

Transdisciplinary Communication

CODE121
Fall 2025
In Person

[days, time]
[location]

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Instructor: [Name]

Email: [Email Address]

[brief welcome: e.g. Hi! My name is Dr. Adriana Martinez, I study rivers, and I'm excited to get started with all of you this semester]



Office Location: [Office #]

Available Hours: [times in office]

[I generally answer emails between x-x, and you can also message me on Teams for quick questions]



Course Description

Students learn about transdisciplinary approaches and systems thinking as they present their work publicly and write in a variety of genres for multiple formats.

Students must be enrolled in CODE120 in the same semester they are enrolled in CODE121. There are no prerequisites.



Welcome

This is the first core course in the CODES sequence. You will learn how to write for a variety of genres and formats and present your work publicly. We will also talk about life in college, work/life balance, and how to make the best use of your time at SIUE. You are also signed up for a once-a-week lab staffed by a CODES mentor. Attending the lab is a participation expectation, and is required to pass this course.



Course Goals

- Practice reading analytically for a college context
- Analyze, evaluate, and construct arguments
- Understand and use rhetorical strategies
- Compose print, visual, and digital media fine tuned for a specific audience
- Organize and deliver speeches in professional and academic contexts
- Find your way around campus and establish a sense of community as SIUE

Textbooks

Ruha Benjamin, *Imagination: A Manifesto*
 Patricia Caldwell, *A Phoenix First Must Burn*
 Eddie Ahn, *Advocate*

Links

[Blackboard](#)-Find readings and resources and examine my feedback on your work
[SIUE ePortfolio](#)-Find resources and links to you and your classmate's sites
[New York Times](#)-Get access from Lovejoy Library's List of Databases

Major Assignments



Analyses

5 @ 500-800 words

Analyses are 500-800 word papers where you analyze a reading or practice specific writing or critical thinking skills. You will often use your analyses to contribute to class discussion.



Explorations

1 @ 20 minutes

Explorations are small assignments (sometimes in class and sometimes outside of class). They involve practicing skills you will need later in class, as with our photo essay assignment or the video scavenger hunt. Or they help us reflect on readings and prepare for discussion like Top 5s.



Digital Project #1

An expository essay on an experience that combines images or other media to help craft a complete story



Digital Project #2

A rhetorical analysis of a piece of multimedia journalism crafted into a compelling video with on-camera time for you



Digital Project #3

A collaborative countermap; In addition to contributing to the digital map with its written components, you will present your portion of the project to the class

Course Schedule

I will post any schedule changes to this document weekly on Blackboard, and I'll also send reminders about weekly assignments using Blackboard announcements.

Assignment descriptions are available on Bb; they are due on Bb by 11:59 p.m. the night before their assigned class.

Date	Class Activity	Assignments
Week 1 {date}	Syllabus, Introductions; Blackboard; where to go for help; keeping a schedule; learning outcomes; overview of ePortfolios, participation expectations; time to take CODES pre-survey	Due [date] Review CODE Scholar Learning Outcomes , ePortfolio guide, syllabus, and assignments. Complete First-Week Introduction & Goals; submit on Bb prior to class
{date}	ePortfolio introduction in class; get logged in, add first-week introduction and goals; sign-up for <i>NYT</i> account	Due [date] Read Mike Bunn's "How to Read Like a Writer, Bb;" short story of instructor's choosing from <i>A Phoenix First Must Burn</i>

