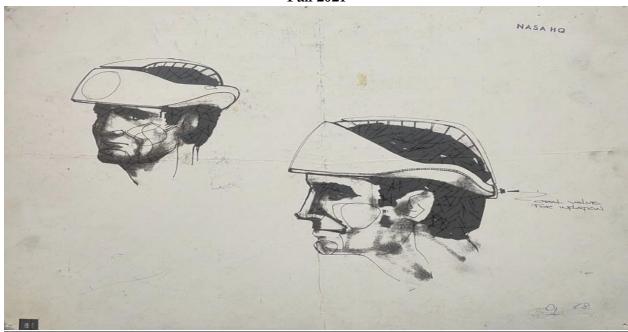# First-Year Seminar: Invention
Fall 2021

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appointment

FYS 058
Pardee Hall 113
TR 11:00 a.m. – 12:15 p.m.

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<u>Course Description</u>

Youtubers. TikTokers. Podcasters. Influencers. These are just a few of the names given to an emerging class of "celebrities" who make a living by sharing their creativity online. Much like famous inventors from history, contemporary creators take advantage of new technologies to influence culture. But, are creatives really inventors? Or, are they something different? This class considers what it means to be an inventor. By creating our own content, we will explore the nature of modern invention by attending to issues of creativity, authenticity, and work in digital environments.

This first-year seminar will critically interrogate dominant notions of invention. We will examine invention's complex, contentious history as a way of illuminating the various gendered, racialized, and economic forces that continue to structure conversations about genius, technology, and cultural production. We will ask what gets left out of mainstream narratives that suggest inventions are the products of isolated yet enterprising geniuses. In the process, we will inquire into the nature of self-presentation on new media platforms and how platformed selves shape social and political life.

Let's face it, beginning your college career can be overwhelming (to say the least!). You've moved to a new place; you're making new friends; and, perhaps most importantly, you're trying to figure out

how to adjust to the intellectual demands of higher education. First, the good news: you've already demonstrated your tremendous potential and impressive work ethic by getting into Lafayette. Now, for real talk: college is demanding. You're going to be asked to read, discuss, and write nuanced arguments about complicated subjects. Our class is designed to help you practice and hone writing and communication strategies by giving you the chance to engage with a variety of academic and popular texts about a topic that is important to many of the disciplines represented at the College. While class discussions, readings, and assignments will look at historical and contemporary controversies surrounding inventions and inventors, our primary focus will be refining the scholarly habits of mind that are crucial to your success as a college student. This is a writing intensive [W] course, which means that you will be spending a significant amount of time writing and rewriting as well as responding to other people's writing. You will have the opportunity to work on creative and argumentative assignments and, in the process, amass a robust set of practices for comprehending and participating in diverse scholarly conversations. In fact, you might think about the writing, reading, and talking we'll be doing in this course as themselves technologies that allow you to invent your own arguments and contribute to broader scholarly conversations in innovative and creative ways.

What is a Syllabus?
A syllabus has two functions. First, you might think of it as a roadmap to our class. It contains not only important institutional information but also narrates information about what we're going to learn and how we're going to learn it. Below, you will find information about course goals and objectives, assignment descriptions, and a tentative schedule for class activities and readings. Together, these components isolate important benchmarks for your learning.

Second, you might also conceive of a syllabus as a "sort of" contract for our classroom community. For this class to run smoothly and successfully, each of us needs to be aware of what is required of us and how to adjust course if things go awry. The syllabus details general expectations relating to attendance, assignment due dates, and college-wide standards for academic integrity. However, by "sort of" contract, I mean that this document is not unchanging and is subject to alteration depending on how we as a class move through course material. I will notify you if anything changes well in advance.

How should I Use the Syllabus?
The syllabus is always the first place to look if you have any questions about the class. Of course, I am happy to clarify any information. However, before you reach out to me or a peer, be sure that you've first reviewed the information below.

Learning Goals and Outcomes
By the time you complete this course, you should be able to do the following:

Goal 1: Explain, trouble, and synthesize key theories and concepts relating to invention, creativity, and technology.

