of Friday 2/5)
	Think piece #1 comment
<b>DUE FRIDAY 2/5</b>	
Paper 1: Artist Statement (to eLearning by 11:59 pm)	

UNIT II: MEDIA ANALYSIS	
WEEK 4	
M-F 2/8 – 2/12 Form/Content	<b>READ (&amp; WATCH)</b>
	Chandler, "Signs" and "Codes" from <a href="#">Semiotics for Beginners</a> " <a href="#">Semiotics analysis for beginners!</a>   <a href="#">How to read signs in film</a>   <a href="#">Roland Barthes Media Theory</a> ," <i>The Media Insider</i> , YT Paper 2: Assignment Prompt
	<b>WATCH   VIDEO LECTURE</b>
	4.1 Paper 2: Media Analysis Overview 4.2 Signs and Codes, Part 1 4.3 Signs and Codes, Part 2
<b>ASSIGNMENTS</b> (before end of Friday 2/12)	

	<p>Freewriting prompts for lecture 4.2 and 4.3</p> <p><b>Think Piece #2:</b> Choose one work from an artist or creative practitioner in your field of interest. Apply at least three concepts from the week’s readings to discuss the work’s form and content. Write your 150-200 word response on your course participant page under “Think Pieces.” Comment on a classmate’s think piece in the comments section of their course participant page before the end of next week.</p>
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WEEK 5	
M-F 2/15 – 2/19 <b>Interpretation</b>	<p><b>READ</b></p> <p>Sturken and Cartwright, “Images, Power, and Politics” (pp. 1-23) from <i>Practices of Looking</i></p> <p><b>Choose 1 (by Paper 2 Media Selection)</b></p> <p><u>Audio-visual media:</u> Amy Villarejo, “The Language of Film”</p> <p><u>New media/digital art:</u> Hope and Ryan, “Introduction” to <i>Digital Arts: An Introduction to New Media</i></p> <p><u>Games:</u> Flanagan and Nissenbaum, “Groundwork for Values in Games” and “Understanding Values at Play,” from <i>Values at Play</i></p> <p><u>Animation:</u> Furniss, “Animation and Digital Media” from <i>Art in Motion</i></p> <p><u>Sound:</u> Sterne, “Sonic Imaginations”</p> <p><u>Apps:</u> Hobbs, “Propaganda in the Age of Algorithmic Personalization”</p> <p><b>Optional</b></p> <p>“Denotations, connotation, and myth” from <a href="#">Semiotics for Beginners</a></p> <p>Duke University Writing Center, <a href="#">“A Short Guide to Academic Writing Style”</a></p>
	<p><b>WATCH   VIDEO LECTURE</b></p> <p>5.1 Interpretation, Part 1</p> <p>5.2 Interpretation, Part 2</p> <p>5.3 The Academic Essay</p>
	<p><b>ASSIGNMENTS (before end of Friday 2/19)</b></p> <p>Think piece #2 comment</p> <p>Freewriting prompts from lecture 5.1</p> <p>Brainstorming Exercises 1 &amp; 2: Form/Technic and Interpretation</p> <p><b>Think Piece #3:</b> Apply concepts and arguments from this week’s readings to further discuss the meaning of the work discussed in the prior think piece. Write your 150-200 word response on your course participant page under “Think Pieces.” Comment on a classmate’s think piece in the comments section of their course participant page before the end of next week.</p>

WEEK 6	
M-F 2/22 – 2/26	<p><b>PEER REVIEW</b></p> <p><b>Wednesday</b> (before 11:59 pm): Post a link to the draft of your Artist Statement (a Google doc. or Box file) on your course participant page under “First Versions.”</p>

	<p><b>Thursday</b> (before 11:59 pm): Complete a Peer Review for a classmate. Use the Peer Review Partner board to find a partner and preferably someone who has the same media object. Use the workspace template “Feedback 2” in the Templates folder. Create a peer review page in your partner’s peer review folder. Title it “[Your Name’s] Media Analysis PR for [Their Name].” Follow lecture 3.2 for instructions on how to do a peer review on the workspace.</p>
	<p><b>ASSIGNMENTS</b> (before end of Friday 2/26)</p> <p>Think piece #3 comment</p>
	<p><b>DUE FRIDAY 2/26</b></p>
	<p><i>First Version</i> Paper 2: Media Analysis (to eLearning by 11:59 pm). After submission, feedback will be provided by the instructor.</p>

**UNIT III: ANALYTICAL REFLECTION**

**WEEK 7**

<p>M-F 3/1 – 3/5 <b>Reflection</b></p>	<p><b>READ</b></p> <p>Brad Bird Interview, from <i>On Animation: The Director’s Perspective</i> (Vol. 2) Murakami, “<a href="#">Manga, Goya and ‘Star Wars’: The Unexpected Influences that Takashi Murakami the Artist He is Today</a>” Paper 3: Assignment Prompt</p>
	<p><b>WATCH   VIDEO LECTURE</b></p> <p>7.1 Paper 3: Analytical Reflection Overview</p>
	<p><b>ASSIGNMENTS</b> (before end of Friday 3/5)</p> <p><b>Think Piece #4:</b> Compose a brief autobiographical trajectory of your own work. Choose 2-3 past projects/pieces that you believe best define you as an artist or creative practitioner in your field. Explain how you approached each piece and how they influenced each other. Provide links to these projects, if possible. Write your 150-200 word response on your course participant page under “Think Pieces.” Comment on a classmate’s think piece in the comments section of their course participant page before the end of next week.</p>