Date	Class Activity	Assignments
		<p>Make sure first-week reflection and complete goal charts are up on ePortfolio page for class</p>
<p>Week 2 {date}</p>	<p>Discuss readings & reading strategies; AI possibilities and pitfalls</p>	<p>Due [date] Read and analyze visual essays from the <i>New York Times</i> “Where We Are” collection and read the accompanying piece “Creating Photos about Community” Analysis #1: Photo Essay Due using NYT Activity Sheet</p>
<p>{date}</p>	<p>Discuss visual analysis and photo composition; consider analyses; explain photo essay assignment</p>	<p>Due [date] Read “Photographing Interesting People in Your Community: A Guide to Taking Portraits,” <i>NYT</i> Meet with photo essay group before [second day in week 3], to organize photo essays; prepare to share with class</p>
<p>Week 3 {date}</p>	<p>After discussing reading, students leave in teams to capture photos; (if Labor Day, you can have students do this in their own time)</p>	<p>Due [date] Read Nela Dunato’s, “Big Mouth” and Ed Kingston’s “Eddie Kingston Got No Business F***ing. Being Here” Complete Top 5 for reading in class</p>
<p>{date}</p>	<p>Present photo essays; introduce DP #1; what is multimedia writing and writing for the web? Have a discussion about the readings as examples of multimedia writing</p>	<p>Due [date] Write one description or detail for DP#1, print it out, and bring it to class to workshop Read Eddie Ahn’s <i>The Advocate</i>; and “Using Details to Show not Tell,” <i>NYT</i> Complete Top 5 for <i>The Advocate</i> in class</p>
<p>Week 4 {date}</p>	<p>Discuss <i>The Advocate</i>; how does Ahn use the format of the graphic novel to tell his story? What inspiration can you draw for your essays? Discuss writing tips for DP #1; how to give feedback; workshop detail description</p>	<p>Due [date] DP #1 Rough Draft Due on ePortfolio</p>
<p>{date}</p>	<p>Workshop DP#1 in groups; time to address WordPress challenges; visit from IRIS staff</p>	<p>Due [date] Final Draft of DP#1 due on ePortfolio</p>
<p>Week 5 {date}</p>	<p>Time to add an example to ePortfolio; discuss rhetorical analysis and logical fallacies; talk</p>	<p>Due [date]</p>

Date	Class Activity	Assignments
	through examples; introduce DP#2 ; look at student examples on YouTube; support from IRIS staff	Explore list of interactive multimedia journalism projects, Bb; consider which one you might like to use as the basis for DP#2 Analysis #2: Rhetoric Due
{date}	Workshop rhetorical analyses in class; get signed up to YouTube Channel; go over video tutorials; learn about scripts and storyboards	Due [date] Read " Writing for an Audience ," U Maryland Collect footage for video scavenger hunt with a partner and submit to YouTube channel prior to class
Week 6 {date}	Highlights of DP#1 essays; common issues to notice; present scavenger hunt roll and discuss what you learned; work on storyboarding in class	Due [date] Analysis # 3: Audience Due Bring rough draft of storyboard
{date}	Talk about audience analyses; workshop storyboards; time to develop scripts	Due [date] Bring rough draft of script and storyboard for workshop; bring laptop Shoot raw footage for video; collect music, B-roll, images, and other required materials; bring to class
Week 7 {date}	Workshopping script/storyboard; IRIS staff visits to discuss editing	Due [date] Bring rough cut of video to workshop; prepare to make edits based on feedback
{date}	Discuss midterm ePortfolio; time to workshop rough cut of video	Due [date] Submit final cut to CODES YouTube Channel; include link in ePortfolio; have completed midterm ePortfolio ready by 11:59pm
Week 8 {date}	No Class: Individual Meetings with professor	Due [date] No assignments; take a breath!
{date}	Priorities; vibe check; setting goals for remainder of semester	Due [date] Read excerpt from Thomas Foster's <i>How to Read Like a Professor</i> , Bb [add additional reading of your choosing] Analysis #4: Literature
Week 9 {date}	Discuss literary texts and reading practices for different purposes	Due [date] Examine digital walking tours listed on Blackboard Read Derek H. Alderman & Joshua F.J. Inwood, " How Maps Can Help Fight Racism and Inequality " Choose one site to analyze.