Goal 2: Deploy those theories across a variety of rhetorical situations by considering how information transforms as it moves among genre, media, and contexts.

Goal 3: Reflect on how your own use of technology is both influenced by and influences culture.

Goal 4: Identify and articulate the hidden social and historical forces that construct cultural representations of inventors and their inventions.

Goal 5: Develop robust strategies for locating, vetting, and integrating scholarly information.

Goals 6: Invent your own arguments and use diverse media to present those arguments in innovative and unexpected ways.

Goal 7: Reflect on your own development as a writer reviewing and analyzing how your use of particular writing and reading strategies have changed over the semester.

Course Materials
All readings and other media for this class will be made available through our Moodle site. There will be no required books for this class.

If you would like to add a book to your personal library, please consult the bibliography below.

Readings and Annotations
We're going to be doing a lot of reading. Unless otherwise instructed, you are expected to have read and annotated (i.e. take notes on) each reading *before* class. One of the most important functions of this course is to familiarize you with a range of academic genres. To this end, you will be reading popular, theoretical, and historical documents relating to our course topic.

Theoretical arguments can be tough to understand, however. To unpack our most challenging readings, we will be using Perusall. Perusall is a collaborative e-reader and annotation platform. It is ideal for courses like ours because it helps us make sense of complex arguments together, as a community. Perusall allows you to ask questions, respond to the questions of others, and highlight aspects of the text that you find particularly provocative or confusing.

Given the changing nature of COVID-19 risk reduction protocols, we will primarily be using Persuall to facilitate in-class discussion. **NOTE:** not all readings will be annotated through Perusall and those that are will be clearly marked.

How do I get started with Perusall?
- Click on a reading link on our course's Moodle page.
- Sign into Perusall using your student ID
- Watch the tutorial showing you the annotation features

How does Perusall work?
- Begin an annotation thread by highlighting a selection from the text.
- Once you highlight, you can ask a question, write a note, @ a classmate, or create a #.
- As more of your peers comment on the text, the "current conversation" box will begin to populate.
- Parsing comments can be difficult; I recommend the following:
  - Temporarily hide others' comments by clicking on the "My comments" button in the dropdown at the top of the page. This will make it so you can only see your annotations.

o Write private notes to yourself so you can share them with your group later. On the right hand-side of your screen, you will see a pencil graphic. Click on it and begin taking notes privately.

Why are we using Perusall?
● We will use Perusall to prepare for class discussion and collaboratively disentangle complex ideas. While it might not seem like it, reading is a collaborative activity. Perusall makes this collaboration apparent and manageable.

COVID-19 Statement
We are living through a rapidly changing global pandemic. While we are scheduled to meet face-to-face this semester, the quick spread of the Delta variant may force us to move to remote instruction with little notice. In the event of a sudden pivot, all class meetings will occur via Zoom. If necessary, I will send the relevant information to the class.

I understand that it is impossible to separate the challenges brought on by COVID-19 from your work in this class. I want to stress that **I see you as a human first** (seriously, I do)! This means that I am aware that you bring with you to class myriad identities beyond that of student – you might be a friend, sibling, parent, caregiver, child, partner, and/or essential service worker. The already tense dynamics between and among these identities are likely to increase unexpectedly during the course of this academic year. I will try my best to accommodate any unforeseen impacts that the COVID-19 pandemic might have. All I ask in return is that you maintain open communication with me – I am available to talk in person and via email or Zoom.

Masking
Regardless of your vaccination status, mask-wearing has proven to be the best means of preventing the spread of COVID-19. College policy mandates that appropriate face coverings be worn during all indoor activities until further notice. Masks should be worn properly over the nose and mouth and secured on the chin. Food and drink must also be eaten outside of the classroom. Students who show up to class without a mask will be asked to return to class wearing one in order to protect the health of our classroom community. In the event that you do not have access to a mask to wear during the class session, please let me know and we'll make sure that you will be able to obtain one.

