



ENG 2305: MEDIA & ACTIVISM

SOCIALLY-MEDIATED ACTIVISM

AND OUTREACH

Course Description

Let's immerse ourselves in performing the work of activist and outreach groups here at the University of Florida, and throughout Gainesville. Let's write and research from this position – from being participant-observers of groups whose goals are to effectuate constructive change. In this course, you'll join either an activist or outreach group registered with UF or belonging to Gainesville and write on your experiences, also with a focus on the role that social media play in groups' initiatives. As you work with your group, our sequence of writing assignments will cover the following objectives: critically defining an activism/outreach movement or concept; analyzing your selected group according to its action, social media presence, and other published materials; participating regularly with your group and writing about that experience with the intent of both forwarding and improving the group's aims. Along the way, we'll discuss and research activism, service, and socially-mediated activist/outreach movements as frames of reference for how we can participate with and analyze our selected initiatives.

The Analytical Writing and Thinking Seminar is designed to advance students' critical thinking and writing skills beyond first-year composition. To achieve those goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. The texts and assignments in the course will expose students to challenging ideas.

In this course, students will hone their reasoning skills through engagement with our topic and sharpen their writing skills through multiple drafts of papers with substantial feedback from their peers and their instructor. The culmination of the course will be a portfolio that demonstrates the student's growth as a thinker and as a writer.

Outcomes

By the end of ENC 2305, students will be able to

- Participate in the work of either a UF or GNV activist or outreach group
- Analyze and apply influential theories or philosophies on activism and service, and on ethnographic writing and research
- Recognize writing as an open process that permits writers to use reinvention and rethinking to revise their work
- Understand the collaborative nature of writing processes by critiquing their own and others' work
- Demonstrate critical thinking skills
- Incorporate the ideas of published scholars in their own work
- Produce a scholarly writing style, including clear, coherent, efficient, and well-organized prose as well as logical argumentation
- Produce alphabetic and media texts

Required Texts

All texts and readings will be provided by the instructor through Canvas.

Assignments and Grading

Attendance	Fewer than 3 excused absences	25	
Participation	Daily or bi-daily contribution and full attentiveness	25	
Discussions/Assignment write-ups	500 words	100	
Essay 1: Critical definition of activism or outreach, contextualized by your chosen group	1000 words	150	
Essay 2: Critical analysis of your group's movement/outreach initiative	1500 words	200	
Essay 3:	Ethnography of your group	2500 words	300

Portfolio	Media project – designed for your group to use	500 words	125
Media Presentation – your presentation of your ethnography research and the media you’ve designed from it			75
Total 1000 points			

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment’s word count must be fulfilled to reach **6,000 words**. **Submitted assignments short of the minimum word count will receive zero credit.**

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Course Credit Policies

Course grades now have two components: **To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6).** You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the assessment rubric at the bottom of the syllabus. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Writing Studio:

Visit the UWP Writing Studio at Tigert 302 for a 30-minute revision session on any UF-related written work.

Course Schedule

*The course schedule is **tentative**. The syllabus on Canvas supersedes the print document. Readings should be completed by the day on which they are listed. This asterisk – * – denotes readings as PDFs on Canvas.*

Unit 1: Defining activism, activist agendas, and media/social-mediation

Week 1:

T Introduction to Class—Syllabus review, Canvas, personal introductions

HW: *Permanent Culture Now*, “An Introduction to Activism”*; *Elephant Journal*, “Inspired Voices: 5 Unconventional Forms of Activism”*

R P1: MOD 1: Intro to activism/outreach, media, and social mediation || Write to respond to our readings

P2: *Permanent Culture Now*, “An Introduction to Activism”*; *Elephant Journal*, “Inspired Voices: 5 Unconventional Forms of Activism” || ***Choosing an activist/outreach movement and specific organization that you can participate with at least twice in this semester**

HW: Sliwinski, “The Evolution of Activism: From the Streets to Social Media”* || Choose an activist/outreach movement and a specific, representative organization that you’d like to participate in and present rationale to the class (6 per day, picked at random)

Week 2:

T Present rationale of chosen movement/organization || MOD 2: Overview: U.S. Activism and socially mediated activist movements || Intro: analyzing an activist

movement: observe, participate, note-take, interview, analyze; analyzing a group's SM presence || Writing Workshop: forming creative research questions

HW: Find two texts composed by your activist *movement* that are designed for *different* audiences – be prepared to write on them in class, show images on overhead

R P1: Present rationale of chosen movement/organization || Writing Workshop—Rhetoric (Audience, Values, and Purpose): comparing two activist texts written for *different* audiences

P2: Writing Workshop: Investigate how your chosen movement/organization uses social media – searching for keywords, themes, recurrent topics

Essay 1: Critical Definition Essay—What is a critical definition? || **In-class writing for Canvas Discussion: critically define “activism/outreach and social mediation” using your chosen movement/org to exemplify**

HW: Holder, “Sex doesn’t sell anymore, activism does”; Garber “When empathy becomes a meme”; YouTube: Pepsi Commercial/Kendall Jenner; begin drafting Essay 1

Week 3:

T Discussion—What is an argument? How do authors use evidence? Holder, Garber, YouTube

HW: Complete a draft of your critical definition of your activist movement/org and bring to class for peer review

R P1: **Peer review: Essay 1** || Writing Workshop—outlining the Critical Definition Essay

P2: In-class writing – checkup on intro writing

HW: Continue drafting Essay 1 to prepare for conferences; verify your activist/outreach group during conference

Week 4:

