

## ATCM 3301 | Writing for MAD | Fall 2025

### Course Information

ATCM 3301.005.S26

Class/Course No. 20598 / 000820

Meeting Time: Tuesday & Thursday, 8:30am - 9:45am

Classroom Location: ATC 1.305

Credit Hours: 3

Prerequisite: RHET 1302

### Contact Information

Instructor: Angie Vo (Angie or Professor Vo is preferred!)

Pronouns: she/they

Email: [angie.vo@utdallas.edu](mailto:angie.vo@utdallas.edu)

Please format and address all emails regarding the class professionally, include the course information in the subject line, and allow up to 24 hours for responses (and longer for weekends)

Office Phone: N/A

Office Location: N/A

Student Hours: By appointment on weekdays via MS Teams or Discord. I do not receive eLearning messages; please use regular email, Teams chat, or Discord.

### Course Description

This writing intensive course focuses on the genres of writing associated with arts, technology, and emerging communication. ATCM 3301 trains students in the process of writing about media (animation, design, games, and so forth) for a variety of audiences. Writing assignments and oral presentations prepare students for the types of writing that are common in the media and cultural industries including formal analysis, interpretation, the personal or artist's statement, and project proposals.

### Student Learning Objectives/Outcomes

- Improved writing skills
- Demonstrated ability to write in various modes (reflective, descriptive, argumentative, generative)
- Evaluating the student's creative work and that of others
- Communicating to specialist and non-specialist audiences
- Engage in constructive feedback and iteration

## **Required Textbooks and Materials**

- Various articles and chapters, all available through online resources. Those not listed in the syllabus are available in a shared Box folder (link on eLearning).
- Students are required to bring to class their own laptop or tablet, or borrow one from the ATEC Open Lab, especially on peer review and workshop days. A mobile device alone is not sufficient for this course.

## **Assignments Overview**

**Participation (15%):** (Includes Think Pieces/Quizzes/Short Writings) Participation is not just about being present, but coming to class on time, prepared, and ready to contribute to class discussions and in-class activities. Think pieces are short written responses (150-200 words) that address a question or problem posed for that day's assigned readings/topic and are submitted in eLearning.

**Essay 1 – Artist Statement (10%):** A short artist/work statement (approx. 300 words) providing a general introduction to your creative work. The Artist Statement focuses on enhancing the way a viewer understands your work by providing some context. This statement will be revised for the student's final portfolio submission.

**Essay 2 – Media Analysis (20%):** A formal/technical analysis and interpretation of a media object (1,200 – 1,500 words) from a list of suggested works. This assignment will be written in multiple drafts and will receive written instructor/TA comments.

**Essay 3 – Self Media Analysis (15%):** A formal/technical analysis and interpretation (1,000 – 1,250 words) of one piece of the student's own creative works. Written feedback on draft from instructor/TA available only on written request.

**Essay 4 – Proposal (20%):** A conceptual essay (900 – 1,200 words) that proposes a future project for a specific audience. The proposal will discuss the background and overview of the piece, provide a description of the process and work itself, and argue for its significance. This assignment will be written in multiple drafts and will receive written instructor/TA comments.

**Presentation (10%):** A short talk presentation lasting between 3-5 minutes over your proposed project from Essay 4. The presentation will be given in class for a non-specialist audience, followed by a Q&A session. Presentations are scheduled during the final three weeks of the course.

**Final Writing Portfolio (10%):** Revise and submit the Artist Statement and one other paper assignment to the eLearning class portfolio system. The portfolio must also include notes about what changes were made in each paper, and a short written reflection.

\*Full assignment descriptions and grading rubrics can be found on Box.

### Course Policies

#### Grades

Course grades are based on a 100-point scale. Final grades fall on the following ranges: A+ = 97-100, A = 94-96, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, and so on. There is no curve. There are no individual extra credit or re-take options.