Attendance
Class conversation is essential to successful learning. For this reason, I will take regular attendance. While your presence and active participation are expected, I recognize that there are situations that might cause you to miss class. Every student is allotted **two excused absences**. Treat these absences like personal days and use them however you see fit. If you plan to use one of your absences, you do not need to let me know. Unless otherwise arranged, you still are expected to turn in any work that is due the day you are absent. **Remember**: It is your responsibility to meet with a peer to review the material we covered during your absence. While I am happy to meet with you during office hours to discuss specific content, I ask that you check in with one of your classmates first.

After two absences, your participation grade will drop by 10 points for every subsequent absence.

***Please contact me if you are forced to miss more than two days of class. You do not need to disclose any personal information. However, if a situation arises that affects your capacity to attend class, participate in discussions, and/or complete course assignments, let me know as soon as you can so we can *work together* to develop plans and identify resources that will help you get as much out of class as possible. Again, these are turbulent times; flexibility and communication are more important than ever.

> ### What should you do if you are forced to miss class for an extended period of time?
> If you must miss class for a significant amount of time, you should seek out a Dean's Excuse. For information on procuring a Dean's Excuse, click here.
>
> ### What should you do if you are forced to isolate yourself as a result of COVID-19?
> If you suspect that you have been exposed to COVID-19, your first move should be to contact Bailey Health Center. If you test positive, you will be required to follow the College's isolation protocols. In the event that symptoms prohibit you from attending class remotely, you will be given a Dean's Excuse.

Cell Phones, Laptops, and Other Related Technologies
We will be using technology to access course content. As a result, you may use your phone and laptop in class when appropriate. Appropriate use of technology means that you are using your devices as instructed and for class-related work. My guiding principle is that technology should aid in learning. However, I also realize that technology use can be incredibly distracting (for both you and those around you). If I suspect that you are using your devices for anything other than class tasks, I will ask you to turn off your devices. Continued inappropriate technology use will negatively affect your participation grade.

Communicating with Me
In this class, you may call me Professor Mitchell or Doctor Mitchell. Outside of class, feel free to address me as Ryan.

I can be reached via email (mitchrya@lafayette.edu). Emailing about course content is a type of formal communication. As we will discuss in class, how you present yourself via mediated communications has important consequences. Practicing email etiquette, while seemingly stuffy and unnecessarily bureaucratic, is important because it shows that you take another person's time seriously. Please make your emails professional, to-the-point, and clear. I will do my best to reply to your email within 24 hours.

Model Email Template

> Dear Prof. Mitchell,
>
> Is it possible to meet with you next Thursday immediately after class? I would like to discuss your comments on my Negotiating Mediated Identity paper. I can't imagine needing more than 20 minutes of your time.
>
> Best wishes,
> **[Your name]**

Assessments & Assignment Overviews

Grades in this class will be determined through my assessment of your presence and participation in class discussion as well as your completion of writing assignments. Since this is a W course, you will be expected to complete at least 20-pages of revised writing by the end of the semester. This writing load will be distributed across short and long writing assignments. You can find a brief overview of these assignments below.

Classroom Participation

We will be reading broadly and thoroughly from both academic and popular texts. When not reviewing important writing concepts and strategies, I will run this class like a seminar. That means that you should come to each meeting having read the day's readings and ready to engage in lively, rich, and respectful discussion. Throughout the semester, you will be participating across a variety of platforms. Regardless of your mode of engagement, the basic principles remain the same:

- Promptness: Arrive to class on time, prepared with specific questions, topics, and quotations you'd like to discuss.
- Participation is more than just talking: Active engagement and collaborative knowledge-making requires that we all find ways to actively listen to others, ask open-ended and inquiry-driven questions, and respond meaningfully to others' comments. Remember that we are all coming to this class with unique experiences and perspectives. For everyone to take something away from this course, you will need to learn how to recognize the value of both your own expertise and the expertise of your classmates.

Writing Associate and the College Writing Program

Writing is an iterative, communal process. To help us gain a deeper understanding of its dialogic nature, you will be working closely with me, your peers, and our class's Writing Associate (WA), Saide Singh, this semester.

What is a WA?

