**ENC 3371.001 “Rhetorical Theory for Technical Communication”** CRN 16504

Prof. Carl G. Herndl: cgh@usf.edu

Spring 2022, 3 credits

Tuesday and Thursday 2:00-3:15 in CPR 249

Office hours: Tuesday 3:30-4:30 and Friday 11:30-12:30. Due to Covid, office hours will be online and accessible through a TEAMS link in the weekly modules on Canvas.

**USF Course Catalogue description**

This course provides undergraduates exposure to key rhetorical theorists and concepts, placing special emphasis on the relationships between rhetor, audience, context, and medium. This course is open to all students and is not restricted or repeatable.

**What this course is about**

While technical and professional communication are essential to many of the important things we do in the world, our field also depends on a fascinating body of rhetorical theory. Technical and professional communication frame how we understand our world, how we think about knowledge and how we use language. Rhetorical theory takes up these complicated issues explicitly. This course will explore a number of interesting questions: What is rhetoric? How does language connect to reality? What’s the tradition of African American and feminist rhetoric? What are a writer’s ethical choices and obligations?

To explore these questions, we will read theories of language, persuasion, knowledge, and culture. Our discussions will help students understand the theory that lies behind many of the courses in the major and provide them a set of concepts and terms that are useful for talking about what we do, why and what it means. The course will help writers perform their work with a reflexive understanding of their discipline, their practice and what it means to be a technical communicator. Finally, it will explore the importance of race, gender and technology in communication and culture.

**Reality check**

It seems like Covid 19 has been with us forever at this point, and we are all pretty (expletive deleted) tired of it. Each of us is dealing with it differently and facing different challenges, but it is a physical, social and psychological burden. At the same time that I feel the need to teach a professionally respectable course that gives you your money’s worth, rewards your time, and meets department learning outcome expectations, I also recognize that these are not normal times. Everyone needs a little understanding on occasion. If you are struggling, let me know and I’ll do what I can to help.

**Teaching and learning during Covid**

Working face-to-face in a classroom is inherently risky during Covid. As the semester starts, Florida is in the middle of a spike of coronavirus infections, largely from the highly infectious Delta and Omicron variants. This situation requires some changes in normal course policies and a lot of compassion and consideration on all our parts.

The State University System Board of Governors has published a lengthy statement of policies concerning Covid for the 2021-2022 academic year. In part, they write:

**Vaccination Policies**

With the increasing spread of the Delta variant of the COVID virus throughout the country, it is critical and urgent that unvaccinated people get vaccinated and continue to wear a mask until they are fully vaccinated.

* We strongly recommend that state university faculty, staff, and students be vaccinated  for the COVID-19 virus.
* If an individual is fully vaccinated, the chance of developing symptomatic or asymptomatic COVID-19 infection and/or spreading it to others is markedly reduced and  the individual may not need to self-isolate following COVID-19 exposure.

##### ****Mask Wearing****

The CDC has updated its guidance for fully vaccinated individuals based on new evidence on the Delta variant as follows:

* To maximize protection from the Delta variant and prevent possibly spreading it to others, wear a mask indoors in public if you are in an area of substantial or high transmission.
* Wearing a mask is most important if you have a weakened immune system or if, because of your age or an underlying medical condition, you are at increased risk for severe disease, or if someone in your household has a weakened immune system, is at  increased risk for severe disease, or is unvaccinated. If this applies to you or your household, you might choose to wear a mask regardless of the level of transmission in your area.
* In general, you do not need to wear a mask in outdoor settings in areas with high numbers of COVID-19 cases, consider wearing a mask in crowded outdoor settings and for activities with close contact to others who are not fully vaccinated.

In light of the Board of Governors’ statement and CDC recommendations, for everyone’s safety, please wear a mask in class. This is not mandatory, but a request.

**Course Objectives**

The course will take up a series of related questions about rhetoric and technology and the civic work of technical communication. This will be organized by the topics that organize the readings:

* How do Theory and Ethics apply in Technical and Professional Communication?
* What is rhetoric? and how does language connect to reality?
* How does rhetoric address race and gender?
* How does technology shape rhetoric and social life?

**Student Learning Outcomes**

After we have read and discussed the readings students will be able to:

* Articulate a definition of “rhetoric” and its relation to “technical communication.”
* Identify some of the major arguments about the relation between language, knowledge and reality.
* Describe some ways race and gender shape rhetorical theory and practice.
* Perform their work as technical communicators with a reflexive understanding of their discipline, their practice and what it means to be a technical communicator.