**WEEK 8**

<p>M-F 3/8 – 3/12</p>	<p><b>ASSIGNMENTS</b> (before the end of Friday 3/12)</p> <p>Think piece #4 comment</p> <p>Review feedback from instructor (visit your file in Turnitin to see comments) and revise and resubmit Paper 2.</p>
	<p><b>DUE FRIDAY 3/12</b></p>
	<p><i>Final Version</i> Paper 2: Media Analysis (to eLearning by 11:59 pm)</p>

**WEEK 9 – NO CLASS (SPRING BREAK)**

**WEEK 10**

M-F 3/22 – 3/26	<b>READ</b>
	Garrett, " <a href="#">Common Problems in Undergraduate Writing</a> " Stanford Writing Center, " <a href="#">Top Twenty Errors in Undergraduate Writing</a> "
	<b>PEER REVIEW</b>
	<b>Wednesday</b> (before 11:59 pm): Post a link to the draft of your Analytical Reflection (a Google doc. or Box file) on your course participant page under "First Versions."
	<b>Thursday</b> (before 11:59 pm): Complete a Peer Review for a classmate. Use the Peer Review Partner board to find a partner. Use the workspace template "Feedback 3" in the Templates folder. Create a peer review page in your partner's peer review folder. Title it "[Your Name's] Analytical Reflection PR for [Their Name]." Follow the [Peer Review Guidelines] for instructions on how to do a peer review on the workspace.
<b>DUE FRIDAY 3/26</b>	
Paper 3: Analytical Reflection (to eLearning by 11:59 pm)	

UNIT III: PROPOSAL	
WEEK 11	
M - F 3/29 – 4/2 Grant Writing	<b>READ</b>
	Paper 4: Assignment Prompt
	<b>VIDEO LECTURE</b>
	10.1 Paper 4: Proposal Overview 10.2 Grant Writing
	<b>ASSIGNMENTS</b> (before end of Friday 4/2)
Freewriting prompts for lecture 10.2	
<b>Think Piece #5:</b> Find a grant or competition (past or present) that you can hypothetically apply to with your proposal project. Discuss the program and the audience you would be writing for and why it is a good fit. Write your 150-200 word response on your course participant page under "Think Pieces." Comment on a classmate's think piece in the comments section of their course participant page before the end of next week.	
Here are some places to start your search: Art and Design: <a href="https://www.artworkarchive.com/blog/complete-guide-to-2019-artist-grants-opportunities">https://www.artworkarchive.com/blog/complete-guide-to-2019-artist-grants-opportunities</a> Animation: <a href="http://www.collegescholarships.org/scholarships/arts/animation.htm">http://www.collegescholarships.org/scholarships/arts/animation.htm</a> Games: <a href="https://gov.texas.gov/uploads/files/press/videogame_grants.pdf">https://gov.texas.gov/uploads/files/press/videogame_grants.pdf</a>	

WEEK 12	
M-F 4/5 – 4/9	<b>PEER REVIEW</b>
	<b>Wednesday</b> (before 11:59 pm): Post a link to the draft of your Proposal (a Google doc. or Box file) on your course participant page under "First Versions."
<b>Thursday 10/28</b> (before 11:59 pm): Complete a Peer Review for a classmate. Use the Peer Review Partner board to find a partner. Use the workspace template "Feedback 4" in the Templates folder. Create a peer review page in your partner's peer review folder. Title it "[Your	



	Name's] Proposal PR for [Their Name]." Follow the [Peer Review Guidelines] for instructions on how to do a peer review on the workspace.
	<b>ASSIGNMENTS</b> (before end of Friday 4/9)
	Think piece #5 comment
	<b>DUE FRIDAY 4/9</b>
	<i>First Version</i> Paper 4: Proposal (to eLearning by 11:59 pm)

WEEK 13	
M-F 4/12 – 4/16 <b>Presentation Prep</b>	<b>READ</b>
	Reynolds, "Introduction," "Preparation," "Design," and "Delivery" from <i>Presentation Zen: Simple Ideas on Presentation Design and Delivery</i> Rees, " <a href="#">Effective Design Communication Skills</a> " from <i>Toptal</i> Presentation Assignment Prompt
	<b>WATCH   VIDEO LECTURE</b>
	12.1 Presentation Assignment Overview 12.2 Presentation Prep 1 12.3 Presentation Prep 2
	<b>ASSIGNMENTS</b> (before end of Friday 4/16)
Freewriting prompts from lecture 12.2 and 12.3  <b>Think Piece #6:</b> Find an oral presentation by an artist or creative practitioner in your field of interest. Define the purpose of the talk, the audience, and the situation. Discuss how both inflect the rhetorical devices used by the speaker. Provide the link to the speech before your analysis. Write your 150-200 word response on your course participant page under "Think Pieces." Comment on a classmate's think piece in the comments section of their course participant page before the end of next week.	

WEEK 14	
M-F 4/19 – 4/23	<b>ASSIGNMENTS</b> (before the end of Friday 4/23)
	Think piece #6 comment  Review feedback from Instructor on Paper 4
	<b>DUE FRIDAY 4/23</b>
	<i>Final Version</i> Paper 4: Proposal (to eLearning by 11:59 pm)

WEEK 15	
M – F 4/26 – 4/30	<b>READ</b>
	Portfolio Assignment Prompt
	<b>WATCH</b>
14.1 Final Portfolio Project Overview	

	<b>DUE FRIDAY 4/30</b>
	Presentations (submit to shared Box folder before 11:59 pm)
	Watch at least four presentations and leave questions and critiques in the comments section on Box. Responses to questions should be completed before the end of the week. This is part of your participation grade and is due at the end of Friday 5/7.

<b>WEEK 16</b>	
M-F 5/3 – 5/7	<b>DUE FRIDAY 5/7</b>
	Final Portfolio (submit to eLearning before 11:59 pm)