The College Writing Program, which helps to integrate the practice of writing in courses throughout the college, trains selected students as WAs and makes them available for courses in a wide variety of disciplines. The WA for this course is **Saide Singh**. She will meet with each of you in group conferences to discuss drafts of your written work and engage you in conversation about your writing so that you can revise it effectively. Each of you will meet with Saide four times this semester, during weeks I will announce in advance (usually a week before the assignment is due). Saide is obligated to inform me of any late or missed appointments. **Unless otherwise arranged, missing an appointment with our WA will count as an absence.**

WA Drop-In Hours

If, like me, you're addicted to feedback, or if you're still trying to work out the kinks of a paper, the College Writing Program (CWP) sponsors drop-in hours Sunday-Thursday from 4-7 p.m. in the Watt College Writing Room (Pardee Hall 319), and from 7-10 p.m. in Skillman Library room 105.

Drop-in meetings are available to any student in any class on a first-come-first-served basis. You may bring any project that contains writing and that writing may be at any stage of development, from outline to near-final draft. For more information, click here.

Papers and Other Writing Assignments

This is a writing intensive class, meaning that, along with in-class discussion, we will be writing and rewriting consistently throughout the semester. Beginning with your Technology-in-Use paper, you will develop and practice strategies for writing to diverse audiences, including academic and non-academic audiences.

Formative Assignments

Formative writing assignments are small, low-stakes activities that allow you to engage with course readings and concepts closely. These assignments give you the chance to practice your budding talents by encouraging you to define key concepts, expound on unresolved tensions, make connections between readings and the world, and, finally, further develop your skills as a writer and thinker by encouraging scholarly habits of mind. While summative assignments will be graded and do factor into your final grades, consider them to be building blocks to your intellectual development.

TikTok Talk Backs

Starting on Tuesday, September 7, you will be expected to record and post a TikTok Talk Back to our course's TikTok channel, **@fys058_invention**. Half the class will post on Tuesdays and the other half will post on Thursday. You will be assigned a day during the first week of classes.

Think of TikTok Talk Backs as mediated reader responses that allow you to use the technological and genre affordances of TikTok to comment on, critique, ask questions of, and/or isolate current examples of key concepts from course readings. Talk Backs should be posted by 11:59 p.m. the day before class. I will not accept late posts.

As you compose your Talk Backs, keep the following in mind:
- The purpose of the TalkBacks is for you to transform class concepts into creative and innovative responses that will be used to spur class discussion and prompt reflection.
- You should assume that the audience for your Talk Back are your peers, therefore, there is no need to summarize the content you're responding to.
- Instead, successful posts can do the following: 1.) identify a particularly compelling or provocative claim and discuss its implications; 2.) critique or challenge an argument by proposing an alternative; 3.) isolate and explain a potentially confusing part of the reading; 4.) or, point to a contemporary event/practice that captures the argument's central claims. Since TikToks are short videos, you will most likely only be able to accomplish one of these things.
- Regardless of how you structure your Talk Back, you should end your post by posing one question for conversation.
    - *What makes a good discussion question?:* Asking good questions is tough. In this class, a good discussion question invites others into conversation because it is open-ended, genuine (i.e. you don't have a predetermined answer), answerable, and referential. This last point, though seeming small, is critical. You should <u>always</u> reference the specific part of the text you're discussing,

either through citing page numbers or by referencing a specific paragraph in the text.

Each Talk Back is worth 3 points and will be assessed according to the following rubric.

0	1	2	3
Incomplete/ Unacceptable Either not submitted or completely off topic/beyond the scope or purpose of the class.	**Needs Improvement** Response is largely summary. Question is closed, ungrounded, or overly subjective.	**Satisfactory** Meets expectations for engagement. More attention, however, could have been paid to teasing out the implications or effects on the text itself.	**Exceptional** Well-conceived and produced. Evidence of careful engagement with reading and asks sophisticated questions that capture important nuances.

Diagnostic Essay (3 pages; 20 points)

Short Homework Assignments
Intermittently throughout the semester, you will be asked to complete short, targeted writing exercises that practice important course concepts. These assignments should be no longer than 450 words and will be worth 5 points each.