**Texts**

All readings will be loaded on the course Canvas site under the “Files” folder and are accessible through links in the weekly modules. Students are required to download and read all assignments.

**Assignments**

**Reading the assignments carefully.**

There is a lot of reading in the course, some of which is relatively accessible, some of which is very dense and difficult. Some hints that will help with this reading:

* Leave yourself WAY more time to do the reading than the number of pages will suggest that you need. (For example, if you normally read 30 pages an hour, don’t be surprised to find yourself reading 10 pages an hour.)
* Be prepared to read the assignment twice, or at least skim it a second time. If I am teaching an essay for the first time, I have to read it at least twice before I am comfortable with it.
* Don’t get hung up on understanding every word or every sentence; if you get stuck, keep going, but make a note to yourself to come back and/or to ask a question in class. But you DO need to read with a dictionary nearby.
* Write summaries, comments, and questions in the margins—not just underlines. This will make writing the reading responses (QCCQ, see below) much easier. If you are working on a laptop, use the comment function to record ideas and thoughts as you go.
* Don’t try to read this material while you are doing other things like watching TV, listening music or watching YouTube. This material takes real concentration.

**1) Daily “Quotation-Comment-Connection-Question” (QCCQ) response to assigned readings.** **(Length 250-500 words. 50 % of final grade)**

Doing the reading, coming to class prepared and participating in class discussions is essential to the course. I will occasionally lecture, but mostly we will discuss the readings and the rhetorical issues they introduce. The best way for you to make this course address your interests is to come prepared and talk about the issues you care about.

This assignment asks you to do four things:

1. Select and quote a passage (and provide the page number) from the assigned reading that you think is especially important or interesting because it is central to the reading’s argument, it connects to an important idea in other readings or it suggests a compelling way to think about rhetoric.
2. Write a brief comment that explains the meaning, importance and relevance of the passage you quoted. After you explain the writer’s idea or thinking, you can disagree with them. If you disagree, offer a good reason why you disagree and not just say that you don’t like their idea.
3. Connect the topic or ideas in the passage you chose with other ideas, topics, readings in the course or other courses you have taken. The goal here is to synthesize ideas across multiple readings over the course of the semester. This gets more important and somewhat easier as we get further in the course and have more readings behind us.
4. Formulate a question about the vocabulary, ideas, problems or connections to other readings which you think would be a useful topic for class discussion. Be prepared to talk about this question if it comes up in class discussion.

These QCQs will be **due by noon** on the day we discuss the relevant reading. That way I can read your QCQs and build some of them into my plans for that day’s class so that we address some of the topics and questions you guys find most interesting. There is a link for submitting each QCCQ in the weekly modules.

There are 25 readings appropriate for QCQ. **You should do 22 QCQs** during the semester. (I am deducting 3 QCCQs to match the class attendance policy below.) Since the QCCQs are part of preparing for class discussion, **you can’t make them up and submit them after the day we discuss the reading.** I will tell Canvas to drop the three lowest grades for each student since the three you choose not to submit will appear as a zero.

I grade QCCQs on a scale of 1 to 5 (5 being the best) depending on how well they capture important pieces of the reading, draw connections to larger issues in the course and other readings, suggest productive questions for discussion. I’ll post a couple especially good QCCQs on Canvas early in the semester (when and if I get some) so you can see what a good QCCQ looks like.

The grade scale for QCQ is: A+= 100-96, A= 96-93, A-=92-90;

B+=89-86, B=85-83, B-=82-80;

C+=79-76, C=75-73, C-= 72-70;

D+=69-66, D= 65-63, D-=62-60.

I will respond in writing to your QCCQs through the Canvas “Comment” option.

**2) Participation** (**15 % of final grade**)

In a wonderful book titled *Lives on the Boundary,* Mike Rose defined education as using new ideas and words in the company of others. And it is pretty clear that having to formulate a question or comment and perhaps respond to what others say helps people to understand and retain what they read. Finally, the readings in the class range from the relatively accessible to very dense, difficult theory. I can’t imagine understanding this material without discussing it with others. Besides, if you don’t talk, you’ll end up listening to me all day and, while I consider myself a font of wisdom, a repository of arcane humor, and an all-around fascinating dude, you may get tired of me sucking all the oxygen out of the room.

**If you are present every class but do not talk, your participation grade will be a “C.”** If you talk, your participation grade will go up. As always quantity and quality combined define good participation; thoughtful questions and comments are more valuable than lots of less-than-compelling participation. Note that absences will lower your participation grade as explained below.

