

AP WRIT 1003 6.0 Fall/Winter 2022/23
Professional Writing: An Introduction
Delivery mode: HYFLEX (in-person OR synchronous Zoom)

Course Director:

Andrea McKenzie

acmckenz@yorku.ca

Office hours: Tuesdays from 1 to 3 (via Zoom) or email me for an appointment.

Course Description

This course introduces students to the concepts, themes, and areas and practices of professional writing. Concepts covered include creativity and the idea of writing, composition theories and practices, writing for different audiences, and critical analyses of professional writing modes and media. Students practice writing for different audiences and professional writing areas.

Learning Objectives

Students will learn to:

- Critically read, assess, and question primary texts and secondary texts
- Practice analyzing sources for genre, language, structure, conventions, and idea
- Use a range of sources to generate critical thinking
- Practice concepts and processes for composition in professional writing fields
- Practice, at an introductory level, reviewing for substance
- Produce work appropriate for specific audiences, genres, and media
- Work collaboratively
- Perform oral presentations or the equivalent.

Required Textbooks

You do not need to buy textbooks for this course. All readings are available electronically, either through links or on eClass.

Course times and locations:

This course is HYFLEX. You can attend the lecture and your tutorial in the classroom stated (in-person) or you can attend them by synchronous Zoom link (remote)

Lectures: Monday, 2:30 – 3:45. Lectures are HYFLEX

In-person: VARI HALL D

OR

Synchronous Zoom link:

Tutorials are also HYFLEX

Tutorial 1, Monday, 4:00 – 5:15

TA: Andrea McKenzie, acmckenz@yorku.ca

In-person: Vari Hall 1016

OR via Zoom link:

Tutorial 2, Tuesday, 8:30 – 9:45

TA: Rositza Georgieva, rositag@yorku.ca

In-person: Vari Hall 1018

OR via Zoom link:

Tutorial 3, Tuesday, 10:00 – 11:15

TA: Rositza Georgieva, rositag@yorku.ca

In person: Vari Hall 2016

OR via Zoom link:

Tutorial 4, Thursday, 11:30 – 12:45

TA: Ksenia Jourova, kseniaj@yorku.ca

In-person: Vari Hall 2016

OR via Zoom link:

Tutorial 5, Thursday, 1:00 – 2:15

TA: Carla Ionescu, carlaion@yorku.ca

In-person: Vari Hall 2016

OR via Zoom link:

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

Course Structure:

Lectures

The lectures provide context and instruction about theories and practices of writing, including sample texts and visual materials. Each week, the lecturer will introduce and demonstrate the work for the following week's writing. Attending the lectures and doing the work is essential for understanding the assignments.

Workshops (Tutorials)

In the workshops, you will practice strategies learned in lectures, deepen your knowledge of reading, critical thinking, and writing, perform peer reviews, and participate in discussions about the readings and films. Often, you will share work with your classmates. Bring your exercises and assignments to your workshop for peer review, and have a copy ready to share. You need to actively read the assigned texts before the lecture and your workshop. Needless to say, your attendance at workshops is essential.

Assignments

Portfolios

You will complete exercises and drafts over the year that will help you complete the finished assignments. You must complete all the exercises and/or drafts to receive a grade for the final assignment. You must keep all exercises and drafts in a safe place till the end of the course.

There are no exceptions to the portfolio requirements.

Exercises, drafts, and assignments are due to be shared for peer review **at the beginning of your weekly tutorial. Make sure you have a version to share on your computer, on screen if you're using Zoom, or to read out loud.**

All assignments are to be submitted via eClass.

EXTENSIONS!!!

We recognize that many of us are working under difficult circumstances these days, and that some may need to care for family members or have other emergencies or ongoing circumstances. **YOU CAN REQUEST AN EXTENSION OF ONE WEEK ON YOUR FINAL DRAFT OF ANY PORTFOLIO, NO QUESTIONS ASKED, by emailing your Tutorial leader before the due date.** To request a longer extension on any portfolio, please email the Course Director and cc your tutorial leader.

If you have not requested an extension and you hand in work late, you may lose marks.

Absence from Class

If you know you are going to be absent for a workshop, be responsible; email your tutorial leader ahead of time and arrange to hand in the work ahead of time. Legitimate reasons for absences include religious holidays, illness, and family emergencies, including caring for family

members. Please make arrangements with your workshop leader to complete work that you have missed.