Exigence & Purpose Assignment	5 pts
Summary vs. Analysis Assignment	5 pts
Identifying Assumptions Assignment	5 pts
Keywords Assignment	5 pts
Bibliography Tree Assignment	5 pts
Total	**25 pts**

Formative Assignments
Formative assignments allow me to assess how well you've come to understand and deploy class concepts. These assignments are evaluative in two senses. First, I will use them to chart your progression through the course and give you a sense of how well you're doing at key moments in the semester. Second, they allow me to evaluate my own performance and give me the opportunity to recalibrate the course to better meet the demands of our unique learning community. All formative assignments will require pre-drafting work and revision.

Technology-in-Use Paper (5 pages)
An important goal for this class is identifying the various ways that we simultaneously shape and are shaped by the technologies we use every day. Indeed, as our readings make clear, a technology cannot be separated from the culture(s) in which it operates, nor can it be disentangled from the network of other technologies with which it interacts. The

Technology-in-Use Paper asks you to unpack the relationships among the technologies you use and the broader cultures of which they are a part. For this paper, you will keep track of how you use one of the most important technologies on Lafayette's campus – your student ID card. First, you will carefully monitor and record how you use your ID for one week. Next, you will begin identifying patterns of use, paying close attention to recurrent situations which require you to use your ID. After you've identified some patterns, you will write a paper in which you make a claim about your ID's place within your daily negotiations of campus culture.

Negotiating Mediated Identities Paper (5 pages)
Whereas the Technology-in-Use Paper asked you to consider how a discrete technology transformed as it encountered different cultures and technologies, the Negotiating Mediated Identities Paper shifts focus to consider how your identity transforms as you participate across diverse social media. For this assignment, you will track how the ways you mediate your identity shifts as you navigate three distinct digital social situations. For instance, you may write about how your email-self is different from your Instagram-self and Twitter-self. Similarly, you may describe how you present yourself differently in text messages, TikToks, and phone calls. The more you think about this assignment, the more you'll realize how often you communicate different selves through media. To thicken your analysis, you will use course readings to explain and contextualize the patterns you identify. The goal of this paper is for you to articulate how you manage diverse audiences, purposes, and desired outcomes for various socially-mediated interactions.

Project Proposal (8 pages)
At midterm, you and a team of 2-3 pairs will be tasked with proposing a topic for your final Content Collab Project. The Content Collab Project is a digital essay about contemporary technological culture, which will either take the form of a podcast or a YouTube video. Which platform you choose to use is up to your group, however, you must be prepared to justify your choice. This proposal will be written collectively, and should include the following:

1. A problem/purpose statement (2 pages): In this statement, you will develop the issue you're responding to, explaining what aspect of technological culture you wish to discuss as well as why the problem is significant. You will then need to articulate the questions supporting your inquiry.

2. A statement of theoretical intent (2 pages): In this statement, you will identify what theories/theorists you plan to use to support your argument. You should make a case for why the theories you've chosen will help you pursue answers to your questions.

3. A statement of creative intent (2 pages): In this statement, you will justify your selection of either a podcast or YouTube video. Be sure to explain your intended audience and the affordances of each medium have shaped your choice.

4. Team Charter (2 pages): In this charter, you will draft a flexible, internal document that helps your team define its goals, commitments, concerns, and accountability measures.

Content Collab Project (10-12 pages of written transcript)
For your final projects, you and your group mates will produce a 15-20-minute-long digital essay that will take the form of a podcast or YouTube video. This project will require sustained focus and effort. Each team will produce a work-in-progress to the class during the last two weeks of the semester.

Assignment Break Down

Formative Assignments	*Possible Points*	*Percent of Final Grade*
Technology-in-Use Paper	100	**10%**
Negotiating Mediated Identities Paper	100	**10%**
Proposal	100	**10%**
Content Collab Project	100	**20%**
Total:	400	

Summative Assignments		
Diagnostic Essay	20	**2%**
Homework		**10%**
Exigence & Purpose Assignment	5	
Mini-Analysis Assignment	5	
Identifying Assumptions Assignment	5	
Keywords Assignment	5	
Bibliography Tree Assignment	5	
Total:	25	

TikTok Talk Backs	3 (x10)	**15%**
Total:	30	

Peer Reviews	10 (x3)	**8%**
Total:	30	

Final Project Presentation	10	
Participation	100	**15%**
Total:	215	

Total Possible Course Points   615

Point Ranges
A = 93 – 100%
A- = 90 – 92%
B+ = 87 – 89%
B = 83 – 86%
B- = 80 – 82%
C+ = 77 – 79%
C = 73 – 76%
C- = 70 – 72%
D+ = 67 – 69%
D = 65 – 66%
D- = 63 – 64%
F = below 63%

Students with grades of D or lower at midterm will have their performance reported to the Academic Progress Committee and their advisers. This is not a punitive measure. It is to ensure that students experiencing academic difficulty are put into contact with the appropriate resources. **Midterm grades are not recorded on transcripts.**

Deadlines and Extensions
Unless otherwise arranged, I expect all assignments to be turned in on time on the day they are due. Rough drafts of long and short writing assignments are due by the start of class for peer review. The deadline for submitting final drafts for both short and long writing assignments is 5:00 p.m.. **TikTok Talk Backs are due by 10 a.m.**

If you need an extension on a *final* draft, please contact me at least 48 hours in advance so we can establish a new, firm due date. Unless requested because of a major, unforeseen life event, I typically only grant 3-day extensions for final papers. Because rough drafts will be subject to peer review, I do not grant extensions on drafts unless absolutely necessary. There will be no extensions granted for TikTok Talk Backs.

Respectful Participation Statement
Our course readings will inevitably butt up against sensitive topics. We will be reading about racism, sexism, ableism, classism, and queerness. A crucial part of assuming scholarly habits of mind is understanding how context, personal and social history, and power affect different people in different ways. Power is always at issue in language and each of us has a different relationship to power.

While disagreement and debate are expected and welcomed, hostility and aggression are not. During the first week of class, we will establish rules of engagement, or discourse norms. For this class to "work," we need to build a community. To build a community, we need to feel comfortable sharing our opinions, ideas, and perspectives on complicated topics. While we will work together to develop discourse norms, we must always be charitable when interpreting another's comments.

Inclusivity Statement
Part of creating an inclusive learning environment is reckoning with academia's historic purpose of training white, elite men in ways of exercising dominance over others, especially BIPOC communities and women. To begin working against this history of violence, we must actively affirm the validity and value of those identities, ideas, and perspectives traditionally excluded from academic consideration.

In the course, we will use language that is anti-racist, gender-inclusive, and non-sexist. We will affirm non-binary gender identification and ask that everyone respects students' pronouns. If you are accidentally misgendered, please feel comfortable correcting the professor or other students.

Accessibility
I strive to foster a learning environment that is accessible and welcoming to all students. If you have a specific accommodation granted by Accessibility Services, please request that I receive your confidential accommodation notice via email during the first two weeks of the semester, or as soon as possible. Once I receive your accommodation, I will schedule a time to speak with you to

construct a plan of action for the semester. If you suspect you might need an accommodation, please make an appointment with Accessibility Services. You can find their website by following this link: http://catalog.lafayette.edu/en/current/Catalog/Academic-Programs/Academic-Services/Disability-Services

Academic Integrity

At its heart, academic integrity refers to honest and good faith engagement with both your own and others' ideas. The best ideas are made in collaboration and through rigorous engagement with the work of others. However, there is a fine line between collaboration and plagiarism. At Lafayette, plagiarism and cheating are strictly forbidden. Each assignment requires you to adhere to the college's community standards for academic integrity, which are elaborated in detail on the following website: https://advising.lafayette.edu/academic-conduct/academic-integrity-statement/

Lafayette defines academic dishonesty as any of the following actions: submitting and claiming ownership of someone else's work; incorporating, but not citing, someone else's intellectual product, either in its entirety or in part; buying someone else's work or encouraging another to do your work for you; reusing your own material from another course without explicit instructor permission; or collaborating with other students without instruction or permission (Lafayette College Academic Integrity Statement). Students who are found to have violated standards for academic integrity will be referred for sanctioning.

If you are uncertain about how to appropriately engage with outside content, please reach out to me as soon as possible. As your professor, part of my job is guiding you through the dynamic process of academic inquiry. I am always happy to clear up any confusion.