**3) Group “Creative” Assignment (10 % of final grade)** **Due Thursday 4/28 by 11:59pm**.

In an effort to avoid assigning traditional essays, I want you to find a creative, innovative, or more contemporary way to engage the readings. We can brainstorm in class about possibilities for this, but I’ll suggest that you create a podcast, make a graphic story or comic style document, create an infographic or series of infographics, make a video or Tik Tok, make a Prezzi. While I think traditional “papers” are useful, I’d like you to do something more contemporary and innovative as a way to demonstrate and communicate your knowledge of the material. We will present these to the class on Thursday 4/28. I will respond in writing to your Creative Assignment through the Canvas “Comment” option for the assignment. Unless there are extenuating circumstances, everyone in the group will receive the same grade for the assignment.

**4) Final paper (25 % of final grade)**

This serves as the final exam and is **due by Friday, May 6, at noon**. I will respond in writing to your papers through the Canvas “Comment” option for the assignment. You have two options for this final assignment.

**Option A: Thinking with Theory** (length 1000 word minimum; 20 points) Theory and practice are often seen as separate or even in conflict. There is some truth to that old saw, but not a lot. Most professional practice is “theorized” as James Porter argues in his essay in week 1. That is, it emerges from or is guided by some set of theories even if those are implicit. This assignment requires you to think about your other classes in the TPC major or your work as a professional and identify ways that what goes on in those classes—readings, practice, production—are connected to our readings, can be understood through the ideas and theories in our readings, or for which our readings might form a good context for understanding those other ideas or practices. How might the readings on ethics and power help you understand the professional and cultural implications or consequences of your work in new media production? How do the technologies you study and use engage with the readings on technology and culture? You may choose any topic from our course and any associated material from any of your other classes, including classes outside the major if they are really appropriate to the assignment. If you have experience writing in the professional world, you may also choose to examine some aspect, event, document, practice from that experience explicitly using some of the things we have read. In addition to being well organized and clearly articulated, the essay must:

* Refer to specific readings from our course,
* Make use of ideas from our readings and integrate some paraphrase or quotations from our course readings,
* Identify specific materials or practices from the other course or courses or from your experience in a professional setting,
* Produce some useful insight or perspective on the other materials or practices that comes from ideas in our course.
* Include a works cited of at least 2 items.

**Option B: Thinking About Theory** (length 1000 word minimum; 20 points). For those of you who do not want to do option A, I offer a second alternative. You should write a more traditional academic paper that involves additional readings that are not on the syllabus and explores a theory, theorist or theoretical question that comes up during the semester. For example, you might find that some of your reading logs address a question or idea which is especially interesting to you, but that the assignment (and time) limits your ability to think as deeply about the issue as you’d like. This final paper option allows you to go back to that topic and spend time reading supplemental materials on the issue and write a more thoroughly developed analysis of the question/topic/problem. (If you take this route, I’ll ask you to hand in the original reading log with the final paper so I can see that you genuinely did new work rather than merely added filler to the original piece.) Alternatively, you might find a particular theorist especially interesting and want to read more of their work and the commentary on them. More Foucault anyone? For example, you might find Michel Foucault, Jacques Derrida, Krista Radcliffe or Bruno Latour thought provoking and want to read more of their work to get a better understanding of them. Your paper might be a description of their main ideas and their significance. As with any such paper, this ought to include specific passages of the theorist’s texts to illustrate, explain and warrant your claims. **Note**: This is probably the best option for those of you who are entertaining the idea of graduate school. In addition to being well organized and clearly articulated, the essay must:

* Refer to specific readings from our course,
* Make use of ideas from our readings and integrate some paraphrase or quotations from our course readings as well as from additional, outside readings,
* Include significant outside or additional reading that moves beyond what we did (and you wrote) in the class.
* Produce some useful insight or perspective on the theory or theorist that moves beyond what we have done in the course.
* Include a works cited of at least 4 items. This number is negotiable if you read all of a substantial book.

**Final Grades scale**

A+= 100-96, A= 96-93, A-=92-90; total points

B+=89-86, B=85-83, B-=82-80; total points

C+=79-76, C=75-73, C-= 72-70; total points

D+=69-66, D= 65-63, D-=62-60. total points

Please note that I assign plus “+” and minus “–“ grades both on individual assignments and on the final grade.

