

ENGL 204-W05: Sim Cities—Maps, Places, Power

Spring 2018
MWF 9:35-10:40
JRC 227

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Course Description

In this course, we will explore a few different aspects of cityspaces. The first half of the course will be dedicated to examining how cities are constructed. Who are the constituents and the stakeholders? How do design decisions get made and how do they impact people? Most importantly, we will explore if studying city design can actually make us more critical thinkers when it comes to our own fields of study. The second half of the course will be dedicated to conducting research on a city space of our own choosing. This means that we will examine the qualities necessary for a city to take on an identity as well as who gets to control the ways that cities and their inhabitants are represented. Through the semester, we will move from the macro-level (how cities are built) to the micro-level (how people shape places in cities through their experiences). Projects will include writing about what makes a city, producing an ethnographic account of how people use city spaces, and conducting research on a relevant city site. We will read several texts that deal with placemaking –both from professional and from user-based perspectives. Please note that this course requires that you purchase SimCity 4 on Steam. The writing load for this course is a minimum of 15 pages of formal revised writing. This course satisfies the Writing Across the Curriculum Writing Intensive requirement.

Writing Intensive Courses

As a Writing Intensive course, expect to:

- Receive substantive and direct instruction in the writing process
- Discuss writing during class time
- Practice writing as a process
 - Give and receive feedback
 - Produce substantial revision
 - Focus on proofreading

Texts

Voices of Rondo: Oral Histories of Saint Paul's Historic Black Community by Kate Cavett (Be sure that this is the 2017 version with ISBN 978-1517903435)

Image of the City by Lynch, Kevin

SimCity 4: Deluxe Edition

Grade Breakdown

1. Project 1: SimCity Wikipedia Mini Entry (5%)
2. Project 2: Wicked Problem Analysis (25%)
3. Project 3: Place-Based Research Project (40%)
4. Student-led Workshop (10%)
5. Theory of Writing Reflections and Journals (10%)
6. Exercises, Discussion, and Quizzes (10%)

Assignment Descriptions

- I. SIMCITY WIKIPEDIA MINI ENTRY
The first project asks you to play SimCity to bring out some of the hidden aspects of place-making. You will draw up a mini profile of your SimCity to flesh out the details so that other folks will know more about it as a place.
- II. WICKED PROBLEM ANALYSIS
Taking your city from project 1, you will describe a problem that your city is facing, take detailed notes on the problem and the area that the issue impacts, and then solve it. Afterwards, you will research the causes of a problem such as the one you fixed are in real-world contexts and also discuss the implications that your solution has by providing several examples.
- III. PLACE-BASED RESEARCH
In your second long paper, you will choose a place and conduct primary and secondary research to describe the ways that people use that space and any issues that are currently relevant.
- IV. THEORY OF WRITING JOURNALS/REFLECTIONS
Along with each of these assignments, you will submit a reflection on how your ideas about writing are concretizing throughout the course of the semester based on the reading and writing that we complete. These should be submitted with your final drafts of each project.

V. STUDENT-LED WORKSHOPS

In pairs or trios, you will present on one class day when we read certain texts in the class. You are expected to work diligently on these workshops outside of class. You will be graded on the following aspects. I have suggested a few time constraints, but you are not bound to them. You can use the 50 minutes as you wish as long as you **effectively** cover each of these.

Visual Presentation: create some form of visual presentation that goes through your points and upload it to the proper section of Canvas before class begins

Summary: Give us the important points regarding the reading. We will have covered a sizeable chunk each reading night, so it's your job to tell us where to focus. (10-15 minutes).

Application: How do you see this connecting to what we have discussed previously in this class? Use quotes and cite to help us understand. (10 minutes but can roll it into a 25 minute summary as well).

Activity: Develop a quick activity that will get class members to engage with your ideas. I don't expect this activity to be flawless, but I do want you to come up with a new way of getting people involved in the conversation. The activity should ask us to both engage with the text and apply the reading. Note: you should not copy the same activity as a previous group unless you ask me with sufficient time (10-15 minutes; this can be rolled into Discussion Questions as well).

Discussion Questions: What questions do you still have about the reading? Ask your peers to help you understand the reading. (5-10 minutes).

Handout: Give everyone a hard copy version of your main bullet points—what should your peers keep in mind about this reading moving forward? This should be one page (or two if necessary). Also, upload it along with your presentation on Canvas.

Please upload your materials to Canvas before class on the day you present. Go to "Discussion Board" on Canvas. Then, click on the forum with the title of your presentation to upload your presentation and your handouts and any other materials. All workshop presenters' names should appear in the documents.