A Range: Excellent	B Range: Good	C Range: Fair	D Range: Needs Improvement	F Range: Failing
Original, exceptional work, excellent performance, demonstrates mastery of material, surpasses expectations, often inventive	Strong, above-average work, achieves goals of assignment in a thorough fashion, solid grasp of course materials and concepts	Satisfactory, meets assignment requirements and demonstrates adequate grasp of course materials and concepts	Assignment requirements and expectations not met, below average, demonstrates misunderstanding of material	F grades are given to students who fail to meet the expectations and requirements of an assignment, who submit AI-generated or plagiarized work (see below), or who fail to submit assignments altogether
A+, A, A-	B+, B, B-	C+, C, C-	D+, D, D-	F

#### Accommodations and Academic Support

Students with disabilities are encouraged to utilize the on-campus resources at the [Student AccessAbility Resource Center](#) (ARC). You can contact the office at 972-883-2098 or by email: [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu)

Their office is located in the Administration Building, Room 2.224. They can provide documentation and details for accommodations to address your individual needs.

If you need any special accommodations to complete this course successfully, please provide me with this information as soon as possible, so we can make appropriate arrangements.

Additionally, the information contained in the following link lists the University's academic support resources for all students. Please go to: <http://go.utdallas.edu/academic-support-resources>

If you learn a bit differently but do not qualify for, or have the resources to seek, an accommodation, there are still ways I can support your success. Be sure to let me know so we can creatively approach your experience in this class.

### **Classroom Conduct**

It is our responsibility to work together to produce a classroom environment where everyone can share, discuss, and question the materials at hand as well as contribute their own work respectfully and productively. Conflicting perspectives are unavoidable. To ensure that participants feel comfortable contributing a diverse set of thoughts, comments, and views, we will not use oppressive or harmful language, tolerate harassment, personal attacks, and other actions that unduly distract from the educational mission and inflict emotional, physical, or psychological harm on those involved.

Part of the role of encouraging a diverse learning environment is acknowledging that individuals should feel safe and respected to contribute to the classroom in good faith. This involves not only allowing everyone opportunities to contribute their thoughts but to be mindful of how we recognize and address others. Do not assume things about others' identities, backgrounds, or experiences—whether that is age, race, gender, sexuality, ability, class, etc. Address people by their names, pronouns, and other identifiers that they disclose. Avoid insisting on imposing identity markers onto others. Allow people to self-identify as they feel comfortable.

What you share with and create for this class reflects not only you as both a student and a civic subject, but it also reflects on me as your instructor, the class as a learning community, and UT Dallas as an academic institution.

Please discuss with me any concerns you have regarding an unsafe or hostile classroom environment, particularly if something arises that causes distress.

### **Note on Recent Changes to Texas Laws**

Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.

### **Content Warning**

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I aim to forewarn students about potentially disturbing content, and I ask all students to help create an atmosphere of mutual respect and sensitivity.

### **Attendance**

Attend class regularly and in full, provided you are well enough to attend.

Absences: Please do not share personal health details or doctor's notes; simply **email** to notify me you will be absent due to illness/family emergency/etc.

Excessive absences with no explanation, lateness or leaving early, or failure to prepare for class may impact course grades. Discuss upcoming potential absences with me to make appropriate arrangements.

Students are advised to stay home and limit contact with others **if you feel sick or have symptoms of a contagious illness**. Staying home when sick will **not** negatively affect your grade.

It is helpful to wear a face mask in class if you are well enough to attend but are coughing, sneezing, etc. Everyone is encouraged to practice good hand hygiene. Please see the guidelines for [Community Health](#) at UTD.

From the Office of Institutional Risk and Safety: UTD “community members are highly mobile and interconnected. It is your responsibility to learn more about total well-being, infectious diseases and health protection practices that may impact your health and the health of those around you.”

Vaccines, tests, basic medical care and other services are offered in the [Student Health Center](#) (SSB4.700).

### **Turnitin.com**

All essay assignments, including drafts, will be submitted through eLearning’s Turnitin system. It is the student’s responsibility to confirm submission of their work. Essay feedback from the instructor or TA will be available inside Turnitin.

\*Turnitin is notorious for requiring multiple clicks to properly submit an assignment. Make 100% sure it has fully submitted and that you receive a receipt of submission before you move on!

### **Late Work and Grace Period**

For assignments due at 11:59 pm, there is always a grace period until 8:00 am the next day. Please note that this grace period **does not include** assignments due at the beginning of a class.

Late work will be penalized 10% (a full letter grade) for each 24-hour period beyond the grace period and will not receive written feedback by default. For written feedback on a late assignment, please send an email request. If you need an extension, let me know in advance so we can make arrangements.

### **Help Desk**

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### **Class Materials**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only.

Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center (ARC) accommodation. Additionally, unless the ARC has approved the student to record the instruction, students are expressly prohibited from recording any part of this course.

Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### **Classroom Technology Policy**

Laptops and tablets can be used in the classroom solely for purposes directly pertinent to the activities and discussions at hand. Phones and other devices should be kept silent and not disruptive to anyone else in the class. Excessive misuse of technology in the classroom may result in a request to leave the lecture.

During **workshop time** only, students may use private audio devices (such as headphones) in the classroom while they work.

### **Academic Dishonesty**

All work must be original for this class. Plagiarism is using the words and materials of others as if they were your own. It is a serious offense with consequences. Use proper citation to indicate the use of other people's work to strengthen your own. All suspicions of Academic Dishonesty will be investigated.

Please consult <https://conduct.utdallas.edu/dishonesty/>

### **AI (Artificial Intelligence) Policy**

The primary goal of this course is to improve your ability to communicate effectively, both in writing and speaking. Learning how to do so takes practice. While you will be expected to use AI in your future workplace to increase the speed at which you produce, you still need to be able to create, edit, and recognize high-quality writing yourself. If AI can do the work without you, you won't have employable skills. (Why hire, train, and pay someone if an AI could do the same work?)

AI literacy is an important skill. Be aware that AI can create things that sound like facts that are actually "hallucinations." You will need to reflect on both the advantages and potential detriments of this new technology. You will still be responsible for the final product and for any limitations or potential biases from AI. I reserve the right to modify this policy as necessary.

To that end, you MAY USE AI to assist your course work in the following ways:

- Brainstorming
  - (e.g. ideas for media analysis, samples of writing about art, strategies for pitching creative ideas, sample arguments)
- Organizing your thoughts or work processes
  - (e.g. making outlines or notes, creating task lists, prioritizing tasks)
- Helping you understand course readings
  - (e.g. creating study guides, lists of key terms, or discussion about the content of articles)
- Essays 2, 3, and 4 – first drafts ONLY.
  - Be sure to save your prompts and the transcripts of everything you asked the AI and its responses. \*\*\*You will be asked to include these along with your draft.

For this class, use of AI is prohibited in the following:

- Artist Statement (in any form, first draft or revisions)
- Essays 2, 3, and 4- prohibited all versions after the first draft
- Peer reviews
- Think Pieces, in-class activities, or quizzes
- Presentation (any part--the writing, verbal script, slide deck, or other visual aides)
- Written reflection portion of the Final Portfolio

#### Required Acknowledgment Section

All essay assignments (both first and revised versions) in this class will be required to include an Acknowledgment Section at the end. In the Acknowledgment Section you will disclose any assistance you used (friends, tutors, websites, AI) to create your work, with added details where necessary. If you used generative AI when allowed, you will also be asked to provide AI prompts you use along with the resulting responses. \*\*\*See the Acknowledgment Section on Box for more information.

#### **Transparency Statement: Instructor use of AI**

In the course of my instruction, I may use tools such as AI detectors if I suspect improper use of AI in student work. I never rely on AI detectors alone. However, if I determine through the best means available that a student has engaged in academic dishonesty, I will contact them individually, may request a one-on-one meeting, and may deliver relevant content to the Dean of Students office for adjudication.

I aim to limit my use of AI to only when necessary, and to make use of AI only in ways that are ethical and appropriate for our class and wider community.

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

### **University Syllabus Policies and Procedures**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the sections regarding the credit/no credit grading option and withdrawal from class. Please go to <http://go.utdallas.edu/syllabus-policies> for information.

### **Disclaimer**

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor. Please see eLearning announcements for any updates.

## COURSE SCHEDULE

Not all assignments and details are listed here. Always check the weekly modules on eLearning for updates.

### Legend:

#### IN-CLASS WORKSHOP DAY

Class meets as normal and uses the course period to work on assignments for this class. Please bring a charged laptop or tablet and whatever tools you need to work effectively. Students may use personal headphones/ear buds while working. Quiet talking is fine, but please be careful not to disrupt others. The purpose of in-class workshop time is to give you a chance to write, collaborate with your peers, and get feedback or other help from the Professor.

#### NO CLASS MEETING

Class will not meet. Students are expected to continue working on class assignments on their own. Please feel free to schedule a meeting with the Professor during these times if you have any questions.