Date	Class Activity	Assignments
		<p>What argument does it make about space, place, and people? Consider “about” statements; pay attention to underlying research, about use of image, video, etc.</p> <p>Complete Top 5 on your chosen site in class</p>
{date}	<p>Introduce DP#3; Discuss plans for project; maps as creative placemaking; maps as counter-narrative; finding a topic; collaborating in partnerships; setting ground rules; possibility of getting project approved for <i>Emplace</i></p>	<p>Due [date]</p> <p>Read from Walter Johnson’s <i>Broken Heart of America</i>, Bb</p> <p>Complete Top 5 on reading in class</p> <p>e-Portfolio check-in: Have you made suggested revisions from midterm and added more content?</p>
<p>Week 10 {date}</p>	<p>IRIS introduction to Leaflet Storymaps; discuss <i>Broken Heart of America</i></p>	<p>Due [date]</p> <p>Read Ruha Benjamin’s <i>Imagination: A Manifesto</i>, pp.</p> <p>Bring project charter</p>
{date}	<p>Visit from Lovejoy Library</p>	<p>Due [date]</p> <p>Read Ruha Benjamin’s <i>Imagination: A Manifesto</i>, pp.</p>
<p>Week 11 {date}</p>	<p>No Class-Visit sites with your partner, collect interviews, take notes, and snap photos</p>	<p>Due [date]</p> <p>Read Ruha Benjamin’s <i>Imagination: A Manifesto</i>, pp.</p>
{date}	<p>Discuss <i>Imagination: A Manifesto</i>; work in groups on Project-Based Prompt #3 (p. 140)</p>	<p>Due [date]</p> <p>Bring a rough introduction, a bibliography and plans for each of your map points to share for feedback.</p> <p>Analysis #5: Possible Futures Due</p>
<p>Week 12 {date}</p>	<p>Workshop; work session; partnership dynamics check-in; ePortfolio check-in; discuss editing basics, how to ensure project quality</p>	<p>Due [date]</p> <p>Work on your part of the project, collect additional resources, polish writing, etc.</p> <p>Have rough draft viewable in Leaflet for workshop</p>
{date}	<p>Workshop and quality control maps</p>	<p>No assignment-take a breath!</p>
<p>Week 13 {date}</p>	<p>Discuss presentations methods; dealing with nervousness; sign posts, etc.; time to practice with partner</p>	<p>Due [date]</p> <p>Continue to develop map as you develop presentation</p>
{date}	<p>Workshop presentation together</p>	<p>Due [date]</p>

Date	Class Activity	Assignments
		DP#3 Final Draft, Due on ePortfolio
Week 14 {date}	Presentations	Due [date]
{date}	Presentations	Due [date]
Week 15 {date}	Thanksgiving—No Class	
Week 16 {date}	Reflect on semester; time to troubleshoot ePortfolio issues; take CODES survey ; discuss <i>Emplace</i> submissions	Due [date] ePortfolios due by meeting time
{date}	No class-individual appointments about ePortfolios	

Your ePortfolio and Your Grade

We will use an ePortfolio with examples of your work to give you ownership over your learning. You set goals for the course and choose the corresponding grade you plan to earn. If you achieve your goals and meet participation expectations, you will earn your chosen grade.

- 1

In your ePortfolio, you will describe what you want to learn and what you'll do to gain your knowledge by identifying five goals based on the [CODES Learning Outcomes](#). You decide how much weight you want to give to each goal.
- 2

Add examples of your learning to your ePortfolio right away. You need one example for each 5% of your grade. The smallest ones are the best: images of a paragraph rewrite or the timestamp of an excellent video transition. I will give you rubrics and comments on your work, so choose examples that show how you applied feedback.
- 3

At midterm, you will complete a summary reflection and meet with me to discuss your progress toward your planned grade. We may decide you'll need to adapt your ePortfolio to achieve your goals by semester's end.
- 4

You will complete a final reflection, and I will assign your final grade based on how well you demonstrated your learning in the ePortfolio. You also must meet those basic expectations of class participation and citizenship to earn the grade you want.