**Final grade weights**

QCCQ = 50%

Participation = 15%

Creative project = 10%

Final paper + 25%

**Daily Reading Schedule**

**Week 1: Theory and Ethics in Technical and Professional Communication**

Tues. 1/11 Introduction

Thur. 1/13 Porter. “How Can Rhetoric Theory Inform the Practice of Technical Communication”

**Week 2**

Tues. 1/18 Miller. “Humanistic Rationale for Technical Writing”

Thur. 1/20 Miller. “What’s Practical about Technical Writing”

**Week 3**

Tues. 1/25 Sullivan. “Political-Ethical Implications”

Thur. 1/27 Herndl. “Tactics and the Quotidian”

**Week 4 What is Rhetoric? and How Does Language Connect to the Real?**

Tues. 2/1 McComisky. “Disassembling Plato”

Thur. 2/3 Saussure. “Course General in Linguistics”

**Week 5**

Tues. 2/8 Derrida. “Structure Sign and Play”

Thur. 2/10 Derrida. “Structure Sign and Play”

**Week 6**

Tues. 2/15 Foucault. “Discourse on Language”

Thur. 2/17 Foucault. “Discourse on Language”

**Week 7**

Tues. 2/22 Gross. “Epilogue: Reference Without Reality”

Thur. 2/24 Latour. “Circulating Reference”

**Week 8**

Tues. 3/1 Fish. “Rhetoric*”*

Thur. 3/3 Fish. “Rhetoric*”* QCCQ due here

**Week 9**

Tues. 3/8 Banning ”When Postmodern Theory and Global Politics Collide”

Thur. 3/10 summary discussion and QCCQ

**Week 10**

Tues. 3/15 and Thur. 3/17 **Spring Break**

**Week 11 Rhetoric, Race and Gender**

Tues. 3/22 Watts et al. “Introduction to African American Rhetoric”

Thur. 3/24 Douglas. ‘What to the Slave is the Fourth of July?”

**Week 12**

Tues. 3/29 Wilson. “Toward a Discursive Theory of Racial Identity”

Thur. 3/31 Delgado et al. “Introduction” *Critical Race Theory*

**Week 13**

Tues. 4/5 Kanjere. “Defending Race Privilege on the Internet: How Whiteness Uses Innocence Discourse online.”

Thur. 4/7 Royster. “Disciplinary Landscapes”

**Week 14**

Tues. 4/12 Group projects

Thur. 4/14 Ratcliff. Rhetorical Listening

**Week 15 Rhetoric and Technology**

Tues. 4/19 Winner. “Do Artifacts Have a Politics?”

Thur. 4/21 Feenberg. “Technology, Philosophy , Politics”

**Week 16**

Tues. 4/26 Benjamin. “Introduction: The New Jim Code”

Thur. 4/28 Group creative presentations

**Group creative assignment due 4/28 by 11:59pm.**

Final Exam date when **final papers are due: Friday, May 6 at noon.**

**University and Course Policies**

**University policies are available at:** <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

**Inclusion Statement.** I believe in the value of diverse learning spaces. As such, this class will value and respect those of diverse backgrounds including but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and religion. Please be sure to inform me of what name and pronoun you want to go by. I will make every effort to ensure that an inclusive environment exists for all students. If you have concerns or suggestions for improving the classroom climate, please do not hesitate to speak with me.

**Attendance** I expect you to be in class and engaged in discussion every day. This is often difficult material, and you’ll learn more if you are in class working at it every day. I will not deduct points for the first three absences. **After you miss three classes, I will deduct half a letter grade from your semester participation grade for each absence, e.g. from B+ to a B.** If you have a major illness (like COVID) or accident that makes it impossible for you to be in class, give me documentation and we will work out a suitable accommodation. Do not use your three “free” absences for trivial things and then expect to get additional “excused” absences later because you are sick, throwing up or have a fever. Save the three freebies for real necessities. **If you miss more than 8 classes, a month of the semester, I will enter a grade of “F” for you unless you have medical documentation of a major health crisis and arrange some accommodation with me.**

**You are excused from class** for major observances of your religion. Inform the instructor at the beginning of the term when you expect to be absent for these events.

**Accessibility and Students with Disabilities**

I believe that every student should have easy and appropriate access to classes, learning and community participation. I encouragestudents with a disability who require an accommodation to consult with me during the first week of class. I will do whatever I can to accommodate your needs and make the course a pleasant and productive experience for you. Each student making this request must bring a current “Memorandum of Accommodations” from the office of Student Accessibility Services (SAS). Contact SAS at 974-4309 or email: sas-info@usf.edu. I will accommodate your specific needs as much as possible and keep these arrangements confidential. If you have a disability that makes it difficult for you to leave the building in case of emergency, please let me know. For more information about student responsibilities related to disability accommodations, see <https://www.usf.edu/student-affairs/student-accessibility/>

**Sexual Misconduct/Sexual Harassment Reporting**

Sexual assault and harassment are continuing problems in American society and in our community. I will do what I can to make you all feel safe, respected and secure in our class. USF is committed to providing an environment free from sex or gender discrimination, including sexual harassment and sexual violence (USF System Policy 0-004).

The USF Title IX policy states:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution.  Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or*[*va@admin.usf.edu*](mailto:va@admin.usf.edu)*.*

**Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available [online](https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx).

**HB 233 policies “Intellectual Freedom and Viewpoint Diversity”**

- Students with disabilities will continue to have appropriate accommodations for recordings as established by [SAS](https://www.usf.edu/student-affairs/student-accessibility/).

- Students may record class lectures which will be considered instructor-delivered academic content. No recordings of other students, class participation, or discussion will be permitted.

- Students do not need advance permission or to provide notice to record. But, students must monitor their recording so that it does not include participation by other students.

- Students may not publish (post or share) the recordings except as provided by statute. In the event permission is requested to publish (post or share), the student’s request and instructor’s consent must be in writing.

- Students and instructors are responsible for compliance with the statute and related potential sanctions. Misuse of the recordings may result in referrals as possible violations of the student code of conduct or considered academic disruptions.

- Additional links for reference:

* [House Bill 233 (2021): Postsecondary Education](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.flsenate.gov%2FSession%2FBill%2F2021%2F233%2FBillText%2Fer%2FPDF&data=04%7C01%7Ccgh%40usf.edu%7Ca91e5718eeb048b087e408d95c2c5cae%7C741bf7dee2e546df8d6782607df9deaa%7C0%7C0%7C637642168013369233%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Ytq4BN5vq9iaZNzRWMksijqgShoe9rn7sjNwBf7G6eA%3D&reserved=0)
* [USF Regulation 3.025](https://usf.app.box.com/v/usfregulation3025), Disruption of Academic Process
* [USF Regulation 6.0021](https://usf.app.box.com/v/usfregulation60021), Student Code of Conduct

USF statement on Classroom Devices/Student Recording:

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. **Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code (**[**https://usf.app.box.com/v/usfregulation60021**](https://usf.app.box.com/v/usfregulation60021)**).**

**USF Incomplete policy**

An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

**Academic integrity and plagiarism**

Essentially, plagiarism refers to using another writer's words or ideas without proper attribution and citation. This boils down to doing your own work and giving credit to others when you copy and use their words. You can’t copy and paste materials from the web or an article, book chapter or another student’s paper into your writing without acknowledging the source of the materials. And buying a paper off the internet is the equivalent to an academic felony. **If I catch someone plagiarizing, I will give them an “F” in the course and turn them over to the university’s disciplinary mechanism.** The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

**Academic Grievance Procedures**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievance in a manner different from that used for other students.

If a serious issue or conflict arises, the student should first make an attempt to reach a satisfactory resolution with the course instructor. If the instructor and student are unable to resolve the situation to their mutual satisfaction, the student may, *within three weeks of the incident*, file a letter of notification with Dr. Joyce Karpay, the Assistant to the Chair of the English Department.

**Student Conduct**

Students are expected to come to class prepared, having read or completed the day’s assignment. Students may expect to be called on in class. Please silence all cell phones before class begins. Also, students are not permitted to sell notes or tapes of class lectures.

**Disruption to Academic Process**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

**Emergency Policy**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, TEAMS, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email [writingstudio@usf.edu](mailto:writingstudio@usf.edu) or call 813-974-8293.

**Email policy**

Please use your official USF email account for all course correspondence. I will send you emails through Canvas and, sometimes, from my university account to your university address. If you use non-USF servers and accounts, your email may well end up as Spam and not get read.

**Electronics in class**

Many of you will work on a laptop computer in class; it is a useful tool. It can also be a problematic distraction for you and those around you. You need to know when to pay attention to the computer and when to pay attention to the professor or to other students. If you’d rather do email, Facebook, stream movies, shop or any internet or social media activity unrelated to class than pay attention to class, that is fine; just skip class, avoid being rude, and you can FB away. Many people believe in “multi-tasking,” but all the research in learning and cognitive psychology concludes that multi-tasking harms both learning and cognitive development.

**Similarly, either silence or turn your cell phone off.** Class is at least as important as watching a movie in a theater. If you absolutely have to take an emergency call during class, please go outside the classroom. I realize that you guys have lives and emergencies do happen. Some of you have kids (I do) or take care of elderly parents. But, please, don’t disrupt class with unnecessary personal phone calls.