### Unit I: The Artist Statement

Week 1	
T 1/20	<b>In class:</b> <ul style="list-style-type: none"><li>• Syllabus + course overview</li></ul>
TH 1/22	<b>In class:</b> <ul style="list-style-type: none"><li>• eLearning overview</li><li>• “About Me” activity</li></ul> <b>Homework before 9/3:</b> <ul style="list-style-type: none"><li>• Artist Statement Assignment Prompt</li><li>• Hotchkiss, “<a href="#">How to Write an Artist Statement</a>”</li></ul>

Week 2	
T 1/27	<b>In class:</b> <ul style="list-style-type: none"><li>• Brainstorming activity</li><li>• Introduce Paper 1: Artist Statement Overview</li></ul> <b>Homework before 1/29:</b> <ul style="list-style-type: none"><li>• Think Piece #1: Choose an artist or creative practitioner’s statement in your field of interest. For some</li></ul>

	<p>industries where statements are less common, an interview will suffice. Briefly discuss who the person is and what they do (1-2 sentences) followed by an analysis of how their statement is written. Explain whether it follows the guidelines provided in the prior reading. Make sure to provide the link to the statement before your discussion.</p>
<b>TH 1/29</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Artist Statement Group Activity</li> </ul> <p><b>Homework before 2/3:</b></p> <ul style="list-style-type: none"> <li>• Prepare: First Version Paper 1 – Artist Statement</li> </ul>

Week 3	
<b>T 2/3</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• How to Peer Review</li> <li>• Peer Review (bring or rent laptop)</li> </ul> <p style="background-color: red; color: white;"><b>DUE SUNDAY 2/8:</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Artist Statement (<b>due to eLearning by 11:59 PM</b>)</li> </ul> <p><b>Homework before 2/10:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chandler, “Signs” and “Codes” from <a href="#">Semiotics for Beginners</a></li> <li>○ "<a href="#">Semiotics analysis for beginners!   How to read signs in film   Roland Barthes Media Theory</a>," <i>The Media Insider</i>, YT</li> <li>○ Paper 2: Media Analysis Assignment Prompt [Assignments Folder]</li> </ul> </li> </ul>
<b>TH 2/5</b>	<p><b>WORK FROM HOME</b></p> <ul style="list-style-type: none"> <li>• Submit peer review to classmate by 2/5 @ 11:59 PM</li> <li>• Submit Paper 1 to TurnItIn</li> <li>• Read Essay 2 - Media Analysis Assignment Prompt. ***Look over the list of media toward the end of the prompt. You will need to make your</li> </ul>

	choice of media object for Essay 2 no later than Sunday 2/15).
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**Unit II: Media Analysis**

Week 4	
<b>T 2/10</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Paper 2: Media Analysis Overview</li> </ul> <p><b>Homework before 2/12:</b></p> <ul style="list-style-type: none"> <li>• Read: Duke University Writing Center, <a href="#">“A Short Guide to Academic Writing Style”</a></li> <li>• <b>Think Piece #2:</b> Choose one work from an artist or creative practitioner in your field of interest. Apply at least three concepts from the week’s readings to discuss the work’s form and content.</li> </ul>
<b>TH 2/12</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Workshop</li> </ul> <p><b>Homework before 2/17:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Sturken and Cartwright, “Images, Power, and Politics” (pp. 1-23) from <i>Practices of Looking</i> [Readings.zip]</li> </ul> </li> <li>• <b>Read 1 (by Paper 2 Media Selection):</b> <ul style="list-style-type: none"> <li>○ <u>Audio-visual media:</u> Amy Villarejo, “The Language of Film”</li> <li>○ <u>New media/digital art:</u> Hope and Ryan, “Introduction” to <i>Digital Arts: An Introduction to New Media</i></li> <li>○ <u>Games:</u> Flanagan and Nissenbaum, “Groundwork for Values in Games” and “Understanding Values at Play,” from <i>Values at Play</i></li> <li>○ <u>Animation:</u> Furniss, “Animation and Digital Media” from <i>Art in Motion</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o <u>Sound</u>: Sterne, “Sonic Imaginations”</li> <li>o <u>Apps</u>: Hobbs, “Propaganda in the Age of Algorithmic Personalization”</li> <li>• <b>Optional:</b> <ul style="list-style-type: none"> <li>o “Denotations, connotation, and myth” from <a href="#"><i>Semiotics for Beginners</i></a></li> </ul> </li> <li>• <b>Bring to 2/17:</b> <ul style="list-style-type: none"> <li>o <i>Pre-Production Notes</i> Paper 2: Media Analysis, Part 1: Form/Technic</li> </ul> </li> </ul>
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Week 5	
<b>T 2/17</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Workshop</li> </ul> <p><b>Homework before 2/19:</b></p> <ul style="list-style-type: none"> <li>• <b>Think Piece #3:</b> Apply concepts and arguments from Sturken and Cartwright’s piece to further discuss the meaning of the work discussed in the prior think piece.</li> </ul>
<b>TH 2/19</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Workshop</li> </ul> <p><b>Homework before 2/24:</b></p> <ul style="list-style-type: none"> <li>• <i>Pre-Production Notes</i> Paper 2: Media Analysis, Part 2: Interpretation, be prepared to bring into class on 2/24</li> </ul>