Assignments and Grading Summary

PLEASE SEE THE EXERCISE AND ASSIGNMENT DESCRIPTIONS ON ECLASS. ALL ASSIGNMENTS, UNLESS OTHERWISE NOTED, ARE TO BE SUBMITTED VIA ECLASS BY 11:59 P.M. ON THE DUE DATE (UNLESS YOU'VE ASKED FOR AN EXTENSION).

Portfolio 1 (Familiar essay): 15%.

Ungraded REQUIRED exercises due each week. Final GRADED version due October 23rd.

Portfolio 2 (Non-fiction proposal and short article): 25%, broken down as follows:

Short proposal: 5%, due November 13th

Oral pitch or equivalent: 5%, due the weeks of November 21st or November 28th

Non-fiction revised proposal and article: 15%, due December 4th

Portfolio 3 (Writing in the Workplace Portfolio): 35%

Team proposal (ungraded, written in tutorial)

Individual team facilitator progress reports (oral and written): 5%, due the week you are team facilitator

Team presentation, due February 5th, total worth 15%

- Individual grade for team presentation: 5%
- Overall team grade for team presentation: 10%

Team report, due February 12th, total worth 15%

- Individual grade for your part of team report: 5%
- Overall team grade for team report: 10%

Team member evaluations (ungraded, confidential, REQUIRED)

Portfolio 4: (Digital Analysis: analysis reflection and video): 15%.

Ungraded textual analysis exercise

Final representation analysis video: 15%, due April 1st.

Tutorial participation: 10%

Participation means not just showing up to tutorial, but being prepared to contribute to discussions and peer reviews. You need to have done the readings and need to come prepared with a draft of the work for that week.

A Few Words About Formatting Your Work:

Written exercises and drafts of your written assignments must be word processed and double-spaced with standard margins. Use standard New Times Roman or Calibri 12 point type. Back up your work and make sure you have an e-copy available to share in your tutorials. **Make sure your preferred name and student ID are included on each piece of work, plus the assignment**

or exercise number.

Accepted file formats for text: .doc, .docx, .rtf (Please do NOT submit .pdf, .odt, or other formats)

Accepted file formats for standalone images: .png, .jpg

Accepted file formats for audio: mp4a

Accepted file formats for video: mp4 preferred, though .mov is acceptable

Standards:

All final assignments must:

- Explore and develop an *idea* in a coherent, interesting way;
- Have a thoughtful beginning, middle, and end;
- Be grammatically appropriate; and
- Have a tone appropriate for the intended audience and context.

Assignments will be graded according to York's grading system, but for clarity:

A work gives the reader a positive impression of excellence in all listed standards.

B work gives the reader a positive impression of general superiority in all listed standards.

C work is average in each standard.

D or *F* work is seriously deficient in one or more of the listed standards.

Course and University Policies

Internet and Public Health Guidelines

If you are attending via Zoom, you will need a stable internet connection and Zoom downloaded and working. Please see the section below, "Using Zoom."

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Camera Policy

Our policy is that you control your own camera if and when you're online for this course, though given its hyflex nature, if it is at all possible for you to turn your camera on, your experience with community building will be better. However, we understand that connections can be unstable and other issues may cause you to have your camera off. That's fine with us.

Hyflex Course Policy

Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and coursework under the authority of The York University Act, 1965, and for use in related educational purposes.

Note: Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. If you have concerns with such transmission or recording, sit in the designated seating area which is outside of the camera range. In addition, students who participate orally are consenting to have their voices, personal views, and opinions transmitted and/or recorded. If you do not consent to the transmission or recording of your voice, please use the text-based chat function to communicate during class.

Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. Additionally, instructors, TA(s), and students may not post, share, or otherwise publish recorded materials outside of the Hyflex course. To do so may result in disclosure of the personal information and intellectual property of students and instructors to others. If you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at info.privacy@yorku.ca.

Recordings of Hyflex course sessions will be retained along with other posted courses materials in accordance with York's Common Record Schedule. Student access will be removed following the end of each term. Recordings that include student images or audio will not be used for a subsequent offering of the course.

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and](#)

[Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University’s Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University’s [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University’s [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University’s control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University’s knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your

image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

Writing Centre Support

The Writing Centre offers one-on-one appointments with experienced writing instructors for students wishing to learn healthy writing strategies. This year, you can book in-person, remote, or async appointments. The WC also offers workshops, drop-in sessions for quick questions, a hospitable Multilingual Studio to help multilingual students make friends and navigate North American academics and writing, and much, much more. And it's FREE to all registered students!