T Conferences – Essay 1 and CONFIRM your chosen activist/outreach group

R Conferences – Essay 1 and CONFIRM your chosen activist/outreach group

HW: Dutta, “Performing Social Change”* (excerpt); *Engaging Communities*, “Examining culture as a text”*

Unit 2: Critical analysis of activist/outreach organizations and their missions

I. Analyzing activism and social media: the ethnographic approach and primary research

Week 5:

T **DUE: Critical Definition Essay and Proof of Participation #1** || Dutta, “Performing Social Change” and *Engaging Communities*, “Examining culture as a text” (ONLINE) || Writing Workshop—analyzing meaningful action as “text”

HW: Identify TWO activist/outreach movements/organizations and SM presence you want to analyze and be prepared to discuss in class; HW: *Engaging Communities*, “Defining Ethnographic Writing”

R **P1: Essay 2: Critical Analysis of an Activist/Outreach Movement/Org** || MOD 4: Writing Workshop—Primary Research: Observing/HYPOTHESIZING to write analytically—analyze the identity of an activist movement/org via social media (group’s mission statement; hash-tags; photos; events; members; partnerships)

P2: Writing Workshop—Parts of the Critical Analysis || *Engaging Communities*, “Defining Ethnographic Writing”

HW: Finish proposal for Discussions; *Engaging Communities*, “1A-1C: Identifying, Connecting, Rhetorical Strategies”; begin observing/documenting your movement’s social media presence

II. Applying the ethnographic approach to examples

Week 6:

T What is Netnography? || *Engaging Communities*, “1A-1C: Identifying, Connecting, Rhetorical Strategies”

HW: Kozinets, *Netnography*, "Data Collection"* (read all, but skim pgs. 98-104, 113-116)

R P1: Kozinets, *Netnography*, "Data Collection"* || MOD 5: Ethnographically analyzing social media || Proposals

P2: Parts of the Critical Analysis Essay

HW: Kozinets, *Netnography*, "Data Analysis"* (skip CAQDA sections)

III. The ethnographic approach and secondary research

Week 7:

T *Netnography*, "Data Analysis"* || Writing Workshop – analyze your groups' SM presences and present

HW: find two opinioned articles on the movement you're writing on; be prepared to discuss your article with the class; Select two long passages from two articles with content you could incorporate into your Critical Analysis

R P1: Article discussion || Writing Workshop – Incorporating source content

P2: Writing Workshop – Sample student Critical Analysis

Week 8:

T Writing workshop— Methods Section: begin in class || Beginning quoting; citing sources: summarizing, quoting, paraphrasing; agreeing-qualifying || Answer questions about projects

HW: Identify some keywords you'd use to search for articles on your movement

R P1: Writing Workshop—Finding sources via UF Libraries/Databases and online || "How do we know what sources to look for?" – mapping analytical domains || Module – SM analysis

P2: Library scavenger hunt

HW: Valenzuela, “Unpacking the Use of Social Media for Protest Behavior” (skip Methods section); Find at least two SCHOLARLY articles on your activist/outreach group, read, and bring to class

Week 9:

Week 10:

T Writing workshop—parenthetical citations and Works Cited page || Valenzuela

HW: Student sample ethnography: “Dumpster Diners: An Ethnographic Study of Freeganism” (46-56); bring in two MLA citations for peer review

R P1: “Dumpster Diners” || Review for conferences: Essay 2—articulating your argument, organization, research

Week 11:

T Conferences

R Conferences

HW: Pason, “Reclaiming Activism for Students”*

Unit 3: Application to activist or outreach group: research, participate, propagate

I. Being an activist: participation and participative research

Week 12:

T Peer Review: Essay 2 || **Essay 3: Ethnography/Netnography of Activist/Volunteer Group**

HW: prepare to draft a plan for your ethnography – which group and why? || Read sample student ethnography

R P1: **DUE: Essay 2 and Proof of Participation #2** || Sample student ethog || Writing Workshop—Parts of the Ethno/Netnography (Activist/outreach group intro, its place within an activist/outreach movement, your hypothesis, researched analysis) || Upload 200-word rationale of choosing an activist/volunteer group to **Canvas Discussion**

P2: Writing Workshop – Using interviews

HW: Prepare to discuss your plans for ethnographically analyzing your group

Week 13:

T **Media Project: Activist/Outreach Call-to-Action** || Drafting layouts; Using Canva, Spark, PPT; student sample ethnographies and infographics

HW: Develop ideas for composing an advert campaign for your group; look up “infographic examples” online; check out Canva and Spark

R Media workshop continued

HW: Read *Engaging Communities*: Writing field-notes/participating sample student ethnography; CONSULT for ideas: Zeleznik, “Student Participation in the SFU Left Alternative Club”

Week 14:

T Conferences – Ethnography and Media Project

R Conferences – Ethnography and Media Project

Week 15:

T Media Project Presentations

R Media Project Presentations

Week 16:

T Media Project Presentations

Course Policies

Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than **six** periods during a semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. The UWP exempts from this policy **only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays. Absences

related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. **Two instances of tardiness count as one absence.**

Make-Up Work

Homework and papers will be due by the next class period for a student with a valid excused absence.

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007
<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Technology

While it is acceptable to take notes on an electronic device, **disable your Internet unless**

otherwise permitted. All other electronic devices are not permitted, except as specifically announced by the instructor beforehand. **Phones must be turned to “silent,” and texting is absolutely not permitted in class.**

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers’ writing.

In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student’s responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at <http://www.dso.ufl.edu/drc/>. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas.

	discussion with basic understanding of sources.	Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.