Week 6	
<b>T 2/24</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Workshop (laptops preferred)</li> </ul> <p><b>Homework before 2/26:</b></p> <ul style="list-style-type: none"> <li>• <b>Think Piece #4:</b> Cut and paste a revised introductory paragraph from your Media Analysis Paper. The paragraph should introduce and tie together the two parts and craft a thesis statement that your paper argues with evidence.</li> </ul>
<b>TH 2/26</b>	<p><b>In class:</b></p>

	<ul style="list-style-type: none"> <li>• Workshop</li> </ul> <p><b>Homework before 3/3:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>○ Brad Bird Interview, from On Animation: The Director’s Perspective (Vol. 2)</li> <li>○ Murakami, “<a href="#">Manga, Goya and ‘Star Wars’: The Unexpected Influences that Takashi Murakami the Artist He is Today</a>”</li> </ul> </li> <li>• <b>Paper 3:</b> Self-Media Analysis Assignment Prompt [Assignments Folder]</li> </ul>
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**Unit III: Self Media Analysis**

<b>Week 7</b>	
<b>T 3/3</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 3: Self-Media Analysis Overview</b></li> <li>• Work on peer reviews</li> </ul> <p><b>Homework before 3/5:</b></p> <ul style="list-style-type: none"> <li>• <b>Think Piece #5:</b> Compose a brief autobiographical trajectory of your own work. Choose 2-3 past projects/pieces that you believe best define you as an artist or creative practitioner in your field. Explain how you approached each piece and how they influenced each other.</li> </ul>
<b>TH 3/5</b>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Show and tell: bring your favorite work from TP 5 (prepare the file to project it in class and explain what you like about it)</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Incorporate feedback from instructor and revise and resubmit Paper 2</li> </ul>

<b>Week 8</b>	
<b>T 3/10</b>	<b>In class:</b>

	<ul style="list-style-type: none"> <li>• Concise writing + in-class exercises</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Paper 3: Analytical Reflection – create outline/notes and prepare to bring to class</li> </ul>
TH 3/12	<p><b>WORK FROM HOME / Open lab —ONLINE:</b> for feedback and questions, please schedule a MS Teams/Discord call during this period.</p> <p><b>Homework before 3/24:</b></p> <ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ Garrett, “<a href="#">Common Problems in Undergraduate Writing</a>”</li> <li>○ Stanford Writing Center, “<a href="#">Top Twenty Errors in Undergraduate Writing</a>”</li> </ul> </li> </ul> <p><b>DUE : SUNDAY, 3/15</b></p> <ul style="list-style-type: none"> <li>• <i>Final Version</i> Paper 2: Media Analysis (to eLearning by 11:59 pm)</li> </ul>

SPRING BREAK (MARCH 16 – 22)