Religious Observation

Students may receive an excused absence for religious observance. I ask that you give me at least one week's notice if you plan on missing class for a religious holy day. Follow this link for a calendar of many religious events compiled by the Office of Religious and Spiritual Life: http://www.interfaith-calendar.org/2021.htm

Campus Resources

Lafayette students have access to a variety of on-campus resources. These resources are academic, psychological, and legal. Below, you will find brief descriptions of these resources as well as URLs pointing you toward more information:

> ***Academic Resource Hub*** provides academic services to enhance student success. It administers various support and enrichment programs as well as housing and Accessibility Services.
>
> Website: https://hub.lafayette.edu https://hub.lafayette.edu
>
> ***Counseling Center*** provides students with a safe, confidential environment to discuss personal and academic concerns. College is particularly stressful and around 40% of Lafayette students have sought counseling services.
>
> If you are experiencing psychological distress, contact the Counseling Center by phone: (610) 330-5005

In the case of a life-threatening emergency, contact the Office of Public Safety: (610) 330-4444

Website: https://counselingcenter.lafayette.edu/about-us/

Bailey Health Center connects students with quality health care and promotes an environment of wellness, where students are treated with compassion and understanding. For serious or life-threatening problems, call **x4444** and request an ambulance. **Sexual assault counselors are available if needed**.

Phone #: (610) 330-5001
Website: https://healthcenter.lafayette.edu

Title IX and Mandatory Reporting
Lafayette is committed to rooting out and ending sexual misconduct. Faculty and staff are required both by college policy and by law to report instances of sexual misconduct to the Title IX Coordinator. If a report is filed, this does not necessarily mean that the incident will automatically be moved forward to a disciplinary hearing. When reporting a case, you may request the following: resources, no further action, informal resolution, and/or formal resolution.
Website: https://sash.lafayette.edu/titleix/

FYS – Invention: Course Schedule | Fall 2021

*Readings and due dates are subject to change. I will notify you well in advance of any alterations to this calendar.

Week	Day	In Class	For Homework	Assignments Due
1	8/31	Introductions Course and Syllabus Overview	Review Syllabus Read: Beames, "Why the Billionaire Space Race is Great for Everyone" Read: Silverman, "The Billionaire Space Race is a Tragically Wasteful Ego Contest" Read: Jackson, "Billionaire space race: the ultimate symbol of capitalism's flawed obsession with growth" **Complete:** Diagnostic Essay Assignment	
	9/2	***Invention & Responsibility in Contemporary Culture*** Discuss Reading Strategies Introduce Exigence/Purpose Heuristic & Issue/Problem/Resolution	Read: Isaacson, "What Makes a Genius" Read: Shenk, "The End of 'Genius'" Read: Weiner, "Five myths about genius" **Complete:** Exigence & Purpose Assignment	**Diagnostic Essay**
2	9/7	***Keyword 1: Genius*** Discuss Summary vs. Analysis Claims/premise/reasons	Read: Read: Peterson, "Who Invents and Who Gets Credit" Read: Vats, "The iconic American inventor is still a white male"	**Exigence & Purpose Assignment**

			Read: Schaffer, "Tech's Enduring Great Man Myth" **Complete:** Mini-Analysis Assignment	
	9/9	***Who gets to be an inventor?*** Discuss assumptions	Read: Ashton, "The Myth" and "Creation is Ordinary" **Complete:** Identifying Assumptions Assignment	**Mini-Analysis Assignment**
3	9/14		Read: Marx, "Technology: The Emergence of a Hazardous Term" *Annotate Marx in Perusall* Recommended Reading: Slack, "Technology"	**Identifying Assumptions Assignment**
	9/16	***What is Technology?*** Discuss Keywords Assign Technology in Use Paper	Read: Hughes, "Technological Momentum" *Annotate Hughes in Perusall* Begin logging student ID use **Complete:** Keywords Homework	
4	9/21	***Technology in Use***	Read: Edgerton, "Introduction" Read: Schwarz Cowan selections from *More Work for Mother* *Annotated Edgerton in Perusall*	**Keywords Homework**