For more information, visit the WRITING CENTRE at:

<https://www.yorku.ca/laps/writing-centre/>

Other important resources

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.

- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

PRWR 1003: Professional Writing: An Introduction Schedule (subject to change)

Portfolio 1: “Why I Write”: A new kind of essay

Week 1: September 11th: Writing for Life

Lectures are Hyflex, which means you can attend in person in the classroom or use Zoom to attend synchronously!

Tutorial: Descriptions; introductions

Readings: Paulo Freire, excerpt from *Pedagogy of the Oppressed*
Terry Tempest Williams, “Why I Write”

Week 2: September 18th: Scenes, Evidence, Composing Styles

Tutorial: Reading Scenes, Finding Patterns

Readings:

The course syllabus; please bring your questions to lecture
Mitha Nandagopalan, first scene from “Infinity Between Us” (read only pp. 195-96).
Stephanie Chen, “Envisioning Vision”
Mark Doty, “Souls on Ice”

Week 3, September 25th: Sources, Movement

Tutorial: Making Connections. Capturing Others’ Ideas
DUE: Ex. 1.1, Scene

Readings/Viewings:

Samantha Henet, “Incidental Trees”
Maya Angelou, “Maya Angelou” (interview)
Lee Maracle (interview), “Lee Maracle’s Tale”
<https://quillandquire.com/authors/lee-maracles-tale/>
George Orwell, “Why I Write”
Joan Didion, “Why I Write”

Choose ONE of the following texts to use for Exercise 1.2, due next week

Maya Angelou, interview, “Maya Angelou”
Gloria Anzaldúa, “Speaking in tongues: A letter to third world women writers”
James W. Corder, “Aching for a Self”
Joan Didion, “Why I Write”
Mark Doty, “Souls on Ice”
Ursula LeGuin, “Where Do You Get Your Ideas From?”
Lee Maracle (interview), “Lee Maracle’s Tale”

V. S. Naipaul, "On Being a Writer"
George Orwell, "Why I Write"
Amy Tan, "Mother Tongue"

Week 4, October 2nd: Evidence, Idea, Essay: Beginnings and Endings; Thought & Reflection

Tutorial: Evidence, Idea, Essay; T&R
DUE: Ex. 1.2 (add a source and T&R)

Readings:

Michelle Sui, "Test Flight"
Gloria Anzaldua, "Speaking in Tongues"
Amy Tan, "Mother Tongue"
Pat C. Hoy II and Robert DiYanni, "The Practice of Writing"
<https://www-library-yorku-ca.ezproxy.library.yorku.ca/find/MyResearch/EZProxy?url=https://www.jstor.org/stable/2935076>

Choose ONE of the following texts to use for Exercise 1.3 or, if you really want to use another text (essay, novel, poem, interview), have your TA approve it.

Maya Angelou, interview, "Maya Angelou"
Gloria Anzaldua, "Speaking in tongues: A letter to third world women writers"
James W. Corder, "Aching for a Self"
Joan Didion, "Why I Write"
Mark Doty, "Souls on Ice"
Ursula LeGuin, "Where Do You Get Your Ideas From?"
Lee Maracle (interview), "Lee Maracle's Tale"
V. S. Naipaul, "On Being a Writer"
George Orwell, "Why I Write"
Amy Tan, "Mother Tongue"

October 9th – 13th – READING WEEK – NO CLASSES

Week 5, October 16th: Beginnings and endings; Plagiarism

Tutorial: Reading to revise; T&R; Movement
Due: Ex. 1.3

Readings:

Jim W. Corder, "Aching for a Self"
Have available Chen, Henet, Sui

Week 6, October 23rd: Revising as reshaping; building towards idea.

Tutorial: Proofreading, Celebration
DUE: Draft 1 of essay

Readings:

Sommers, Revision strategies of student writers and experienced adult writers. *College Composition and Communication*, 31(4), 378-388.

Ursula LeGuin, "Where Do You Get Your Ideas From?"