Week 9	
T 3/24	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Interest Group Industry Jobs Activity</li> </ul> <p><b>Homework before 3/26:</b></p> <ul style="list-style-type: none"> <li>• Bring <i>First Version</i> Paper 3: Analytical Reflection to 3/26 class</li> </ul>
TH 3/26	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Peer review (bring or rent laptop)</li> <li>• Paper 4: Proposal and Presentation Overview</li> </ul> <p><b>DUE SUNDAY 3/29:</b></p> <ul style="list-style-type: none"> <li>• Paper 3: Self-Media Analysis (to eLearning by 11:59 pm)</li> </ul> <p><b>Homework before 3/31:</b></p> <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ Paper 4: Proposal Assignment Prompt [Assignments Folder]</li> </ul> </li> <li>• <b>Think Piece #6:</b> Find a grant or competition (past or present) that you can hypothetically apply to with your proposal project. Discuss the program and the audience you would be writing for and why it is a good fit. <ul style="list-style-type: none"> <li>○ Art and Design: <a href="https://www.artworkarchive.com/blog/complete-guide-to-2021-artist-grants-opportunities">https://www.artworkarchive.com/blog/complete-guide-to-2021-artist-grants-opportunities</a></li> <li>○ Animation: <a href="http://www.collegescholarships.org/scholarships/arts/animation.htm">http://www.collegescholarships.org/scholarships/arts/animation.htm</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Games: <a href="https://gov.texas.gov/uploads/files/press/videogame_grants.pdf">https://gov.texas.gov/uploads/files/press/videogame_grants.pdf</a></li> </ul>
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**Unit IV: Project Proposal and Presentation**

Week 10	
<b>T 3/31</b>	<b>In class:</b> <ul style="list-style-type: none"> <li>• Paper 4: Proposal Assignment Overview</li> </ul>
<b>TH 4/2</b>	<b>In class:</b> <ul style="list-style-type: none"> <li>• Workshop</li> </ul>

Week 11	
<b>T 4/7</b>	<b>In class:</b> <ul style="list-style-type: none"> <li>• Proposal Brainstorming &amp; Writing</li> </ul> <b>Homework before 4/9:</b> <ul style="list-style-type: none"> <li>• Finish <i>First Version</i> Paper 4: Proposal to bring to class 4/9</li> </ul>
<b>TH 4/9</b>	<b>In class:</b> <ul style="list-style-type: none"> <li>• Peer Review (bring or rent laptop)</li> </ul> <div style="background-color: red; color: white; padding: 2px;"><b>DUE SUNDAY 4/12:</b></div> <ul style="list-style-type: none"> <li>• <i>Polished First Version</i> Paper 4: Proposal (to eLearning by 11:59 pm)</li> </ul> <b>Homework before 4/14:</b> <ul style="list-style-type: none"> <li>• <b>Read</b> <ul style="list-style-type: none"> <li>o Rees, "<a href="#">Effective Design Communication Skills</a>" from <i>Toptal</i></li> <li>o Reynolds, "Introduction" and "Preparation" from <i>Presentation Zen: Simple Ideas on Presentation Design and Delivery</i> [Readings.zip]</li> <li>o Presentation Assignment Prompt [Assignments Folder]</li> </ul> </li> </ul>

Week 12	
<b>T 4/14</b>	<b>ASYNCHRONOUS, WILL POST SLIDES + INSTRUCTIONS</b> <ul style="list-style-type: none"> <li>• Presentation Overview</li> <li>• Portfolio Overview</li> </ul>

	<p><b>Homework before 4/16:</b></p> <ul style="list-style-type: none"> <li>• <b>Think Piece #7:</b> Find an oral presentation by an artist or creative practitioner in your field of interest. Define the purpose of the talk, the audience, and the situation. Discuss how both inflect the rhetorical devices used by the speaker. Provide the link to the speech before your analysis.</li> </ul>
TH 4/16	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• “So What?” and Elevator Pitch Activity [<i>Presentation Zen</i>, page 66]</li> <li>• “Preparing Analog” Activity</li> <li>• Presentation Sign-Up</li> </ul> <p><b>Homework before 4/21</b></p> <ul style="list-style-type: none"> <li>• Review feedback from instructor and revise and resubmit Paper 4</li> </ul>

Week 13	
T 4/21	<p><b>Open lab —ONLINE:</b> for feedback and questions, please schedule a MS Teams/Discord call during this period. Otherwise, the time is yours!</p> <p><b>DUE SUNDAY 4/26:</b></p> <ul style="list-style-type: none"> <li>• <i>Final Version</i> Paper 4: Proposal (to eLearning by 11:59 pm)</li> </ul>
TH 4/23	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Work on presentations</li> </ul>

Week 14	
T 4/28	<b>Presentations</b>
TH 4/30	<b>Presentations</b>

Week 15	
T 5/5	<b>Presentations</b>
TH 5/7	<b>TBA</b>

Finals Week	
<b>Final Writing Portfolio: Due Tuesday, May 12 by 11:59 PM</b>	