	9/23	*Technology in Use: Writing*	Read: Ong, "Writing Restructures Consciousness"
			Read: Kolln, "Cohesion"
			Identify at least three patterns in use
5	9/28	Writing Workshop Coherence & Cohesion; Known/New Contract Topic Sentences	Read: Twenge, "Have Smartphones Destroyed a Generation?"
			Read: Baym, "Making new media make sense"
			Draft Technology in Use Paper
	9/30	*Technological Anxieties & New Media*	**Finish Technology in Use Paper Rough Draft (Due 10/1 @ 5 pm)**
			Sign up for peer review conferences and prepare for session
			Read: Susman, "'Personality' and the Making of the Twentieth-Century"
			Annotated Susman in Perusall
6	10/5	*Technology & the Modern Self* Discuss Susman Introduce Negotiating Mediated Identities Paper	Read: boyd, "Identity"
			Draft: Identity Inventory

	10/7	Discuss Identity Inventories	Read: Humphreys, "Performing Identity Work"	
			Finish Technology-in-Use Paper	
7	10/12	**No Class: Fall Break** ☺	Read: Chun, selections from "Race and/as Technology; or, How to Do Things to Race"	**Due: Technology in Use Paper**
			Annotate Chun in Perusall	
	10/14	***Race and/as Technology***	Read: Fouché, "From Black Inventors to One Laptop Per Child: Exporting a Racial Politics of Technology"	
			Read: Parham, "TikTok and the Evolution of Digital Blackface"	
			Continue Drafting Negotiating Mediated Identities Paper	
8	10/19		**Complete:** Negotiated Identity Paper Draft	
	10/21	In class writing day	Schedule and prepare for Conferences	**Due:** Negotiating Mediated Identities Paper Draft by end of class
9	10/26	No Class: Professor out of town	Read: Banet-Weiser, "Gender, Social Media, and the Labor of Authenticity"	

			Read: Duffy, "Meghan Markle and the long history of authenticity policing" Read: Beach, "I was Caroline Calloway"	
	10/28	*Social Media and Authenticity*	Read: Read: Abidin, "Introduction" Read: Swanson, "The Anxiety of Influencers" **Complete**: Negotiating Identities Paper	
10	11/2	*Influencers, Celebrity, and Work* Assign Proposal Assignment	Read: Duffy, "Gendering the Labor of Social Media Production" Read: Germain, "Influencers are Unionizing with SAG-AFTRA to Gain Protection, Community at Work" Read: Carman, "Black Influencers are Underpaid, and a Instragram Account is Proving It" Read: Hurwitz, "On TikTok Creators Against Sponsors Who Just Want Their Identity" Review: Proposal Assignment	**Due: Negotiating Identities Paper**
	11/4	**Visit from LiJuan Xu** Assign Research Groups	Read: Wolfe, excerpts from *Team Writing: A Guide to Working in Groups* Draft: Tentative Team Charter	

Complete: Bibliography Tree Assignment

11	11/9	*Platform Politics:*	Read: Gillespie, "The politics of 'platforms'"	
			Annotate in Perusall	
			Read: Gillespie, "Content Moderation is not a panacea"	
	11/11	*Misinformation*	**Readings TBD**	
12	11/16		Read: Vogels, et al. "Americans and 'Cancel Culture': Where Some See Calls for Accountability, Others See Censorship, Punishment"	**Due:** Proposal Draft
			Watch: Contrapoints "Canceling"	
	11/18	*Cancelling*	Read: Wells, et al. excerpts from *#Actvisim*	
			Read: Sinha, "K-Pop Stans Successfully Sabotaged Trump's Tulsa Rally"	
13	11/23		Work on Proposals	
	11/25	**No Class: Thanksgiving**		**Due:** Proposal Finals due 11/26 at 5 p.m.
14	11/30	*#Activism*		
	12/2	In-class Workshop	Draft script	

		How to use digital editing technologies
15	12/7	In-class writing day: Bring most current script draft
	12/9	Wrap Up Party: Share works in progress

Project Drafts due during Final Exam Period

Final Project due: December 23 by 11:59 p.m.