VI. EXERCISES, DISCUSSION, AND QUIZZES

I will expect you to show up to class having read the assignment and completed any exercises that are due. You must demonstrate your preparedness in discussion, group work, in-class writing assignments, taking quizzes, and showing up to class ready to participate. Note: Small scale assignments and exercises are typically marked as being worth 2-7 points but they make up a sizeable chunk of the total grade. So, 10% of your total grade could be based on 30 points or fewer, so it's hugely important you pay attention to this portion. **Note 1:** I like to ask students to review their notes at the beginning of class, so be prepared to review what we have covered.

Don't just do this from memory. **Note 2:** I won't give feedback on all of your low stakes assignments but I do use them to prep for class and in class, so push yourself to ask important questions and make points on these.

Scores and Grades

Every assignment requires different writing tasks which will be laid out in individual assignment sheets. In general, you can assume that the following descriptions relate to a particular score range that you receive.

A+ (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76) C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (Below 60)

70 to 79 (C- to C+)—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

80 to 89 (B- to B+)—You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows attention to style and visual design.

90-100 (A- to A)—You did what the assignment asked for at a high quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style.

Try to avoid the following score ranges. See me if you have any questions.

60-69 (D to D+)—You did what the assignment asked for at a low quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

Below 60 (F)—The work does not meet the requirements or is not submitted completely or with care.

If you are a person who wants or *needs* a particular grade in this course, start working toward that grade right now. Don't wait until the end (or even the middle) of the semester to decide that you need a B or an A.

If you think I have misjudged or misinterpreted your work, come to my office and talk to me about it. I will not discuss grades in the classroom, but I don't mind if you come to my office and talk to me about your paper.

Attendance and Lateness

You should attend class every day. That said, I understand that life happens. Therefore, you do have 3 Obligation Days where you can miss class without any penalty due to other outside obligations that arise. After these three Obligation Days have been used, however, your grade will be reduced by one letter grade for every absence. **Note:** I do not need to see any notification for excused absences unless you have used up your three Obligation Days.

You will also gain an additional 1% point to your final score for any unused Obligation Days this semester.

Email and Emergencies

I will respond to emails within 24-48 hours (excluding weekends).

If the campus needs to close due to an emergency, these policies may be changed. You will be notified via e-mail by me if class is cancelled

Late Work

My general policy is that I do not accept work. Adjustments can be made here and there. Just let me know in advance in a professional manner. That is all I ask.

Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects and research/term papers. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework and listed in the Student Policy Book under "Discipline: Rules of Conduct" will automatically result in failure for the work involved. But academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the university. Here are the common ways to violate the academic integrity code:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism

The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you also must formally acknowledge the written source from which you took the material. (This includes material taken from the World Wide Web and other Internet sources.)

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Students are encouraged to report incidents of academic dishonesty to course instructors. When academic dishonesty occurs, the following procedures will be followed:]

Consequences

a) Sanctions

The instructor will impose a minimum sanction of failure for the work involved. The instructor also will notify the student and the appropriate academic dean in writing of the nature of the offense and that the minimum sanction has been imposed. The instructor may recommend to the dean that further penalties be should imposed.

If further penalties are imposed, the dean will notify the student immediately and the student will have five working days to respond to the intention to impose additional penalties. The student has the right to respond to the charge of academic dishonesty and may request in writing that the dean review the charge of academic dishonesty as fully as possible.

If the dean determines that no further sanctions will be applied, the instructor's sanction will stand and the instructor's letter to the dean and student will be placed in the student's file. If no further charges of academic dishonesty involving the student occur during the student's tenure at St. Thomas, the materials will be removed from the file upon graduation.

b) Previous Incident

If the student has been involved in a previous incident of academic dishonesty, the dean will convene a hearing, following guidelines listed under "Hearings and Procedures" in the Student Policy Book. During the hearing, all violations of academic integrity will be reviewed. The student and the faculty member charging the most recent incident will be present at the hearing.

IN EITHER SITUATION, A OR B

If the dean determines that further sanctions are warranted, the student will be informed in writing. Among the sanctions considered by the dean will be the following: failure for the course in which the incident occurred; suspension from the university for the following semester; expulsion from the university; community service; a written assignment in which the student explores the principles of honesty and trust; other appropriate action or sanctions listed under "Sanctions" in the Student Policy

Book. The materials relating to the incident, including the instructor's original letter to the student and dean and the dean's decision following the hearing, will become part of the student's file.

COMMITTEE ON DISCIPLINE

The Committee on Discipline shall have the authority to investigate the facts of the particular case that has been appealed and the committee may:

Affirm the original decision and sanction.

Affirm the original decision and reduce or increase the original sanction.

Reverse the original decision.

Disallow the original decision and order a new hearing by the dean (or designee).

Disability Statement

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Telephone appointments are available to students as needed. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. You may also make an appointment in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.