Participation Expectations, or to Earn an...

A

- Misses two classes or fewer, or makes up excused absences
- Misses no CODES & College labs, makes up excused absences
- Completes all readings on time and annotates them thoroughly
- Contributes deeply to discussions
- Meets **all** assignment **and draft deadlines** or has approved extension
- Work shows engagement, care, effort, and growth
- Abides by the CODE of Conduct and classroom norms

B

- Misses three classes or fewer, or makes up excused absences
- Misses one or fewer CODES & College labs, or makes up excused absences
- Completed and annotates most readings
- Often participates in discussion
- Meets **all** assignment **and draft deadlines** or has approved extension
- Work shows care, effort, and growth
- Abides by the CODE of Conduct and classroom norms

C

- Misses four classes or fewer, or makes up excused absences
- Misses two or fewer CODES & College labs, or makes up excused absences
- Completes most readings
- Sometimes adds to discussion
- Completes **all** major assignments, meets most draft deadlines, and turns in x
- Meets minimal expectations on assignments; shows some growth
- Abides by the CODE of Conduct and classroom norms

Need Some Additional Support?

Access

Seek accommodations for your classes when faced with life impairments.

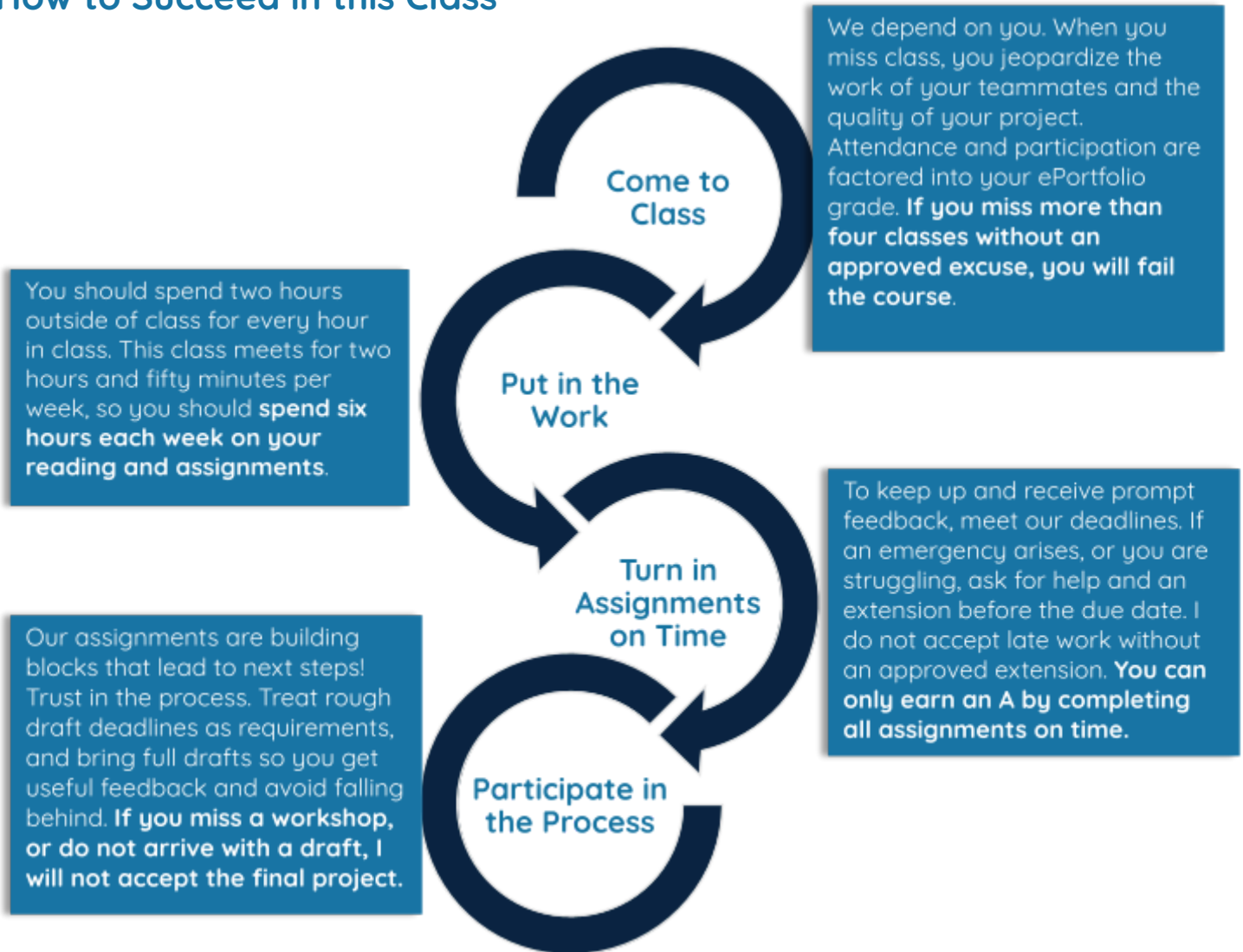
Counseling

Make a mental health appointment and sign up for the online service, Timely Care.

Learning Support

Visit the writing or tutoring centers for help with your coursework.

How to Succeed in this Class



Writing Tools

I suggest downloading Microsoft Office to your computer and using that to write drafts, or, better yet, start on paper! Getting used to the professional technologies and workflows of college can be a challenge, so ask if you need help! Create a digital folder for each of your courses and organize files by assignment name; save them on your computer or a cloud file. Save versions by adding the date to the end (e.g. CODE121_DP1_20230825.docx). Upload your assignments to your ePortfolio so you can link to them as examples of your work. Do NOT draft in WordPress though!

My Feedback

Our assignment sheets include a rubric to help you understand expectations. I use WordPress's commenting feature. I only mark and explain grammatical errors the first time they appear. In Blackboard, I have a rubric for each assignment and provide additional written feedback. Read it; use it to revise! You can always submit a new version of an assignment on the ePortfolio as an example of your growth and development. THAT is the way to a stellar grade in this class.