V. S. Naipaul, "On Being a Writer"

Week 7, October 30th: Looking back, Looking ahead: what we're doing for Portfolio 2

DUE: Portfolio 1 Final essay

Portfolio 2: Proposal, Pitch, Article

Week 8, November 6th: Reading to write: finding a "home" for your work; writing a query proposal

Readings (these are all very short):

Bendall, "Candy Unwrapped." *OWL* (eClass)

Kanarek, "Who Will Feed Our Cats?" (eClass)

Kassaye, "Why Books by Black Canadian Authors Matter." *byblacks.com*

<https://byblacks.com/profiles/personalities/item/3222-why-books-by-black-canadian-authors-matter>

Muller. "Your Robotaxi Is Almost Here." *Discover* (eClass)

Pitch page from *Discover*

<https://www.discovermagazine.com/pitch-guide>

Brewer. How to Submit Writing to a Magazine

<https://www.writersdigest.com/publishing-insights/writing-submissions-for-magazines-how-to-submit-writing-to-a-magazine>

Week 9, November 13th: Using sources and fact-finding; designing an oral pitch

Due: Ex. 2.1: Proposal for article in the form of email to the editor of your chosen magazine

Readings:

RE-READ pitch page from Discover!!!

<https://www.discovermagazine.com/pitch-guide>

RE-READ Muller. "Your Robotaxi Is Almost Here." *Discover* (eClass)

Delap. "Sandra Oh Turns 50." *Zoomer Magazine*

<https://www.everythingzoomer.com/arts-entertainment/2021/07/20/sandra-oh-turns-50-homegrown-star-to-historic-hollywood-firsts-charting-groundbreaking-career/>

Duong. "Looters Disturb 1842 Wreck Off Marathon Key." *Scuba Diving*.

<https://www.scubadiving.com/looters-disturb-1842-wreck-off-marathon-key>

Week 10, November 20th: Guest lecture, Book Publishing

Due in your tutorial: Oral pitches

Week 11, November 27th: Professional revising; professional editing

DUE in your tutorial: Draft of non-fiction article (bring to your tutorial)

DUE in your tutorial: Oral pitches

Readings:

"How to Self-Edit"

<https://www.masterclass.com/articles/tips-for-editing-your-own-writing>

Week 12, December 4th: Looking back; moving ahead

TUTORIALS DO NOT RUN THIS WEEK!

DUE December 4th: Non-fiction article

WINTER Term

Portfolio 3: Business Communications

Week 13, January 8th: Introduction to team projects: working well together

Team proposals written in tutorials and submitted

Week 14, January 15th: Running productive meetings; Reporting on progress; Effective evidence

Team facilitator 1 progress report due

Week 15, January 22nd: Guest lecture: Corporate and organizational communications

Team facilitator 2 progress report due

Week 16, January 29th: Planning dynamic team presentations

Team facilitator 3 progress report due

Week 17, February 5th: Coordinating team reports: tips and tricks

Team facilitator 4 progress report due

Week 18, February 12th: Guest lecture: Artificial intelligence and the future

Team reports DUE; Team presentations done in tutorial

February 19th – READING WEEK, NO CLASSES

Portfolio 4: Digital Writing & Representation

Week 19, February 26th: Analyzing Images; Intersectionality

Tutorials: Analysing images, analysing representation

Readings/Viewings (shown during lecture): You'll be viewing an award-winning analytic video of an advertising campaign created by a student. See eClass for the video, the lecture recording, the slides, and a summary of reading images.

Week 20, March 4th: Social Justice Issues

Tutorials: Social Justice Issues

Readings and Viewings: Video: Kimberle Crenshaw, Intersectionality (Ted Talk)
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
Video: Vox., Color Film: <https://www.youtube.com/watch?v=d16LNHIEJzs>
Article: Noble. "Missing Connections:
https://safiyounoble.files.wordpress.com/2012/03/54_search_engines.pdf

Week 21, March 11th: More about Reading Representations; The Sell; Sound and Silence

DUE: Ex. 4.1 Representational analysis

Tutorials: Analysing emotion through sound; practice with editing

Readings/Viewings: Nancy Chen, "The Cultural History of Body Ideals"
https://www.ted.com/talks/nancy_n_chen_the_inaccurate_link_between_body_ideals_and_health
Pierre Schaefer, Étude aux chemins de fer <http://www.medienkunstnetz.de/works/etude-aux-chemins-de-fer/audio/1/>
"Be Quiet: In praise of the pause" By John Biewen. Edited by Sydney Lewis. Transom.
<https://transom.org/2011/john-biewen-be-quiet/>

Week 22, March 18th: Guest Lecture: Planning/Creating Videos

Week 23, March 25th: Fact checking; Storyboarding and Design

Tutorials: Fact checking practice; video editing practice Have a rough cut of your video ready for class and peer review

Week 24, April 1st: Looking back, looking ahead

DUE: Video (submit on eClass, show in tutorials)

APRIL 8TH: NO CLASS