Policies



CODE of Conduct

When you accepted your scholarship, you agreed to the [CODE of Conduct](#). The CODE of Conduct requires you to practice justice, equality, and compassion in your interactions with other students, SIUE faculty and staff, and members of the community with whom we interact. Be open to conversation, acknowledge and appreciate cultural differences, and try to assume the best intentions of others. The CODE of Conduct also asks you to dedicate your time to learning for learning's sake. Just like in our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. Push yourself to try hard things, approach your work with interest and curiosity, and interact with others with an open heart and mind.



Use of Devices

As a CODE Scholar you are forming a digital identity and seeking to understand your role in a culture that takes shape through face-to-face and digital interactions. Good digital citizens devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructor require your attention, focus on them with earbuds and headphones off, phones off, and laptops closed. If you are doing collaborative work that requires technology, then you may have computers or phones out. Be savvy (and respectful enough) to know the difference. Also, show empathy and care to members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.



Plagiarism and Academic Integrity

Plagiarism is the use of another person's words or ideas without credit. A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. You should adhere to [x style guidelines](#) to avoid plagiarizing. In the [Academic Dishonesty Policy](#), SIUE specifically states that: "The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own."

Students who plagiarize are in danger of failing the course and will be reported to the Provost's Office—no exceptions.



Artificial Intelligenceza

We will have opportunities to practice AI usage in appropriate situations. AI is not appropriate when an assignment's goal is to help you develop skills of reflection and critical thinking. Using AI to complete assignments without permission falls under the university's academic dishonesty policy. **If you use AI without permission, your assignment will not be accepted, and you will be reported to the Provost.**



Additional University Policies and Resources

Visit this [resource site](#) for current University services related to:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches